Architecture
Program Report

University of Idaho

September 16, 2023

National
Architectural
Accrediting
Board, Inc.

Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Idaho**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture **Track:** ***Undergraduate degree with UI architecture major (123 credits + 45 graduate semester credit hours*** • Seamless. U of I students with a B.S. in architecture (minimum 123 cr.) can pursue a master's in architecture (M.Arch) via our seamless degree path. Seamless means that if they apply and are accepted into the University of Idaho College of Graduate Studies (COGS), they are admitted into the M.Arch. COGS requirements are listed below. These students finish their entire education — both undergraduate and graduate degrees — in 5-6 years (we have a sub-path for those who have accumulated enough credits via summer courses to pursue a 1-year M.Arch). **Track:** ***Undergraduate degree with non-UI architecture major (at least 123 credits) + 45 graduate semester credit hours*** • Students with a B.S. or B.A. in architecture from another institution can apply for our two-year master's degree path. These students include a portfolio and are evaluated and vetted by the Co-Directors of Graduate Studies. **Track:** ***Undergraduate degree with non-architecture major + 96 graduate semester credit hours*** • Students with a bachelor's degree in a non-design discipline can also enter the Master of Architecture degree on a three-year + one semester path, which consists of a minimum of 96 credits. Unlike seamless students' applications, these students must also include a portfolio of creative work and are evaluated and vetted by the Co-Directors of Graduate Studies. ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2015

Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Professor Randall Teal, Architecture Department Chair
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Shauna Corry Dean, College of Art and Architecture
Chief Academic Officer of the Institution	Torrey Lawrence, University Provost
President of the Institution	C. Scott Green, University President
Individual submitting the APR	Randall Teal
Name and email address of individual to whom questions should be directed	Randall Teal rteal@uidaho.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

NAAB

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

CONDITIONS NOT MET

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

2016 Team Assessment: Specifically, in the case of transfer admissions, the program does not demonstrate how it matches the curriculum's courses to those previously taken by applicants and how it documents the assessments of these courses and students' portfolio work in relation to the NAAB SPC. The program documents the admission of new and transfer students, and the progress of students enrolled in the B.S. Arch and M. Arch degree programs in application and advising forms.

Response:

Although we get a handful of students through articulation agreements and late-degree transfer, we have moved to mostly have students matriculate into it into the program are via internal and external transfers at the 3rd-year level.[1] The process requires a review of student portfolios and a comparison of their education to date with our preparatory course work (1st and 2nd year); most students are asked to take our Summer Design Bootcamp, which is an immersive design fundamentals course meant to build basic skills and acclimate students to our program's design philosophy and design processes. It is seen as a condensed equivalent for our foundations courses.

The other place where new students enter the program is at the graduate gate; here, we acquire more students who have covered their preprofessional training at other schools (as evidenced by degree and portfolio). Those who are deficient in some realm either are assigned additional course work or take Summer Design Bootcamp and enter into our 3rd year (as is the case with non-architecture baccalaureate holders) which is the inception point of our pre-professional course work. In the case of any prior course work accepted to cover a requirement advisors assess catalog descriptions, syllabi, and, in some cases, student work from the course in question and confer with the instructor of record for the equivalent course at UI. The course matching decisions that result are documented in a student's "Degree Audit" by way of Substitution/Waiver forms and advising notes.

b. Progress in Addressing Not-Met Student Performance Criteria

Program Response: The next 5 SPC's not met were largely caused by a lack of consistency between the Moscow and Boise sections of Arch 575. In particular, the structure and content of the well-established Moscow section was not properly adopted or followed by the Boise section. To ensure consistency, we are now offering ARCH 575 from the Boise campus with a new instructor. It is taught in-person in Boise by an adjunct faculty member who is a working professional (as opposed to the former more research-oriented faculty member). The course is connected to students in Moscow via live interactive video. In this way, Boise and Moscow

[1] We have articulation agreements with College of Western Idaho and College of Southern Idaho, and an informal agreement with North Idaho College, but these agreements pertain only to our first-year undergraduate courses, which are not part of the preprofessional coursework we require.

students all have the same content delivered and this content is based on the Moscow 575 course that the team reviewed and assessed positively during the 2016 visit.

B.3 Codes and Regulations: *Ability to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.*

2016 Team Assessment: Evidence of student achievement at the prescribed level was found inconsistently in student work prepared for Arch 553 Architectural Design VII. The work did not demonstrate that all students have the required ability. The application of life-safety knowledge is very sparsely evident in studio work. Evidence demonstrating code compliance with respect to accessibility was found in the work generated for Arch 556 Architectural Design IX, but not with respect to life safety and fire safety.

The APR indicates that Arch 575 Professional Practice is to provide the level of understanding needed for application in the design studio. Student work demonstrating an understanding of the criterion was found in the work generated for the course section offered on the Moscow campus only.

Program Response: In addition to the fusing of **Arch 575** into a single course, the current Arch 575 has a module called Regulations and Legal Responsibilities which focuses on understanding the architect's role in health, safety and welfare of building inhabitants and the surrounding areas. Additionally, we have moved to make explicit and consistent the expectation of life and fire safety, accessibility, and general code compliance and interpretation in the structure of our **Arch 553** studios, by working collectively to create a shared template for the course, which ensures that all students of all sections have the same experience.

B.10 Financial Considerations *Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.*

2016 Team Assessment: Evidence of student achievement at the prescribed level was not consistently found in student work prepared for Arch 575 Professional Practice. The section of the course taught in Moscow provides evidence of student learning in construction cost estimating, construction scheduling, and building costs, but there is little to no evidence that students understand project financing methods and feasibility. Students are adept at all levels of understanding regarding the life-cycle costs of materials and the environmental and ecological costs of materials, but there is insufficient evidence demonstrating that they understand the application of the life-cycle costs of building materials in a market analysis, or in a way that would satisfy meeting this criterion.

No evidence was found indicating that students enrolled in the Arch 575 course taught at the Boise Center are asked to demonstrate an understanding of this criterion.

Program Response: A demonstration of understanding financial considerations for the practice of architecture and the design and construction of a project is required in the following modules in Arch 575: Week 5 –Pre Design, Week 7 -Contracts and Types of Project Delivery Mechanisms, Week 8 -Types of Business Organizations, Week 10 - Legal & Ethical Responsibilities, Weeks 11 & 12 -The Business of Architecture, Week 13 -Insurance, Disputes & Claims. A thorough understanding of financing associated with project development was required in: Assignment 3, the Firm Profile, the Mid-term-Response to an RFP, Assignment 4 The creation of a Profit & Loss (P&L) statement, Assignment 5Creation of an Invoice, and the Final -Presentation/Interview to win a project.

The instructor teaching **Arch 575** joins us from the construction industry with a background in architecture and thus has a very good grasp of budgets and their implications. She provides multiple places of focus through both the course content and assignments on financial aspects of architecture. In addition to this course, many students are exposed to the financial considerations of architecture in our design/build work; some in the studio (**Arch 454/554**) and some through the course Arch 461 Building Assemblies. In both courses, students take design work from concept to development, to sourcing, pricing, and purchasing.

D.1 Stakeholder Roles in Architecture *Understanding of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.*

2016 Team Assessment: Evidence of student achievement at the prescribed level was not consistently found in the work reviewed. The criterion was identified in the Student Performance Matrix as being addressed in Arch 575 Professional Practice, a required course. This course is taught on the Moscow campus and at the Boise Center. Each version of the course includes lectures and readings that address this topic, but demonstration of an understanding of the criterion is achieved through different means.

In the version offered on the Moscow campus, student understanding of the criterion is demonstrated in the final exam for the course, a quiz, and Assignment Four: Response to a Request for Qualifications. However, at the Boise Center, student understanding of the criterion is demonstrated inconsistently in the students' final reports.

This SPC is also identified as being met in the work produced for Arch 453 Architectural Design V. Roles in a multi-disciplinary team are described in a project brief. Student understanding of this criterion is inconsistently demonstrated in the projects presented.

The Arch 454 Architectural Design VI and Arch 554 Architectural Design VIII studios, as well as Arch 483 Urban Theory and Issues, include aspects of this criterion in project briefs and other materials. However, student understanding is inconsistently demonstrated in the student work.

Interaction with stakeholders is not well documented. Work that offered some evidence was the Broadway Corridor in conjunction with the South Boise neighborhood association.

Program Response: **Arch 575** focuses a great deal on project stakeholders in the practice of architecture: who they are, how they influence a project, and how the student can expect to eventually interact with such stakeholders. We consistently host guest speakers such as: an owner of multiple buildings, a developer, entitlement expert, civil engineer, mechanical engineer, insurance agent, product representative, several practicing architects, a landscape architect and marketing professional. A demonstration of a thorough understanding of how project stakeholders interact was required in the Mid-term-Response to an RFP, and the Final-Presentation/Interview to Win a Project. The students had to provide information on their team—including consultants and engineers—and experience with previous similar projects for both of these assignments in **Arch 575**. Most students also get experience with clients as stakeholders in one of the three required vertical studios (**Arch 454/554**). The vertical studio experience ranges from the hands-on of the design-build studio, to studios like Professor Anne Marshall's current (fall 2021) engagement with tribal members to develop designs for the

Apsaalooke Cultural Center, located on the campus of the Little Big Horn College in Crow Agency, Montana.

D.3 Business Practices: Understanding of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the work reviewed. This criterion was identified in the Student Performance Matrix as being addressed only in Arch 575 Professional Practice, a required course. This course is taught on the Moscow campus and at the Boise Center. Each version of the course includes lectures and readings that address this topic, but demonstration of an understanding of the criterion is achieved through different means.

Students enrolled in the Moscow version of the course demonstrated an understanding of this criterion in a quiz, an exam, and Assignment Three: Firm Profile, Assignment Four: Response to a Request for Qualifications, Assignment Five: Project Interview, and Assignment Six: Cost Estimate/Billing. However, students enrolled in the Boise version of the course demonstrated an inconsistent understanding of the criterion in their final course reports.

Program Response: In **Arch 575**, students demonstrate an understanding of their eventual role in the practice of architecture through the following business practice focused assignments: Response to an RFP, Creation of a Firm Profile, Creation of a Profit/Loss (P&L) Statement, Creation of an Invoice, Presentation/interview to win a hypothetical project.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the work reviewed. The criterion was identified in the Student Performance Matrix as being addressed only in Arch 575 Professional Practice, a required course. Arch 575 is taught on the Moscow campus and at the Boise Center. Each version of the course includes lectures and readings that address this topic, but demonstration of an understanding of the criterion is achieved through different means In the version offered on the Moscow campus, student understanding of the criterion is demonstrated in the final exam for the course. However, students taking the Boise course demonstrated an inconsistent understanding of the criterion in the final course reports.

Program Response: Legal Responsibilities is addressed primarily in **Arch 575** the following modules: Week 2 -State & National Licensing Requirements, Week 8 -Types of Business Organizations, Week 10 -Legal & Ethical Responsibilities, Weeks 11 & 12 -The Business of Architecture, Week 13 -Insurance, Disputes and Claims. During class the guest speakers who spoke specifically about legal responsibilities associated with the profession of architecture were: an owner of multiple buildings, a developer, an insurance agent, and a practicing architect who discussed the process of becoming licensed.

Arch 575 has a block (4 weeks) of lessons, assignments and lectures, centered upon "Regulations and Legal Responsibilities." The course also addresses Licensure, Insurance/Disputes/Claims, and Contracts as separate topics in other focus blocks across the semester. Further we emphasize the legally-binding nature of construction documents in both **Arch 575** and **Arch 553**; in 553, students are asked to produce a

"light" set of construction documents so that they can understand how these documents describe the work, rights, duties and responsibilities of a numerous stakeholders in the process of constructing a building; and how these documents are connected to, and affected by, the legal obligations of the permitting and inspection process. As a subset of the CD's, there is a more focused discussion in 575 about specifications and the students learn how specifications complement the drawings set by further defining requirements and procedures for the project.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

Administration and Structure

The University hired a new President in 2019 and a new Provost in Fall 2021; the College of Art and Architecture hired a permanent Dean in the Spring of 2020. In spring 2023, the College moved from 5 stand-alone programs to 3 Departments (while maintaining the autonomy of the 5 programs). Architecture is now a stand-alone department. It lost its only architecture-focused administrative assistant position due to budgetary issues in 2019. This loss was caused by both low enrollments across the college and the below-mentioned university budget crisis.[2] In response, to these challenges the Dean moved all administrative personnel and processes to into the Art and Architecture Main Building (where the college offices are) and undertook a significant administrative restructuring. In this new structure, we have a Director of Administrative & Fiscal Operations, a Director of Development, a Director of Recruitment and Retention, College Sponsored Programs Administrator, a Career Advising Liaison, an Administrative & Financial Specialist, an Academic Advisor for 1st & 2nd Year Students, a part-time Assistant to the Dean, and two Administrative Specialists. Additionally, enhanced computer support and security has been added.

Architecture has just added (September 2023) an Associate Chair to assist the Chair with departmental leadership.

Enrollment and Budget

Since 2015, Architecture has seen a 62% increase in enrollment. Budget increases and/or losses are difficult to determine over a longer period of time due to a lack of budgetary transparency under the former Dean; further, the University of Idaho suffered through a major structural budget crisis starting in 2018 which resulted in $500K loss of general education funding to the College of Art and Architecture. Although, the University situation has improved we still are in budget reset mode. That said, architecture's budgetary condition is stable and sustainable, although as discussed in section **5.7 Financial Resources,** evidence suggests that architecture is underfunded in comparison to architecture programs at peer institutions.

Faculty

Since the last visit, we have lost 5 faculty due to retirements and other life circumstances and we have hired 6 new faculty in response.

Facilities

Improvements to the entry lobby were completed at the end of August 2015. The space was established and upgraded to serve as a more welcoming entry for visitors, an information hub for students, and an informal learning and meeting space. There are several features that support

[2] The position was located in the Art and Architecture South Building, adjacent to the chair of architecture's office, and was shared with interior architecture and design: architecture 70% and IAD 30%.

this informal learning role: the reading/meeting lounge, the coffee table that holds periodicals in 8 different compartments, the periodical display, and information kiosk. We also upgraded our lighting on the third floor or the Art and Architecture South Building in 2018. An upgrade to the second-floor lighting is slated for this year. We have also added space for design-build activities: we now utilize a large space (approx. 3000 sq. ft.) in the basement of Memorial Gym for design-build (DB) storage, and we received funding to purchase 3 shipping containers to form an outdoor DB work area (with storage) adjacent to the Art and Architecture East building.

Prep for 2020 NAAB Conditions
We have moved to align the metrics we are using to evaluate our program with the 2020 NAAB Document. In addition to designating coursework that will demonstrate the SC's in their content we were particularly focused on the evidence needed for SC5 and SC6; thus we began thinking about this question by doing three things: 1. Defined the key terms for SC's 5 & 6. 2. Located the best place to focus on these criteria within our curriculum. 3. Set up a reliable framework that will yield consistency of learning objectives and comparability of student work across multiple sections and multiple instructors.

1. **Define:** Design Synthesis - an ability to create an innovative and aesthetic architectural project that is formed as a response to site conditions, code provisions (with particular emphasis on accessibility and life safety), programmatic opportunities, functional relationships, spatial dynamics, building systems, and the fluent deployment of building assemblies. Building Integration— an ability to engage multiple complementary (and sometimes contradictory) performative aspects of a building; students must demonstrate acumen in the evaluation, selection, and ultimate integration of key constituent parts in forming an effective and functional building solution. Emphasis is placed on building envelope, structural systems, environmental control systems, and life safety systems. All of this is done with a drive to incorporate strategies that promote resiliency and sustainability within the built environment.

2. **Locate:** Our program is broken into three phases. The fist, Design Fundamentals, is the first two years of undergraduate education (B.S. in Architecture), The second, Pre-Professional, is the third and fourth years of the undergraduate education. The third and final phase is the Professional Degree (M.Arch), which occurs in years one and two of the graduate degree. When considering our NAAB requirements, we must identify courses that educate both our own "seamless" students (coming into the M.Arch from the B.S. Arch), as well as those who transfer in as graduates from other institutions and/or with degrees that are not bachelors' in architecture. With this in mind, we have targeted Arch 553, a specialized design studio that focuses on the integrated technical execution of a building, as the site for this learning and evidence collection. Arch 553 occurs in the first year of the professional degree for those with undergraduate degrees in architecture and occurs in the third year for those with undergraduate degrees in other disciplines. It not only has the correct focus and timing to address these learning objectives; but also, as a 6 credit design studio it, by definition, produces a multitude of tangible design "products."

3. **Framework:** We began by making a template syllabus for Arch 553 ensuring certain deliverables and foci would be consistent across sections and delineated a set of outcomes for all for comparability and a means to assess student ability. The student work examples are evaluated for "ability," which in this context means outcomes consistent with a burgeoning professional when first undertaking a "total building design." In other words, there must be evidence that a student can manipulate multiple interdependent systems to create a compelling and comprehensive design solution that includes a high degree of "constructability" as seen in a final set of construction documents, while acknowledging that "mastery" will remain on the horizon for most.

Steps to ensure this end include:

- The department chair evaluates work from all 553 sections at the end of fall semester.

- At least one final reviewer for each studio section's final design review will NOT BE the instructor of record.
- 553 template will be adjusted by the department chair based on the student evidence collected, instructor self-reflection, and feedback given by external reviewers and faculty each year.
- Faculty discussions aiming to identify “problems” and opportunities that we might address through our on-going assessment process.

Our department has been focused on several strategies for the assessment of student achievement, which are first and foremost for our own benefit as we always strive to improve our effectiveness. We’re also employing assessment strategies for the purposes of our university’s ongoing accreditation requirements, the fulfillment of the University’s Strategic Plan, and our own accreditation requirements as defined by NAAB. Since 2016, we’ve been attempting to coordinate our efforts in ways that will streamline processes, data, and resulting curricular priorities and modifications. This has been accomplished with the involvement of the entire faculty, over the course of numerous meetings spanning the past several years, and it’s been taking place while the university has been developing and refining the ways programs are required to establish and report on student learning outcomes such that they align with the University Strategic Plan and the global University Learning Outcomes. For each degree program, the university requires determination of five specific learning outcomes and the tracking of results annually for at least three of these outcomes, such that all are evaluated at a minimum every three years. In our case, for the Bachelor of Science in Architecture degree, our learning outcomes are focused on 1) Design Communication Skills, 2) Critical Thinking Skills, 3) Architectural History, 4) Structural Systems, and 5) Environmental Control Systems. For the Master of Architecture degree, our learning outcomes are under the headings of 1) Research Methods, 2) Design Integration Skills, 3) Design Communication Skills, 4) Applied Architectural Theory, and 5) Professional Practice. Each learning outcome takes the form of a declarative statement of expectations. For example, the learning outcome for Professional Practice states that “students completing the professional practice course will demonstrate a thorough understanding of ethical standards, civic outreach, legal and economic issues as they relate to the profession.” Each learning outcome is assessed in at least one and as many as three distinct required courses. For example, the learning outcome for Structural Systems is assessed in the two courses comprising the structures sequence (Arch 361/362 – Structural Systems I & II) as well as in a design studio (in this case, Arch 354 – Architectural Design IV), and the learning outcome for Design Integration Skills is evaluated in Arch 553 – Integrated Architectural Design and Arch 568 – Technical Integration in Design.

Our assessment examines a variety of evidentiary materials, depending on the specific course. In lecture courses, we track the results of assignments, projects, test scores and the like, while in design studios we employ an evaluation form completed by the instructor and in some instantiations, outside reviewers (other faculty, practitioners, and visiting critics). While all of these efforts have been crafted to satisfy our own needs and those of the university, we have endeavored to make them directly relevant in the NAAB accreditation process as well.

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program’s mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response: The University of Idaho (UI) is a publicly supported comprehensive land-grant institution with principal responsibility for performing research and granting the Doctor of Philosophy degree. Set in a rural context—albeit one that is 7 miles away from another public research university, Washington State University (WSU)—the University of Idaho offers degrees in its core programs to include: agriculture, **architecture,** engineering, forestry and wildlife, mining, foreign languages, and law as well as business, science, economics, and education. Its regional medical and veterinary medical education programs are held in cooperation with other Pacific Northwest states. As Idaho's flagship research university, University of Idaho is considered a medium-sized university with a student body of over 11,000 majoring in 124 disciplines.

The University of Idaho aims to "shape the future through innovative thinking, community engagement and transformative education" and states its mission as follows:
The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.
Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.[3]

The university is set in Moscow, Idaho, a college town with a population of roughly 30,000, the town has earned a reputation for its cultural events and festive downtown. In fact, downtown is so popular, that an estimated 1/3rd of its patrons regularly visit from nearby Pullman, Washington, the hometown of Washington State University. The town's Saturday Farmer's Market is the largest in the state. The town's entrance signs boast that Moscow is the "Heart of the Arts" and Moscow is listed in the top 100 Art Towns in the book *Guide to Small Art Towns.* Its two free public art galleries—Moscow Contemporary and the soon-to-be second - University of Idaho gallery—are in the heart of downtown and display high-quality work from regional, national, and international artists. Downtown is full of unique coffee shops, restaurants, a health food-oriented regional food Coop, small private galleries, and boutique shops, many set within 2- to 3- storey Victorian era brick buildings.

The university's emphasis on engaged learning and community outreach are cornerstones of our program's connection to the university's greater mission. We aim both in and out of the classroom to challenge students to think about the people and the planet and how their designs can positively effect change; we urge students to be innovative thinkers and encourage them to discover their ability to make a difference. These emphases show up in a number of areas in the curriculum, from our foundations and their challenges to the status quo of space and tectonics, to our focus on mastery of technique as a means to empower one's ability to make architecture, to design-build and service learning projects that directly impact the community, all the way to graduate project where students to find their own voice often through social and ecological agendas.

Our immediate surroundings often benefit from these efforts and provide meaningful environments for students to learn about making architecture. For example, many studios have

[3] https://www.uidaho.edu/about/mission-vision-values#:~:text=The%20University%20of%20Idaho%20will,state's%20land%2Dgrant%20research%20university.

used Moscow itself as a setting for projects including three of Scott Lawrence's design-build studios and Phil Mead's interventions in and around the square block that adjoins Friendship Square and the new art gallery. [4] Randall Teal's design-build housing projects on the south edge of town assist the community in envisioning new ways of approaching workforce housing; Anne Marshall's work with local indigenous populations brings architecture to an underserved community; and, further afield Assistant Professor Dwaine Carver's work with the city of Boise has led to a new re-zoning plan that aims to protect sensitive ecosystems and conserve water. Although, we also think it important to get students out into the world (discussed more below), we believe it important to recognize the conditions unique to University of Idaho and the Palouse region and embrace the opportunities and responsibilities for architecture therein. In these ways, the University of Idaho Architecture Department strives to deliver a transformative education, teaching students that, at its core, architecture is about improving the world around us.

Architecture classes in Moscow are mostly in-person, although we have a pre-COVID tradition of courses offered remotely to both locations. As regular offerings, Moscow students take Arch 361 and 362 Structures and Arch 568 Technical Integration from Boise. They also can take graduate seminars remotely; we have one offered this fall- Arch 504 *Artificial Territories*.

Boise students can take the History and Theory courses, materials and methods of construction, building assemblies, the Environmental Control Systems (ECS) sequence, and some seminars remotely. And, because of ECS restructuring discussions on-going this year (discussed below), ECS is being taught by an adjunct faculty member remotely for all sections on both campuses this year.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response: The architecture department's relationship to the university context and community is multifaceted.

The architecture department's physical location in the university's second oldest building facing the historical center of campus provides prominence and visibility for our program. The campus, designed by the Olmsted Brothers, is a constant reminder of the essential role that design plays more broadly in shaping the significance of place, and in this context - anchoring the university in its cultural aspirations. As part of the College of Art and Architecture, the architecture department reflects the town's "Heart of the Arts" motto, and thus is positioned differently—in part, due to the 1st -year Art foundations—than our neighboring architecture program at WSU which is part of an engineering college.

Architecture faculty members participate in University state-wide initiatives. These initiatives range from teaching high schoolers architecture in the Introduction to the Built Environment's dual credit course to participating in the college's Design Day(s) workshops in July and October. The program contributes to the state's economy and sustainability initiatives by aiding Southern Idaho's architecture firms at the Integrated Design Lab and the energy-saving research it delivers to building projects, and the education it delivers to professionals through its monthly lecture series.

[4] Last year, the studio worked with the city and the design firm of Bernardo Wills Architects from Spokane for design ideas in their redesign of Friendship Square and Main Street. This led to Mead's appointment to the newly formed Moscow's Urban Renewal Agency subgroup that examines and approves new projects in the former industrial zone between downtown and campus.

In faculty governance, faculty members participate in the formation of the university's academic initiatives by serving on ad-hoc committees related to teaching, research, and outreach. Architecture faculty also serve on a multitude of university and college standing committees:

- Associate Professor Xiao Hu serves on the **President's Diversity Council; University Research Council; University Admissions Committee; University Faculty Appeals Committee; University Assessment Committee.**
- Professor Matt Brehm serves on the **International Engagement Council.**
- Associate Professor Carolina Manrique serves on the **University Faculty Affairs Committee**
- Assistant Professor Hala Barakat serves as the chair of the **University Budget and Finance Committee**.
- Assistant Professor Dwaine Carver serves on the **University Integrated Leadership Cabinet in Boise**

Currently, Associate Professor Scott Lawrence is heading up a presidential initiative to design and build a memorial garden for the four students that were murdered in the fall of 2022. He is working directly with the Landscape Architecture program and numerous stakeholders in upper administration and in the community to develop this project with a group of CAA students. Additionally, Professor Randall Teal, Associate Professor Carolina Manrique, and IDL Director Damon Woods are participating in the collaborative "Printimber" Grant with faculty form Engineering and the College of Natural Resources to devise ways to deploy wood waste as a sustainable construction material.

Finally, in the last 8 years, two different CAA faculty members have served as the Faculty Senate President: Jean-Marc Gauthier of Virtual Technology and Randall Teal, Architecture Department Chair. The latter worked with the former provost to overhaul and improve the university position description and evaluation metrics and processes.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response: Studios make regular **field trips** to Spokane, Seattle, Portland, and, on occasion, Chicago, San Francisco, Los Angeles, San Diego, and Washington DC; one recent studio made it all the way to Togo to design a girls school. Students also visit rural sites in Idaho, Oregon, Washington, and Montana. For study outside of the United States, students have the choice of four study abroad options within architecture: the fall semester Rome Program, the summer London Program, the summer Asia Program, and the full-year student exchange with Tampere University in Finland. Students may also participate in study abroad programs administered by other universities and consortiums. These programs are coordinated by the university's International Programs Office and include possible placements in Europe, Asia, Australia, and Latin America.

Students are encouraged to get out of the classroom via participation in the design-build experience**,** either via the **Arch 454/554** studio and a 3-credits **Arch 504** Design Build Construction Seminar; or, the sponsored Lupine Flats program (**Arch 554** + paid summer internship).

Students also have opportunities to work on research projects both at the **Integrated Design Lab (IDL)** in Boise which focuses on the development of high-performance buildings in the intermountain West with the emphasis on energy efficiency, building systems, and the integration of human factors; and, with faculty on funded research projects as an undergraduate or graduate

research assistant –currently these opportunities exist working with the “Printimber” NSF Grant Team and in Carolina Manrique’s Idaho Concrete Masonry Association research.

Seminars and lectures also enhance the student experience: The Boise Integrated Design Lab offers periodic lunch seminars to the state’s architects, faculty, and architecture students related to energy conservation issues. The architecture program’s lecture series invites practitioners from all over the world either by Zoom or in person. Recent lectures Include:

Gustavo Carmona
Owner Principal, MATERIA Mexico City

Oana Stănescu
Owner/Principal, Oana Stanescu Studio New York

Steven Rainville
Principal, Olson Kundig Seattle

Thoma Robinson
Principal, LEVER Architecture Portland

Susan Jones
Principal, Atelier Jones Seattle

Stephen Loo
Professor, University of New South Wales

Anders Johansson
Principal, Södersvik Arkitekturproduktion, former Dean KTH Stockholm

Rick Joy
Principal, Studio Rick Joy Tucson

Seema Goel
Artist, Writer, and Environmental Scientist, Winnipeg

Marko Jobst
Writer and Researcher, Glasgow

Mathias Rassmussen
Head of Product Development, A.GAIN, Copenhagen

Amanda Petretti
Principal, Studio Petretti Portland

Jesús Azpeitia Seron
Studio Director, Tengbom Stockholm

Simone Brott
Senior Lecturer, Queensland University of Technology

Kåre Poulsgaard
Creative Director, GXN Copenhagen

Rick Sommerfeld
Director, Colorado Building Workshop University of Colorado, Denver

Matthew Eastwood
Studio Director, Strategisk Arkitektur Stockholm

Perry Kulper
Architect and Professor, University of Michigan

Frank Jacobus
Department Head and Professor of Architecture; Chair of Integrative Design; Penn State University

Bryan Cantley
Professor, California State University, Fullerton
Principal, Form:uLA

Kiel Moe
Architect,
Former Gerald Sheff Chair of Architecture, McGill University Montreal

Daniel Glenn
Principal, 7 Directions Architects/Planners Seattle

Upcoming this fall we have:

Jeff Kovel
Principal, Skylab Portland

Perry Kulper
Architect and Professor,
University of Michigan

Caroline Souza
Principal, David Baker Architects San Francisco

Bernard Khoury
Principal, Bernard Khoury Architects Beirut

Typically, we bring practitioners and academics to campus and aim to have these visitors engage students via a number of approaches – lectures, lunches, critiques and discussions. COVID slowed the "in person" aspect of these events but also opened other opportunities. For example, coming out of COVID the department chair developed a "Breakfast and Architecture" lecture series that focused on European practitioners and academics (they lectured, while we ate breakfast), and also pivoted off travel restrictions to build-out a roster of graduate final project reviewers from our normal 2-3 invited guests to a roster of 15. We returned to unique live events with lecture/conversation between Marlon Blackwell and Josh Shelton of El Dorado Architecture and ended on a high note last year with a Drawing Symposium, organized by junior faculty that featured Nat Chard (The Bartlett), Reit Eeckhout (KU Leuven Faculty of Architecture), Jerome Tryon (Critic, Yale), and Bryan Cantley (CS Fullerton) and included a workshop, discussion and panel talk. Further, Riet, Jerome, and Nat stayed on to serve as jurors alongside Professor Jassen Calender of Mississippi State University for our final 2023 graduate project reviews.

We also share events with Washington State University. WSU students and faculty are invited to attend our lectures (and vice-versa). And for the past 5 years we have conducted a joint wood design competition with WSU that is sponsored by Idaho Forest Products Commission.

UI architecture students actively participate in the college's Student Congress of Art & Architecture (SCAA). The SCAA consists of elected student representatives from all design programs in the college. Its leaders meet regularly with the Dean and other college administrators to discuss areas of concern and the needs of students and serve as a communication link between the college administration and the student body. It also attends to broad issues and facilitates events, such as portfolio workshops. Additionally, the UI student-led American Institute of Architecture Students (AIAS) chapter is very active and recently collaborated with Washington State University students on a firm crawl and awards banquet in Spokane.

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response: The Architecture Department's Mission is to provide a dynamic professional design education aimed at building capacity in students for attuned and creative architectural response; this capacity is informed by historical and theoretical inquiry, empowered by the deployment of affective material assemblies, and driven to create environmentally conscious regenerative architecture. Graduates of our program will be prepared to think and make architecture in ways that: promote principles of sustainability and earth stewardship; advocate quality of life for people of diverse backgrounds beliefs, and means; cultivate habitat for all living beings; respond to evolving global, political, economic, and ecological forces and needs.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response: The design studio is central to the learning experience of our students, essential in the foundational, pre-professional, and professional curricula, and is meant to foster inspiration, open-minded learning, and a persistent drive towards precision. Through the design studio we strive to create a supportive environment to activate students' abilities and skills, challenging them to become experts in critical thinking and creative making. Further, as the only architecture program in the state of Idaho, we have a special responsibility to bring design expertise to the state, and to be leaders in the public discourse on design and the architectural profession.

Our curriculum is structured around the idea that design is the fundamental knowledge of architecture and forms the basis for all architectural operations. Basic design skills are systematically empowered via increasing levels of technical understanding, always with an eye towards theoretical inquiry and a commitment to critical reflection and analysis. Our curriculum instills these qualities by attuning students to the complexities of the world around them and the opportunities of an ever-changing profession. We engage our students in ways that challenge them to define problems with precision and to craft solutions that exhibit clarity of purpose, compositional resolve, efficient and sustainable use of resources, and social responsibility, ethical accountability, and environmental stewardship.

For students, design learning is centered their progression through the studio sequence. Studio projects focus on a wide variety of conceptual, theoretical, and methodological approaches to architectural design. However, there is a basic outline that the sequencing of studios follows: 2nd-year studios focus on design fundamentals and design process; Summer Design Bootcamp provides an alternate design fundamentals experience for students on non-standard trajectories; the 3rd-year undergraduate studios (particularly second semester) are seen to be the companion to the 1st-year graduate studio in terms of technical learning, forming a link between *introductory technical understanding* (**Arch 354**) and *technical ability* demonstrated by the end of **Arch 553** in the first year of the M.Arch.

Around these ideologically book-ended studios (**Arch 354** and **553**), students take three semesters of vertical studio (4th-year undergraduate/1st-year graduate (**Arch 4/554**), which explore topics related to faculty research interests and include service-learning and outreach projects. These studios serve as vehicles for exposing students to a variety of economic, cultural, and social issues and bring awareness of more diverse conditions and populations within the context of design. Vertical studios are also valuable for their collaboration opportunities with students from other disciplines, historically there have been numerous collaborations with landscape architecture and interior architecture.

Finally, the 2nd-year graduate studio (**Arch 510 + 556**) is a research-based individually driven project that challenges students to form coherent and provocative positions about architecture in relation to the world around them. Projects pursue architectural questions and formations in relations to a research question. The results range from speculative

reveries, to focused interventions into the hard truths of reality. Regardless of direction, faculty encourage students to use this immersive year-long pursuit as an opportunity for them to reflect upon their future relationship to architecture and the positive architectural impacts they plan to make as they move into their professional careers.

The studio curriculum depends upon a few variants of faculty mentorship. The second-year studios are normally coordinated by one full-time faculty member with each section assigned to a paid graduate teaching assistant. This arrangement (faculty + teaching assistants) ensures consistency, direction, and expertise (faculty), while providing more hands-on guidance to students (teaching assistants); the same model is used in Bootcamp. In the third-, fourth-, and first-year graduate studios, instructors are either full-time faculty members or practitioners with sections limited to 15-17 students for undergraduate studios and 8-12 for graduate studios. For the graduate project, studio instructors are generally restricted to tenured or tenure-track faculty who assist graduate students in developing their own architectural interest areas and research agendas. To ensure freshness in the design conversations, the architecture program regularly invites practicing architects, outside scholars, and accomplished artists and designers to serve on studio reviews, competition juries, and to participate in the lecture series.

Finally, we believe that developing a far-reaching worldview is a critical component to becoming a good designer and responsible architect. Therefore, we strongly encourage design learning experiences outside the confines of our relatively remote geographic setting (as discussed in Section 1). These experiences expose students to important social and cultural conditions and landscapes, attune them to diversity, and prepare them to enter a global work environment.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response: The architecture program actively promotes ecological awareness and environmental stewardship as a critical aspect of an architect's professional responsibility. In order to promote this idea, we have required courses in environmental technology, systems integration, and integrative design; however, the inclusion of environmental, social, and ecological sustainability are non-negotiable topics that are fundamental to the future of our built environments; thus, these topics permeate many classes not explicitly designed to teach these values. As such, topics related to environmental stewardship are built into parts of the history and theory courses and are regular discussion points in design studio projects.

More sophisticated regenerative potentials of the built environment are addressed in elective courses, which address net-zero, green architecture and urbanism in the UK, natural lighting, green urbanism seminars, social sustainability, performance evaluation, and the sustainable implications of technologies.

Finally, graduate students regularly take on topics related to the environment, climate change, and social justice in their self-directed graduate projects. In short, many of our students are passionate about their social responsibilities and are thus well positioned to rise to the moral challenge of creating architectures that embrace the natural world, combat climate change, and protect the future of the planet.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects

seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response: It is an ethical responsibility to be attuned, responsive, and in many cases go out of the way to be supportive of those marginalized by limiting and inappropriate definitions (explicit and implicit) of "normal." Thus, as a program, our first responsibility to equity, diversity, and inclusion, is to demonstrate a commitment to these values through both the types of people we attract and the kind of work we undertake.

Our Lupine Flats design-build team is exemplary of equity, diversity, and inclusion in a few ways. 1. **Agenda:** this is a project where students work with the Moscow Affordable Housing Trust to build work-force housing and provide models for future affordable housing development. 2. **Demographics of the teams**: our first student team was made up of three women and one man; our current team is made up of three men and two women, with both women and one of the men coming from non-white heritage.

This commitment to equity, diversity, and inclusion extends into hiring: Over the past 9 years we have hired of 10 new full-time faculty members; 5 of these10 hires have been women; 3 of these 5 women have been from non-white backgrounds; further, one male hire is from Argentina, and another is from Italy.

Our commitment also extends into recruitment and admissions: at the University of Idaho we see our first mission as providing architectural education to a population with a diverse range of educational backgrounds. Rather than supporting policies of *competitive* admissions, we support policies of *supportive* admissions; as such, it is our policy to include as many students as our faculty and facility capacities will allow. Which is to say, we *want* students to be successful, and we *want* to continue to support students who are demonstrating that they can be successful. As opposed to weeding out marginal students, we aim to *teach* them and *help* them improve. This disposition is not only seen in our policies of second year, third year, and seamless graduate admissions, but is also seen in our summer architecture bootcamp, which aims to bring students of varying backgrounds up to speed, helping them to continue on with their education in a way that is both financially viable and educationally fortifying.

This commitment is also seen in our coursework which is elaborated in PC. 8

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response: We believe architecture to be, fundamentally, about responding to new information by way of established knowledge. In every single project an architect encounters there is the challenge rendered: to see the new *as new*, and find ways to use established knowledge and expertise in a way that it does not level the new into distorted similarities of what "has been." With this principle in mind, we see architectural knowledge and design skills to be the tools to construct novel familiarities, to help designers let new be new (in all its nuances and subtleties) so that they might respond, with precision, to the *actual* conditions in a given situation. In this way innovation, is the ability to discern the opportunities of difference, and leverage one's skill set to foster attuned and appropriate responses. This belief lies at the core of our studio teaching and also informs our pedagogy in non-studio course work. In these courses, we also ask students to develop basic competencies and then build off these to establish their own perspectives, being able to evaluate, analyze, select, and synthesize given materials and critical evaluate accepted doctrines and practices. The culmination of this course of

education is the graduate project, where students are asked to demonstrate these abilities in a project of their own definition.

Building knowledge and approaching architecture with a nimble innovative mind drives not only our design thinking but our research endeavors. For example, our university and architecture department have been actively engaged in developing strategies for deploying wood as a primary structural material in architectural design. We are also committed to initiatives that propose alternatives to mainstream materials especially in service of reducing embodied carbon in manufacturing and construction processes, reducing material toxicity, encouraging circular business practices, and promoting the development of local industries.

Another research area of interest that requires knowledge and innovation is housing. Challenges to current unsustainable and unaffordable housing design and construction practices are motivated by opportunities in both our design-build work and additive manufacturing/wood composite technology innovations.

Finally, the IDL is the hub for a variety of focused projects aimed at architectural innovation. Over the last ten years, the UI-IDL has developed strong working relationships with regional utility programs. In 2022 alone, UI-IDL conducted more than $400,000 worth of utility-funded energy efficiency projects in southern and central Idaho. The UI-IDL currently partners with regional utility provider Idaho Power to offer technical design assistance on construction and renovations of commercial buildings. UI-IDL's faculty host over 26 lectures per year at engineering and architecture firms in Idaho on building energy efficiency topics. The UI-IDL also works with the Office of Energy and Mineral Resources Government Leading by Example program to conduct energy audits at municipal buildings in Idaho's rural areas. Faculty at UI-IDL lead the state's energy code collaborative and investigate emerging technologies through funding from the Northwest Energy Efficiency Alliance (NEEA). The UI-IDL office has been retrofit to serve as a Luminaire Level Lighting Controls demonstration site to support NEEA's program. Since 2004 the UI-IDL team has completed over $8M in energy efficiency research and education.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response: The University of Idaho ensures graduates from its program are prepared to effectively engage the profession and the communities it serves in a meaningful, equitable, and empathetic manner. To this end, we have developed targeted learning opportunities both in and out of the classroom.

Students in the integrated core of the BS. Arch program are co-enrolled with peers in allied disciplines, and work collaboratively to build empathy and foster a culture of interdisciplinary professionalism and mutual respect early on. In upper-level studios, students have multiple opportunities to work on live projects that provide real-world experience. Students meet with industry leaders, work directly with community partners such as indigenous tribal leaders, community organizations, and governmental officials. These experiences are supplemented by coursework throughout the curriculum that exposes students to the impact that our creative work may have on individuals, cultures, and environments and how the profession can do more to promote the well-being of all. This trajectory is capped by our strongly interdisciplinary Professional Practice course (**Arch 575**) that helps students gain a better understanding of what role an architect might play in a given project and how architects work with various stakeholders and

consultants to realize architectural solutions that address pressing issues at local, regional, and even a global scale.

To highlight a few examples:

- In **Arch 4/554**, students have met with municipal leaders to draft redevelopment plans for post-agricultural and industrial areas in the region, collaborated with non-governmental organizations on designs for an educational and vocational campus for women in Notse, Togo, and worked with multiple indigenous tribal representatives on projects for the Crow, Nez Perce, and Coeur d'Alene communities.

- The Integrated Design Studio, **Arch 553**, in Moscow has been working on the housing crisis, with students developing affordable/social living solutions for a range of populations in Moscow and beyond. Students learn to apply their burgeoning skills to a real and immediate problem, while also gaining, with the help of **Arch 568** Technical Integration Seminar, an understanding of the collaborative team of allied disciplinary experts that is necessary to meet those challenges.

- The Architecture Department has developed multiple experiences that posit the enterprise of architectural as a global practice. The department has an ongoing agreement with Tampere University in Finland to provide an immersive study-abroad experiences to our M.Arch Students. Meanwhile, our own faculty lead international summer studios in China, Southeast Asia, the UK, as well as a semester in Italy.

- The University of Idaho has two ongoing design-build studios that give students in the **Arch 4/554** studio first-hand experience leading projects in the community. Since 2018, the Idaho Design Build studio and Affordable Housing DB Studio have partnered on 10 projects:

  2018 Hat Ranch Winery, Caldwell Idaho
  2019 Monarch Motel Outdoor Lounge, Moscow Idaho
  2020 Moscow Hotel Residences, Moscow Idaho
  2021 One World Sidewalk Cafe, Moscow Idaho
  2021 AB McDonald Elementary Outdoor Classroom, Moscow Idaho
  2022 Ridenbaugh Art Gallery, Moscow Idaho
  2022 Neuman Forest Environmental Learning Pavilions, Troy Idaho
  2022 Lupine Flats Small House 1, Moscow Idaho
  2023 Lupine Flats Small House 2, Moscow Idaho
  2023 Moscow Chamber of Commerce and Visitor Center, Moscow Idaho

In the Idaho Design-Build Studio, students are involved in every phase of the projects, from initial client meetings, design, budget development and procurement, fundraising and stakeholder meetings, working with consultants and government officials, creating construction documents, and the eventual construction of the project. The Affordable Housing DB studio is a unique partnership between the Architecture Department, CO-LAB Architecture + Urban Design, Teal Studio, and the Moscow Affordable Housing Trust. In addition to learning about design and construction, students in this studio gain valuable insight into the opportunities and challenges of working collaboratively across multiple organizations, and within a tight regulatory/ funding constraints associated with affordable housing.

The department has made and will continue to make investments (facilities, equipment, curriculum, staffing support) in learning experiences that empower the next generation of critically engaged leaders and collaborators. As the Design-Build program is developing, we are working with college and university leadership to solidify a permanent facility for those efforts and better revenue streams to support its future.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response: As per the above discussion of knowledge and innovation, it would be untenable to imagine oneself as knowledgeable or innovative, if learning was regarded as something to be finished or completed. Certainly, there are milestones of achievement marked by degrees, licenses, promotions, and such; however, we believe that learning is not a collection of information that one holds; but rather, it is a lifestyle, a way of being, a commitment to humanity and the world at large. As such, we counsel students to see the "long game" of architecture—it is not simply a degree, license, or title; it is a commitment to creating a better world that occurs over the course of a career. Thus, we stress that finding meaning in that continual growth, the investments made in one's own learning, and the value one brings to the profession. These are critical practices, necessary to becoming an accomplished *ethical* architect.

In an effort to align with the university, the architecture department has built its learning goals to be compatible with University Learning Outcomes (see assessment section 5 for more on this topic); and we attempt to articulate and communicate these values to students and colleagues though **the College Of Art and Architecture Lifelong Learning Values**:

> "All majors will be engaged in professionally accredited, studio-based programs through inspired teaching and individual attention, developing in each student their unique qualities and qualifications for success. The students will also be connected with communities and other "clients" to gain immediate experience addressing real-world problems, experience the rewards of making a difference, and be inspired to thrive in a world of change by being creative, collaborative leaders, within and outside their disciplines."[5]

And

The Architecture Department Learning Culture Statement:

Idaho is Passionate about Design and We Strive for Excellence

- We are passionate about designing environments that elevate and celebrate the human spirit.
- We recognize and respect student and faculty accomplishments of excellence.
- We constructively challenge one another in pursuit of excellence.
- We believe in regenerative design that results in the improvement of the quality of life for present and future generations.

[5] https://catalog.uidaho.edu/colleges-related-units/art-architecture/

- We value teaching and learning that prepares us for disciplinary, interdisciplinary and transdisciplinary lifelong learning.

Idaho Students, Faculty and Staff are Civil and Respectful

- We respect the opinions and beliefs of others and expect that personal interactions will contribute a positive working and learning environment.
- We value challenging, civil dialog in the discussion of ideas, processes and outcomes.
- We respect the need for clear and fair expectations for objectives and performance in studio, classroom and administrative tasks.
- We value a healthy distribution of time needed for studio projects, classroom assignments, administrative tasks and personal lives.
- We understand the importance of acting respectfully when representing ourselves within the department in studio settings and outside the department on field trips, client meetings, and other on and off campus activities.

Idaho Engages with Others in Pursuit of Solutions

- We find opportunities to work with others within and across disciplines to solve complex design problems.
- We engage with communities, agencies in a collaborative and open environment, moving beyond professional competence to become better leaders and citizens.
- We engage in learning that is designed to consider aesthetic, regenerative, social and cultural implications for current and future clients, constituents and other users.

Idaho Innovates

- We encourage excellence through continual improvement and the freedom to take risks.
- We encourage alternative teaching and learning modes.
- We recognize that process is often as important as end product.[6]

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response: Through the work of our licensing advisors and department chair at regular student meetings (at least once a semester), and all the way through to a more formal study of the profession in **Arch 575** Professional Practice, the program ensures that students understand the process of becoming a licensed architect and the range available career opportunities that exist for those with the disciplinary skills and knowledge of architecture.

[6] https://www.uidaho.edu/caa/programs/architecture/degree-paths/learning-culture

Professional Internships and NCARB/AXP
Students are encouraged to take internships and begin documenting AXP credits while in school. Advising about internships and AXP starts at the first year of students' college education during **Arch 151** Introduction to the Built Environment and continues through to **Arch 575** Professional Practice. Further, the College Advisory Board visits offer a regular opportunity for students to interact with professional architects and designers (many Advisory Board members say this interaction is the highlight of their meeting). This connection is reinforced via studio field trips (mentioned above), which are frequently coordinated to include visits to design firms and professional projects, providing students with first-hand experience of professional practice and initiating potential internship connections. Additionally, practicing architects regularly intersect with undergraduate and graduate studios as guest critics.

Professional internships are key to licensure. The Architecture Program offers academic credit for professional internships. **Arch 4/598** is a variable credit course for undergraduate and graduate students, which allows a flexible range of internship employment scenarios. **ARCH 498** or **598** Internship can be registered for as a 1, 2, or 3-credit course at the beginning of any semester. A maximum of 6 credits of Internship can be applied to the B.S. Arch and M.Arch degrees.

Job Placement and Networking
Architecture is a significant player in the university-wide Networking Nights program. Networking Nights are college-specific, networking opportunities that connect students and alumni with employer representatives in an environment where socializing is the focus.[7] The college supports a networking event each semester and also includes a virtual evening to include a broader range of practitioners.

The Architecture Department also coordinates internship recruitment and interviews with professional design firms for students. Approximately 80% of the Boise Campus graduate students work at internships while completing their studies. We have a consistent history of connecting students with job opportunities at design firms such as Callison, OKA, Gensler, NBBJ, Mithun, Collins Woerman, ZGF, Integris, as well as all the major firms in Boise, Lewiston, Moscow/Pullman, and Spokane.

The AIAS and the College Student Congress regularly sponsor spring portfolio reviews to better prepare students for securing positions in firms and/or for graduate school applications. AIAS also offers software mastery seminars and LEED workshops to better place students in the workforce.

Finally, the AIA Central Idaho provides annual scholarship monies to the Architecture Program to support students studying at our Boise Campus. UI-Boise Architecture hosts the AIA holiday party as an annual scholarship awards vehicle and networking event each December.

Architect Registration Exam
The Architect Registration Examination (ARE) results demonstrate that the University of Idaho architecture students are well prepared for the demands of the exam. ARE Pass Rates statistics show that over the past five years, University of Idaho graduates test higher than the national average in 80% of all categories of the exam.

[7] https://www.uidaho.edu/current-students/career-services/events/networking-nights

ARE 5.0 Pass Rates by School

State: Idaho

University Name: University of Idaho

University ..	Division Name	2017	2018	2019	2020	2021
University of Idaho	Construction & Evaluation	45%	74%	71%	79%	61%
	Practice Management	58%	59%	55%	55%	49%
	Programming & Analysis	73%	56%	74%	46%	63%
	Project Development & Documentation	61%	63%	56%	62%	63%
	Project Management	38%	74%	55%	65%	76%
	Project Planning & Design	54%	53%	47%	53%	66%

Better than National Average
- Above National Average
- Below National Average

https://www.ncarb.org/pass-the-are/pass-rates

Range of Opportunities

Through the professional internship for credit program, design-build studios, practicing guest critics and lecturers, university and college networking events, and the study abroad programs, students are exposed to a wide range of firms and practitioners.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response: Our program instills the importance of design process repeatedly through our curriculum with particular emphasis on building tacit design knowledge in project-based design studios.

Focus in the first year of the standard undergraduate path is placed upon developing basic design literacy, craft in making and drawing, and understanding the interrelated nature of the college's disciplines, with particular emphasis on the overlaps and differences between the environmental design disciplines in how they engage the built and natural environment. Further, beginning students are exposed to the many ways that humans engage processes that change natural and built environments for both positive and negative ends. Introductory architecture courses during this year center upon the wide variety of stakeholders in the design process (**Arch 151** Intro to the Built Environment) and teach the fundamental role that graphic communication plays in both process and presentation (**Arch 154** Intro to Architectural Graphics, in conjunction with the Art Foundations courses).

In the second year of the second year of standard undergraduate path the studios **Arch 253** & **Arch 254** aim to establish a healthy studio culture that fosters a supportive teaching and learning environment. As our students' first architecture studio experience, we instill the connections between thinking and making and follow a pedagogical approach of building confidence and criticality through a series of open-ended individual projects. Projects in 253 and 254, also introduce the importance of cultural responsiveness, cultural humility, and human connectedness. Introductory studios emphasize roughly 80% process and 20% outcome, as a means of encouraging students to better understand their design thinking/making process and to push focus onto honing their manual craft.

During the second-year, students are also introduced to the importance of materials. Specifically, how the knowledge of, and ability to manipulate, material assemblies empowers effective architectural design (**Arch 266** Materials and Methods); and are provided an introduction to digital tools, with an emphasis on how to critically deploy a range of digital tools (as opposed to teaching software) within their emerging design processes (**Arch 243** Media in Architecture).

The scale and/or complexity of project-based work in the studio tends to increase as the student progresses through each semester, with all levels reiterating the importance of exploration, experimentation, exercising theoretical understandings, honing operational tools and skills, and the understanding the vital necessity for iteration and criticality.

Fall semester of 3rd year explores architecture and place, **Arch 354** practices with materials, structures, and primary technical execution via two industry-sponsored material-forward competitions: concrete masonry and wood. In fourth year, students encounter design and research more explicitly—from design-build, to urban issues, to service learning, to speculative theoretical investigations—in our topical vertical studios **Arch 4/554.**

Simultaneously to the 3rd- and 4th-year studios, the Architectural History sequence (**Arch 385 & 386**) examines design processes across time and throughout global cultures; architectural theory (**Arch 388**) asks students to repeatedly practice critical analysis and evaluation of architectural formations and strategies at the building scale, while simultaneously orienting students to cultural, social, economic, and environmental forces that influence design and its resultant architectural materializations. **Arch 483** Urban Theory and Issues familiarizes students with similar concerns at the urban scale and teaches students about the evolution of cities and settlements from a global perspective. **Arch 463** and **Arch 464** (and their associated labs) deliver both theoretical and hands-on experience with the fundamentals of environmental design – how to incorporate issues such as energy and lighting strategies, climate responses, and a variety of other tactics to promote understandings of building performance and sustainable building practices in service of architectural design. Finally, **Arch 461** Building Assemblies revisits some of the topics from Arch 266 with a greater emphasis on building systems and assemblies, again teaching that technical mastery empowers architectural design excellence.

Upon entering the accredited professional degree, the M.Arch, students are asked to show ability in all of the aforementioned areas via: **Arch 553** – technical understanding in support of design, **Arch 554** – participating in research in support of design, **Arch 556** – creating research in support of design and using design as a form of research. Underpinning all of these specific instances are the general abilities with design process we have promoted throughout the curriculum: iteration, experimentation, intuition, making seen to be a form of thinking, and critical evaluation.

Supporting design in these studios, **Arch 568** Technical Integration helps provide focus on systems development and design refinement simultaneous to the studio investigations of **Arch 553**; **Arch 575** Professional practice, helps to contextualize design within in the frameworks, requirements, and expectations of professional practice. And finally, eighteen credits of graduate electives are meant to allow specific focus on topics that will inform student **Arch 556** research projects and future architectural career objectives.

Extracurricular opportunities to support design include guest lecturers who deliver exciting visions of what is possible in architecture, present diverse points of view that students need to consider, and initiate rich discussions spurred by sometimes challenging ideas about architecture and the world. AIA events: particularly the AIA Spokane Regional Student Design Awards, which includes awards for student design excellence and the AIA Northwest and Pacific Region Student Design Awards. Additionally, the Idaho Architecture Collaborative

(IAC), which is aimed at community outreach and education, is an extra-curricular framework where a student or small team of students work under a faculty mentor to incubate potential professional architectural projects. (IAC is discussed further in SC. 6)

Students' design work is also supported by the research centers and labs within the architecture program: The Computer Studio, Technical Design Studio, and Design Resource Center provide valuable tools for design exploration and development; and the Center for Resilient Communities at the Moscow campus, and the Integrated Design Lab (IDL) at the Boise campus are research centers where advanced students have opportunities to work side-by-side with faculty on projects ranging from day-lighting studies and design competitions to small community redevelopment and post-occupancy evaluations.

Finally, it should be noted here that two of the specific categories we use to conduct annual self-assessment are directly related to the design process. At both the undergraduate and graduate levels, we are assessing student learning outcomes related to "Design Communication Skills," (tied to the university learning outcome "Communicate") and at the graduate level we look at "Design Integration Skills." (tied to the university learning outcome "Think and Create").

However, since this assessment process was originally driven by a kind of "assessment as reporting," administered by the university, we have begun to make moves to make our assessment of "design," more iterative, critical, and relevant to the professional degree. As such, we have moved to align our university assessment with our goals in Arch 553 integrated design studio, so that we can use this consistent location for identifying strengths and or deficiencies in both design integration as well as design communication (all of this is described more extensively in section 5.2.1) The process for assessing and modifications made to the curriculum are described more completely in sections SC.5 SC.6, 5.2.1, and 5.3.1.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response: The basic understanding of the architect's responsibility for mitigating climate change comes through the two-semester environmental control systems lecture and lab (**Arch 463 & Arch 464**) sequence and is reinforced in upper-level studio projects. The fall semester ECS course focuses on passive solar heating and cooling for a variety of US climates (active systems are considered back-up plans). The spring semester teaches daylighting, integrated electrical lighting, regenerative architecture strategies, water and solid waste issues, and natural acoustics. All these topics are reinforced and developed by the systems integration course (**Arch 568**) and the integrative studio (**Arch 553**); many students further explore these issues in their independent graduate projects. Additionally, the theory courses cover areas pertaining to the problematic relationship between modern technological thinking, capitalism, and sustainability; deliver content related to circular economies, material scarcity, and embodied energy; and introduce sustainable urban strategies and principles. The potential for students to applies such critiques can be seen in some of our culturally-oriented **Arch 4/554** Vertical Studios, participation in the *Printimber* Grant, and in graduate projects (**Arch 510/556**), where students' work frequently embodies social agendas and cultural critique.

Graduate elective seminars are places where students can have in-depth study of topics in and around ecological knowledge and responsibility. In architecture areas include daylighting, sustainable urbanism, lifecycle analysis, social sustainability, British green architecture, building performance evaluation. And in Landscape architecture students often take: The

Resilient Landscape and Urban Systems in Ecology. Lastly, there are also nice opportunities in Environmental Science, Natural Resources, and Fire Ecology and Management for students to engage in substantive graduate electives related to ecological knowledge and responsibility.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response: In 2014, the program changed the titles of its History of Architecture I & II courses to *Global* History of Architecture I & II (**Arch 385 & Arch 386**) to better reflect the diversity of cultures beyond the Western world. This change more broadly included architectural histories in Central America, Indigenous architecture in the Americas, the Middle East, and Asia. When non-western architecture is covered in the Global History of Architecture II class, it is often exemplary of how the architecture retains its local or national culture in its design to resist the homogenizing effect of globalization. Further, the Global History of Architecture II class introduces students to political, technical, and economic forces that manifest in movements and counter-movements that oppose, then resolve or fester. Both classes provide students with a better understanding of the social, economic, and technological forces that shape the built environment and the inequities that can result.

Arch 388 Architectural Theory aims to simultaneously increase the rigor with which students engage, think about, and ultimately design architectural compositions, while also critically examining the context, both historical and contemporary, in which architects work. Thus, there is a primary emphasis on building level analysis; and an overview of the historical and personal limitations that have been imposed upon the way we might think about architecture and the built environment. Elements of the course that critique the normative practices of rationalism of western philosophy and explain consequent suppression of indigenous ways of knowing (and the avenues that open up as alternatives in post enlightenment philosophy and de-colonial thinking) are particularly aimed at promoting diversity in architecture and creating architectural thinking that fosters healthy environments for *all* people, and points to many of the self-created forces that underpin the current climate crisis.

Arch 483 Urban Theory & Issues introduces the history of how our cities have evolved over time and the theories and principles of urban planning and designs that have shaped the physical, social, and cultural forms of our cities in the past and present. Beginning with the origins and evolutions of the urban world and ending with current issues such as gentrification, decolonial movements, and smart growth, this course emphasizes analysis across time and space to examine transhistorical continuities of urban neighborhoods and communities and to investigate key issues and challenges today's cities are facing. Through course lectures and assignments, students study individual buildings or structures to the urban scale—such as streetscapes, building blocks, public spaces, mobilities, neighborhoods, and communities—as well as the whole city and question of how physical urban form overlaps and engages with urban identity, through ideas such as race, class, gender, ethnicity, disability, and health.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response: Research and innovation occur in a variety of places, and at a variety of skill levels within the curriculum. First, students are consistently asked to do research and be innovative within the context of studio work. Some of this involves technical aspects of architecture as seen in the concrete masonry and wood competitions of third year studio (**Arch 354**). Second, there is research conducted in order to deepen social and environmental understandings as seen in the history and theory courses; these courses also

ask students to delve into innovative architects and buildings across time. Topical **454/554** studios and graduate elective seminars **Arch 5XX** allow faculty to demonstrate to students how a productive interchange between research and design can occur. And ultimately in the second year of the M.Arch, students are immersed in a research project that starts in **Arch 510**, which helps them define an agenda of research and ends in **Arch 556** in which a design project is achieved that demonstrates the impacts of this research.

There is broader departmental research/innovation focus that aims to promote and understand the possibilities for wood as a construction material. Wood has factored heavily as a theme in our required architecture design studios, including efforts focusing on mass timber and heavy timber in our Idaho Forests Products Commission (IFPC) sponsored competitions, participation in ACSA Timber in the City competitions, and light wood framing construction seen in both Design Build projects and the Arch 553 Integrated Design Studio.

Building on this area of interest our United Kingdom (UK) study abroad summer program has expanded the learning experience of the students enrolled in our on “Green Architecture” to include research and design in the use of Cross-Laminated Timber (CLT). The UK has a rich inventory of inspiring CLT projects—over 500 of which 100 are highlighted in Waugh Thistleton’s 100 Projects UK CLT (2018). Our last two UK Study Abroad Program editions (2019 & 2022) explore many of these inspirational buildings, engaged in interviews with the architects and engineers, and participated in a design charrette in CLT-savvy London architectural firms. This unique experience enriched the students’ understanding and appreciation of mass timber construction.[8]

Wood also features in an NSF-funded grant that includes two members of the architecture faculty and the Director of CAA’s IDL focuses on developing a circular bio-based framework to utilize wood waste for 3D printing more sustainable, resilient, and affordable housing. In addition to engaging M.Arch students from both Moscow and Boise location as Graduate Research Assistants supporting Architecture Program faculty in this grant, two architectural design studios (spring 2022 and spring 2023) have been offered to senior and graduate students exploring this topic as a theme.

The Idaho Concrete Masonry Association (ICMA) and the University of Idaho Architecture Program have had a fruitful and productive relationship for the past 53 years. During that time ICMA has sponsored an annual competition that has provided technical support and cash awards for winning student work that exemplify the creative, expressive, and knowledgeable use of concrete masonry in architectural design.

Since 2017 we expanded our collaboration with ICMA to include an annual research-assistantship of 6,000 USD. The proposal for this sponsorship was developed by former Professor Emeritus Diane Armpriest and Associate Professor Carolina Manrique, to fund a senior or graduate architecture student to assist faculty in the building technology sequence on developing pedagogy and course content aimed at tying research on masonry materials and structures to the delivery of design studio and lecture courses.[9]

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[8] Thinking about research and innovation: Our next edition, planned for summer 2024 aims to expand to “stone frames”. This theme was identified and pursued by one of our UK Study Abroad Program students in summer 2022 who also received the Earth Stewardship Award (an endowed scholarship by one of our recent retired faculty) and was shared in a lecture regarding the leadership of the UK in exploring stone as a structural material (as a framed system) for multi-story buildings.

[9] Highlights from this sponsorship include the paper & presentation “Concrete Masonry Units: Innovation design strategies through architecture and building technology integration” presented in 2019 by Prof. Carolina Manrique at the “Fourth International Conference on Structures and Architecture (ICSA)” in Lisbon (Portugal) with co-authors former Prof. Diane Armpriest and ICMA-RA students Shudan He (ICMA-RA 2017-2018) and Giovanni Florenca (ICMA-RA 2018-2019). More recent ICMA-RA work have resulted in presentations delivered to faculty and students for the ARCH354 Architectural Design (Spring 2022)

Finally, the IDL in Boise has a number of current projects that demonstrate our commitment to innovation and research. **Current IDL Projects:**

- PrinTimber C2C support
- Idaho Department of Commerce – Insulation byproduct development – 2023 $100,141
    - Working with the company Hempitecture to improve product performance of bio-based insulation materials manufactured in Idaho
- Northwest Energy Efficiency Alliance – Communications and Codes – 2023 $42,815
    - Research and analysis on the impact of energy codes in Idaho
    - Funded collaboration with the other Integrated Design Labs in the Northwest
- Office of Energy and Mineral Resources – Rural Energy Audits – 2022 $49,268
    - Visiting municipalities in rural regions of Idaho and providing energy assessments and recommendations on building retrofit opportunities
- Idaho Power Company – Advanced Energy Efficiency Program – 2023 $354,002
    - Technical design assistance on commercial new construction and energy modeling instruction for firms
    - Energy resource library – maintaining over 900 energy assessment tools for free use by Idaho Power customers.
    - Building Simulation User's Group – monthly lecture series on energy modeling and efficiency.
    - Lunch and Learn lecture series on energy efficiency topics delivered to engineering and architecture firms.
    - Design tools – enhancing our library of digital design tools for energy savings on our website.
    - Ultraviolet lamp efficacy research on rooftop units in commercial buildings to improve fan and cooling coil performance.
- Energizing Rural Communities (led by Warm Springs Consulting)
    - Serving as technical partner to assist with energy treasure hunts to reduce utility costs.
- Wood River Valley Climate Mitigation and Energy Reliability – 2023 $29,606
    - Resilience microgrid scoping project – evaluating current energy consumption of buildings in the proposed microgrid district.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response: Our program considers interdisciplinary collaboration and leadership as one of the core values our architectural education. As the only accredited architecture program within the State of Idaho, one of fastest-growing states in the nation, our program aspires to provide architectural leadership through community engagement and model leadership and collaboration to our students. Key vehicles for introducing students to leadership and collaboration include:

"Principles of Modular Design" & "Modular Assemblies" (ICMA-RA 2021-2022 Reginald Mace) and for ARCH362 Structural Systems-2 (Spring 2023) "Brief Survey on Concrete & CMU in Architecture" (ICMA-RA 2022-2023 Brannon Jordan), as an effort to contribute towards the integration between these two third-year courses during the ICMA Design Competition editions each of these years.

Arch 454/554 Vertical Studio: the vertical studios play an important role in directly engaging communities and other design disciplines with collaborations. Working in teams that sometimes include students from other design disciplines, such as landscape architecture or interior architecture & design, 4th-year and 5th-year students normally address the historical, social, cultural, economic, and environmental issues of a specific site within a community. They interact with stakeholders and real-world clients to identify needs of design and explore developmental options. They propose means of informing wider publics of the impacts of development and alternative design solutions to negotiate with stakeholders and clients.

The ethos of collaboration and leadership can also be seen in recent collaborations: with Moscow Affordable Housing Trust and COLAB Architects (Portland, OR) to design and build six affordable homes in Moscow; with City of Lewiston, ID, to redevelop Lewiston's historical downtown and riverfront; with A.B. McDonald Elementary School at Moscow, ID, to design and build an outdoor study space for kids; with Crow Nation to design the Apsaalooke Cultural Center; with the Coeur d'Alene Tribe to design a Cultural Resources Building; and, in the Idaho Museum of International Diaspora (IMID) project which worked with Jason Butler, Architect and Principle of Cushing Terrell's Boise Office who sponsored the project and provided support personnel including a Content Media Developer, Digital Commu. nications Manager, two architects (Brian Halowell and Davide Koel), and an interior designer (Maddie Miller).

Arch 475/575 Professional Practice: This course is required for all graduate students. Through lectures, readings, writings, and team projects, students gain skills and knowledge to work collaboratively with clients, consultants, contractors, and different stakeholders. They are also encouraged to actively study, consider, and seek to lead practices within the profession, in community and public services, and across the design and construction industry. The delivery of this course is structured around guest speakers in different roles, within professional practice, in part, to demonstrate the necessary collaborative nature of architecture in the diversity of professionals that come together and realizing building projects.

Integrated Design Lab (IDL): The IDL does outreach and continuing education…Idaho Power…. works with architecture faculty and students to partner with College of National Resources to develop new hemp products for home buildings and to collaborate with Mechanical Engineering at University of Idaho and Auburn University to explore ideas of developing timber waste into affordable 3D printing materials for construction.

Idaho Architecture Collaborative (IAC)
Capitalizing on the success of our 2016 design-build project for the US Forest Service—a Snowmobile Warming Hut outside Sandpoint, Idaho—we formalized and expanded the work to include a timelier surgical means of intervention, the Idaho Architecture Collaborative (IAC), which is aimed at community outreach and education. The IAC is an extra-curricular framework where a student or small team of students work under a faculty mentor to incubate potential professional architectural projects. Once incubated, all or part of the project usually gets passed to a professional office or a licensed contractor for further development and/or construction.

The IAC is meant to be a beacon, indicating that the architecture program is committed to community engagement and the development of architectural excellence across the state. A primary goal of this work is to teach our communities

the value of professional design work and this occurs directly in our interactions with constituents and through the presence of projects we create for them. Doing this work not only provides unique opportunities for student and community learning, but also funding opportunities for faculty-led design work, inside and outside of the curricular structure. A selection of projects that have been with this dual benefit include:

Visioning

- 2022 Housing for Retired Clergy Boise, Idaho
- 2021 Hagerman Historical Society Museum, Hagerman, Idaho
- 2021 McCall Hospital Thrift Store, McCall, Idaho
- 2021 University of Idaho Golf Clubhouse Restaurant, Moscow, Idaho
- 2021 Clearwater Canyon Cellars, Lewiston, Idaho
- 2020 Nine2Five Offices, Moscow, Idaho
- 2020 Mrs. B's Daycare, Moscow, Idaho
- 2020 Outdoor Learning Facilities Basin School District, Idaho City, Idaho
- 2020 Moscow Hotel Building, Moscow, Idaho
- 2020 The Garden Lounge/ Sangria Grill, Moscow Idaho
- 2020 Masonic Temple Building, Lewiston, Idaho
- 2020 861/863 Main Street, Lewiston, Idaho
- 2020 Porter Block Building, Lewiston, Idaho
- US Bank Building, Lewiston, Idaho
- 2018 SILOS Visioning, Moscow, ID.
- 2018 Delta Sigma Phi Visioning, University of Idaho.
- 2018 Miners' Lodge Building, Kellogg, Idaho
- 2018 Bitner Winery, Caldwell, Idaho
- 2017 St. Mary Immaculate Catholic Church Expansion. St. Maries, Idaho
- 2017 The University of Idaho Golf Clubhouse, Moscow, ID.
- 2017 The University of Idaho Bookstore (the Vandal Store), Moscow, ID.
- 2017 The Royal Motor Inn. Moscow, ID.

Design /Build

- 2023 Moscow Chamber of Commerce and Visitor Center, Moscow Idaho
- 2023 Lupine Flats Small House 2, Moscow Idaho
- 2022 Lupine Flats Small House 1, Moscow Idaho
- 2022 Neuman Forest Environmental Learning Pavilions, Troy Idaho
- 2022 Ridenbaugh Art Gallery, Moscow Idaho
- 2021 AB McDonald Elementary Outdoor Classroom, Moscow Idaho
- 2021 One World Sidewalk Cafe, Moscow Idaho
- 2020 Moscow Hotel Residences, Moscow Idaho
- 2019 Monarch Motel Outdoor Lounge, Moscow Idaho
- 2018 Hat Ranch Winery, Caldwell Idaho
- 2016 Art and Architecture South Lobby, Moscow Idaho
- 2015 Moose Creek Warming Hut, Sandpoint Idaho

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response: In the architecture department we as faculty, staff and students believe that a respectful and professional culture with a spirit of collaborative competition creates the most productive and enjoyable working environment for our students.

Throughout our studio sequence we build this healthy studio culture. It is a culture that prioritizes learning, builds confidence, encourages creativity, fosters collaboration, and promotes excellence in both thinking and making. Regardless of the studio level and focus, we undertake pedagogical approaches that promote asking questions, experimentation, individual reflection, and discovery.

Further, all syllabi include the University of Idaho Classroom Learning Civility Clause[10] and our teaching and learning culture directly aligns with the University's Office of Equity and Diversity core values:

- **Cultural Responsiveness** – We learn, model and teach skilled interactions with people of different cultures, promoting principles of cultural humility that support multiple world views, perspectives, and practices.
- **Access** – We work strategically to create and promote broad educational experiences in which all individuals can fully participate.
- **Equity** – We lead institutional efforts to address equity gaps by promoting access, inclusion, and resource development for our university community.
- **Integrity** – We exemplify ethical actions, language, and conduct that acknowledge, respect, and honor the humanity and value of every person.
- **Safety** – We strive to foster a safe and inclusive environment for individuals of all identities to feel acknowledged and supported.

In support of this culture, we also believe in:

- **transparency in our grading policies** - our students receive a rubric of grading all courses and are always given the opportunity to discuss their grades with faculty members.
- **a flexible and adaptable teaching and learning culture that prioritizes students and their needs**. For example, during COVID 19 our students were still able to maintain a studio culture by sharing a virtual pin up board to constantly receive feedback and engage in a wholistic discussion. In November 2022 our university experienced the tragic loss of 4 students who were murdered just off campus. As faculty, we held simultaneous teaching sessions, allowing students to learn and participate from home if they chose to while still offering in-person instruction for students who chose to stay in town. These recent challenges helped us grow as a department and helped strengthen our department's ethos of resiliency and determination.

[10]"In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff, the UI Counseling & Testing Center, or the UI Office of Human Rights, Access, & Inclusion."

There are several institutional mechanisms to aid instructors to better serve the students both in the classroom and in recruiting and hiring more faculty:

- **Center for Excellence in Teaching and Learning**: The Center for Excellence in Teaching and Learning (CETL provides a safe, inclusive, and creative space for faculty development, collaboration, innovation, and well-being. Through responsive programming—workshops, institutes, individual consultations, and special programs—and positive, sustainable relationships that advance a generative culture of excellence and innovation in engaged teaching & learning. To this end, CETL works with faculty to:
    a. Design, develop, and deliver transformational learning experiences
    b. Gain confidence and competence in adopting or adapting high-impact teaching practices
    c. Develop sustainable and productive research programs
    d. Establish strong and enriching mentoring relationships
    e. Thrive through formal and informational conversations, collaborations, and consultations

- All employees complete **required annual training** as part of the **University of Idaho's Compliance Program**. [11]
    - **Groundswell: Harassment, Discrimination Prevention & Title IX**: Annual training is mandated for specific employees through the Clery Act and is an accepted best practice for all employees. Additionally, the Idaho State Board of Education policy states that all employees "shall receive training pertaining to Title IX and the institution's Title IX policy."
    - **Diversity, Equity and Inclusion for the Workplace**: In 2019, the State of Idaho Division of Human Resources published a Respectful Workplace Policy. Per this policy, state agencies are expected to provide employees Respectful Workplace training within 30 days of hire, and annually thereafter.
    - **Fire Safety in the Workplace**: The International Fire Code, as adopted by the State of Idaho, requires employees to be trained in fire prevention, evacuation, and fire safety as part of new employee orientation and not less than annually thereafter (Section 406).
    - **IT Security Awareness**: Idaho Executive Order 2017-02 requires annual training commensurate with the highest level of information access.
    - **Conflicts of Interest or Commitment**: Identify and Report: Part of the periodic training for all employees supported by the Association of Certified Fraud Examiners - Annual Report 2016, Idaho State Board of Education and Human Resources.

- **Mental Health First Aid Certification:**
  To ensure that our faculty are trained and equipped to aid in mental health challenges, the University offers faculty the opportunity to train and certified for 3-year in providing initial help to someone experiencing mental health or substance use challenge. Adult Mental Health First Aid is a skills-based training course that teaches participants to identify, understand and respond to mental health and substance use challenges.

- **CAA Respectful Communication Workshops** (held in 2022 and 2023)

[11] https://www.uidaho.edu/governance/edl/required-training/annual-training

Employees serving on faculty search committees are required to obtain the following training before the start of the process:

- **Faculty search training**: University of Idaho requires its Employees to complete a certificate of development and learning offerings in UI course Search Committee Training.
    - **Part 1: Online Search Committee Training**.
      The chapter outlines the U of I hiring process, the importance of a diverse search committee and applicant pool, proper interview procedures and guidelines and additional resources for active recruitment and hiring.

    - **Part 2: Minimizing Unconscious Bias on Committees.**
      This chapter addresses stereotypical thinking and biases in the recruitment, hiring and promotion/tenure processes that may prevent the advancement of females, minorities, persons with disabilities and protected veterans.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response: Standing for social equity and inclusion is a critically important to students in this day and age; it is particularly important to those who are studying in a state that continually threatens these important social values with threats of defunding the institutions that attempt to uphold them. We as educators must remain vigilant and find ways to teach students that it is not only honorable to be an inclusive and caring member of a civil society, but it is imperative.

Historically, the Global History of Architecture I course has focused on introducing students to a diversity of architecture from throughout the world with approximately 55% of the lecture content is from the Indigenous Americas, Asia, or Africa. The Global History of Architecture II class is taught through the lens of recent developments in Positive Psychology and Well-Being; it delivers content on the Modern Architecture movement's attempts at social equity are covered multiple times from its successes and shortcomings ranging from the Arts and Crafts movement through today's Regenerative Architecture. The theory courses include lectures and discussion about gender equity in the profession, the effects of colonization and the importance of de-colonial thinking, and actively promotes the work of female and non-white architects.

Many topical design studios (**Arch 4/554**) focus on service learning in diverse communities. In these courses, a great deal of time is spent in understanding the cultural and physical context. The work begins with interaction with the clients, first to gain cultural knowledge and visit the place, then to listen and work together to shape a program, and dialog multiple times as a design develops. Examples of the range of topics include all of the design-build studios mentioned in PC. 7 as well as the following studios that worked with external stakeholders on culturally sensitive to design:

Fall 2019 students worked with an NGO, Style Her Empowered (SHE), to design a sustainable school for girls in Togo, Africa. Students spent 10 days in Togo where they interacted with girls in the SHE program.
Fall 2020 The Idaho Museum of International Diaspora (IMID) in Boise, ID
Fall 2021 The Apsaalooke Cultural Center for the Crow Nation.
Fall 2022 Cultural Resources Building for the Coeur d'Alene Tribe.
Spring 2023 An Indigenous Gathering Center for the University of Idaho campus.

As part of the IMID experience, we brought in a panel for a diversity in architectural design work environments. The panel topic was, “A Professional Conversation: Designing a Supportive Work Culture. The panel included Shannon Christenson, Architect and Associate Principle from Boseman office of Cushing Terrell, an active and award winning AIA advocate for women architects; Victor Ferrel, Project Manager for BRS Architects in Boise, an active and award winning young professional and Latino education supporter; Brian McCormack, Principal/Owner, McCormack Landscape Architecture; and, Cheryl S. Durst, HON. FIIDA Executive Vice-President & CEO, IIDA.

Often following on the impact from an experience in a topical studio, graduate final projects witness many students engaging research questions that explore areas of social justice, equity and inclusion as their primary focus. Recent topics have included: institutions built on indigenous lands, sex trafficking, capitalism and the repression of indigenous ways of knowing, bias against minorities in spatial design; bias against women in spatial design, inclusivity in housing design, architecture for everyone.

Finally, study abroad opportunities and studio field trips provide exposure to working in wide variety of contexts, including cultural heritage and regulatory structures unlike our own.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response: Health, safety, and welfare (HSW) in the built environment is central to our architectural teaching at the University of Idaho. HSW is addressed in multiple classes in our curriculum:

Arch 483 Urban Theory and Issues explores how urban environment affects the physical, social, economic, and cultural *health and well-being* of people. Students learn how changes of urban forms, such as improvement of streetscape or adding a public park, can result in changes in urban life.

Arch 475 /575 Professional Practice plays a critical role in developing a fundamental understanding and proficiency on the standard of care and the professional responsibility, particularly on how *HSW* is fundamental to professional architects and to state laws and licensure.

The building technology sequence (**Arch 361** Structural Systems I, **Arch 362** Structural Systems II, and **Arch 461** Building Assemblies) provides students with a comprehensive understanding of *safety* issues related to the principles and applications of materials /assemblies and structural systems.

The Environmental Systems Sequence (**Arch 463** +**Arch 464** Environmental Control Systems I & II + Labs) teaches *health and well-being* in acoustics, lighting, indoor air quality, water quality and conservation, and thermal comfort and thermal controls. Students learn how human comfort and productivity are deeply affected by environmental conditions and develop an awareness of avenues that can be taken to improve *health and well-being* through building performance and more sustainable solutions.

ARCH 553 Integrated Architectural Design Studio addresses *HSW* in terms of building codes and zoning, life safety systems, structural systems, and building performance in the context of an emergent building design.

Arch 568 Technical Integration in Design addresses *HSW* in terms of building codes and zoning, life safety systems, structural systems, and building performance in the context of a lecture/seminar with a series of focused exercises.

In order to ensure students' engagement with questions of health, safety, and welfare, outcomes of **Arch 553** are assessed at the end of each academic year by the department chair and the faculty members who teach the studio with an eye towards building consistency of understanding of *HSW* demonstrated in student results. The process of evaluation led to an overhaul of the 553 syllabus and incremental refinements of the course focus in order to create a more reliable consistency for all the students in the course (described at length in sections SC.5 SC.6, 5.2.1, and 5.3.1.), with particular attention understanding occupancy, egress, and, fire safety.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response: The University of Idaho ensures this understanding through a targeted course in **Arch 4/575** Professional Practice. This primary curricular methodology is reinforced with several secondary efforts, such as an ongoing lecture series, workshops by practitioners, involvement with regional/ state level AIA events and officials, and consultation with the College of Art and Architecture Advisory Board. Business practices and regulatory requirements are also integrated into some of our topical outreach studios (**ARCH 4/554**) that work directly with external client partners and local municipalities.

As the primary delivery vehicle for lessons in professional practice, **Arch 4/575** deploys a mixture of lecture content, assignments, and guest speakers on the associated topics germane to the professional practice of architecture. This course is broken down in three different modules:

- Career and Procurement of Work
- Services and Practice
- Regulations and Legal Responsibilities

Each module has content that is primary to SC.2:

Ethics

- The importance of becoming licensed as an architect.
- The ethical and legal responsibilities associated with the architectural profession.
- Community involvement and its importance to a thriving practice and society.
- Understanding the architect's role in health, safety and welfare of building inhabitants and the surrounding areas
- Understanding the importance of building trust, reliability, and consistent communications in relationships with clients, municipalities and other building professionals.

Regulatory Requirements

- The process of becoming a licensed architect NCARB, AXP, ARE.
- Understanding the architect's role in health, safety and welfare of building inhabitants and the surrounding areas.
- Understanding insurance and legal issues.

Business Processes

- How to generate leads.
- How to win work - Public vs. Private RFQ/RFP procedures
- Project administration – design process, milestones, construction estimating, construction administration, closeout of a project.
- Office administration – invoicing, projections, financial statements, relationships with business professionals such as attorneys, bankers, accountants, and insurance agents.
- Understanding working relationships with consultants, engineers, owners, contractors, and municipalities.
- Business communication.
- Related career paths in the field of the built environment

There are a number of other secondary avenues where students gain familiarity with the professional practice of architecture. The University of Idaho maintains ongoing lecture series at both the college and department level. The intent of these events is to supplement/ reinforce lessons delivered in the curriculum through external voices of professional practice, organizations like the AIA, and through perspectives representing the range of forms practice can take.

By regularly exposing students to external perspectives on professional practice, they are better able to contextualize lessons from their coursework, helping them see that there are endless formulations of professional practice, many of which exceed the status quo and challenge normative models of architectural practice. As such, bringing in voices that articulate the forces of change in architecture is fundamental to our efforts to develop future professionals who are ethically and critically engaged. The goal is to prepare future architects who enter the profession with aspirations for shaping a more sustainable planet and are equipped the values and skills that will allow them to incorporate equitable and regenerative methods into their normative modes of working.

The AIAS is a key component in our efforts to ensure students are well-prepared for professional practice. Each year, there are several AIAS-coordinated workshops on various topics such as CV/ Portfolio/ Online Profile development. AIAS takes part in regional AIA programs, firm tours, and skills workshops, that ease the transition between the formal educational environment and practice.

Cross-curricular reinforcement of SC.2 is accomplished through several studios at the ARCH 4/554 level. Students in these courses engage with issues of professional practice directly as they work with community partners to realize live projects in the community. To offer one example, in our studios working with regional indigenous tribal representatives, students gain firsthand experience in business practices ranging from stakeholder/ community meetings, client meetings/ presentations, developing and negotiating program/ scope of work, etc. They also engage ethical issues in professional practice, learning to and learn to question normative notions of architecture as they seek to meet the needs of underserved communities.

Finally, because of the assessment of professional practice by the last visiting team determined a lack of consistency in the course delivery we endeavored to fortify certain areas of the SPC's within Professional Practice (as outlined in "Progress since the Previous Visit"). In particular, the chair worked with the course instructor to create evidence producing assignments aimed the deficient areas. For example, the themes of "Business Practices" and "Financial Considerations" are woven through throughout the assignments. From the Response to an RFP, to the Creation of a Firm Profile, to the Creation of a Profit/Loss (P&L) Statement, to Creation of an Invoice, and the final Presentation/interview to win a

hypothetical project, students are exposed to a number of processes essential to the business of architecture. Additionally, since the consistency of exposure to "Stakeholder Roles" is variable in our Arch 4/554 Vertical Studio, we agreed to foreground stakeholder roles in the structure of the course (which largely built around presentations from stakeholders in architectural practice), as well as in the assignments "Response to an RFP", and "Presentation/Interview to Win a Project". In these ways, the course has been built around fundamental-substantive-aspects of the professional practice of architecture.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response: The University of Idaho ensures this understanding through a targeted course in **ARCH 4/575** Professional Practice. This Primary Curricular Measure is reinforced with several Secondary Measures that include the integration of SC.3 into **ARCH 568** and **Arch 553** as well as topical outreach studios (**ARCH 4/554**) that work directly with external client partners.

Arch 4/575 Professional Practice is the required 3-credit course covering this material through a mixture of required lecture content, assignments, and guest speakers on associated topics. These concepts of the course are broken down in three different modules studied throughout the semester. The third module is primary to SC.3:

- Career and Procurement of Work
- Services and Practice
- Regulations and Legal Responsibilities (SC.3)

This module elaborates following relevant issues:

Evaluative Processes

- The ethical and legal responsibilities associated with the architectural profession.
- Community involvement and its importance to a thriving practice and society

Fundamental Principles

- Understanding the architect's role in health, safety and welfare of building inhabitants and the surrounding areas.
- Relationships with consultants, engineers, owners, contractors, owners, and municipalities**.**

Cross-curricular reinforcement of SC.3 is accomplished through **Arch 553** Integrated Design Studio and **Arch 568** Technical Integration Seminar**.** Students in these courses engage with the regulatory context of architecture as they determine and then respond to building codes, zoning ordinances, material specifications, etc. in their design projects.

SC.3 is integrated to varying degrees at other points in the curriculum. In the design-build studio (**Arch 4/554**) students engage regulatory requirements directly as they work with community partners to realize live projects in the community. They gain firsthand experience with business practices ranging from stakeholder meetings, budget management, procurement and material supply chains, estimation, scheduling, client meetings, developing and negotiating scope of work, etc. undertaking a project from inception through permitting, construction, inspection and occupancy requires them to effectively navigate the regulatory context of their work in a direct in a way that will inform them throughout their careers, regardless of whether they build their future work or work with contractors. These types of

integrated studio experiences help University of Idaho students close the loop on regulatory lessons learned in Arch 4/575 before they enter the profession.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response: In our recruitment literature we state that we "value design excellence centered in the poetic merging of the arts and technology". This objective frames our current curriculum and pedagogical strategies, which are aimed at creating communication between the building technology sequence and the architectural design studios at key moments in our undergraduate and graduate programs. These include linking introductory studio content with introductory technical content, integrating structures and building assemblies in design studios, and using industry partnerships and research initiatives to enhance technical understandings.

Since 2015 the Structures sequence in our curriculum changed from four courses to two structural system courses (**Arch 361/362** Structural Systems I-II) that aim to be more closely aligned with architectural design. Both courses aim towards bridging the gap between building technology and architectural design through the study of precedents and a problem-solving method that introduces the fundamental principles of structures as needed in each case example. This method is based on the works of several authors who have aspired to better connect structures and architecture (M. Salvadori, F. Moore, E. Allen, B. Sandaker, etc.). Their works recognize the structure as an intrinsic component of a building that is developed since the initial stages of the design process rather than solved by others as an afterthought.[12] The learning outcomes specify that students will be able to demonstrate an understanding of the fundamental principles of structural design, learn the language necessary to communicate with engineering professionals, and application of the fundamental principles of structures in architectural design.

Addressing that final point, in 2018 our Architecture Program sought to improve the *horizontal integration* of third year studio with our one-year **Arch 361/362** Structural Systems I-II courses and provide an additional foundational architectural design studio in the first semester of the third year. This horizontal integration makes fall semester studio a foundational *building* studio (as opposed to the *design fundamentals* practiced in prior foundational studios); allows design thinking to become an element of the structural systems courses; and then links issues in the spring between Arch 354 Arch 362, asking students to lead into their design projects with an explicit foregrounding of material and structure. To this end, it is required that students take **Arch 362** Structural Systems II alongside **Arch 354** Architectural Design IV.[13]

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[12] A more recent change in our curriculum removed the requirement of taking the ARCH361/362 Structural Systems I-II courses in a sequence. ARCH361 was a pre-requisite for taking ARCH362 which was generating conflicts with students participating in the Italy Study Abroad Program (this program moved from being offered in summer to the fall semester. The structural system courses were the only ones remaining in the program that were required to be taken as a sequence (e.g., the history courses and the environmental control systems courses were already offered for students to take in any order). Currently, the pre-requisites for these two courses are ARCH266-Materials & Methods, PHYS-III, PHYS-IIIL & MATH143. ARCH266-Materials & Methods is considered in our curriculum as the *foundation course* for the Building Technology sequence as described in our Architecture catalog: "Introduce physical and performance characteristics of materials, and concepts, conventions, and processes of construction methods. Provide a foundation for subsequent courses in architectural technology and design." https://catalog.uidaho.edu/courses/arch/

[13] **Arch 354** Architectural Design IV is organized around two sponsored competition projects. The first competition project is sponsored by the Idaho Concrete Masonry Association (ICMA) which focuses on the

As this coupling of **Arch 354** & **Arch 362** is conceptually our introduction to technical execution in architectural design, we then—via assessment practices—bookend this pair with **Arch 553** and **Arch 568**. These two courses are the culmination of technical knowledge in our professional degree and as such are also required co-requisites. **Arch 568** is a seminar that focuses on the role of technique in architecture: the integration of technical aspects of structure, enclosure, services, site, and interior systems in the design and development of an architectural project, and building technique in service of a sensory, experiential, spatial and tectonic expression. Through readings, analysis, design, drawing, and modeling, students study building assembly and architectural details toward the development of design intention, meaning, performance, and engagement. **Arch 553** is then the ultimate workshop for bringing all the technical understandings together via a comprehensive design project. This studio is further described below in SC.5 and SC.6.

These curricular upgrades have yielded promising results in terms of recent student accomplishment and recognition:

- 2019 - A National BTES-Building Technology Educators' Society Student Scholarship Award in the Design Portfolio Category.[14]
- 2022 – BTES - Edward Allen Student Award[15]

Finally, the spring of 2023 saw the retirement of the longtime faculty member who taught environmental control systems. With this retirement arises an opportunity to further push environmental control systems towards the same kind of practical knowledge/application, integration with building assemblies, and deployment in design studio as we have done with structures. We feel this move towards a more integrated view of environmental control systems, building envelope, site and climate issues, water conservation, embodied energy and carbon, and circular economies will increase the likelihood that students will see the power inherent in mastering technical matter towards achieving meaningful ends, emphasizing building practices that view sustainable architecture as the only viable approach to future architectures. This idea is elaborated in section 5.2.1

SC.4 Technical Knowledge is addressed in our following **courses**:

> **Arch 361** Structural Systems I: "Project based introduction to the physical principles that govern statics and strength of materials. Graphical and numerical methods for designing and analyzing structures are used."[16]

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expressive use of concrete masonry as a primary construction material. ICMA has sponsored this architectural design competition in our Architecture Program for 53 years. The second competition project is sponsored by the Idaho Forests Products Commission (IFPC), which focuses on the creative use of forest products in architectural design. The IFPC sponsorship started since 2012 and since Spring 2020 we have expanded this collaboration by establishing a partnership with Washington State University in our efforts to expand explorations of wood in the integration of architectural design and building technology.

[14] "The Design Portfolio is intended to showcase exceptional student work from a project, studio(s), courses, or independent design activities. The successful design will demonstrate an integration of technology and building systems in architectural design or illustrate innovative construction and/or structural solutions" Building Technology Educators' Society (BTES), Student Award, https://btes.org/BTES/events-programs/awards/student-award (accessed June 1, 2020)

[15] "The Edward Allen Student Award is the highest honor given by the Building Technology Educators' Society recognizing students–who over their academic career–have demonstrated commitment, passion, curiosity, and excellence in the integration of building technology and architectural design." Building Technology Educators' Society (BTES), https://btes.org/BTES/2022-edward-allen-student-award/

[16] https://catalog.uidaho.edu/courses/arch/

Arch 362 Structural Systems II: "Project based course with focus on the overall building behavior of framing systems. Graphical and numerical methods for designing and analyzing structures are used."[17]

Arch 463 Environmental Control Systems I: "Principles and design of sustainable passive energy systems, mechanical heating and cooling systems, air quality, fire suppression and vertical transport." [18]

Arch 464 Environmental Controls Systems II: "Principles and design of integrated natural and electrical lighting systems, water use and conservation systems, storm and waste water treatment and management, and acoustic systems as well as principles for and evaluation of sustainable architecture."[19]

Arch 461 Building Assemblies
"Advanced building construction with focus on building enclosure systems and assemblies."[20]

Arch 568 Technical Integration in Design: focuses on "Strategies for integrating structure, enclosure, services, site, and interior systems in the design and development of an architectural concept."[21]

SC.4 Technical Knowledge is addressed in our following **studios**:

Arch 354 "Continued development of architectural projects and design process that cultivate understanding of the properties of materials and building tectonics."[22]

Arch 553 "Integrative design of an architectural project including all phases of the design process with particular emphasis on schematic design and design development. Demonstration of ability to develop spatial details and construction systems concepts in support of design goals."[23]

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response: Arch 553 Integrated Architectural Design Studio has become the primary place where students unite and synthesize the various threads of learning developed throughout the program. It is a critical juncture during our students' architectural education, where they demonstrate an ability to work through a wide variety of concerns, from site analysis and schematic design through structural and material design development, integration of building systems, as well as an understanding of life safety, zoning and building regulations and codes.

The studio advances student skills within the design process toward the development of an architectural design that synthesizes user needs, regulatory requirements, site conditions, principles of accessible design, and consideration of the measurable environmental impacts of their design decisions. In this studio, students develop a clear program of spatial and user

[17] https://catalog.uidaho.edu/courses/arch/
[18] https://catalog.uidaho.edu/courses/arch/
[19] https://catalog.uidaho.edu/courses/arch/
[20] https://catalog.uidaho.edu/courses/arch/
[21] https://catalog.uidaho.edu/courses/arch/
[22] https://catalog.uidaho.edu/courses/arch/
[23] https://catalog.uidaho.edu/courses/arch/ (Accessed, May 19 2023).

requirements, are required to review national and local code requirements, provide analysis of site conditions, and demonstrate accessibility and environmental impacts of their design solutions.

In order to achieve greater focus, students undertake this project via a single material system–-wooden stick frame construction—as a way of orienting students to a dominant form of construction within this region and as means of creating more collaborative learning opportunities between students. The development of an integrated architectural design project in a given material places emphasis on technical nuance in service of rigorous deployment of material assemblies in service of tectonic expression, compositional sensory resolution, and spatial affect.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response: Arch 553 Integrated Architectural Design Studio is the course where students are expected to demonstrate their ability to deploy the interrelated technical systems required for the execution of a well-resolved building. In **Arch 553**, students work towards the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. The course focuses upon the role of technique in architecture and the interdependent nature of decision making in resolving building designs.

This course, which is taught by instructors who have experience making buildings, proceeds in similar ways that a building project would go: understanding zoning and basic building code requirements in relation to site, developing a schematic proposal, and then—in rapid succession—overlays of structure, building envelope, material composition, MEP, building regulations, and climactic performance are superimposed to expose the required negotiations necessary to the execution of a given design scheme. The objective of the **Arch 553** studio is to force the negotiations of simultaneous system demands by way of a persuasive conceptual agenda and a well-reasoned architectural approach.

Having approached this studio as a student-team effort in past iterations, we concluded that a critical aspect of the studio was to require that a single student be responsible for the totality of systems and requirements so students would be steeped in something approaching the real complexity of designing a building for execution.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response: See Appendix

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies,

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response: The full seamless B.S.Arch/M.Arch program is found at the link below. All the named Arch courses are required. The transcripts of new graduate students with an undergraduate pre-professional architecture degree (BA or BS.Arch) are generally regarded as equivalent to our BS. Arch; however, transcripts are checked against the requirements for deficiencies.
https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/CAA/programs/architecture/program-sheets/seamless.pdf

New graduate students with a non-architecture degree are required to follow the path described in the linked document below. All the named architecture courses are required.
https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/CAA/programs/architecture/program-sheets/seamless.pdf

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response: The University of Idaho requires 36 credits of general education courses in the following areas:[24]

- **Humanities**, 6 cr. taken from two different disciplines. Architecture's Arch 151 Intro to the Built Environment serves as the required intro class that counts towards a humanities course. As this is one of the larger university classes at 210 students, this also serves as a recruitment class.
- **Social Sciences**, 6 cr. taken from two different disciplines.
- **Natural and Applied Sciences**, 8 cr. with labs from two different disciplines (Architecture requires General Physics Phys III + Lab)
- **Math**, 3 cr. (Architecture requires Math 143 College Algebra)
- **Written Communication** 3 – 6 cr. (Depends on placement level)
- **Oral Communication** 3 cr.
- **American Diversity** 3 cr.
- **International** 3 cr.

[24] https://www.uidaho.edu/admissions/apply/first-year/admission-requirements/core-requirements

- **Capstone Experience** 6 cr. (Arch 454 Architecture Design: Vertical Studio satisfies this requirement)

The University's Degree Audit system tracks students' general education progress. The University of Idaho is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Although the NWCCU does not list a minimum number of general education credits, they do require competencies in effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem-solving, and /or information literacy.[25] Transfer students' gen ed requirements are evaluated at the university-level through articulation agreements with universities and colleges across the nation.[26] If a transfer student has earned 14 cr. or above, they may choose to fulfill the Idaho State Core rather than the University of Idaho Core. Upon acceptance, transfer students' general education credits are transferred and shown to students and transfer advisors in the student's Degree Audit. The student's Degree Audit is a tool used to track general education and program requirements.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response: Our program has provided a wide range of learning opportunities in responding to the need for flexibility in the curriculum to allow students to develop additional expertise.

Undergraduate Students

1) **University Electives**: in order to provide students with a well-rounded degree, all undergraduate students in architecture are required to complete at least 12 credits of elective courses, with the following requirements:

- A minimum of 3 credits should be from academic disciplines within the College of Art & Architecture, including architecture, landscape architecture, interior architecture & design, art, and virtual technology and design. The course should be at 200- level or above.
- A minimum of 3 credits should be from academic disciplines outside of the disciplines of architecture, landscape architecture, interior architecture & design, art, and virtual technology and design. The course should be at 200- level or above.
- A minimum of 6 credits can be earned by taking courses of 200- level or above from any discipline.

2) **Minors**: students have the option of pursuing a minor alongside their primary academic degree. The following minors are offered through the College of Art & Architecture:

[25] https://nwccu.org/accreditation/standards-policies/standards/
[26] http://www.uidaho.edu/registrar/transfer/articulation

- Architecture: students must complete courses of at least 19 credits from the minor course list.
- Art: students must complete courses of at least 21 credits from the minor course list.
- Interior Architecture & Design: students must complete courses of at least 18 credits from the minor course list.
- Landscape Architecture: students must complete courses of at least 18 credits from the minor course list.

3) **Certificate Program**: The College of Art & Architecture also offers the Virtual Technologies Undergraduate Certificate Program. Students can earn the certificate by completing courses of 12 credits in the area of Virtual Technology and Design with a grade of "C" or better.

4) **Honors Program**: To meet different educational, career, and life goals, our students have opportunities to pursue an Honors degree which includes completion of 21 Honors Credits with a cumulative GPA of 3.3 or above, completion of one approved Engaged Learning Experience by the University Honors Program, and submission of an Honors Thesis or an Honors Portfolio.

Graduate Students

1) **Graduate Electives**: In order to explore and develop their individual interests and skills related to architecture, all graduate students are required to take at least **18 credits** of elective courses:
   - 9 credits must be 500-level non-required architecture courses.
   - 9 credits are open to courses across the university with the following conditions in effect:
     - Additional electives can come from 400-level or 500-level courses in architecture.
     - Additional electives in courses outside of architecture mut be 300-level or above.

2) **Alternate Graduate Design Experience**: For students who indicate interest and motivation in exploring specific issues in architecture and /or urban design, they can propose an **Arch 552** Alternate Graduate Design Experience (6 credits) to pursue unique learning experience, often in an off-campus setting, such as unique internship opportunity, a supplement to an international exchange, or self-defined research project. This course may be used to replace one graduate level studio requirement (Arch 554). A student must submit an application including independent study plans and supervising activities to be approved by the Department Chair the semester before the proposed study.

3) **Independent Study Experience**: **Arch 502 Directed Study** is offered to students who plan to learn about a subject that is not available in our existing curriculum or about a topic that the students like to explore in greater depth. Working with one or a group of faculty supervisors, the students are allowed to develop the study plan and to determine the content, format, and outcome of the learning. **Arch 502** provides students with a great deal of flexibility in learning by offering available credits from 1 to 16.

4) **Special Topic Courses**: In addition to the elective courses listed in the course catalogue, there are some elective courses in special topics, such as emerging issues in architecture, special area of study, or courses related to faculty's ongoing research, offered as **Arch 504 Special Topics** to support students' learning with a

special emphasis. Like Arch 502, Arch 504 also offers available credits from 1 to 16 to bring flexibility to students.

Both Undergraduates and Graduates
Our program also offers opportunities to allow undergraduate students and graduate students to work together if they share some common interests in learning architecture.

1) **Study Abroad Programs**: there are three well established faculty-led study abroad programs offered to both undergraduate students and graduate students. Each of them has specialized focus areas that satisfy students' different interests in architecture:

    - **The Rome Program**: Every fall semester, a group of students spend three months in Rome to explore Rome's historically and culturally rich architectural environment with the focus on urban spaces, architectural sketches, and architectural history and culture. The Rome Program offers three seminars /lectures and one vertical studio, including: **Arch 410, Arch 431, Arch 483**, and **Arch 454/554** studio.

    - **The China / Asia Program**: This summer study abroad program, combined with one vertical studio, **Arch 454/554** and two seminars, **Arch 422/522**, and **Arch 423/523**, exposes the students to the fast growing and massive urban transformations in China, Malaysia and Singapore. Working with local architectural students, faculty, and architects, this program develops students' understanding of emerging urban issues and the impact of globalization on architectural practices.

    - **The UK Program**: Based in Edinburgh and London in UK, this program offers one vertical studio experience **Arch 454/554** to senior level undergraduates and graduate students with the focus on green building design. Students conduct research during visits to architecture firms, green building sites and cultural attractions at various locations throughout the UK.

2) **International Exchange**: Our program also offers two international exchange opportunities that allow our upper-level undergraduates and graduate students to spend one semester or one academic year to study architecture at the Tampere University in Finland and Chulalongkorn University in Thailand (this exchange has seen limited activity over the past 10 years).

3) **Design-Build Experience**: A design-build opportunity is integrated into **Arch 454/554** studio and a 3-credits **Arch 504** Design Build Construction Seminar. This program provides senior-level undergraduates and graduate students with the active hand-on experience to learn how to bring their designs to life through collaborations with non-profits and local businesses to bring positive impacts to our communities.

4) **Research-based experience**: Students have opportunities to work on research projects at the **Integrated Design Lab** at Boise which focuses on the development of high-performance buildings in the intermountain West with the emphasis on energy efficiency, building systems, and the integration of human factors. Also, students can work with faculty on funded research projects as an undergraduate or graduate research assistant.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response: The only NAAB-accredited professional degree program offered at the University of Idaho is a Master of Architecture.[27] It requires the completion of a minimum of 45 credits. We offer 3 pathways to prospective students for admissions into the University of Idaho Master of Architecture degree program:

- ***Undergraduate degree with UI architecture major + 45 graduate semester credit hour***: UI students with a B.S. in architecture (minimum 123 cr.) can pursue a master's in architecture (M.Arch) via our seamless degree path. Seamless means that if they apply and are accepted into the University of Idaho College of Graduate Studies (COGS), they are admitted into the M.Arch. COGS requirements are listed below. These students finish their entire education — both undergraduate and graduate degrees — in 5-6 years (we have a sub-path for those who have accumulated enough credits via summer courses to pursue a 1-year M.Arch).
- ***Undergraduate degree with non-UI architecture major + 45 graduate semester credit hour*:** Students with a B.S. or B.A. in architecture from another institution can apply for our two-year master's degree path. These students include a portfolio and are evaluated and vetted by the Co-Directors of Graduate Studies.
- ***Undergraduate degree with non-architecture major + 96 graduate semester credit hour:*** Students with a bachelor's degree in a non-design discipline can also enter the Master of Architecture degree on a three-year + one semester path, which consists of a minimum of 96 credits. Unlike seamless students, these students' applications must also include a portfolio of creative work and are evaluated and vetted by the Co-Directors of Graduate Studies.

Cogs Admission Requirements

Architecture (M.Arch.) Requirements[28]

- Education Level: Bachelor's
- GPA: 3.0
- GRE: No
- TOEFL/IELTS: 79/6.5
- Letters of Rec.: 3
- Other Req.: Portfolio

Availabilities

- Terms: Fall
- Location: Moscow, Boise
- Thesis Option: Non-thesis
- WRGP Tuition Eligible: Yes
- Expedited Admission: Yes

Grade Point Average (GPA)

The College of Graduate Studies requires that all applicants to graduate school have a minimum overall GPA of 3.00 on a 4.00 grade scale equivalent to U.S. bachelor's degree. If an applicant's GPA is less than 3.0 and application can be considered for admission if the student:

[27] In addition to the M.Arch degree, a research-oriented Master of Science in Integrated Architecture and Design is also offered. It requires 36 credits and can be undertaken via a thesis or non-thesis option. These students are generally few in number and undertake this degree as primarily a self-directed research project under the guidance of a single faculty advisor.

[28] https://www.uidaho.edu/admissions/graduate/graduate-programs/architecture

- Earned an undergraduate GPA of 3.0 or higher for their last 60 semester credits or 90 quarter credits.
  OR
- Worked in the program-specific profession for 5+ years.
- Obtained a letter of support from a faculty member in the department.
- Wrote a detailed statement/essay describing their professional experience and potential to succeed academically.

Degree Equivalency
Domestic applicants must have a bachelor's degree from a college or university accredited by a regional accrediting association. If the degree is from a recognized but not regionally accredited institution, the application will be reviewed by the department and by the College of Graduate Studies.

For international applicants, precise, word-for-word, English translations are required for all foreign language documents and the University of Idaho reserves the right to require a professional credential evaluation by an outside, independent party. Reasons for outside review include, but are not limited to, verification of document authenticity, potential transfer credits and the wish to expedite the processing of an application file.

For information about equivalency and required academic credentials by country of education page, applicants may use the Degree Equivalency Guide.

The preferred provider of transcript evaluations is:

- World Education Services, Inc.

And will also accept evaluations from the following five services:

- Visit our professional credential evaluation page.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: N/A

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

- BS.Arch/M.Arch graduates are required to complete our 123 credit B.S. in Architecture and our 45 credit M.Arch:[29]

[29] https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/CAA/programs/architecture/program-sheets/seamless.pdf

B.S.+ M.ARCH seamless
(professional, accredited degree in architecture)

	fall	credits		spring	credits	
1	Art 121 Integrated Design Process	3		Arch 154 Intro to Architectural Graphics	3	
	Art 111 Drawing 1	3		Art 100 Introduction to Art	3	
	Arch 151 Intro to the Built Environment	3		Gen Ed Requirement	3	
	Isem 101 Integrated Freshman Seminar	3		Math 143 Pre-Calc Algebra/Analytic Geom	3	
	Eng 101 or General Education[1]	3	TOTAL 15	Eng 102 College Writing and Rhetoric	3	TOTAL 15
	2ND YEAR GATE: APPLICATION REQUIRED					
2	Arch 253 Architectural Design 1	4		Arch 254 Architectural Design 2	4	
	Arch 266 Materials and Methods	3		Arch 243 Media in Architecture	3	
	Gen Ed Requirement	3		Gen Ed Requirement	3	
	Phys 111 General Physics 1	4	TOTAL 14	Gen Ed Requirement	3	TOTAL 16
				Elective	3	
	3RD YEAR GATE: PORTFOLIO AND APPLICATION REQUIRED					
3	Arch 353 Architectural Design 3	6		Arch 354 Architectural Design 4	6	
	Arch 361 Structural Systems 1	3		Arch 362 Structural Systems 2	3	
	Arch 483 Urban Theory & Issues	3		Arch 388 Introduction to Theory	3	
	Arch 385 Global History of Architecture 1	3	TOTAL 15	Arch 386 Global History of Architecture 2	3	TOTAL 16
				Elective	1	
4	Arch 454 Vertical Studio	6		Arch 454 Vertical Studio	6	
	Arch 463 ECS 1 + Lab	4		Arch 464 ECS 2 + Lab	4	
	Elective	3		Arch 461 Building Assemblies	3	
	Elective	3	TOTAL 16	Elective	3	TOTAL 16
	GRADUATE GATE: APPLICATION REQUIRED					
G1	Arch 553 Integrated Architectural Design	6		Arch 554 Vertical Studio	6	
	Arch 568 Technical Integration in Design	3		Arch 575 Professional Practice	3	
	Graduate Elective	3	TOTAL 12	Graduate Architecture Elective	3	TOTAL 12
G2	Arch 510 Graduate Project Seminar	3		Arch 556 Graduate Project	6	
	Graduate Architecture Elective	3		Graduate Architecture Elective	3	
	Graduate Elective	3				
	Graduate Elective	3	TOTAL 12			TOTAL 9

UNIVERSITY OF IDAHO SEAMLESS M.Arch ADVISING SHEET F 2023

1. Degree-seeking students must be enrolled in Eng 101, or 102 in their first semester in residence and each subsequent semester until they have passed Eng 102.

The B.S.Arch degree requires a minimum of 123 credits, including at least 3 cr of 200-level or above courses taken outside the disciplines of architecture; landscape architecture; art and design; interior design; and virtual technology and design; and 3 cr of 200-level or above courses taken within the disciplines; and at least 6 credits of 200-level or above courses taken in any discipline. (Credits earned in completion of an academic minor may be substituted for elective credits).

The M.Arch degree requires a minimum of 45 credits. 36 of these credits must be at the 500-level; others may be from 400-level courses in Architecture and 300- or 400-level courses in supporting areas. Arch 552 may be substituted for Arch 554 with permission.

- Pre-professional Degree holders from other intuitions are required to complete years 5 & 6 of the above plan.

- Non-architectural degree holders must hold an undergraduate degree in any other field and complete the 96 credits specified below:[30]

				SUMMER:			
				Arch 552 Alt. Graduate Design Experience	6	TOTAL 10	
				Arch 266 Materials and Methods	3		
				Arch 504 Grad Seminar	1		
G1	Arch 353 Architectural Design 3	6	TOTAL 15	Arch 354 Architectural Design 4	6	TOTAL 15	
	Arch 361 Structural Systems 1	3		Arch 362 Structural Systems 2	3		
	Arch 385 Global History of Architecture 1	3		Arch 243 Media in Architecture	3		
	Graduate Architecture Elective	3		Arch 386 Global History of Architecture 2	3		
G2	Arch 454 Vertical Studio	6	TOTAL 16	Arch 454 Vertical Studio	6	TOTAL 16	
	Arch 463 ECS 1 + Lab	4		Arch 464 ECS 2 + Lab	4		
	Arch 483 Urban Theory & Issues	3		Arch 461 Building Assemblies	3		
	Graduate Architecture Elective	3		Arch 388 Introduction to Theory	3		
G3	Arch 553 Integrated Architectural Design	6	TOTAL 12	Arch 556 Graduate Project	6	TOTAL 12	
	Arch 568 Technical Integration in Design	3		Arch 575 Professional Practice	3		
	Arch 510 Graduate Project Seminar	3		Graduate Architecture Elective	3		
						TOTAL 96	

UNIVERSITY OF IDAHO M.Arch ADVISING SHEET

The M.Arch degree requires a minimum of 45 credits. 36 of these credits must be at the 500-level; others may be from 400-level courses in Architecture and 300- or 400-level courses in supporting areas.

Required Courses[31]

BA./BS. Arch; or equivalent pre-professional coursework

Arch 354 Architectural Design IV
Arch 361 Structural Systems I

[30] https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/CAA/programs/architecture/program-sheets/seamless.pdf

[31] All students must either take our design foundations sequence; come with a previous foundations experience; or, for those with advance standing, take Summer Design Bootcamp.

Arch 362 Structural Systems I
Arch 385 History of Architecture I: Pre-Modern
Arch 386 History of Architecture II: Modern
Arch 388 Introduction to Theory
Arch 454 Vertical Studio (2)
Arch 461 Building Assemblies
Arch 463 Environmental Control Systems I
Arch 464 Environmental Control Systems II
Arch 483 Urban Theory and Issues

Professional Studies
Arch 553 Integrated Design
Arch 554 Vertical Studio
Arch 568 Technical Integration in Design
Arch 575 Professional Practice
Arch 510 Graduate Project Seminar
Arch 556 Graduate Project
Arch 500-level ARCHITECTURE ELECTIVES (9 total cr.)
UI 300-level or above GRADUATE ELECTIVES (9 total cr.)

Recent Architecture Electives
Arch 511 Native American Architecture
Arch 516 Social Sustainability in Contemporary Cities
Arch 521 China Program Prep Seminar
Arch 522 China Urbanization Seminar
Arch 570 Daylighting
Arch 571 Building Performance Evaluation
Arch 580 British Green Architecture
Arch 504[32] *Architecture and Space in Modern Literature*
Arch 504 Architecture's Future Self
Arch 504 Logistics of Design-Build
Arch 504 Portfolio Design
Arch 504 Design-Build: Critical Framework
Arch 504 Getting to Net Zero
Arch 504 Architectural Graphics
Arch 504 Architecture & Well-Being
Arch 504 Community Design Praxis
Arch 504 Conversations in Context
Arch 504 Exploring Architectural Materials
Arch 504 The Digital Pharmakon
Arch 504 Artificial Territories
Arch 502 [Directed Studies]

There are many opportunities for graduate electives across the college and university. These are posted on the university class schedule each term. Recent examples are available at https://webpages.uidaho.edu/schedule/

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level

[32] Arch 504 is a designation used for a faculty defined topical research seminars; the Arch 504 designation is an effective way for us to offer timely seminar variety (related to current faculty research interests) as no higher-level curriculum review is required to offer an Arch 504 Course, it only requires Department Chair approval. As such, a course can be designed and offered almost on the spot. If the same seminar is repeated more than two times it must acquire a permanent course number from the university.

135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: N/A

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response: Program Response: We currently evaluate transfers as either qualifying to start as M.Arch students or as 3rd-year undergraduates in our pre-professional degree program. Only students with a B.S./B.A. Arch are considered for direct admission into the professional portion of our studies and enter the 2-year professional M.Arch path (years 5&6 in the above advising sheet);[33] baccalaureate holders without pre-professional degrees in architecture follow the 3+ path (see above advising sheet).[34] All other students must have either taken our design foundations sequence; come with a previous foundations experience; or, for those with advanced standing, take our Summer Design Bootcamp. When one of these three criteria is met, students are evaluated (portfolio and GPA review) for admission into our pre-professional degree courses beginning in year three.

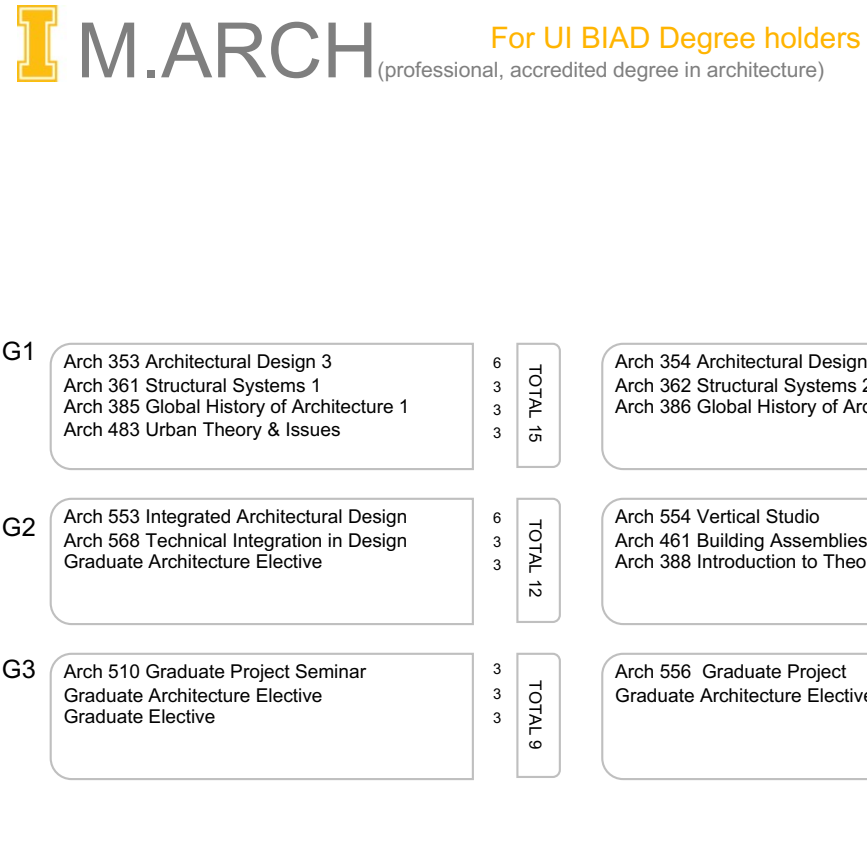
4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response: Certainly, in using the above-mentioned framework, there are times we need to allow transfer credit for a course that fulfills some aspect of our pre-professional curriculum; this is always done with the assistance of syllabi and work examples provided by the student, which are reviewed in consultation with the instructor of the equivalent UI course. If an equivalency is determined, admitted, students work with their advisor to submit a substitution waiver form to make this adjustment.

Additionally, there some students who earn a "not quite" pre-professional degree, and yet have much more general design courses and specific architecture coursework than those with degrees unrelated to architecture. In these cases, our Co-Directors of Graduate Studies (DGS) review students' coursework against our pre-professional coursework. Upon completion of the review, the student is provided with a copy of the seamless degree path

[33] For preparatory education, we expect students to have a design foundations experience and a series of pre-professional architecture classes and studios culminating in a B.S. or B.A. Arch. Theses course must satisfy the same NAAB SC's we that we cover with our pre-professional coursework.
[34] The baccalaureate-degree content is verified by the UI Graduate School in its admissions process

with strikethroughs of all satisfied courses. In the case of our interior architecture and design students we have simply made a set plan for them:



4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response: As described above, if a student matriculates via one of our prescribed degree paths, then the official sheet articulates the education/time required to achieve a professional degree; when a student does not matriculate via one of our prescribed paths they are provided with a copy of the seamless degree path with strikethroughs of all satisfied courses; this adjusted path then either directly indicates the credits and/or additional coursework and thus time to degree.

In the case of adjustments to a prescribed path, Course Substitution/waiver Forms are filled out by the student's advisor and submitted to the registrar. This information is made part of the official record of the student and is posted to the UI Degree Audit system.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The architecture program is situated within the administrative structure of the greater university, which begins with President C. Scott Green at the top and Provost Torrey Lawrence directly under him. The Dean of the College of Art and Architecture, Shauna Corry, reports to the Provost. The college office is staffed by a Director of Administrative & Fiscal Operations, a Director of Development, a Director of Recruitment and Retention, College Sponsored Programs Administrator, a Career Advising Liaison, an Administrative & Financial Specialist, an Academic Advisor for 1st & 2nd Year Students, a part-time Assistant to the Dean, and two Administrative Specialists. Additionally, enhanced computer support and security has been added.

In 2023 the college was restructured from 5 programs to 3 departments. One of the newly formed departments contains 3 programs, the other two department are singular. Architecture is one of the latter.[35] The heads of the 3 Departments in the college serve together as the Academic Core Team (ACT), which is a direct advisory body to the Dean. ACT meets bi-weekly during the semester. Additionally, each chair oversees administering their own program. This includes developing faculty position descriptions, doing faculty evaluation, scheduling classes/teaching assignments, planning budgets—and importantly—providing leadership for their respective programs.

For architecture, the latter entails: interacting with alumni and other stakeholders, seeking out and establishing partnerships with other educational institutions, cultivating public sector stakeholder and industry collaborations, providing vision and ideas for curricular development and refinement, faculty hiring, student recruitment and retention, and generally trying to provide the support that fosters a productive and happy faculty. Additionally, the chair of the architecture department oversees the Integrated Design Lab in Boise and determines the role, function, and direction of the Boise architecture campus.

In the new departmental structure, the university is allowing the departments with one program to add an Associate Chair. Thus, in late August, architecture unanimously agreed that one of our Boise-based faculty members, Dwaine Carver, should be the Associate Chair. We are now moving though paperwork and upper administrative approvals to make this appointment official. In addition to assisting the chair with some of the above-mentioned tasks, the associate chair will be responsible for all day-to-day management of the Boise location and the coordination of Boise/Moscow.

Up until 2018, architecture had always been supported by a single full-time administrative assistant (who spent a portion of their time with interior design); due to budget constraints, all administrative assistants were shifted into the Dean's office, and now, although there is support for the chairs in terms of people accomplishing tasks that the chairs ask for

[35] Art is the other.

assistance with, the assistance is no longer automatic, nor is there administrative oversight in terms of short-term and long-term planning or the ability to task this administrative assistant with certain recurring administrative tasks (e.g. supporting guests critics and reviews with scheduling, meeting visitors and fielding architecture program inquires, setting meetings, managing application processes); nor is there a person that can deal with the occasional fires that occur over the course of a semester. In short, no longer having dedicated program assistants creates a challenging administrative environment for the department chairs.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response: The shared governance of the institution occurs at a variety of levels. For faculty in the college, influence over decision-making starts at the program and department level primarily through faculty meetings. Discussion is then filtered into the college processes via dialogue between department heads and the dean in ACT meetings. The college interfaces with university shared governance through university -level committees and faculty senate.[36] Our college is represented by one senator appointed on a three-year term. The senator shares pertinent information about current issues ongoing at the university with college faculty, and also fields concerns, complaints, and ideas from the faculty of the college, sharing/acting on these through the mechanisms of faculty senate. There are two primary channels of action in senate: One entails senate leadership providing advice and input directly to the provost and/or president; the other involves issues concerning policies, procedures, curriculum, etc., which will come up through senate committees and proceed through a voting process in senate, and then again at the University General Faculty Meetings. Decisions are passed on to the State Board of Education for final approval (if necessary).

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response: In terms of assessment and the beginnings of better connecting university assessment to NAAB conditions assessment and planning, we have for several year been performing annual self-assessment, particularly as it relates to University of Idaho requirements and course-level assessment. This assessment is expressly geared toward incremental development of learning outcomes (especially as they relate to overarching university-level learning outcomes) and the resulting data and anecdotal information that might drive incremental improvements throughout the curriculum. For each degree program, the university requires us to determine five specific learning outcomes and track results annually for at least three of these outcomes, such that all are evaluated at a minimum every three years. As such, we paired our assessments with the overarching **Learning Outcomes at the University of Idaho**:

> **Learn And Integrate** Definition: Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

[36] https://www.uidaho.edu/governance/faculty-senate

Think And Create Definition: Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.

Communicate Description: Acquire, articulate, create, and convey intended meaning using verbal and non-verbal methods of communication that demonstrates respect and understanding in a complex society.

Clarify Purpose and Perspective Definition: Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice Citizenship Definition: Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world and a service-oriented commitment to advance and sustain local and global communities. NOTE: likely best expressed in advanced students.[37]

For the Bachelor of Science in Architecture degree, the pairing is as follows:

- Think and Create - Critical Thinking Skills
- Communicate- Design Communication Skills
- Clarify Purpose and Perspective- Architectural History
- Practice Citizenship-. Environmental Control Systems.
- Learn and Integrate - Structural Systems

For the Master of Architecture degree, the pairing is as follows:

- Learn and Integrate - Research Methods
- Think and Create - Design Integration Skills
- Communicate - Design Communication Skills
- Clarify Purpose and Perspective - Applied Architectural Theory
- Practice Citizenship - Professional Practice.

Each learning outcome takes the form of a declarative statement of expectations. For example, the learning outcome for Professional Practice states that "students completing the professional practice course will demonstrate a thorough understanding of ethical standards, civic outreach, legal and economic issues as they relate to the profession." Each learning outcome is assessed in at least one, and in as many as three distinct required courses. For example, the learning outcome for Structural Systems is assessed in the two courses comprising the structures sequence (Arch 361/362 – Structural Systems I & II) as well as in a design studio (in this case, Arch 354 – Architectural Design IV), and the learning outcome for Design Integration Skills is evaluated in Arch 553 – Integrated Architectural Design and Arch 568 – Technical Integration in Design.

We collect grades and feedback from the instructors of these courses, this collection process usually leads to some discussion in the faculty meeting adjacent to the procedure, but frankly the grades and feedback forms have been seen mostly as "data to complete and turn-in to the university" than meaningful outcomes from which curricular and/or course redesign might be made. With this self-criticism in mind, we have moved to make the process of assessment more useful (described below), having it complement our more typical means of curriculum evaluation/modification as described in section 5.3

[37] https://www.uidaho.edu/provost/learning-outcomes

Since the inception of formal assessment at the university (roughly 10 years ago) the university's standards and procedures have been variable. In this changing context, it has been a challenge to collect concrete data over time that maintains significance and relevance; further, with early university assessment efforts explicitly aimed at being specific to the university we were left with an assessment process that was *not allowed* to be closely aligned with our accreditation standards and assessment processes therein. The university's assessment system is now (over the past two years) congealing into what we hope and expect to be more helpful over the long term; in particular, a discussion last year with the director of UI assessment led to the department being *encouraged* to use key indicators from our accreditation process to direct the information we provide to the UI assessment process. This is big news.

As such our program-level assessment (as indicated in the university *Anthology* system as part of our annual program report at the university) focuses on the following strategic goals:

Goal 1. Ensure quality evidence for NAAB Accreditation
Goal 2. Promote faculty opportunities for enhanced scholarship and creative activity.
Goal 3. Engage in mutually beneficial external partnerships.
Goal 4. Be a community committed to access and inclusion.

These goals and their corresponding criteria are a baseline for our strategic objectives and are articulated in a more fine-grained manner in our departmental strategic action plan. The latter will be discussed in section 5.2.3 below. However, under goal one we spell out the NAAB SC's and then declare that we want to focus on SC's 5 & 6. In the action/intervention plan, we state:

Action/Intervention Plan
The student work examples will be evaluated for "ability," which here means outcomes that would be consistent with a burgeoning professional when first undertaking a "total building design." In other words, there must be evidence that a student can manipulate multiple interdependent systems to create a compelling and comprehensive design solution that includes a high degree of "constructability" as seen in a final set of construction documents. Steps to ensure this end include:

1. Program Head will evaluate work from all 553 sections at the end of fall semester.
2. At least one final reviewer for each studio section's final design review will NOT BE the instructor of record.
3. 553 template will be adjusted by the Program Head based on the student evidence collected, instructor self-reflection, and feedback given by external reviewers each year.

Outcomes and modifications to the curricula as a result of this process are outlined in section 5.3.1.

We had begun to make our assessment procedures more directly relevant to the NAAB accreditation process in the spring of 2021 when Professors Brehm, Barakat, and Manrique participated in the ACSA-sponsored Assessment Workshop conducted by Herb Childress. After this workshop, the same faculty members met with Mr. Childress again for a robust follow-up discussion about six weeks later. The workshop was focused on assessment methods and products that will respond most effectively to NAAB accreditation, and it helped us to consider broader areas and methods of assessment that we may not have been tracking through our established process. These can be summarized as being related to program definition, data that falls outside of specific courses, the demographics of our student body, and the ability to track the progress of specific students from the "introduction" of topic areas through "development" and finally to "mastery." This workshop was an important step forward for architecture as it helps return focus--after a 3 - 4 year college restructuring process—to program-level goals and strategies.

For example, beginning last spring productive discussion began about the possible restructuring of our environmental control systems delivery. These discussions suggested that we might pursue a material culture/ecological building practices approach to this aspect of the technical curriculum aimed at building awareness and practical response to the environment (as opposed to a more building science/calculations-based approach to areas like energy and daylighting). These conversations led to a particular course of action in our spring faculty search: making our two new hires more general in nature. Further, we recognized and are working towards integrating our IDL Director Damon Woods as a tenure-track architecture faculty member (we have put money aside to support his position and are currently working though University processes), which would allow us to have some highly-technical offerings within the realm of environmental building practices, while allowing the required lecture course to better align with our ambitions about merging the poetic and the technical. Current thinking is that the implementation of more hands-on, imageable, and practical approach would help make things like lifecycle, building energy, daylighting, solar response, stormwater mitigation, biomaterials, air quality and other psychological factors be more foundational in students design thinking. As described in SC.4, we undertook a similar redesign of the structure sequence with the hiring of Carolina Manrique. The ambition of that redesign, which has proven quite effective, sought a less engineering-oriented approach to structures, and aimed more at case studies and applied understandings of structures. This approach has helped student success in both matriculating through the course, as well as retaining higher degrees of structural knowledge than they had when emerging from previous iterations of the course.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: The terminology used by our university for assessment includes “measures,” “benchmarks,” and “findings,” and each of these falls into categories called “direct” and “indirect” (so there are “direct measures” and “indirect measures,” for example). Under the heading of “direct measures,” we collect data in the following areas:

- Course final grades
- Exam and project grades
- Design studio evaluation forms completed by the instructor of record

For “indirect measures,” we focus on

- Student design critiques with follow-up debrief with critics.
- Architectural Registration Exam pass rates of our alumni.

Each unit established its own performance indicators with respect to each learning outcome, and the indicators fall into two categories: direct measures and indirect measures student achievement is ongoing and is best approached with a balanced eye toward maintaining threads of continuity as well as the incorporating new ways of examining and ultimately improving our degree programs.

Our assessment examines a variety of evidentiary materials, depending on the specific course. In lecture courses, we track the results of assignments, projects, test scores and the like, while in design studios we have variously employed a more prescribed evaluation form completed by outside reviewers; however, we found the evaluation form approach to be cumbersome, not yield terribly insightful results, and often be a distraction to the actual critique. Thus, in recent years we have done more to leverage the small size of our program aiming to acquire a living view of the strengths and weaknesses of certain approaches, assignments, and connections between courses. For example, all faculty are assigned at the end of each semester to sit on a colleague’s final review, these regular encounters with students of different levels and different courses helps to facilitate discussion in faculty meetings, and leads to opportunities for course level adjustments as well as the kind of

curricular overhauls as described in SC.4 Additionally, the department chair and instructors solicit verbal summative commentary from both internal and external reviewers and share these in both individual evaluation meetings and architecture faculty meetings. Further, since all of our faculty teach in the design studio sequence, we are all well positioned to identify complimentary relationships (or fractures) between subject course learning outcomes and studio outcomes.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response: The program maintains a Strategic Action Plan that addresses teaching and learning, scholarly and creative activity, outreach and engagement, and community & culture.[38] This action plan parallels the University of Idaho Strategic Plan, which helps align our priorities with the overarching goals of the university. Goals and objectives are developed and refined by faculty approximately every three to five years in response to inputs such as: NAAB Interim Program Reports; strategic initiatives of the college; our annual university assessment process; annual faculty evaluations; feedback from our advisory board members, guest critics practitioners; less formal observations of, say, student work or student attendance at guest lectures; and anecdotal information such as requests or ideas from students. This action plan helps us record successes, see where improvements are needed, and mark out future goals.

As you will see in the plan that we have made good progress on a number of items, although there is a discernible dip in accomplishments from 2019 to 2021 reflecting the limbo of COVID. In August 2023 we updated the strategic action plan to include accomplishments and to add new goals. We will follow up this broader refinement in a subsequent September 2023 meeting to identify 2 to 3 key action items that we will focus on over the next 2 years.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response: We believe our strengths to be numerous, our challenges manageable, and our opportunities generally within reach.

Strengths
We have the advantage of a small, yet diverse, faculty with complementary interests and expertise, reinforced by two new junior faculty joining us in the Fall 2023. Since some curricular overhauls in 2014-16, we have enjoyed a relatively stable curriculum in terms of both limited course changes (outside of COVID requirements) and continuity of teaching assignments. This stability resulted in what we have found to be a robust and effective course of architectural education. Our design-build opportunities have broadened the ways in which students can be engaged and have added cohorts of students who are committed to the work *at the level of the program*; which is to say, they exceed the requirements of simply going through a degree path and fulfilling requirements. Additionally, with the success and growth and of our design-build endeavors the program has seen increased visibility and appreciation in both the community at large, as well as the university itself with one prominent donor funding the six Lupine Flats houses and the president pledging a $250,000 endowment to support design-build into the future.

Additionally, we are excited by the work coming from our students and the increased recognition they have received over the past several years. For example, The AIA Northwest and Pacific Region Student Design Awards:

[38] (SEE “Strategic Action Plan” ATTACHMENT)

2022
Citation Award: Apsáalooke Cultural Center, Miguel Sarabia, Brycen Guttormsen, Tyler Rodda
Honorable Mention: McDonald Elementary Outdoor Classroom, Idaho Design Build Studio

2021
Honor Award: "Heart of Da Lat," Mai Pham
Merit Award: "Ecological Tectonics," Samantha Jesser

2020
Citation Award: "Nostalgia," Shudan He

Honorable Mention: "SHE Center," Regan Campbell and Tyler Schram
Honorable Mention: One World Sidewalk Cafe - Idaho Design Build studio

2019
Honor Award: Hat Ranch Winery, Idaho Design Build Studio

Challenges
Perhaps one of the biggest challenges to our ability to continually improve learning outcomes and opportunities, is *also* the small size of our faculty and our lack of dedicated assessment support. This means that faculty, who already have full position descriptions, must spearhead efforts of assessment, accreditation, and the processes associated with them. The challenges of the university budget crisis, hiring issues after COVID, and remote work preferences have created a difficult environment to bring in affective administrative help; however, two new hires in the Dean's office have been working out well, so we are hopeful for more support in this area.

The above-mentioned peer-to-peer observations made by the department chair regarding financial differences between UIdaho architecture and other land-grant based programs mean that our ability to easily maintain a high levels of exposure and engagement are challenging to maintain. For example, it is expensive to get in and out of Moscow thus it takes real financial commitments to maintain a robust lineup of design critics, a potent lecture series, and vital connections between the Moscow and Boise programs, including faculty travel back and forth. Thus, it is imperative that we continue to cultivate financial resources to support these endeavors, which ultimately improve the learning outcomes and opportunities of our program. This condition also contributes to a related peer-to-peer observation: our peers tend to have a higher faculty to student ratio than we do. The college/university has been supportive in term of providing funding outside of the operating budget to hire temporary instructors and the hiring of Emiliano Espasandin certainly was a huge boost to our teaching ranks, especially since we do not always have the biggest pool of adjunct instructors to draw from.[39]

Finally, it should be noted that although we have yet to be directly affected, the specter of the a political climate that places diversity and equity under suspicion, often under the threat of financial penalties to the institutions that support these values, is a potential challenge that we continue to monitor vigilantly.

[39] In Moscow, it is simply that there are few architects in the area; however interestingly, despite a much higher number of architects in Boise, we have never had a large pool of adjuncts to draw from there either, in part because there are limited numbers of practitioners who have identified themselves as academically inclined; and, those who have shown interest have often found it difficult to juggle the office/classroom balance.

Opportunities
As mentioned, we've enjoyed strong continuity in teaching assignments. But since our previous accreditation visit, the makeup of our faculty has changed significantly. Most recently, we have had two retirements in key required courses; we see the present situation as an excellent opportunity to build greater cohesion throughout our curriculum, increased collaboration between faculty, and better feedback loops to affect change. Additionally, being re-established as academic department in 2023 will hopefully allow us greater financial autonomy and a more effective voice in both the college and university leadership structure.

Finally, the 2022 ACSA Design Build award for the A.B. McDonald Elementary School Outdoor Classroom" and a multi-pronged 2022 University promotional campaign highlighting the Lupine Flats projects indicate exciting possibilities for increased interest, achievement, and recognition for our design-build work that can hopefully be capitalized upon.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: As an integral aspect of our assessment plan, we rely on external design critics who typically visit for reviews at both the midterm and final critiques each semester. As discussed above, we have attempted to have these critics complete surveys after the reviews, but this has proven to be less than effective as the surveys do not capture the nuances of the design critiques and are often not treated as seriously as the critiques themselves (often becoming a distraction). Thus, with the majority of critics being invited and managed by the department chair, it is a fairly fluid process for the chair to solicit descriptive feedback and evaluations that include strengths and weakness of particular students as well as the course, the project, and the pedagogical agenda.

In setting up reviews, we always try to bring a mix of practitioners and academics from a variety of places and backgrounds. Beyond the regular local practitioners we draw from Moscow and Boise, critics have included:

Matthew Brown
Owner/Principal, YBA Architects
Portland

Oana Stănescu
Owner/Principal, Oana Stanescu Studio
New York

Alex Yale
Owner/Principal, YBA Architects
Portland

Antti Nousjoki
Partner, ALA Architects Helsinki

Juho Grunholm
Partner, ALA Architect, Helsinki

Steven Rainville
Principal, Olson Kundig Seattle

Samuli Woolston
Partner, ALA Architects Helsinki

Gustavo Carmona
Owner Principal, MATERIA Mexico City

Andrew Enright
Associate Principal, Stack + Co. Boston

Morgan Maiolie
Urban Designer / Planner, ZGF Portland

Caroline Souza
Principal, David Baker Architects San Francisco

Aaron White
Assistant Professor, Mississippi State University

Shirin Masoudi
Designer, Gensler Seattle

Jassen Callender
Professor and Director of the School of Architecture Jackson Center, Mississippi State University

Nat Chard
Professor of Experimental Architecture.
The Bartlett School of Architecture
London

Jerome Tyron
Critic, Yale School of Architecture

Riet Eeckhout
Architect, Researcher at KU Leuven
University

Vahid Vahdat
Assistant Professor, Washington State
University

Ayad Rahmani
Professor, Washington State University

Matthew Rivera
Architect, Richard Meier Partners/
Trahan Architects.
New York

Danielle Schaffner
Architect, Ballentine Architects
Los Angeles

Samantha Strang
Architect, Roth Sheppard Architects
Denver

Michael Zaretsky
Architect, Associate Professor and
Architecture Department Head
University of Oregon

Rick Sommerfeld
Director, Colorado Building Workshop
University of Colorado, Denver

Judith Birdsong
Lecturer
Administrator of the Professional
Residency Program
School of Architecture
University of Texas, Austin

Michael Berk, AIA
Professor Emeritus, Director Emeritus
School of Architecture Mississippi State
University

Brook Muller
Architect and Professor
Dean, College of the Arts + Architecture
University of North Carolina Charlotte

Zuzanna Karczewska
Associate Professor
School of Architecture Montana State
University

Dr. Mahesh Daas
ACSA Distinguished Professor
President
Boston Architectural College

Barbara Ambach
Associate Professor of Architecture
University Colorado Faculty of
Environmental Design

Colin Anderson
Associate, Integrus Architecture
Spokane

Kåre Poulsgaard
Creative Director, GXN Copenhagen

Aleksander Kongshaug
Architect, GXN Copenhagen

Matthew Eastwood
Studio Director, Strategisk Arkitektur
Stockholm

Anthony Giannini
Architect & Product Lead, Higharc San
Francisco

Michael Everts
Professor
School of Architecture Montana State
University

Dior Popko | Principal,
Dior Popko Design
San Francisco

Deborah Hauptman, PhD
Professor and Former Chair,
Architecture
College of Design
Iowa State University

Nina Hofer
Associate Professor
College of Design, Construction & Planning
University of Florida

Frank Jacobus
Department Head and Professor of Architecture; Chair of Integrative Design; Penn State University

Kaarin Knudson, AIA
Architect and Principal, Larco Knudson
Sustainable Urban Design
Instructor, University of Oregon

Corey Saft
Architect and Professor,
University of Louisiana at Lafayette

Josh Shelton, AIA
Architect and Partner
EL DORADO Portland & Kansas City

Graham David Livesey
Architect and Professor,
University of Calgary Faculty of Environmental Design
Joann Dao Le, AIA
Architect and Principal
DAO Architecture Portland

Bryan Cantley
Professor, California State University, Fullerton
Principal, Form:uLA

Alison Synder
Architect and Professor,
Pratt Institute

Perry Kulper
Architect and Professor,
University of Michigan

Robert Macleod, AIA
Professor and Former Director
University of South Florida
School of Architecture and Community Design

Keir Stuhlmiller
Architect, Associate Professor, Mount Royal University Calgary

Haley Wallace
Architect, Emerick Architects Portland

Ev Ruffcorn
Architect, NBBJ (retired) Seattle

Geoffrey von Zastrow
Climate & Sustainability Strategy at Accenture: Water, Agriculture, Biodiversity, Net-Zero Transitions, New York

Landon DeFelice
Architect, Architects West Spokane

Bob Carbaugh
Architect, Scott Edwards Architecture Portland

Molly Culbertson
Architect, Scott Edwards Architecture Portland

Brad Leathley
Architect, NBBJ (retired) Seattle

Henry Walters
Principal, Atelier Drome Seattle

Andrew Parker
Architect, NAC Architecture Spokane

Mark Daley
Principal, President
Integrus Architecture Spokane

Steven Clarke
Architect, Associate Principal
Integrus Architecture Spokane

Jacob Dunn
Associate Principal
ZGF Architects Portland

Kyle Bruce
Architect, DIALOG Vancouver

Román Montoto
Principal
Coaxial: Montoto Design Milwaukee

Ryan McClanaghan
Architect, DIALOG Vancouver

Paul Kim
Architect, HNTB Los Angeles

Adriana De Giuli
Architect, DLR Group Seattle

Yanni Doulis
YD Architecture Portland

Mauricio Espinosa
Principal Architect, Burgeoning Los Angeles

Ashleigh Fishcher
Sustainability Specialist, Jacobs Bellingham

Kiel Moe
Architect,
Former Gerald Sheff Chair of Architecture, McGill University Montreal

Mona Ghandi
Associate Professor, Washington State University

Taiji Miyasaka
Professor, Washington State University

Daniel Glenn
Principal, 7 Directions Architects/Planners Seattle

Jessie Andjelic Architect and Partner SPECTACLE Bureau for Architecture and Urbanism Calgary

Connie Boyer
Designer, WTL Design Beijing

Chris Meyer
Assistant Professor, University of Miami

Shauna Meyer
Principal at Atelier Mey

Additionally, we recently received a $12K pledge from Lombard Conrad Architects in Boise to support external critics for graduate project development.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response: Excellent examples that demonstrate our regular use of the results of self-assessment to advise and encourage changes and adjustments to promote student and faculty include:

- the redesign of our structures sequence.
- the redesign of the pedagogical approach to teaching structures.
- the increased coordination of content and deliverables of **Arch 553** studio sections.
- the way that **Arch 568** has increasingly come into a directly complementary relationship with **Arch 553**, allowing students focused time to “workshop” parts of their studio project through discrete exercises and theoretical discussion.
- adjustments that have been made to **Arch 510/556** in terms of their delivery to test pedagogical ideas as well as to respond to differing student populations.
- the crafting of clear and navigable advising paths that recognize a certain range of student archetypes who pursue architecture at the University of Idaho.
- the identification of bottlenecks in the circular paths and the subsequent effort to decouple certain sequences and prerequisites to provide flexibility/efficiency in moving towards degree completion.
- reversing the sequence of the two third-year studios to better accommodate Bootcamp students by allowing a “pre-professional foundational studio” at the inception of their pre-professional education, followed up by the introductory technical studio in second semester.
- prior to COVID, the move to make all coursework available, either live or remote, in Moscow and Boise, allowing flexibility in teaching assignments, and making an opportunity for 3+ grads to study in Boise while still getting all of their professional course requirements met.

NAAB

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response: The process for assessing the curriculum occurs as an open discussion at either a beginning of the year, or end of the year faculty meeting (ie. frequency is at least once a year). In this meeting, faculty members review concerns and/or opportunities within our own effectiveness and student performance, as well as looking at university initiatives, and possibilities for making strategic moves to raise the visibility of our program or gain support from the college and a university.

Some changes that have emerged from this process:

- **2023**–faculty agreed to begin a system of "living assessment," with each faculty member providing a written critical reflection at the end of each semester, including key takeaways from visiting critics with the idea that we will compile these reflections to provide finer-grained understandings that can fuel program improvements.

- **2023**—technical faculty meeting to rethink relations between technical courses, with special attention to the next generation ECS course.

- **2022**—restructuring of the art foundations (done by art with input from all programs)

- **2022**—shift of Arch 575 to Spring to balance schedule and improve Fall semester student success in Arch 553/568.

- **2021**—change 510/556 to taught by single instructors. Limit studio sizes to 8-12 students so that 510/556 could truly function as a graduate course. This required reconfiguring of teaching assignments and acquiring support from the college to add additional temporary instructors.

- **2020**—increased capacity for virtual course delivery, including new hardware and cloud-based software to facilitate virtual studio courses.

- **2019**—redevelopment of Arch 353 to account for incoming 3+ year M. Arch students.

- **2018**—addition of recommended research methods course (Arch 520) for students on the accelerated degree path.

- **2017**—addition of 1st - and 2nd - year BS. Arch courses in Boise.

- **2017**—removal of Calculus requirement for BS Arch.

- **2016**—initiated a new model for 510/556 where 510 was taught to a large group and then each student identified their own faculty advisor for their project and worked independently (partly driven by low graduate enrollments).

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response: Prior to the 2020 conditions much of our course assessment was based on SPC's. The student performance criteria influenced both what courses we taught, and which courses were assigned to produce evidence for the particular SPC's.

This bias insured curriculum development was strongly driven by each course's relationship to fulfilling NAAB defined SPC's. (However, we did explicitly make architecture 454 and 554 vertical studio stand outside of evidence delivery for SPC's so they could add breath and experimentation to our program.)

Although in their infancy, conversations have been opened by the 2020 conditions to discuss more strategic definition about our program values and goals. One goal, that is common with the NAAB criteria is to create a robust professional education that is *experimental*, informed by critical *conceptual* thinking, and energized by the understanding that *technical knowledge is architectural power*—it enables the very language that one will speak for years to come. Thus, we have spent a fair amount of energy recently trying to make **Arch 553** an exciting and revelatory experience that discloses the manner in which technics can motivate architectural accomplishment.

In order to do achieve this goal, the faculty who teach integrated design studio (**Arch 553**), for the past several years, have joined in on each other's reviews and had discussions about pros and cons of particular approaches, the aims of the course and possible refinements to the brief and deliverables. Additionally, the majority of our technical faculty participated in an external review of Montana State University's integrated design curriculum. Ensuing discussions led to a curricular template for the syllabus for **Arch 553**; this shared document helps ensure consistency across sections and makes explicit the topics covered and expected deliverables for each section. This clarity is particularly important since we often have an adjunct or two who participates in teaching this class.

From these processes we have come to agree that:

- Each student is to execute their own individual projects. In this method, all students are exposed to all aspects of the components and systems and design decisions that need to be made in order to put the building together. For us, this idea of understanding and trying to negotiate the range of systems, trades, and concerns that come together in a building, resolving conflicts and coming to a resolution was the essence of integration. Thus, faced with the choice between a project that has more resolution, because it has been executed by a team, and a project that may be less resolved because a single student had to move quickly across systems we arrived at the latter, because we felt that it provided the most integrated *educational experience* in terms of what it takes to make a reasonable first attempt at putting a building together.

- Arch 553 should focus on stick framing, as a way of orienting students to a dominant form of construction that they will encounter if they are to work within this region. The decision to provide this focus came because of a series of discussions between 553 instructors and other faculty, recognizing that we wanted to provide training on a very fundamental construction system one that will be no doubt part of most of the students practice for many years to come. It also allowed us greater focus and greater collaboration between students since they would all be working on the same construction system. In the past, we had tried more experimental systems and more variety of systems but it was agreed these approaches respectively strayed from construction basics and provided fewer opportunities for collaboration and less focus for an instructor. We decided that rigorously developing a singular foundational system would help depth of student understanding and bring nuances to their demonstrated ability. These nuances include some exposure to MEP, structures, accessibility and egress, building envelope performance, site conditions, environmental response, water, drainage, material, detail, development, as well as possibilities for innovative, programmatic configurations. Further, we also chose to limit the size of the

project in order to maintain focus on the factors that influence design resolution and execution as the primary aim of their attempted resolution.

- The scale of the project should remain under 30,000 ft.² in order to create focus on building systems and material assemblies.

- The site for the project should have some complexity but not be overly large or require complicated, infrastructural, revisions, or overlays, also done to keep focus on the design development of the building itself.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response: Our program has always operated through a combination of focused individual or small group meetings, shared reviews, and faculty meeting discussions as a means of assessing and reflecting upon strengths and weaknesses of certain classes, pedagogical approaches, missed opportunities, and possible refinements that might be made to the curriculum. Whether the source of a curricular agenda item or initiative comes from an individual or a group of individuals, it is ultimately vetted during architecture faculty meetings, and then passed on through to the college curriculum committee with representation from one of our faculty members. Any approved changes to move on from the college curriculum committee to the University Curriculum Committee (one CAA member is on this committee) and then on to Faculty Senate for final approval. Occasionally, a representative of our program might be asked to speak to certain changes, either at the university curriculum committee, or at senate, as a way of clarifying intentions and rationale.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response: It is essential to the success of our department that faculty engage in a meaningful mix of teaching, research, and service. A typical load would see a faculty member teach two courses and two studios, produce (on average) two pieces of peer-validated research, and have two to three UI service obligations per year. To ensure that the balance allocation of particular tasks is suited to each faculty member, the department chair meets regularly (at least yearly through the evaluation process) with each faculty member to discuss their role within the program and their aspirations going forward. In particular, these discussions delve into faculty responsibilities in delivering the architectural curriculum and how meeting these requirements can dovetail with their interests and expertise; this conversation naturally invokes questions of their research goals and how to develop synergies between their teaching and scholarship.

It is also typical that workloads will vary amongst faculty depending on their current agendas and focus. For example, if a faculty member has a book contract they will be given a release from a teaching assignment (assuming there are resources available to support the release). Or, another example: an architecture faculty member who does a lot of recruiting has a position description with a lesser research load. Overall, it is critical for the health of the program for there to be a variety of work assignments being taken up across the faculty, because this variation ensures that position descriptions will both reflect a faculty member's

strengths and fulfill the array of different needs within the program. Most important to the health of the program is that all of this adds up to a robust professional education.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response: Associate Professor Phil Mead in Moscow and Assistant Professor Dwaine Carver in Boise are the Architecture Program license advisors. They keep up to date on the AXP requirements and the ARE and make sure all students in the undergraduate and graduate programs are made aware of the three E's (Education, Experience, and Exam) towards licensure. This summer, Prof. Mead attended the 2023 NCARB Licensing Advisor Summit in Kansas City and presented licensure requirements for students' NAAB education, AXP experience, and the ARE exam during out semester kick off meeting. The path to licensure is also covered in Arch 575 Professional Practice.

On August 31st, 2022, NCARB Vice President Jeremy Fretts visited the Moscow Campus and delivered a lunchtime presentation on the AXP and ARE requirements to Moscow and Boise students. Profs. Phil Mead and Dwaine Carver set up and attended the presentation. This fall, Prof. Phil Mead will provide multiple 15 - 30-minute presentations on licensure requirements to classes and studios ensuring ALL students in the undergraduate and graduate programs on both campuses get the message on NAAB education, AXP experience, and the ARE exam for licensure.

In addition to this, Prof. Dwaine Carver oversees NCARB AXP professional internships in Boise and Moscow for undergraduates and graduates. By offering variable credit internship courses, undergraduates, 3rd and 4th year, and graduate students may work part-time in a professional setting for credit. Students may apply up to 6 credits of internship experience toward their degrees. The professional communities in both the Moscow and Boise areas are supportive of the internship program and students.

Making clear that the NCARB AXP program is an essential step in the career path to becoming an architect, the UI Architecture internship course provides information and links to NCARB and the AXP Guidelines encouraging students to begin documentation of their internship experiences through the AXP program.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response: The department provides $1800/year (for each faculty member) to support the aforementioned faculty research requirement. Although these funds can be used to support the research expectation of one's position description, they can also be used for conferences, research trips, and/or supplies to support current/future research and general career development. The Dean's Excellence fund is another source for junior faculty to find support for their endeavors, usually up to $1K; and the architecture chair also seeks to support junior faculty with additional funding when the need is there (e.g. travel to present a paper) and the budget allows (two junior faculty received this additional support last year).

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response: There are a variety of support services available to students inside and outside the program. Regarding academic and personal advising, we have one advisor who is dedicated to first- and second-year students in the college; in architecture, all students accepted into the third year of the undergraduate degree are assigned an architecture faculty advisor automatically, and they meet with their advisor once a semester. Although some career guidance occurs in the context of these semester meetings, students have more exposure to careers, internships, and job placement through the assistance of Career Services[40] and events like networking night,[41] career fair,[42] and with Handshake job listings,[43] all of which are made explicit and available to our students.

That said, there are many instances of faculty actively helping students with internships and job placement through both direct contacts and referrals; some faculty regularly assist students with portfolio development. Finally, the department chair fields numerous professional employment opportunities each semester. Sometimes these inquires lead to recommendations or direct connections with specific students; and other times the information is posted on our job board, shared with faculty, and distributed to students via our listserv.

Regarding mental well-being, again to a limited degree, faculty adviser and studio instructors will assist students directly in terms of making suggestions about time management and providing tips for setting up a good work/life balance. When issues go beyond the more standard topics, faculty can refer students to the Counseling and Mental Health Center[44] and/or the Office of the Dean of Students.[45] We also have a system called VandalCARE,[46] where care reports can be entered for students that faculty are concerned about. These reports can range from poor attendance, changes in performance, bias, and inappropriate behavior.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response: We see our commitment to diversity in the distribution of our human, physical and financial resources in a number of ways. First, starting at the university-level there is support for social equity, diversity, and inclusion through: The President's Council on Diversity;[47] and offices and programs such as CAMP (College Assistance Migrant Program), the Women's Center, Black/African American Cultural Center, Office of Multicultural Affairs, the LGBTQA Office (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Asexual, and Ally), and the Native American Student Center.[48] The CAMP program is especially important

[40] https://www.uidaho.edu/current-students/career-services
[41] https://www.uidaho.edu/current-students/career-services/events/networking-nights
[42] https://www.uidaho.edu/current-students/career-services/career-fairs
[43] https://www.uidaho.edu/current-students/career-services/handshake
[44] https://www.uidaho.edu/current-students/cmhc
[45] https://www.uidaho.edu/student-affairs/dean-of-students
[46] https://www.uidaho.edu/student-affairs/dean-of-students/vandalcare
[47] https://www.uidaho.edu/diversity/presidents-diversity-council
[48] https://www.uidaho.edu/diversity/presidents-diversity-council

for architecture as we maintain have a small but active group of Latinx students. The university also committed resources to writing a new diversity plan in 2019.[49]

At the department-level, all faculty and students are provided access to studio, classroom, and in the case of faculty office space with proper accommodations being insured by The University of Idaho's Center for Disability Access and Resources (CDAR).[50]

Financial commitment to student diversity is aimed at providing access to architectural education, especially for those for whom that the expense would otherwise make it challenging to participate. The two main ways we do this are via Scholarships and Graduate TA-ships. We have range of scholarships that we use to support students who both show achievement and financial need:

American Institute of Architects (AIA) Central Idaho Scholarship
Financial need: Not Required
Required GPA: 3.0
Other Requirements: Must be studying at the Urban Design Center in Boise

Class of '94 Scholarship
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Required Department: Architecture
Required GPA: 3.0
Other Requirements: Must be a full time architecture student

Callendar, John H. Architecture
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Required Major(s): Architecture
Other Requirements: Must be a full time architecture student

Columbia Paint
Financial need: Not Required
Required Class Levels: SR GRAD
Required Major(s): Architecture
Other Requirements: Architecture majors entering their final year of study

Department of Architecture Scholarship
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Required GPA: 3.00
Required Program: Architecture

Mark and Laurie Engberg Scholarship
Financial Need: Not Required
Required Class Levels: SO JR SR
Required GPA: 3:00
Required Major: Architecture
Other Requirements: Recipient must be a full time architecture student. Preference to students from rural Idaho communities.

Erstad Architects Scholarship
Financial need: Not Required
Required Class Levels: GRAD

[49] https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/Diversity/diversity-plan---fy-2019-revised.pdf
[50] https://www.uidaho.edu/current-students/cdar

Required GPA: 3.5
Required Major: Architecture
Other Requirements: Recipient must be accepted in IURDC program.

Haglund Egashira Earth Stewardship Award
Financial need: Not Required
Required Class Levels: SR GRAD
Required Major: Architecture
Other Requirements: Award supports international travel. Recipient must be enrolled in at least one U of I credit during term award is received.

Hansen, Lars Architecture
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Required GPA: 3.0
Required Major(s): Architecture
Other Requirements: Must be a full time architecture student.

IURDC Student Scholarship
Financial Need: Not Required
Required Class Levels: GRAD
Other Requirements: Supports students attending through the IURDC in Boise.

Idaho-Roma Scholarship
Financial need: Required
Required Class Levels: FR SO JR SR GRAD
Required GPA: 2.5
Other Requirements: For CAA student participating in the Idaho-Roma travel abroad program.

Marshall, H. James Architecture
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Preference To: Graduates from smaller Idaho high schools
Required Major(s): Architecture
Other Requirements: Academics and potential

McClure, Wendy Architecture
Financial need: Not Required
Required Class Levels: GRAD
Required Major(s): Architecture

Pierce, Gifford David Memorial
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Required Major(s): Architecture
Other Requirements: Strong academics

Schafer, Bruce Tate Memorial
Financial need: Not Required
Required Class Levels: SR GRAD
Preference To: Students who are interested in historic preservation
Required Major: Architecture
Other Requirements: Must graduating architecture student accepted to grad school next year

Sloan, William P.
Financial need: Required
Required Class Levels: SO JR SR GRAD
Preference To: Veteran or active military reserve member.
Required Major: Architecture
Other Requirements: Must be a full time architecture student

Stalker, Lloyd E. (Architecture)
Financial need: Not Required
Required Class Levels: FR SO JR SR GRAD
Required Major(s): Architecture
Other Requirements: Recipients shall be worthy and deserving architecture majors enrolled full-time at U of I

Troutner, Arthur L.
Financial need: Not Required
Required Class Levels: JR SR GRAD
Required Major(s): Architecture
Other Requirements: Submit portfolio, judged on poetic engineering

Trus Joist Architecture
Financial need: Not Required
Required Class Levels: SR GRAD
Required Major(s): Architecture
Other Requirements: Awarded to full-time fourth-year and grad students in the architecture program

Graduate teaching assistantships are our other means of funding students. The Graduate School allows either full-awards or half-awards. The TA-ships (usually 10-12 in given year) provide students a stipend (full is approximately $12K) and tuition waiver. In this process, that is handled by the department chair and the graduate admissions committee, we generally set aside three full TA-ships to support/recruit international students. Over the past several years, we have been successful in bringing a number of students from Nepal and Iran and have also had TA's from India, Africa, and Southeast Asia.[51]

In terms of financial support used to promote diversity for faculty the most impactful thing we do is support Visa applications. These processes are currently costing in the $6K range (we had two Visas to process this year); 5 of our current 12 faculty have depended on this support to work at the University of Idaho.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response: The importance of diversity in faculty and staff cannot be overstated. Thus, diversity has been an aim in architecture faculty searches of the last 5 years. The planning for these hires came directly from faculty meetings where it was recognized that having just lost two prominent female faculty members (one resigned, one retired), and with one of our two remaining female faculty members approaching retirement age (retired 2023) that gender balance must be a priority. Further, we always write the advertised position descriptions in a way that encourages a wide range of applicants; and interviews are conducted with an eye towards maintaining a diverse range of finalists for any given position. We intend to proceed in a similar fashion headed into the next accreditation cycle.

As evidence of the effectiveness of this Since 2016, we have performed 7 searches for full-time faculty, which have resulted in the hiring four male and three female faculty members:

- Associate professor Scott Lawrence in 2017
- Assistant professor Dwaine Carver in 2018

[51] https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/cogs/BrochuresHandbooksGuides/Grad-Assistant-Handbook.pdf

- Assistant professor Hala Barakat in 2019
- Assistant professor Amy Rakich in 2022
- Assistant professor Lori Smithey in 2023
- Assistant professor Andrea Alberto Dutto 2023
- Full-time Instructor Emiliano Espasandin 2023

Finally, the gender balance of the faculty is consistent with the gender balance of the students and the racial diversity of the faculty is comparable (percentagewise) with student backgrounds.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response: Our students are mostly white; our largest minority group is the roughly 15% of those with Latinx heritage. These percentages are mostly consistent with the university and the State of Idaho.

Building a diverse student population in such a remote location as Moscow, Idaho is critical to the success of our program, and it goes hand in hand with our greater recruiting effort. The University participates in the Western Undergraduate Exchange (WUE), a tuition waiver for qualified new, first-time freshmen and transfer students pursuing their first bachelor's degree from surrounding states. WUE states include Alaska, Arizona, California, Colorado, Hawaii, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming and the US Pacific territories and Freely Associated States – Guam, Commonwealth of the Northern Marianas Islands, American Samoa, Marshall Islands, Federated states of Micronesia and Palau. Through both Boise and Moscow campus recruitment initiatives our faculty, academic coordinators, and student ambassadors attend numerous outreach and recruitment events such as UI Bound, Summer Design Days, and High School Design Day on campus.

Additionally, as suggested above the architecture department uses a percentage of it GTA appointments to bring diversity to its graduate cohort. The department gets high-quality applications from 10-20 international students per year.

Summer Design Bootcamp was also conceived as a means of supporting students with alternative educational backgrounds, as well as students who have encountered struggles in their educational paths and need an alternate means of "application" to the third year of the architecture program. The most recent example of this occurred this summer, with a Latinx student who had struggled in our second-year studio sequence, both in terms of portfolio and GPA and was consequently not accepted to third-year studio. She asked to be allowed to do bootcamp as an alternative means of achieving acceptance to third year (as well as fortifying her architectural education). She was successful, both in terms of getting in to third-year studio, and achieving some self-awareness, through conversations with her instructor, about habits that were holding her back. Incidentally, another Latinx student from the same summer cohort discovered that she really wanted to be in architecture instead of interior design, but had declared for interior design, because she didn't think she was "good enough" to do architecture. Through Bootcamp, she discovered her abilities and built confidence in herself, and is now moving forward in the third year of architecture program.

Finally, in setting up various pathways through the M.Arch program, one opportunity arose several years ago to set up a path that was distinctly geared towards football players. Although this move was not specifically aimed at minority recruitment, the fact of the matter is that most of the Black students on our campus participate in athletics. This accommodation afforded two Black students architecture degrees. The chair of the architecture program has

connected with the new head football coach and will continue this effort starting with a yearly information session for football players about architecture (last spring was the first occurrence of this event).

As we move into the next accreditation cycle, we plan to maintain these practices as they have been useful in building diversity in our department.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response: The University of Idaho is an equal opportunity and affirmative action employer. It is the policy of the regents that equal opportunity be afforded in education and employment to qualified persons regardless of race, color, national origin, religion, sex, age, disability, or status as a disabled veteran or Vietnam-era veteran. It is also the policy of the University of Idaho to not discriminate based on sexual orientation.[52]

Affirmative Action: The UI strives to hire qualified employees through open search processes. Affirmative action procedures document the qualifications of applicants, with an extra effort made to recruit women, persons of color, persons with disabilities, disabled veterans and Vietnam-era veterans, and the objective, job-related justification for the ranking of applicants.[53]

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response: The University of Idaho's Center for Disability Access and Resources (CDAR) provides resources and procedures that allow for adaptive environments and strategies in service of different mental and/or physical abilities. According to CDAR:
The University of Idaho is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and embodies the university's historic determination to ensure the inclusion of all members of its communities.[54]

Bridges between students, faculty, and staff to ensure proper accommodations are made according to differing abilities and capacities; CDAR informs instructors of these documented accommodations for students in their classes at the beginning of each semester.

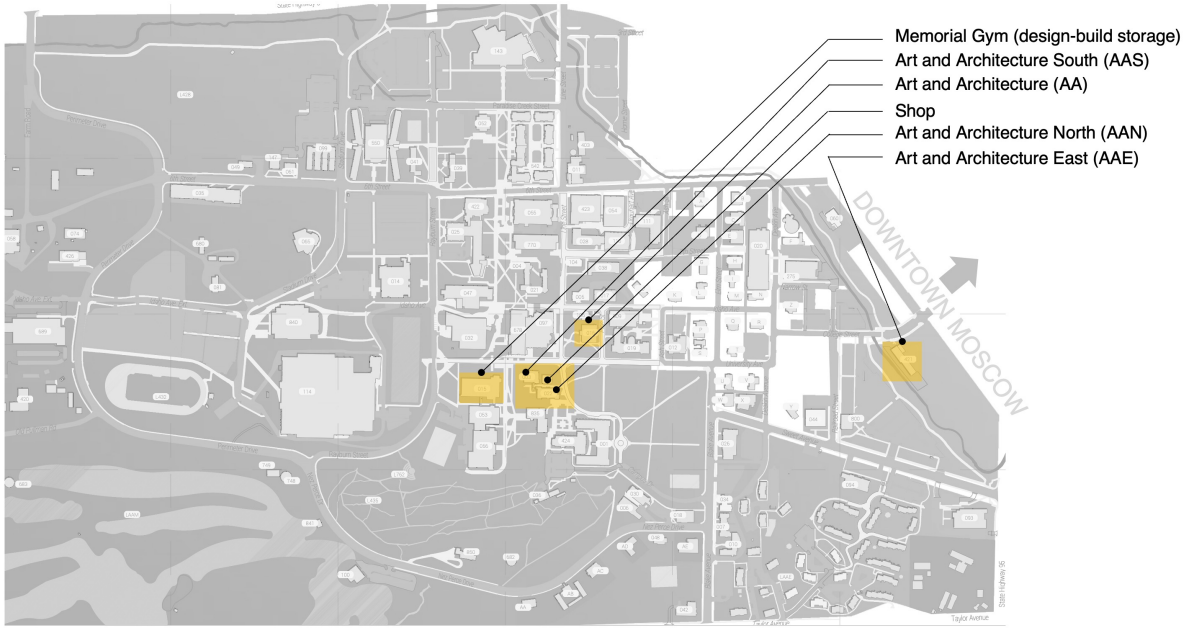
5.6 Physical Resources[55]

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

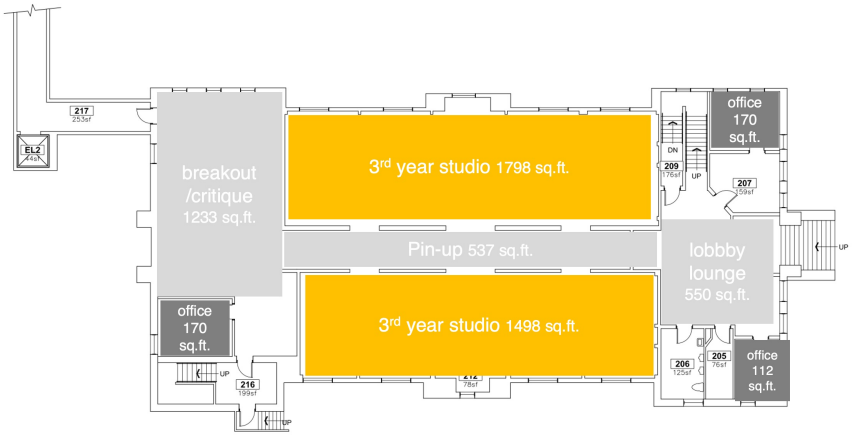
[52] https://www.uidaho.edu/governance/policy/policies/fsh/3/3065
[53] https://www.uidaho.edu/governance/equal-employment-opportunity-affirmative-action
[54] https://www.uidaho.edu/current-students/cdar
[55] All spaces and facilities listed below are fully accessible.

Program Response: The majority of the architecture program facilities are located on the Moscow Campus; however, there are two educational/research/outreach facilities in downtown Boise, Idaho.

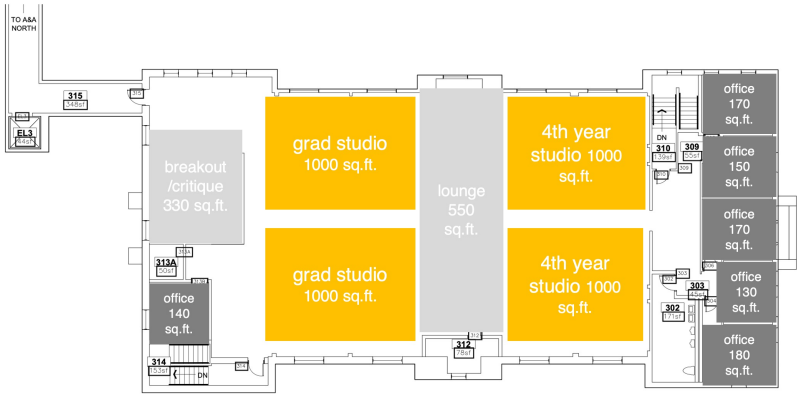


Main Campus, Moscow
In Moscow, the College of Art and Architecture facilities are located advantageously in the heart of campus near the university classroom center, the library, administrative offices, recreational facilities, and the University Commons. Students, staff, faculty, and resource centers for the college are housed across six buildings. Two gallery spaces, three critique spaces, a technical shop, design resource center, and computer studio also supports college units. The buildings are:

- Art and Architecture South (AAS) is the home of the office of Architecture and Interior Design programs, and the public face of the Architecture Program. It houses 8- 10 studio spaces **third, fourth, and graduate studios** where students are assigned individual workstations. Most of the faculty offices are located in this building, as are art classrooms and studios and a computer lab.

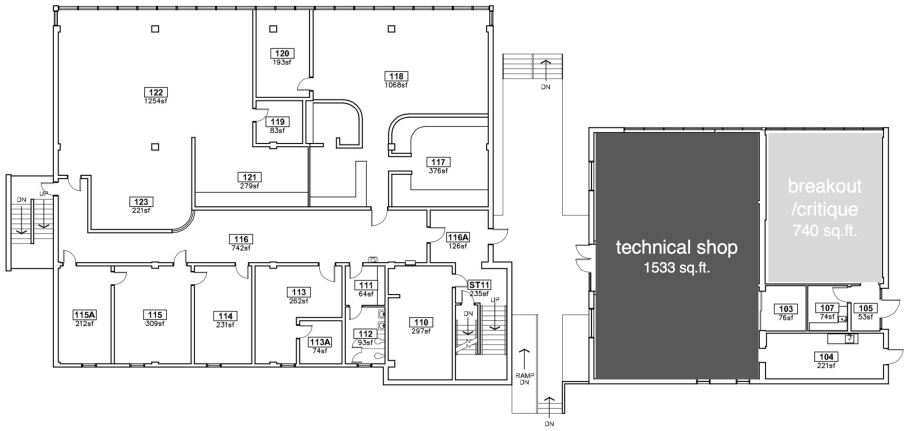


AAS 2nd Floor

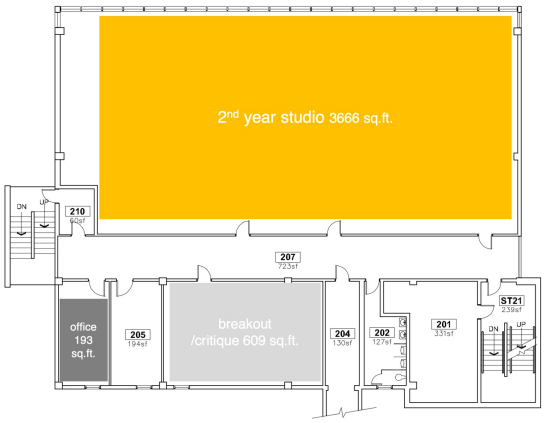


AAS 3rd Floor

- Art and Architecture North (AAN) houses **first and second year studios** are located in. The students in these studios are provided with “hot desk” space and individual lockers. Just to the east of the main building is the AAN Annex is where the **technical shop** is located. It also houses a multi-media critique space. AAN and AAS are adjacent to each other and connected by enclosed walkways.

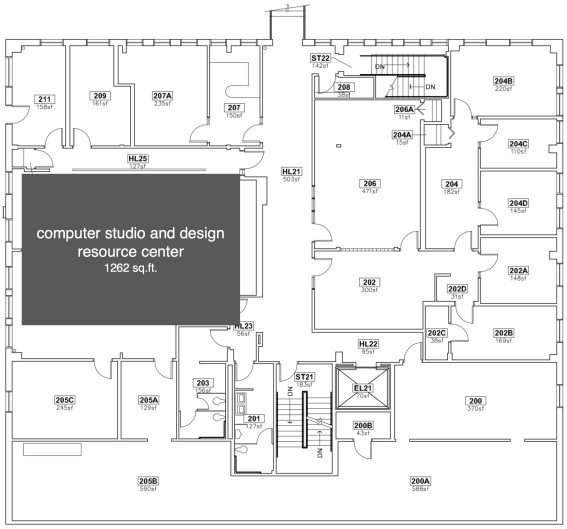


AAN 1st Floor



AAN 2nd Floor

- Art and Architecture (AA) houses the College Office, the Design Resource Center and one College seminar room. It also is home to programs in Landscape Architecture, Bioregional Planning and the office of the Department of Art and Design. During summer 2015, Interior Design studios and faculty offices transitioned into this building. Architecture students use the **computer studio and design resource center** in this building.



AA 2nd Floor

All studios, offices and critique spaces are fully accessible and have wired and wireless internet connectivity. Critique spaces are located near the studios and are used for faculty and guest critic reviews of in-progress and completed student work.

Auxiliary Spaces

- Ridenbaugh Hall: holds two galleries/critique spaces mostly used by Art.

- Reflections Gallery: a rotating gallery space in the Idaho commons, run by the Department of Art.

- Art and Architecture East (AAE) is primarily used by sculpture and ceramics; there is an outdoor workspace and shipping containers used for storage utilized by the architecture design-build program.

- Memorial Gym has a basement space that is utilized for design-build storage.

Outreach Facilities, Boise

The Architecture Program has had a physical presence in Boise since 1998. Currently located at the Idaho Water Center at 322 E Front St, Suite 390, Boise, Idaho, the program has expanded with the addition of a MArch 3+ program and first- and second-year undergraduate coursework. The UI-Boise undergraduate programming also serves the Interior Architecture and Design and Landscape Architecture programs.

The addition of undergraduate coursework at UI-Boise serves the metropolitan area by providing access to students who might otherwise be unable to begin their architectural design studies. Providing educational opportunities in Boise, student families potentially save around $8,000 dollars in annual housing costs.

The addition of the 3+ M.Arch graduate coursework at UI-Boise serves the metropolitan area by providing access to students who, due to family, employment or other constraints, might be unable to pursue an architectural education.

The learning spaces of undergraduate and graduate studios are combined in a single, open-plan space of 4500 square feet which includes a 3200 square-foot open studio area. The studio space currently accommodates approximately 55 student dedicated workstations. The studio space contains 32 tables with backboard partitions and lockable cubbies and thirty-six 60-inch worktables. The spring 2023 cohort was comprised of 23 undergraduates and 33 graduate students.

Boise Water Center 3rd Floor

Access to a shop space with table saw, band saw, drill press, hand tools and ample work area is arranged cooperatively with the UI-Boise Engineering program as is supervised access to a CNC router. Access to 3-D printers is provided by the Integrated Design Lab at the Water Center.

IT services are provided by University of Idaho-Boise Idaho Water Center staff and include internet connections and IT services for students, staff and faculty.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
Main Campus, Moscow
For lectures, most classes are scheduled in the Teaching and Learning Center, the Education Building, Life Sciences, and Renfrew Hall. We also regularly convert one of the 3rd year studio spaces into a small temporary lecture hall for welcome events, lectures and

presentations. We also have three dedicated architecture breakout rooms - Red Room, Sky Crit, and AAS 208 that can be utilized by students.

Technical Design Studio
The Technical Design Studio (TDS) of the College of Art & Architecture is a student access shop that serves all students in the College. The TDS provides a collaborative environment for the development of material literacy and process knowledge. The TDS provides a full complement of power and hand tools for the manipulation of wood, plastics and composites. In addition to traditional shop tooling, we also have Digital Fabrication equipment including CNC milling, laser cutting and 3D printing.

College of Art & Architecture students are introduced to the TDS in their first semester at the University of Idaho as part of Art 121, a college core class. The students are given safety training in addition to an introduction to shop capabilities and procedures. Following this training, the students execute an entry-level shape and form project in the shop. Additional training modules such as architectural model building, Digital Fabrication techniques and art framing are taught as needed in following years.
Shop staff provides user assistance, training and supervision while offering users an extensive knowledge of materials, tools, processes and safety. The shop is fully staffed sixty hours each week and is only available for use when shop staff is present.

Design Resource Center
The Design Resource Center (DRC) houses a comprehensive collection of leading industry periodicals and material and product samples to keep students, faculty and staff current on the latest developments in the interior design, architecture and related design industry. Over the past few years, the DRC has expanded to include more architectural materials and products and is developing an interdisciplinary design teaching and learning resources to support curriculum across the College of Art & Architecture. The DRC provides students easy, hands-on access to a large collection of interior products and a growing collection architectural construction and finish materials and furnishings; it also offers up to date trade magazines and periodicals—resources not available at the university library.

Computer Studio
The Computer Studio provides digital technology resources for students of the college 23 hours a day including weekends.

Students have access to the tools and resources they need for classroom and studio projects, including the latest software applications and related hardware often utilized in the industry. There is also equipment for large format printing that is serviced by a monitor. Digital files can be transmitted directly to the lab, and students are able to pay for prints using their student ID cards. Specific resources include the following:

Software
•CAD (Computer Aided Design) – AutoCAD (Autodesk), Revit (Autodesk)
•Modeling/Animation – 3DS Max (Autodesk), 3DS Max Design (Autodesk), Maya (Autodesk), Rhinoceros (McNeel North America), SketchUp (Trimble)
•Image Editing – Photoshop (Adobe)
•Page Layout – Illustrator (Adobe)
•Document Layout – InDesign (Adobe)
•Video/Web Development – Premiere Pro, Video Editing (Adobe); Encore, DVD Development (Adobe); Audition, Audio Editing (Adobe); Flash Professional (Adobe); After Effects (Adobe)
•Document Output – Acrobat Professional (Adobe)
•Geographical Information Systems (GIS) – ArcGIS

•Virtual Real-Time Environments – Unity3D (Unity Technologies), Second Life (Linden Labs)
•Access to the entire Adobe CC Suite now on all of our workstations

Hardware
•Computers
- 13 workstation level computers using the Windows operating system. Workstation hardware is determined by the software it supports.
- 10 station Mac Lab, with large screen, high power iMacs

• Scanners – Multiple flatbed scanners including 11x17" platen transparency support for slides and other transparent original media)
•Printing – Two large format printers (supporting 36" wide media)
•The 24" plotter has been removed, pending a decision on its replacement. In the interim, students are being shown how to print full bleed images on composite sheets on the large plotters and directly to Digital Imaging for laser printing on a variety of media.
•10 – 11 X 17 laser printers located near design studios and distributed throughout the College (1 in 208-9 AAN, 1 on Second Floor AAS and 1 on Third Floor AAS)
•7 permanently mounted digital projectors located throughout the college (AAN 203, Red Room, Shop Crit, AA 205 serve Architecture), 4 portable projectors available for checkout by faculty, staff and students.

Outreach Facilities, Boise
In addition to the 3200 square-foot studio and 2 breakout meeting rooms, the Idaho Water Center has, a computer lab with 2 stations, a copier, and a 36" color plotter. Access to a shop space with table saw, band saw, drill press and hand tools is arranged cooperatively with the UI-Boise Engineering program, as is access to a CNC router. Access to 3-D printers is provided by the Integrated Design Lab at the Idaho Water Center. There are also the following additional resources in the building:

- (4) 40 to 49-person Zoom enabled classrooms with 80" screen and podium
- (2) 14-person seminar rooms
- (1) 125-person special event room with 96" screen and podium
- (1) 600 square-foot lounge area for eating, study, or meeting

Integrated Design Lab
The University of Idaho Integrated Design Lab (IDL) in Boise is dedicated to the development of high performance, energy-efficient buildings in the Intermountain West. The UI-IDL has one faculty member, two full-time research scientists, and five student research assistants.

The UI-IDL space occupies 4,500 SF in the UI Water Center. It includes a conference room, open office area, and 8 private offices. The IDL maintains a library of over 900 devices for measurement and data logging of energy efficiency and human comfort parameters. Computational platforms use windows machines, including high performance workstations. The website (www.uidaho.edu/idl) serves as an outreach conduit to the public, hosting archived video lectures, research products, and an equipment listing. The UI-IDL maintains a wide range of software licenses and capabilities related to energy efficacy and human factors research, data analysis and processing, and visualization, design and graphics (see list below). IDL has experience in the fields of image processing, BACnet object creation, and measurement of operative temperatures – all based on open-source code platforms.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Main Campus, Moscow

9 full-time faculty are provided with private offices of approximately 150 square feet each and there is one shared office for Emeritus facutly. Offices are acoustically adequate for private meetings, outfitted with standard office furniture, access to the University internet, software, and onsite University IT support.

Outreach Facilities, Boise

Three full-time faculty and one adjunct faculty are each provided with private offices of approximately 150 square feet each. Offices are acoustically adequate for private meetings, outfitted with standard office furniture, access to the University internet, software, and onsite University IT support.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
Main Campus, Moscow

Two lounge areas are available for informal learning and conversation; one has an adjacent kitchenette; the other is stocked with periodicals.

Outreach Facilities, Boise

In Suite 390 there is a 150 square-foot kitchen area with refrigerator, microwave, and storage cabinets. And, the UI-Boise Campus has University of Idaho Main Library borrowing services (drop-off and pick up) via the Boise UI Law Library branch located 3 blocks from the facility. Additionally, students and faculty have full access and borrowing privileges at the Boise State University Library, also just 3 blocks from the facility.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:
Main Campus, Moscow

All studios on the Moscow Campus are in-person.
Architecture classes in Moscow are mostly in-person, although we have a pre-COVID tradition of courses offered remotely to both locations. As regular offerings, Moscow students take Arch 361 and 362 Structures and Arch 568 Technical Integration from Boise. They also can take graduate seminars remotely; we have one offered this fall- Arch 504 *Artificial Territories*. And, because of ECS restructuring discussions on-going this year, ECS is being taught by an adjunct faculty member remotely for all sections this year. That said, hybrid and distance offerings have not negatively impacted physical resources.

Outreach Facilities, Boise

All studios, drawing and design courses, and several seminars taught at UI-Boise are in-person.

Undergraduate courses offered at UI-Boise include:

- Art 121 Integrated Design Process
- Art 111 Drawing 1
- Arch 154 Introduction to Architectural Graphics
- Arch 253 Architectural Design 1
- 254 Architectural Design 2

Graduate courses at UI-Boise include:

- Arch 353 and 354, Architectural Design Studios 3 and 4, are available to graduate 3+ M.Arch students only, as are the Arch 454 Vertical studios. (B.S. Arch students must complete their 3rd and 4th year studies in Moscow.)

- Arch 553 Integrated Architectural Design studio
- Arch 510 Graduate Project Seminar
- Arch 554 Vertical Studio
- Arch 556 Graduate Project Studio are the courses completing the M.Arch curriculum for both 3+ and seamless/transfer 4 + 2 students.

As a satellite campus, the Architecture Program at UI-Boise relies on the availability of distance and/or hybrid course offerings, especially the History, Structures and ECS sequences for graduate students and the University General Education core requirements for undergraduates. Hybrid and distance learning have not negatively impacted physical resources.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

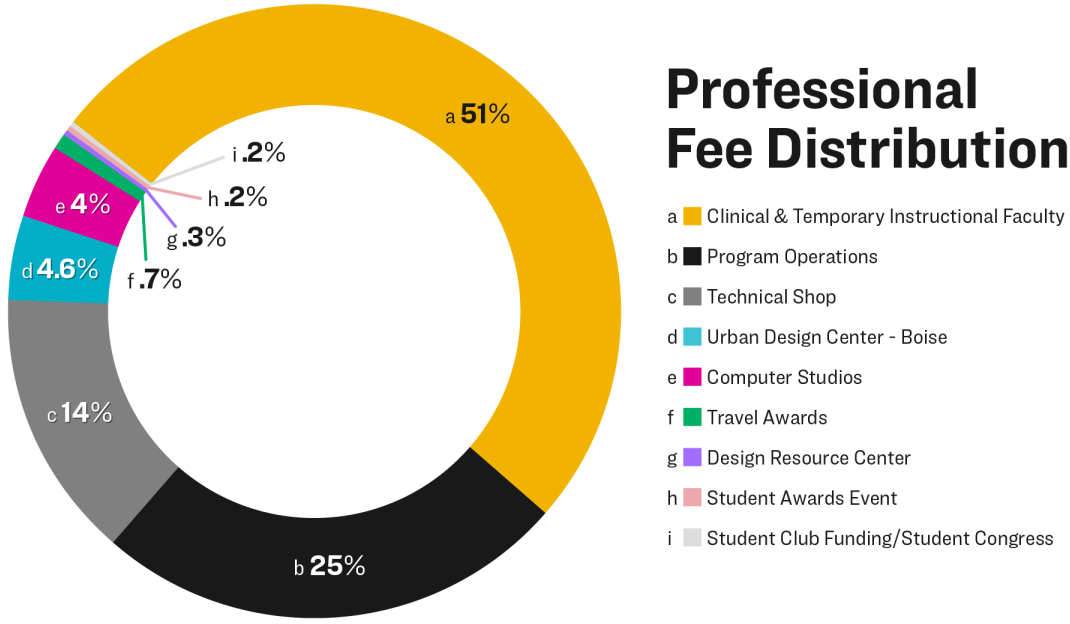
Program Response: The architecture program is funded through two primary mechanisms. One is the state general education allocation, which supports full-time faculty salaries; the second, is the College Professional Fee, which is charged to all students of CAA. The college allocates a portion of these fees to backfill instructional needs, providing funding for temporary faculty, and then provides 25% of the fees collected from architecture students to the architecture program to be used as its operating budget. From the CAA Website, the fees are as follows:[56]

Professional Fee
2022-2023 Fees

- All full-time students (10-20 credits) - $716 per semester
- Part-time undergraduates (1-9 credits) - $72.00 per credit
- Part-time graduate students - $80.00 per credit (neither to exceed $716)

The current FT rate is $716.00 per student/semester with the undergrad PT rate being equal to 1/10 of FT and graduate rates being equal to 1/9 of FT.
The College of Art and Architecture Professional Fee helps support student organizations, field trips, technical shops and studios, computer studios, teaching assistantships and student services such as the presentation of Academic and Financial Aid petitions, career advice, dissemination of opportunities for internships, and both group and individual mentoring by College Advisory Council members.
Each degree program uses these funds to cover accreditation visits for all our accredited programs, association dues, professional development for faculty, to support temporary faculty, student positions, computer studio updates, technology cloud updates, studio facilities upgrades, and technology and IT costs for the entire college.

[56] https://www.uidaho.edu/caa/student-life/professional-fee#accordion-row-8e6842ac-dd9d-48dd-bfd3-df5aeb1731fb-



Which further breaks down as such:

Professional Fee Distribution
Clinical and Temporary Instructional Faculty - 51%
- Split across all programs

Program Operations - 25%
- Faculty conferences
- Accreditation costs
- Guest speakers
- Program supplies
- Equipment upgrades
- Individual program technology and software upgrades

Technical Shop - 14%
- Operational Costs
- Tech shop director/assistant

Urban Design Center in Boise - 4.6%
- Operational Costs
- Copy and Print
- Guest Speakers
- Events

Computer Studios - 4%
- Tech Assistant
- Software
- Equipment

Travel Awards - 0.7%
- Application process for faculty

Design Resource Center - 0.3%
- Equipment
- Software
- Tech Assistant

Student Awards Event - 0.2%
- Commencement Celebration
- Ice Cream Social
- Fuel for Finals

Student Club Funding / Student Congress - 0.2%

- Support for student organizations and activities

The past few years have seen an improvement in architecture's operating budget (totals in the neighborhood of $100K). This money covers everything from the lecture series, visiting critics, faculty research support, studio financial support, ACSA, ARCC, and AIA dues, repairs and maintenance, office supplies, search expenses, moving expenses for new faculty, design-build support and tool replacement, capital outlays (such as computers for faculty), all program related travel, student awards, and all event support. Below is a sample from 2022 budget worksheet:

Architecture Program: FY 2023 Program Budget Detail

Program NOTES:

PROFESSIONAL FEE FUNDED/ 894999

[redacted]

Salary from Professional Fees

Expense Type	Amount	Notes
Temp Hires	$10,000.00	$700.00 for random tasks FY22
Subtotal	$10,000.00	
Fringe @ 7.9% or 3.4%	$ 2,940.00	Average of fringe
Total	$12,940.00	

Operating Expense

Expense Type	Amount	Notes
Critics/lectures	$20,000.00	
Dues/Memberships/Accreditation	$11,000.00	ACSA/ARCC/AIA
Repairs/Maintenance	$1,800.00	
Office Supplies	$500.00	
Photocopies	$300.00	
Printing	$500.00	Printer supplies
Postage	$300.00	
Parking	$150.00	(2)Delivery permits/visitors
Software	$3,000.00	faculty Adobe Creative Suite
Conference Registration/Travel	$3,000.00	ACSA Admin (did not attend)
Advertising/Program Marketing	$1,000.00	
Awards	$900.00	Student Book awards
Junior Faculty Research Support	$1,000.00	Dwaine $500
DB Support	$3,000.00	Tool replacement/engineering
Event reservations	$350.00	
SEARCH	$5,000.00	Bruce Position
MOVING	$7,001.00	Amy 2022
Total	$58,801.00	

Travel

Expense Type	Amount	Notes
Total Faculty in Program	11	
Amount per Person	$1,800.00	TBD
Total Faculty Travel	$19,800.00	
Program Head Travel		
Boise/Moscow Travel	$3,000.00	
Program Recruitment Travel		Plus or minus if needed
Studios/Fieldtrips	10	Plus or minus if needed
Amount per Studio	$400.00	353 (1200) 354 (1000)
Total Studio/Fieldtrip	$4,000.00	
Total	$26,800.00	

Capital Outlay *(Computers/Equipment)*

Expense Type	Amount	Notes
Misc Capital Outlay Items	$4,000.00	Use for Boise travel if unassigned
Computer	$6,000.00	(AMY 3K)
		RT needs computer (3K)
Total	$10,000.00	

Student Fee Payments

Expense Type	Amount	Notes
Student Tuition Fall	1,000.00	
Student Tuition Spring		
Total	$1,000.00	

Total Program Funding Needed	$109,541.00	
TARGET	$109,548	

Revenue

Program Revenue	*Fall 2022*	*Spring 2023*	*Average*
Students per Program (Full-Time)	306	306	306
Students per Program (Part-Time)	22	22	22
Revenue Type	**Amount**	**Budget**	**Notes**
Professional Fees (Full-Time)	$ 438,192.00		
On-line Fees			
Total Revenue Sources	$438,192.00		
CAA Program Fee (75%)	$328,644.00		

Salary Plus Professional Fee Operating	$109,548

Although we manage to create a robust experience for faculty and students with the funds allotted, a series of conversations over the years with similar architecture programs suggests that University of Idaho architecture department is under-financed in comparison to its peers. For example, Montana State University and Mississippi State University are both public land grant institutions with similarly sized student bodies; yet, both have two to three times the operating budget of UI Architecture and lower faculty-to-student ratios (i.e. have more teaching resources). Importantly, both of these peers have a significant portion of their operating budget funded by state allocations, which is then supplemented by student program fees. These issues have been

brought to the Dean's attention and she is sympathetic. However, this seems a larger issue of the college and university; as such, no significant breakthroughs have been made in this area to date.

Finally, Architecture has two small endowments, the Sloan Fund ($5K per year) and Calendar Fund ($1K per year) that are earmarked to support lectures. An increase in these kinds of program-focused endowments and discretionary funds represent an excellent opportunity for UI Development to help architecture move into more competitive footing with its peers.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response: The University of Idaho library contains a total of over four million items. This collection includes the resources that are specific to architecture (Library of Congress classification 'NA'): 7,747 Books, 1,908 EBooks, 491 Serials, and 59 A/V Materials (mostly DVDs).". However, these numbers refer to only what is directly available from our library; university patrons have access to many more materials through the Orbis Cascade Alliance. In addition, the library has many online article and image databases that serve the Architecture Department. Librarians are also available to provide workshops for classes and meets individually with faculty and students who request assistance in finding resources for their research projects. The library provides course reserves and e-reserves to support courses; and the library's Special Collections allows faculty and students to conduct research using primary sources, including sources about Northwest architecture.

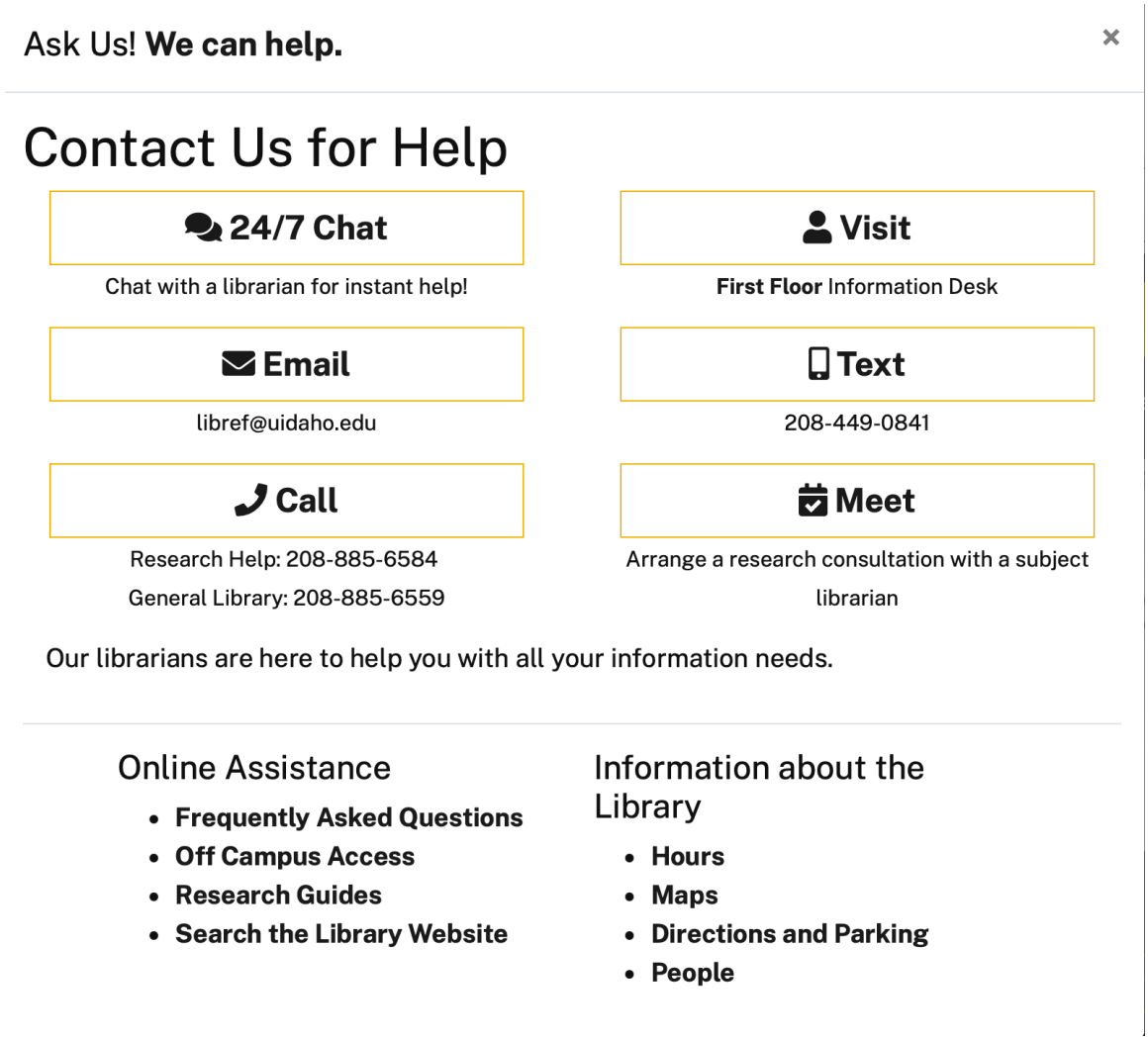
It must also be noted that the library is very good at acquiring new books that are requested by the faculty. In fact, librarians have always been always proactive about sending requests for new books from our faculty, as well as supplying lists of the new architecture and design acquisitions to the program.

The only significant problem of the library's physical collections is that that are not more visible to students (i.e. they are part of the bigger library collection and not in close proximity to our facilities). The attempt to address this issue is the new architecture lobby lounge and the periodicals available at the Design Resource Center also help this effort.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response: The UI librarians are very accessible and make themselves available whenever they are needed. Evidence of this is seen in their ask us information provided on the UI library website:[57]

[57] https://www.lib.uidaho.edu



6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response: The following text is included on the University of Idaho architecture program website: https://www.uidaho.edu/caa/programs/architecture/accreditation

> In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation,

recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, ~~or a two-year term of continuing accreditation~~, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

University of Idaho, College of Art & Architecture, the Architecture Department offers the following NAAB-accredited degree program:

M. Arch seamless path (123 credits of B.S. Arch program + 45 graduate credits)

M. Arch 2-year path (pre-professional B.S. Arch or B.A. Arch degree + 45 graduate credits)

M. Arch 3+ path (B.S. or B.A. degree + 96 credits)

See https://www.uidaho.edu/caa/programs/architecture/m-architecture

Next accreditation visit for this program above: 2024

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:
All of this information is available on the department website under the subsection on accreditation: https://www.uidaho.edu/caa/programs/architecture/accreditation

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response: The University of Idaho Career Development Center provides students with a range of career development services from resume development to job fairs and mock interviews.
See https://www.uidaho.edu/current-students/career-services
See program website for career and license information
https://www.uidaho.edu/caa/programs/architecture/m-architecture

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

All of this information is available on the department website under the subsection on accreditation: https://www.uidaho.edu/caa/programs/architecture/accreditation

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

a) See U of I Student Services for incoming freshmen, https://www.uidaho.edu/admissions/apply See below for applications to second year and third year architecture studios.

b. For second year studio applicants, see https://www.uidaho.edu/caa/programs/architecture/student-resources/second-year
For third year studio applicants, see https://www.uidaho.edu/caa/programs/architecture/student-resources/third-year
For graduate applicants, see https://www.uidaho.edu/admissions/graduate/graduate-programs/architecture
Students must receive a C or higher in studio and must maintain a minimum GPA of 3.0 in courses in third year and above to be accepted into the Graduate program. University policy states that classes where the student receives less than a B can be taken over. The university and college offer personal assistance in classes where students struggle to keep up with their peers. The University of Idaho library has dedicated nearly a third of the floor space on the second floor of the library to assist students.

c. Chances are that general education courses from non-accredited programs will be given an equivalency. See https://www.uidaho.edu/registrar/transfer
Degree track information can be found here https://www.uidaho.edu/caa/programs/architecture/m-architecture

d See U of I Student Financial Aid Services for general aid and scholarships information,
https://www.uidaho.edu/financial-aid
For types of aid see https://www.uidaho.edu/financial-aid/types-of-aid
For scholarships see https://www.uidaho.edu/financial-aid/scholarships
For freshmen scholarships, see U of I Financial Aid for Go Idaho and WUE
https://www.uidaho.edu/financial-aid/scholarships/undergraduate/hs-resident
https://www.uidaho.edu/financial-aid/scholarships/undergraduate/hs-non-resident
For 2nd – 6th year scholarships, the Architecture program awards roughly $42,000 in scholarships to 34 applicants. Awards range from $500 - $4000 with the average student awarded $2100. Applicants are judged on GPA and portfolio strength by the scholarship committee.
For more information on Architecture scholarships and application forms, see the following links:
https://www.uidaho.edu/caa/programs/architecture/student-resources
https://www.uidaho.edu/caa/programs/architecture/student-resources/scholarship-application
For more information on Graduate Teaching Assistantships, see the following link:
https://www.uidaho.edu/caa/programs/architecture/student-resources/ta-application
(Randy knows $, and the application process.)

e. See U of I Student Services https://www.uidaho.edu/admissions/apply

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
There are a number of resources available to students at the University of Idaho:

- University of Idaho Student Financial Assistance
- Athletic Program Participation and Financial Support Data
- Financial Assistance Programs and Eligibility Information
  Student Financial Aid Services can assist by answering your tuition and financial aid questions, counseling you on financial decisions, and much more.
- Student Loans Code of Conduct
  A financial aid professional at the University of Idaho is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity.
- Preferred Lender Arrangements
- Appeals - Financial Aid

The link to Student Financial Aid Services is also highlighted on the architecture website:
https://www.uidaho.edu/caa/programs/architecture/accreditation

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
The following information is listed in our M.Arch Degree prep, the link is accessible on our department's main page.
https://www.uidaho.edu/caa/programs/architecture/m-architecture

https://www.uidaho.edu/financial-aid/cost-of-attendance

Appendix

1. NAAB Matrix
2. Architecture Department Strategic Action Plan.
3. University Accreditation Letter
4. Faculty Resumes

NAAB MATRIX

		BS COURSES													Year 1				Year 2			
		Fall						Spring							F		S		F		S	
Art 121Integrated Design Process Art 110 Integrated Art and Design Communication Art 112Drawing as Design Thinking Arch 151Introduction to Architecture Arch 154Intro to Architectural Graphics Arch 253Architectural Design I Arch 254Architectural Design II Arch 243Media in Architecture Arch 266Materials and Methods	*Preparatory Education*	***Arch 353*** *Architectural Design III*	***Arch 385*** *Global History of Architecture I: Pre-Modern*	***Arch 361*** *Structures I*	***Arch 454*** *Architectural Design: Vertical Studio*	***Arch 463*** *ECS I*	***Arch 468*** *Urban Theory and Issues*	***Arch 354*** *Architectural Design IV*	***Arch 386*** *Global History of Architecture II: Modern*	***Arch 388*** *Architectural Theory*	***Arch 362*** *Stuctures II*	***Arch 454*** *Architectural Design: Vertical Studio*	***Arch 464*** *ECS II*	***Arch 461*** *Building Assemblies*	***Arch 553*** *Integrated Architectural Design*	***Arch 568*** *Technical Integration*	***Arch 554*** *Architectural Design: Vertical Studio*		***Arch 510*** *Graduate Project Seminar*	***Arch 556*** *Graduate Project*	***Arch 575*** *Professional Practice*
Shared Values																						
Design	U	U			U			U				U										
Env. Stewardship & Professional Respon.						U	U			U			U						U		U	U
Equity, Diversity & Inclusion			U				U		U	U									U		U	
Knowledge & Innovation					U							U					U		U		U	
Leadership, Collab. & Community Engmt.					U							U					U		U		U	U
Lifelong Learning																			U		U	U
Program Criteria																						
PC.1 Career Paths																						U
PC.2 Design		U			U			U				U										
PC.3 Ecological Know. & Respon.						U	U			U			U									
PC.4 History & Theory			U				U		U	U												
PC.5 Research & Innovation					U							U					U		U			
PC.6 Leadership & Collaboration					U							U					U					U
PC.7 Learning & Teaching Culture	U	U						U														
PC.8 Social Equity & Inclusion			U				U		U	U												
Student Criteria																						
SC.1 HSW in the Built Environ.							U								U	U						U
SC.2 Professional Practice																						U
SC.3 Regulatory Context															U							U
SC.4 Technical Knowledge				U		U					U		U	U	U	U						
SC.5 Design Synthesis															A							
SC.6 Building Integration															A							

U= Understanding
A= Ability

NAAB

UI ARCHITECTURERE PROGRAM STRATEGIC ACTION PLAN 2023-25

updated August 2023

Vision: The Department of Architecture provides a professional architectural education aimed at supporting the next generation of architects. In this work, we primarily draw students from the State of Idaho and across the American West Coast in order to support the architectural profession in the State of Idaho, as well as preparing graduates to compete on a world market.

Mission: The Architecture Department's mission is to provide a dynamic professional design education aimed at building capacity in students for attuned and creative architectural response; this capacity is informed by historical and theoretical inquiry, empowered by the deployment of affective material assemblies, and driven to create environmentally conscious regenerative architecture. Graduates of our program will be prepared to think and make architecture in ways that: promote principles of sustainability and earth stewardship; advocate quality of life for people of diverse backgrounds beliefs, and means; cultivate habitat for all living beings; respond to evolving global, political, economic, and ecological forces and needs.

GOALS

1. Transform: Prepare students for success in a rapidly changing world.

Context: Our graduates will live, work, compete, and prosper in a global and multicultural environment. Consequently, graduates must learn the operational methods of design, the technical substance of architecture, and acquire values, perspectives, skills, and experiences that will help advance our societies and the built environment that supports them.

Objective A: *Grow student enrollment in architecture.*

Strategies:

1. Increase visibility, desirability, and accessibility of our professional education.

    - **2022 Hire full time instructor to support Boise Classes**
    - **2020 COVID – retain students and refine alternative delivery methods**
    - **2019 Discussions to articulate path for BSU construction management graduates.**
    - **2018 Provided sample paths for University of Colorado Environmental Design graduates.**
    - **2018 Provided sample paths for University of Wyoming Structural Engineering graduates.**
    - **2018 Formalized these pathways and advertised them.**
    - **2018 Secured $10,000 yearly for High School Summer Design Days from 1984 alum Jonathn Segal**
    - **2017 Developed new pathways into and through the professional degree (M.Arch), including a 3+ path for baccalaureate degree holders in disciplines outside of architecture.**
    - **2017 added years 1&2 to Boise offerings.**
    - **2015 Initiated Summer Bootcamp to place advance standing students into 3rd year.**

2. Build curricula to support timely degree completion.

- **2018 added Arch 520 Arch Research Methods in summer for graduate students taking the one-year track.**
- **2017 (on going) added years 3+ to Boise offerings.**
- **2017 (on going) added years 1&2 to Boise offerings.**
- **2016 accommodated students to take studios non-sequentially.**
- **2015 Initiated Summer Bootcamp to place advance standing students into 3rd year.**
- **2015 UDC/BSU foundations collaboration. Discussions.**
- **2015 Articulation agreement discussions with BYUI**
- **2015 New topical studios give flexibility; allows for more freedom for students to accelerate their degree path.**

Objective B: *Build adaptable, integrative curricula and pedagogies.*

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.

   - **2018 decoupled sequences in all courses to aid student schedules and completion**
   - **2018 improved the *horizontal integration* of third year studio (Arch 354) with Arch 362**
   - **2015 the Structures sequence in our curriculum changed from four courses to two structural system courses (ARCH361/362 Structural Systems I-II) that aimed to be more closely aligned with architectural design.**
   - **2016 New studio sequencing to open up option studios for encouraging student choice and pedagogical creativity.**
   - **2017—removal of Calculus requirement for BS Arch.**
   -

2. Establish and utilize learning outcomes to guide curriculum and to allow for pro-active assessment.

   - **Ongoing:**
     - **Dedicate regular content of program meetings and retreats to discussion of assessment process and potential curricular changes.**
     - **Use guest critic feedback as part of the assessment process.**

3. Develop and maintain a distinctive core curriculum that promotes self-discovery via active learning pedagogies, rigorous investigation, thoughtful fieldwork, and creative exploration.

   - **2018 developed 568 Technical Integration in Design to better coordinate with 553 Integrated Design Studio**
   - **2018 Professional Practice taught solely from Boise in an effort to produce consistency of instruction and reliable NAAB evidence.**
   - **2015 moved 2nd Year studio sequence to a single coordinator model to improve consistency of the pedagogy and lessons learned.**
   - **2015 worked through a major curriculum redesign including a total redo of the structures sequence, which now has linkages with Arch 354.**
   - **2015 Arch 243 and 254 were linked together to teach digital processes.**

- **Departmental funding is used to support design studies that often involve outreach and engagement. Income has also been generated through outreach.**
- **2015 Added design-build as a focus.**
- **2016 Implemented "Major Professor system for graduate projects**
- **2010 Arch 552 implemented to provide opportunities for flexible integrative experiences. (Ben Ledford was the first independent investigator others include: Andy Carmen, Drew Davis…)**

4. Expand opportunities for professional education.
   - **Goal: Further build on the relationship with Spokane Washington AIA for best design students to attend Spokane offices and the annual AIA Awards Dinner.**
   - **Goal: Secure funding from IFPC to make third-year design studio for the Idaho Forrest Products Design Competition "no cost" to UI or WSU.**

   - **Ongoing:**
     - **Networking Event with UI Career Services Boise internships in public agencies and architectural firms.**
     - **AIA UI-Boise architecture scholarships and events**
     - **Third Year Boise Firm Visits.**
     - **Guest Critics Series.**
     - **CAA advisory board meetings and events.**
     - **Collaboration with WSU third-year design studio for the Idaho Forrest Products Design Competition.**

5. Apply emerging technologies to increase access and respond to the needs of local and global learners.

   - **2019 First "Digital Tutor" Grad student (Chad Filler) given 1 credit to offer open help sessions to all students in architecture.**
   - **2017 Microsoft *Teams* populated with software tutorials and distributed to all students.**
   - **2015 New introduction to digital tools course.**
   - **Lynda.com for Revit Training (F15).**
   - **Continuing education -- Lynda.com for Revit Training (S15).**

Objective C*: Develop impactful learning activities that extend beyond the curriculum.*

Strategies:

1. Promote opportunities for student self-discovery through activities such as graduate-level and undergraduate research, national student exchanges, education abroad, disciplinary competitions.
   - **2023 Asia Summer Program (Malaysia & Singapore) established**
   - **2021 NSF grant provides student research opportunities in both studio as well as being research assistants.**
   - **2017 – ongoing Integrated Design Lab moves adjacent to Architecture Studios in Boise providing increased opportunities for research assistantships**
   - **2016 Rome program moves to full semester in fall.**
   - **2015 Finland Exchange Program established (Tampere University).**
   - **2012 China Sumer Program instituted (offered every summer).**
   - **2006 UK Sumer Program instituted (offered every other summer).**

2. Increase possibilities for learning activities within the educational environment.

    - **2022 Collaboration with the Integrated Design Lab (IDL) in Boise to expand the availability of desktop 3D printers for use of the architectural design studios.**
    - **2022 (3) shipping containers purchased and sited at AAE for Design-Build outdoor workspace/materials storage**
    - **2019 Third floor AAS lighting upgrade**
    - **2018 Memorial Gym Basement transformed into Design-Build storage space.**
    - **2016 new lobby in AAS established as informal learning space.**
        - **Periodical lounge**
        - **New library book display**
        - **Information about *Materials Resource Center***
        - **Opportunity for students and faculty to interact informally.**

3. Engage alumni and stakeholders as partners in mentoring.

    - **2021-ongoing Lupine Flats DB project with COLAB and Moscow Affordable Housing Trust.**
    - **2017-ongoing LCA Architects Grad Project Prize.**
    - **2016 553 studio Co-taught with COLAB founder Mark Engberg.**
    - **Ongoing:**
        - **Advisory Council meeting class interactions.**
        - **Alumni for final reviews.**

4. Increase co-curricular opportunities; promote student participation.

    - **2023 Drawing Symposium**
    - **2023 Grad project support – Perry Kulper University of Michigan**
    - **2022 -ongoing undergraduate support - Ev Ruffcorn, FAIA, and Brad Leathley FAIA, (retired, former principals at ZGF & NBBJ)**
    - **2022 Grad Project support fall – Anders Kirchner LENDAGER Group**
    - **Ongoing: Guest Critic Lectures** now presented during studio time to increase attendance.
    - **Ongoing: Idaho Architecture Collaborative (IAC) used to create student design opportunities outside of studio structure.**

5. Increase opportunities for student interaction and interdisciplinary collaboration.

    - **Goal: Set up shared graduate class with WSU that leverages program faculty research interests**
    - **2019 Proposal for all disciplines in CAA to offer a 454 topical studio open to any major and count as part of required curriculum.**
    - **2017 discussions about possible integration of LA into: second year studio and professional practice.**
    - **Arch/ID in: second year studio, new digital tools course, professional practice.**
    - **2010 redo of CAA Foundations.**
    - **Faculty led arch/LA and ID/Arch collaborations in upper-division studios.**

2. Innovate: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Context: At the University of Idaho we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking, and collaboration.

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.

    - **2016 Brought noted design/builder Steve Badanes to help establish new design/build faculty member.**
    - **2016 Brought noted structures teacher Bjorn Sandaker from Oslo School of Deign to help improve our structures sequence.**
    - **2015 Brought noted scholar Roger Connah to discuss graduate project and curriculum.**
    - **2012 Began pairing new faculty with tenured faculty in a mentoring program.**

2. Support entrepreneurial activity to develop new areas of excellence.

    - **2018 Established the Idaho Architecture Collaborative (IAC) to promote community engagement, student learning, and funding opportunities for faculty led design work both inside and outside of the curricular structure.**

3. Encourage faculty research to permeate the curriculum

    - **2018 raised the number of 500 level credits required for the M.Arch from 24 to 36 to ensure more graduate seminars (topics driven by faculty research) would be required for graduation with an M.Arch.**
    - **2016 limited the number of TA electives credits one could take so as to require more graduate seminars (topics driven by faculty research) for graduation with an M.Arch.**
    - **2016 New topical studios offer more flexibility in aligning research with teaching.**
    - **2015 moved 2nd Year studio sequence to a single coordinator model to improve consistency of the pedagogy and better alignment with faculty research and expertise.**

4. Increase the number and payout of competitive graduate assistantships.

    - **2018 After much lobbying from Architecture and other faculty across the UI, COGS established new Graduate Assistantships with higher stipends and full tuition waivers.**
    - **2017 expanded the Idaho Concrete Masonry Association (ICMA) sponsorship to include an annual research-assistantship to fund a senior or graduate architecture student working with faculty in the building technology sequence on developing pedagogy and course content tying**

research on masonry materials and structures to the delivery of design studio and lecture courses.

5. Develop facilities that encourage collaborative interdisciplinary inquiry and provide access to design resources and innovative technologies.

    - **2019 Discussions of collaboration with Art in and around Art and Architecture East.**
    - **2016 New AAS Lobby provides access to information and encourages informal interactions.**
    - **Shared faculty office space experimented with promoting collaboration (disbanded in S15).**

Objective B: Enable faculty and student engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Expand opportunities for ongoing interactions among faculty, students, and staff to identify areas of common interest.

    - **Ongoing: Seek opportunities for interdisciplinary design studio between Architecture and other CAA design disciplines.**
        - **2023 Vandal Healing Garden and Memorial with LARCH**
        - **2020 The Idaho Museum of International Diaspora IAD**
        - **2019 & 2020 Arch 4/554 works with LARCH in Lewiston**
    - **2006 new 2006 new CAA structure promotes interdisciplinary collaboration.**

2. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.
    - **Moscow Affordable Housing Trust (Lupine Flats)**
    - **The City of Moscow (DB)**
    - **Moscow Chamber of Commerce and Visitor Center**
    - **Moscow School District (DB)**
    - **Tory Schools (DB)**
    - **Idaho Wine Commission (DB)**
    - **Palouse Land Trust (DB)**
    - **Boise work with public agencies**
    - **PCEI**
    - **____Degrees Northwest (Miranda)**
    - **McCall Carbon Neutral Living facility**
    - **49th Parallel Consortium of Architecture Schools**

3. Facilitate the submission of large, interdisciplinary proposals to obtain funding and to sustain successful projects.

    - **2021 Architecture Program faculty and Integrated Design Lab (Boise) faculty are part of awarded NSF RII Track-2 FEC grant: "Developing a Circular Bio-based Framework for Architecture, Engineering and Construction Through Additive Manufacturing"; National Science Foundation (NSF); 2021-08/2025-07; $3,974,309. Award #2119809.**
    - **Grant workshop**
    - **IGEM Proposal**
    - **More from Integrated Design Lab in Boise**

3. Engage: Meet societal needs by engaging in mutually beneficial partnerships

Context: As the state's land-grant institution, the University of Idaho is uniquely positioned to positively influence Idaho's future. We seek to achieve that end by partnering with constituents for the mutually beneficial exchange of knowledge and resources.

Objective A: Develop processes, systems, and rewards that foster outreach and engagement.

Strategies:

1. Increase the internal and external visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university.

    - **2023 Established temporary studio space at UI-Boise for City of Boise urban design work.**
    - **2018 Established the Idaho Architecture Collaborative (IAC) to promote community engagement, student learning, and funding opportunities for faculty led design work both inside and outside of the curricular structure.**

2. Recognize and reward engagement with communities, businesses, non-profits, and agencies.

    - **Goal: Establish architecture department by-laws, and include language that indicates the value of these activities in the P&T process.**

3. Engage communities and organizations through flexible partnerships that share resources and respond to needs and expectations.

    - **2021 One World Sidewalk Café Pilot Program Design Build, Moscow ID.**
    - **2021 UI Boise TREEFORT Installation**
    - **2019 Monarch Motel Design/Build, Moscow Idaho.**
    - **2018 SILOS visioning, Moscow, ID**
    - **2018 Hat Ranch Winery Design/Build, Caldwell Idaho.**
    - **2016 US Forest Service Warming Hut Design/Build, Sandpoint.**
    - **Tacoma, Sandpoint, Lewiston Cascade, Priest River, Small Towns for many years**

4. Establish partnership protocols that bring resources to the program.

    - **2019 Monarch Motel Design/Build, Moscow Idaho. $4000.**
    - **2018 SILOS visioning, Moscow, ID. $2000.**
    - **2018 Delta Sigma Phi visioning, University of Idaho, $1500.**
    - **2017 St. Marie's Church Charrette, $1000.**

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategies:

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.

    - **Goal: Impact the affordable housing dialogue on the Palouse.**
    - **2021-ongoing LUPINE Flats with COLAB Architecture and the Moscow Affordable Housing Trust**
    - **2016 Tiny House Community Charette.**
    - **2016 Discussion 'Tiny House' with Department of Education**
    - **2016 Discussion UI Ski Dorm Sandpoint**

2. Increase student participation in defining and delivering experiential learning opportunities.

    - **2018 Established the Idaho Architecture Collaborative (IAC) to promote community engagement, student learning, and funding opportunities for faculty led design work both inside and outside of the curricular structure.**

3. Promote outreach and engagement activities.

    - **2018 Website redesign to highlight design/build activities.**
    - **Ongoing:**
        - **College Newsflash**
        - **Architecture Newsletter**

4. Have programs and stakeholders reflect the faces and places of Idaho, including those who have been underserved or underrepresented.

    - **Goal: engage State's rural poor**
    - **Ongoing:**
        - **Work with State's indigenous populations.**
            i. **Spring 2023 An Indigenous Gathering Center for the University of Idaho campus**
            ii. **Fall 2022 Cultural Resources Building for the Coeur d'Alene Tribe.**
            iii. **2020 4/554 Studio in Lewiston**
            iv. **2019 4/554 Studio in Lewiston**
            v. **2018 4/554 Studio in Lawpai**
            vi.

4. Cultivate: Be a purposeful, ethical, vibrant, and open community.

Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

Objective A: Be a community committed to civility and respect.

Strategies:

1. Promote civil and respectful dialogue and debate both in and out of the classroom.

    - **2017 Implemented Robert's Rules of Order in program meetings to promote inclusivity and civility.**
    - **2012 Implemented Studio Culture Policy based on outcomes of workshops and coordinated with student initiatives.**

2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community.

3. Promote a sense of concern for, and accountability to, others.
    - **2022 Respectful Communication Workshop**

4. Provide ongoing opportunities for faculty self-discovery and personal and professional growth.

    - **Program funds $1800 Faculty Scholarship agenda (e.g. travel, conference fees, etc.).**
    - **Program funds $800 for upper division studios**
    - **Dean's Travel Fund**
    - **Visiting Critics/Speakers**
    - **Course release for well-defined research projects.**

Objective B: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
    - **2019 Chair/Dean w/ Xiao Hu recruitment trip to China**
    - **2017-2019:**
        - **Building Enrollment pipelines – BYUI, CSI, BSU, PCC, UWyoming, UColorado.**
        - **Design Bootcamp**
        - **Summer Design Week**
        - **Associate Architecture Professor given partial assignment to recruiting.**

2. Recruit and retain diverse faculty and staff.
    - **Goal: Establish diverse profiles for faculty recognizing varied interests in career development and program/department targets that are acknowledged in call for applications and position descriptions (e.g., high teaching load vs high research load vs high outreach & extension).**
    - **Goal: Include in faculty meetings updates on University and CAA process aimed to improve faculty and staff work conditions. Facilitate faculty open feedback on work conditions and needs to take to upper-level management.**

3. Capitalize on opportunities for cultural competency training.
    - **Ongoing: Yearly required faculty trainings**

4. Build *community partnerships* that increase exposure to diversity.
    - **Ongoing: Moscow Affordable Housing Trust**
    - **Ongoing: Nez Perce and Coeur d'Alene Tribe**

5. Recognize individuals that aim high, are consistently productive, and help to build the strengths of the program.

   - **Goal: Merit Raises**
   - **Goal: Increased scholarship funding**
   - **Goal: Increased studio support.**

6. Increase support from the public sector and private donors to accelerate the attainment of program goals.

   - **2017 ICMA contributes $6,000 per academic year for a research assistantship position in addition to the sponsorship of the Annual ICMA Arch Design Competition in ARCH354 (occurring for 53 years).**
   - **IFPC sponsors activities and awards for the Annual IFPC Arch Design Competition in ARCH354 since 2012.**
   - **2016 discussions with Hummel Architects about funding REVIT training.**
   - **2016 Conversations on sponsorships with Rule Steel, ICMA, IFPC, Simpson, Architectural Metal Solutions, Hanson Structural Precast**

7. Celebrate Successes
   - **Goal: External critics for ALL final reviews.**
   - **Goal: Work with CAA to highlight *all faculty with accomplishments* to share.**
   - **Ongoing:**
     - **External Critics brought in for Grad Project reviews.**
   - **AIA Spokane Student Design Awards**
   - **ACSA 2022 Design Build Education Award**
   - **Architecture and Design Industry Awards**
     - **Architizer A+ 2023 Jury Award (McDonald Elementary Outdoor Classroom)**
     - **Core77 2023 Build Environment Student Award Neuman Forest Environmental Learning Pavilions**
   - **AIA NW+PR Student Design Award Winners**

     2022
     - **Citation Award:** Apsáalooke Cultural Center, Miguel Sarabia, Brycen Guttormsen, Tyler Rodda
     - **Honorable Mention:** McDonald Elementary Outdoor Classroom, Idaho Design Build Studio

     2021
     - **Honor Award:** "Heart of Da Lat," Mai Pham
     - **Merit Award:** "Ecological Tectonics," Samantha Jesser

     2020
     - **Citation Award:** "Nostalgia," Shudan He
     - **Honorable Mention:** "SHE Center," Regan Campbell and Tyler Schram
     - **Honorable Mention:** One World Sidewalk Cafe - Idaho Design Build studio

     2019
     - **Honor Award:** Hat Ranch Winery, Idaho Design Build Studio

8. Communicate Successes

- **Goal: Work with University and CAA so media posts, meetings with the Advisory Board Council and reports in general highlight and promote the Program/Department where initiatives are developed and the faculty leading efforts in addition to the students involved and their stories.**

9. Be architectural leaders throughout the State of Idaho.
   - **AIA CENTRAL presentations and supply of lunch lectures**

10. Create productive efficiencies.

    - **2017 Graduate Project made into "Major Professor" model to free faculty from teaching a 556 section(see below) and help promote research by aligning student interest with faculty expertise (ideally).**
    - **Course efficiencies to provide continuity of outcomes and free PD's for more scholarship.**
      - **2018 Arch 510 becomes a single section.**
      - **2015 moved 2nd Year studio sequence to a single coordinator model to improve consistency of the pedagogy and better alignment with faculty research and expertise.**

11. Reduce academic, structural, and administrative barriers to success.

    - **Goal: Revise pre-requisites and co-requisites and work with the University for improving the enforcement during student registration processes.**
    - **Goal: Improve efficiency of task-oriented committees.**
    - **2014 Reduced program meeting frequency.**
    - **2014 Eliminated most standing committees and replaced with individual "champions."**

12. Steward financial assets, infrastructure, and human resources to optimize performance. Increase gifts that support the advancement of the program.

    - **Goal: 50K Endowment to support guest speakers and critics.**
    - **Goal: Secure required funding to finish the 2nd floor AAS lighting project.**
    - **2022 Endowed "Hands-On Learning" student award.**
    - **2021 Lupine Flats pledge: funding for 6 houses over six years.**
    - **2020 Endowed "Earth-Stewardship" student award.**
    - **2018 Hired new CAA development officer.**
    - **2018 Secured new lighting for 2nd and 3rd floors of AAS.**
    - **2018 Secured $15K to support lighting project**
    - **2016 Established the Architecture Program Facilities Fund as donation opportunity.**

13. Steward our financial assets, infrastructure, and human resources to optimize performance.

    - **Goal: Develop an assessment mechanism (e.g., updated official spreadsheet) to quantify all activities faculty are engaged in and how they will be recognized within the categories of the Position Description. This will help for a more accurate depiction of faculty work for annual evaluations and will serve as a diagnostic tool for identifying Program/Department needs.**

- **Goal: Revise needs for a formalized use of the Shop in Boise by Architecture students and faculty.**
- **Goal: Revise needs for formalized use of the expanding 3D printing resources in IDL-Boise by Architecture students and faculty.**
- **UI needs to implement tools to aid timely and easily understandable budgeting.**
- **2019 Working with CAA accountant to customize Architecture budget spreadsheet to make it a more effective tool.**
- **2017 Budgets became transparent and managed by programs.**

10. Establish facilities that encourage collaborative interdisciplinary inquiry using
Information resources and innovative technologies.

- **Goal: All faculty submit yearly requests library for new books (to increase library's capacity and relevance).**
- **Goal: Improve AAS lounge with an eye toward sustainable solutions on third floor AAS.**

NAAB

NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

July 25, 2022

C. Scott Green
President
University of Idaho
875 Perimeter Drive
Moscow, ID 83844-2150

Dear President Green:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 21-24, 2022, concerning the Spring 2022 Evaluation of Institutional Effectiveness of University of Idaho. This action was taken after consideration of evidence, including the institution's Self-Evaluation Report, the Peer-Evaluation Report, the optional Institutional Response to the Peer-Evaluation Report, and information received as part of the institutional representative meeting with Commissioners.

Accreditation

Reaffirm Accreditation

Status of Previous Recommendations Addressed in this Evaluation

- Finding 1: Spring 2021 Policies, Regulations, and Financial Review - Fulfilled

Commendations

The Commission commends University of Idaho for:

1. Its commitment and passion that faculty and staff have for the University of Idaho. While it was clear that the institution had faced many challenges and difficult times over previous years, morale was generally high and there was a clear and enthusiastic esprit de corps for the university. The word family was used many times.
2. Leadership of the President and Provost, and their teams, for significantly improving the financial situation of the university and focusing the institution on key strategic priorities. Throughout the visit, the evaluation team heard appreciation for the decisive action to improve the financial situation, increased clarity around strategic priorities, increased transparency and collaboration and advocacy at the state level. In general, there was a sense of optimism about the future of the institution, and trust in leadership to seek broad input on decisions.
3. Its increased transparency and accessibility of data to inform decision-making. There was widespread enthusiasm for increased access to actionable data.
4. Its Student Success Team and University Advising Services support of UI students. These groups have implemented a number of initiatives to add value for students, including updating advisor position descriptions, adding additional advising positions, creating equitable advisor caseloads, increasing interaction with students, accommodating student preferences for advisor appointments, establishing programming to improve academic engagement, developing advisor training, implementing professional best practices, and conducting data-informed student outreach.

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that University of Idaho:

- Recommendation 1: Spring 2022 Evaluation of Institutional Effectiveness - Use the results of its program and general education assessments to inform academic and learning-support planning and practices to continuously improve student learning outcomes. (2020 Standard(s) 1.C.7)

NAAB

FACULTY RESUMES

Name: Hala Barakat

Courses Taught:

- Arch 253 Architectural Design I 4cr, Fall 2022, 2023
- Arch 254 Architectural Design II 4cr, Spring 2022
- Arch 353 Architectural Design III 6cr, Summer 2022
- Arch 454 Architectural Design IV 6 cr, Summer 2022
- Arch 535 Architectural Design V 6 cr, Summer 2022
- Arch 502 Portfolio Development 3cr, Fall 2022, 2023
- Arch 502 Architecture Research 3cr, Fall 2023
- Arch 510 Graduate Project Seminar 3cr, Fall 2022, 2023
- Arch 556 Graduate Project 6cr, Spring 2022

Educational Credentials:

- M.UCD Master of Urban and Community design (5yr) University of South Florida 2019
- M.Arch Master of Architecture (6yr) University of South Florida 2016

Teaching Experience:

- Assistant Professor of Architecture, University of Idaho, 2019 - Present
- Instructor of Architecture, University of South Florida, 2018 - 2019

Professional Experience:

- Junior Architect: Scott & Cormia, Orlando, Fl 2017 - 2018

Licenses/Registration:

- FL Real Estate Sales Associate License #SL3399406

Selected Publications and Recent Research:

- Fellowships:
  - 2023 Art Omi Architecture Residency (Granted)
- Papers presented at Scholarly, Peer Reviewed Conferences (and published in proceedings):
  - Barakat, H. The Wall After the War. In *Proceedings of EDRA54*. Mexico City, Mexico.
  - Hu, X., and Barakat, H. Active Learnings in Architectural Studios: A Comparative Study of Foundation Design Curriculum in the US, China and Jordan. In *Proceedings of NCBDS38*. Fargo, North Dakota.
  - Barakat, H. Design responsibilities in early foundational studios- The shift from empathy words to design action on land grant university campuses. In *Proceedings of NCBDS38*. Fargo, North Dakota.
- Book chapter contributions:
  - A New Approach to Hidden History: The Reconstruction of History through Nodal Spaces in the Ghost City of Lifta. In Abughannam, R., Desrochers-Turgeon, E., Swaranjali, P., Goffi, F. (2024) *Architectures of Hiding*. Routledge.
  - Skeletal Bulldozer. In Berlanda, T., Ho-Tong, M., Khalifeh, M., and Laïdi-Hanieh, A., A. (2022) *Landwalks across Palestine and South Africa*. University of Cape Town, South Africa, and the Palestinian Museum, Birzeit.

Professional Memberships:

- American Institute of Architects, 2017 - Present

Name: Matthew Brehm

Courses Taught (Four semesters prior to current visit)**:**
Arch 154 Introduction to Architectural Graphics
Arch 354 Architectural Design
Arch 410 Sketching for Architecture (Rome)
Arch 430 Rome Preparatory Seminar
Arch 431 Rome Design History (Rome)
Arch 454/554 Vertical Studio (Rome)
Arch 483 Urban Theory & Issues (Rome)

Educational Credentials:
1989 / Bachelor of Architecture / University of Notre Dame
1998 / Master of Architecture / University of Oregon

Teaching Experience:
2017-present / Professor / University of Idaho
2011-2017 / Associate Professor with Tenure / University of Idaho
2006-2011 / Assistant Professor, Tenure-Track / University of Idaho
2004-2006 / Assistant Professor, Non-Tenure-Track / University of Idaho
2000-2004 / Adjunct Assistant Professor / University of Oregon
1995 / Graduate Teaching Fellow / University of Oregon
1989, 1991 / Visiting Lecturer / The Catholic University of America (summer program)

Professional Experience:
2004 / Designer, Project Manager / Eric Hall Architects / Eugene, OR
200-2004 / Designer, CAD Consultant / Brehm Design / Eugene, OR
2000-2003 / Design & Documentation, CAD Consultant / Brehm Architects / Park Ridge, IL
1998-2000 / Project Manager, Designer / WBGS Architecture & Planning PC / Eugene, OR
1994-1998 / Designer, CAD Implementation / TBG Architects & Planners/Inc. / Eugene, OR
1992-1993 / Designer, Documentation / Spector, Knapp & Baughman, Ltd. / Washington DC
1989-1991 / Designer, Intern Architect / STUDIOS Architecture / Washington DC

Selected Publications and Recent Research:
Brehm, Matthew. Chapter “Think>Make and Make/Think: Beginning Steps in Architectural Design” (p.256-266). Temple, Stephen, editor. Developing Creative Thinking in Beginning Design. New York, NY: Routledge, 2019. ISBN 978-1-138-65487-7

Brehm, Matthew. Draw Cities and Buildings in 15 Minutes. London: Ilex/Octopus Publishing, 2017. ISBN 978-1-7815-7287-0. [English, Dutch, Italian]

Brehm, Matthew. Drawing Perspective: How to See It and How to Apply It. Hauppauge, New York: Barron’s Educational Press, 2016. ISBN 978-1-4380-0659-8. [English, Chinese, Japanese, Korean, Spanish, French, Italian, German, Hungarian, Bulgarian]

Brehm, Matthew. Sketching on Location. Dubuque, IA: Kendall Hunt Publishers, 2012. ISBN 978-1-4652-0526-1

Name: Dwaine Carver

Courses Taught (Four semesters prior to current visit)**:**

- ARCH 556 Graduate Project Design Studio
- ARCH 510 Graduate Project Seminar
- ARCH 553 Integrated Architectural Design Studio
- ARCH 504 Seminar: Architecture and Spatial Form in Modern Literature

Educational Credentials:

- Master in Design Studies, History and Theory of Architecture, Harvard University, GSD, 1992
- Bachelor of Architecture, Rhode Island School of Design, 1990
- Bachelor of Fine Art, Rhode Island School of Design, 1989

Teaching Experience:

- Assistant Professor of Architecture, University of Idaho, Architecture, tenure track, 2018 – present
- Lecturer/Temporary Faculty, University of Idaho, Architecture, intermittent, 2002 – 2018
- Faculty/Lecturer, Boise State University, Department of Art, intermittent, 1994 – 2014

Professional Experience:

- Founder, Dwaine Carver Studio LLC, art, design, planning, 2021 – present
- Co-founder, C|T|Y Studio, architecture, design, planning and public art, Boise, Idaho, 2011 – 2021
- Designer, Trout Architects, Boise, Idaho, lead project design and management, 1992 – 2011

Selected Publications and Recent Research:

- Carver, D. 2023. Abstract, “Ecological Boulevards: Integrating Infrastructure, Open Space Networks and Transportation,” Environmental Design Research Association - EDRA 54
- Carver, D. 2023. Paper, "A Tectonics of Ontogenetic Materialism: Three Projects,” Building Technology Educator’s Society - BTES 2023
- Carver, D. 2023. Paper, “A Phenomenological Epoché for Beginning Design,” National Conference for the Beginning Design Student – NCBDS 2023
- Carver, D. 2022. Abstract, “New Public Infrastructures: A Survey of Integrated Art, Design and Engineering,” Environmental Design Research Association - EDRA 54
- Carver, D. 2022. Paper, “Drawing Form from Fiction,” Design Communication Association - DCA 2022
- Carver, D. 2022. Paper, “Precedent and Influence: An Urban Design Studio Project,” Architectural Research Center Conference and European Association for Architectural Education, ARCC-EAAE 2022

Professional Memberships:

- Co-Coordinator, Drawing Exhibitions, Design Communication Association, DCA, 2023 - present
- Advisor, National Council of Architectural Registration Boards, NCARB, Licensing Advisor 2019 - present
- Member, Associate of Collegiate Schools of Architecture, ACSA, 2018 - present
- Member, Environmental Design Research Association, EDRA, 2021 - present
- Member, Architectural Research Centers Consortium, ARCC, 2021 - present
- Member, Building Technology Educator’s Society, BTES, 2021 - present
- Member, Design Communication Association, DCA, 2022 - present

Name: Andrea Alberto Dutto

Courses Taught (Four semesters prior to current visit):
- Arch 266 Materials and Methods of Construction
- Arch 353 Architectural Design III
- Elective Course in Architectural Theory. RWTH Aachen University, Department of Architectural Theory. MSc in Architecture, 3rd semester. From April 2023 to July 2023.
- Design Studio, RWTH Aachen University, Department of Architectural Theory. MSc in Architecture, 2nd semester. From April 2023 to July 2023.
- Research Studio in Architectural Theory. RWTH Aachen University, Department of Architectural Theory. MSc in Architecture, 2nd semester. Unit Co-lecturer: Axel Sowa. From April 2022 to July 2022.
- Research Studio in Architectural Theory. RWTH Aachen University, Department of Architectural Theory. MSc in Architecture, 1st semester. From October 2021 to February 2022.
- Cultural and Historical Basis III. RWTH Aachen University, Department of Architectural Theory. BSc in Architecture, 5th semester. From October 2021 to February 2022.

Educational Credentials:
- Ph.D. in Architecture / *Doktor der Ingenieurwissenschaften*, RWTH Aachen University (Germany) in co-tutelle agreement with Politecnico di Torino, 2017.
- Dual Degree MSc in Architecture / *Diplôme d'État d'Architecte*, Politecnico di Torino in joint partnership with ENSA Marseille (France), 2010.
- BSc in Architecture, Politecnico di Torino, 2008.

Teaching Experience:
- Research and Teaching Associate, RWTH Aachen University (Germany), Department of Architectural Theory, 2021–2023.
- Adjunct Professor, Politecnico di Torino, Department of Architecture and Design, 2019-2020.
- Tutor, Politecnico di Torino, Department of Architecture and Design, 2011-2019.

Professional Experience:
- Freelance Architect. From May 2013 to March 2021.
- Project architect at Damilanostudio Architects, Cuneo (IT). From August 2012 to May 2013.

Licenses/Registration:
- Architectural License in Italy. Regional Society of Architects, Planners, Landscape Planners and Preservationists. From 06/30/2011 to 12/31/2022.

Selected Publications and Recent Research:
- 2023 *CCA-WRI Research Fellow* at the Canadian Centre for Architecture, Montréal (Canada).
- 2022 Research PI: *ENHANCE.R European University of Technology Alliance*, sponsored by RWTH Aachen University.
- Journal Editor: *Candide—Journal for Architectural Knowledge*. Issue 13, 2022. ISSN: 1869-6465
- Book Co-Editor: *Innovation in Practice (in Theory)*, ar+d: San Francisco, 2022. ISBN: 9788866175803
- Essay: *On Another Shelter in Paradise*, OASE, 114, 2023. ISSN: 01696238
- Essay: *The Abacus and the Node*, FAMagazine, 59-60, 2022. ISSN: 20390491

Professional Memberships:
- Junior Associate Member of *ProArch* Scientific Society of Architectural Design Educators (Italy).
- Associate Member of the *Groupe de Recherche en Education à l'Environnement et à la Nature* (GREEN), Università della Val d'Aosta.(Italy).

Name: Emiliano Espasandin

Courses Taught (Four semesters prior to current visit)**:**

- Arch 510 Graduate Project Seminar
- Arch 556 Graduate Project Studio
- Arch 353 Architectural Design III
- Arch 354 Architectural Design IV
- Arch 4/554 Vertical Studio

Educational Credentials:

- MS Design Theory and Pedagogy, SCI-Arc, 2020
- MS Advance Architecture, SCI-Arc 2006
- MDI MBA, UCA, 2001
- Architect, FADU, UBA, 1997

Teaching Experience:

- Temp Lecturer Professor, University of Idaho, 2022 – Present.
- Research Fellow, SCI-Arc, 2019 – 2021.
- Assistant Professor, FADU UBA, Argentina, 2008 – 2016.
- Associate Professor, UP, Argentina, 2013 – 2016.
- International visiting Professor, UGC, Colombia, 2011 – 2012.
- Associate Professor, UP, Argentina, 2009 – 2013.

Professional Experience:

- Design Director, UIO Urban Innovation Office, Boise, 2021 – Present.
- Founder and CEO, PALO arq, BA, Argentina 2007– Present.
- PM assistant, Perkins and Will, Los Angeles, US 2005 – 2006.
- Project Manager, J Espasandin Construcciones Corp, BA, Argentina 1992 – 2004.

Licenses/Registration:

- Architect License, CPAU. BA, Argentina 2002

Selected Publications and Recent Research:

- ArchDailty: Parque publico Costa Urbana https://www.archdaily.cl/cl/999214/buenos-aires-y-el-rio-conoce-los-ganadores-del-concurso-para-el-parque-publico-costa-urbana

Professional Memberships:

- SCA Sociedad Central de Arquitectos, Argentina
- AIA Intl. Associate
- ULI Urban Land Institute

Name: Bruce Haglund

Courses Taught (Four semesters prior to current visit)**:**

- Arch 510 Graduate Project Seminar
- Arch 556 Graduate Project Studio
- Arch 463 ECS (and labs),
- Arch 464 ECS (and labs),
- Arch 552 Alternative Graduate Design Experience - London

Educational Credentials:

- BS Math IIT 1968
- MArch Oregon 1982

Teaching Experience:

- At UI 1982-2023

Selected Publications and Recent Research:

Journal Articles:

- "LEED Gold but not Equal" for the *International Journal of Design & Nature and Ecodynamics* vol. 0 No. 0 (2018) 1-11 with Mae Baja, Sainaz Bajracharya, Miranda Freeman, Allison Gray, Hanna Kuipers, and Ruth Opatola, 2018

Papers Presented at Scholarly Meetings (and Published In Proceedings):

- Nov 2020, "Wood+: Strategies for a Material Shift in Architectural Design," for the 2020 AIA/ACSA Intersections Research Conference: CARBON, with Carolina Manrique.
- Oct 2019, "Learning from Innovative CLT Design in the UK," for the 2019 Reynolds Symposium: Education by Design, Portland, OR. With Carolina Manrique (co-author and presenter).
- Oct 2018, "LEED Gold but not Equal: Two Case Study Buildings," for Eco-Architecture 2018, Brockenhurst, The New Forest, UK. With Mae Baja, Sainaz Bajracharya, Miranda Freeman, Allison Gray, Hanna Kuipers, and Ruth Opatola. (also published as a journal article).

Professional Memberships:

- American Solar Energy Society (ASES) Fellow 2009
- Society of Building Science Educators (SBSE)
- American Institute of Architects (AIA) Associate
- AIA Idaho Executive Board (ex-officio), 1996-99, 2003-04
- AIA/CES Providers Council, 1999-2002
- Architectural Research Centers Consortium (ARCC)
- USGBC Idaho Chapter

Name: Xiao Hu

Courses Taught (Four semesters prior to current visit)**:**

- Arch 483 Urban Theory and Issues (Fall 2023, Fall 2022)
- Arch 454 /554 Architectural Design Vertical Studio (Fall 2023, Summer 2023, Fall 2022)
- Arch 520 Architectural Research Methods (Summer 2023)
- Arch 423 /523 Cultural & Ethical Issues in Global Architectural Practice (Summer 2023)
- Arch 404 /504 Southeast Asia's Urbanization (Summer 2023)
- Arch 354 Architectural Design Studio IV (Spring 2023)
- Arch 404 /504 Preparation Seminar for the Asia Program (Spring 2023)
- Arch 416 /516 Urban Social Sustainability(Spring 2022)

Educational Credentials:

- Ph.D., Architectural Education, University of Nebraska-Lincoln, Lincoln, Nebraska, 2009.
- Master of Science in Architecture, University of Nebraska-Lincoln, Lincoln, Nebraska, 2003.
- Bachelor of Architecture (Five-Yrs professional degree), Chongqing Jianzhu University, Chongqing, China, 1997.

Teaching Experience:

- University of Idaho: 2007-2008 Visiting Assistant Professor
  2008-2013 Assistant Professor
  2013-present Associate Professor
- University of Nebraska: 2006-2007 Instructor
  2004-2006 Graduate Teaching Assistant
- Chongqing Architectural & Engineering College: 1997-2001 Lecturer

Professional Experience:

- Shanghai Landscape Architecture Design & Research Institute, China: Consulting Architect, 2017
- Chongqing Desheng Architect & Associates, China: Project Architect, 2005-2008
- The Third Design Institute of the Mechanical Industry, China: Project Architect, 2004-2005
- Nebraska Lied Main Street Program, Lincoln, NE: Graduate Research Assistant, 2002-2004

Licenses/Registration:

- 2000 – present: Licensed Architect, China, #. 5000288-003

Selected Publications and Recent Research:

- J. Huang, X. Hu, J. Wang & A. Lu (2023) "How Diversity & Accessibility Affect Street Vitality in Historic District?" *Land*, Vol. 12, Issue 1. (https://doi.org/10.3390/land12010219)
- X. Hu (2021) "Reorienting Architecture for A Socialistic State: The Transformation of China's Architectural Profession in the 1950s," *International Journal of Design in Society*. Vol. 15, Issue 1. (https://doi.org/10.18848/2325-1328/CGP/v15i01/105-117)
- Mohammed Alajmi & X. Hu (2021) "Access to the Public Realm: The Comparative Study of Physical Forms and Uses of Neighborhood Open Spaces in Seattle, Kuwait City and Xi'an," *International Journal of Architectonic, Spatial, & Environmental Design*. Vol. 16, Issue 2 (https://doi.org/10.18848/2325-1662/CGP/v16i02/1-14)

Professional Memberships:

- Member, International Seminar of Urban Forms, International
- Member, World Association of Chinese Architects, International
- Member, Association of Asian Studies. USA
- Member, Chinese Architect Society, China

Name: Scott S Lawrence

Courses Taught (Four semesters prior to current visit)**:**

- Arch 266 Materials and Methods of Construction, 3cr, Fall 2021
- Arch 353 Architectural Design Studio Three, 6cr, Fall 2021, 2022
- Arch 454/554 Vertical Architectural Design Studio, 6cr, Spring 2022, 2023, Fall 2023
- Arch 461 Building Assemblies, 3cr, Spring 2022, 2023
- Arch 404/504 Special Topics: Design-Build Framework, 3cr, Fall 2022
- Arch 504 Special Topics: Logistics in Design-Build, 3cr, Spring 2022, 2023
- Arch 504 Special Topics: Construction in Design Build, 3cr, Summer 2022, 2023

Educational Credentials:

- Master of Architecture, University of Colorado, Denver - 2009
- Bachelor of Environmental Design, University of Colorado, Boulder 2006 – Architecture Emphasis

Teaching Experience:

- Associate Professor, University of Idaho, 2023-Present
- Assistant Professor, University of Idaho, 2017-2023
- Adjunct Lecturer, University of Colorado, 2009-2017

Professional Experience:

- Founding Partner, Nguyen Lawrence Architecture. Denver, CO, 2015-2019
  Lead designer for restaurant, retail, and residential projects.
- Co-Founder, Immersion Workshop, Denver, CO, 2011-2021
  Led Not-for-profit educational organization developing and implementing in-residence workshops and symposia focused on context-specific design.
- Architectural Designer, BWG Architects (Cannon Design), Denver, CO, 2008-2009
  Health care and education projects.
- Architectural Designer, Studio Completiva, Denver, CO 2007-2008
  Multi-family residential and assisted living projects.
- Architectural Intern, Todd Architects, Denver, CO, 2006-2007
  Retail and resort hospitality projects.

Licenses/Registration:

- NCARB Certificate

Selected Publications and Recent Research:

- “Community-Engaged Design-Build at the Nexus of Crisis Response and Resource Scarcity”
  ARCH 22, TU Delft – 2022
- “AB McDonald Elementary Outdoor Classroom” – with LaRae Tomera
  ACSA 110, Virtual/ Los Angeles.” – 2022
- “Building Terroir in Idaho: Hat Ranch Winery”
  11th Conference on the Constructed Environment, Calgary, AL, Canada – 2021
- Externally Supported Applied Research for Idaho Design Build – 2018-Present
  7 Completed Projects, $183,042 in Support

Name: Carolina Manrique Hoyos

Courses Taught (Four semesters prior to current visit)**:**

- ARCH-580 British Green Architecture (Spring 2022);
- ARCH-568 Technical Integration in Design (Fall 2022, 2023);
- ARCH-554 Architectural Design: Vertical Studio (Spring 2023);
- ARCH-552 Alternative Graduate Design Experience - London (Summer 2022);
- ARCH-362 Structural Systems II (Spring 2022, 2023);
- ARCH-361 Structural Systems I (Fall 2022, 2023).

Educational Credentials:

- PhD in Architecture, Texas A&M University (United States). 2015
- Masters in Structural Analysis of Monuments and Historical Constructions 2010, Universidade do Minho (Portugal); Universitat Politecnica de Catalunya (Spain).
- Master in building technology; Universitat Politecnica de Catalunya (Spain). 2010
- Bachelor in Architecture, Universidad del Valle (Colombia). 1999

Teaching Experience:

- Associate Professor (Tenured), Architecture, University of Idaho. 2021-Present
- Assistant Professor (Tenure-Track), Architecture, University of Idaho. 2015-2021
- Professor of Record (instructor), Architecture, Texas A&M University. 2014-2015
- Graduate Teaching Assistant, Architecture, Texas A&M University. 2012-2014
- Adjunct & Assistant Prof. (Tenured), Architecture, Universidad del Valle (Colombia 2009

Licenses/Registration:

- Registered Architect in Colombia (Professional license since August 2000; Architecture).

Selected Publications and Recent Research:

Grants and Contracts Awarded:

- Maughan, M., Cai, L., Ibrahim, A., **Manrique**, C., Via, B. NSF RII Track-2 FEC: "Developing a Circular Bio-based Framework for Architecture, Engineering and Construction Through Additive Manufacturing"; National Science Foundation; $3,974,309. Award #2119809. Oct 1, 2021 - Sep 30, 2025 (estimated).

Conference Presentations:

- **Manrique Hoyos**, Carolina, Mallory Buscemi and Randall Teal. "3D Printing Housing with Wood Waste: Strategies Expanding a Material Shift", *Environmental Design Research Association - EDRA 54 International Conference*, Mexico City, Mexico, June 2023.
- **Manrique Hoyos**, Carolina, and Bruce Haglund. "Wood+: Strategies for a Material Shift in Architectural Design", 2020 American Institute of Architects (AIA) and the Association of Collegiate Schools of Architecture (ACSA) Intersections Research Conference: CARBON, Virtual Fall Conference.
- **Manrique**, Carolina and Bruce Haglund. "Learning from Innovative CLT Design in the United Kingdom", *Scholar's Bank: 2019 Reynolds Symposium: Education by Design.* University of Oregon, 2019.

Professional Memberships:

- Member, (since July 6, 2015) and Liaison (since 2018), Building Technology Educators' Society (BTES).
- Member, Environmental Design Research Association (EDRA), 2017; since 2022 – Present.
- Member, (Associate), The American Institute of Architects (National & Idaho) since 2022 – Present.
- Member, Association of Collegiate Schools of Architecture (ACSA) since 2018 - Present.
- Member, Association of Preservation Technology – Northwest (APT NW) since 2021 – Present.
- Member, International Association of Structures and Architecture (IASA) since 2018 – Present.

Name: Anne Marshall

Courses Taught (Four semesters prior to current visit)**:**

- Arch 4/554 Vertical Studio
- Arch 4/511 Native American Architecture
- Arch 385 Global History of Architecture I

Educational Credentials:

- PhD, Design, Environment, and the Arts (History, Theory, Criticism), Arizona State University, 2012; "Indigenous Architecture: Envisioning, Designing, and Building the Museum At Warm Springs"
- 1989 Master of Architecture, University of California – Berkeley
- 1980 Bachelor of Architecture cum laude, Virginia Polytechnic Institute and State University

Teaching Experience:

- Professor, Architecture Program, University of Idaho, 2011-2023
- 2010- Professor/Associate Professor, American Indian Studies Faculty, University of Idaho, 2010-2023
- Associate Professor, Department of Architecture + Interior Design, University of Idaho, 2000-11
- Assistant Professor, Department of Architecture + Interior Design, University of Idaho, 1996-00
- Assistant Professor, School of Architecture, University of Illinois at Urbana-Champaign, 1991-96
- Faculty Associate, School of Architecture, Arizona State University, 2004-05
- Graduate Student Instructor, College of Environmental Design, University of California, Berkeley, 1987-89

Professional Experience:

- Principal, Anne Marshall – Architect, Berkeley, California. Principal. Programming, design, construction documents, and zoning approvals for the Jones Residence in Castro Valley, California. 1991
- Architect, Russ Watson Associates, San Francisco, California. Architect. Design and construction documents, contractual documents, and field supervision for Bank of America in Albany, California. 1990

Licenses/Registration:

- Licensed Architect in Connecticut since 1986

Selected Publications and Recent Research:

- 2022 Marshall, Anne. "Persisting Traditions at a Museum Born of Rupture." Traditional Dwellings and Settlements Review 34 (1): 23.
- 2021 Marshall, Anne. "Challenging Tradition in Togo." Traditional Dwellings and Settlements Review 33 (1): 36-37.
- 2019 Marshall, Anne L. "Mary Immaculate School." In SAH Archipedia, eds. Gabrielle Esperdy and Karen Kingsley, Charlottesville: University

Professional Memberships:

- *Global Architectural History Teaching Collaborative, member, 2017-*
- *Native American and Indigenous Studies Association, member, 2008-*
- *International Association for the Study of Traditional Environments, member, 1994-*
- *Society of Architectural Historians, member, 1992-*

Name: Phillip G. Mead

Courses Taught (Four semesters prior to current visit)**:**

- Arch 151/Larch 151 and HS Dual Credit. Introduction to the Built Environment 3cr, Fall
- Arch 354 Architectural Design IV 6cr, Spring
- Arch 386 Global History of Architecture II 3cr, Spring
- Arch 454 Architectural Design: Vertical Studio 6cr, Fall
- CAA 321 College of Art and Architecture Ambassadors 1cr Fall and Spring

Educational Credentials:

- MArch University of Texas Austin 1991 Architecture (Charles Moore Program)
- BArch (5yr) University of Idaho 1984 Architecture

Teaching Experience:

- University of Idaho, 2002 - Present
- Texas Tech University, 1997 - 2002
- New School of Architecture, 1993 - 1997

Professional Experience:

- Phillip Mead, Design and Design Build. San Diego, Lubbock, TX and Moscow, ID 1994 – Present Tenant Improvements, Home Design
- Wayne Donaldson, FAIA. San Diego 1993-1994: Historic preservation and restoration of 1915 San Diego Panama Exhibition
- Ruscitto, Latham and Blanton, Ketchum, Idaho, 1991 – 1992 Ski Lodges, Vacation Homes
- Charles Moore FAIA and Moore, Ruble, Yudell, Santa Monica and Austin. Student Intern, 1990, Housing, Churches, Mixed Use

Licenses/Registration:

- California License to Practice Architecture # C25573 1995-Present

Selected Publications and Recent Research:

- "LeCorbusier's Four Compositions viewed through the lens of Positive Psychology" June 2022 EDRA 53, Proceedings 2022

- "The Problematic Nature Between Architectural Pleasure and Well-Being" *Proceedings of the 108th ACSA Annual Meeting*, Washington, DC, ACSA Press, 2021

- "The Incorporation of Psychological and Architectural Meanings in the Designs of Washington, DC and Berlin" Refereed abstract virtually presented to the 52nd EDRA Annual Conference in Detroit, MI 2021 EDRA 52, Proceedings 2021

- "Positive Psychology as a New Lens for Architecture" *Proceedings of the 108th ACSA Annual Meeting*, Washington, DC, ACSA Press, 2020.

Professional Memberships:

- American Institute of Architects 1995 – Present

Name: Amy Rakich

Courses Taught:

- Arch 510 Graduate Project Seminar. Fall 2023. .
- Arch 353 Architectural Design III. Fall 2023 and Fall 2022.
- Arch 454/ 554 Vertical Studio. Spring 2023.
- Arch 504 Graduate Elective. Spring 2023.
- Arch 266 Materials and Methods. Fall 2022.

Educational Credentials:

- Master of Architecture. University of Detroit Mercy, Detroit, Michigan. 2002.
- Bachelor of Architecture. University of Detroit Mercy, Detroit, Michigan. 2001.

Teaching Experience:

- University of Idaho. College of Art and Architecture. Moscow, Idaho.
  Assistant Professor. Tenure-Track. 2022-present.
- University of Detroit Mercy. School of Architecture. Detroit, Michigan.
  Adjunct Faculty. 2019-22, 2015, and 2008-13.
  Full-time Faculty. Non-Tenure. 2013-15.
- Politechnika Warzawska. Faculty of Architecture. Warsaw, Poland.
  Visiting Faculty. 2015.
- Lawrence Technological University, College of Architecture + Design. Southfield, Michigan.
  Adjunct Faculty. 2015.

Professional Experience:

- Architectural Associate. Glenda Meads Architects, Birmingham, Michigan. 2019-20 and 2013-17.
- Architectural Associate. Warehaus. York, Pennsylvania. 2017-19.
- Architectural Consultant. Karen Swanson Architecture, Planning, Design. Birmingham, Michigan. 2013-17.
- Architectural Consultant. Faudi Architecture, Troy, Michigan. 2010-13.
- Architectural Designer. GunnLevine Architects, Detroit, Michigan. 2007-09.
- Architectural Designer. Prince Architecture Group, Howell, Michigan. 2004-06.
- Assistant Project Manager. Shimizu North America, Plymouth, Michigan and Berne, Indiana. 2003-04.

Licenses/Registration:

- Professional licensure in progress.
  ARE divisions passed: Practice Management and Construction & Evaluation.

Selected Publications and Recent Research:

- Drawing as Architecture Workshop and Symposium. Spring 2023.
- Columbia River Biennale: Architectural Student Exhibition. Fall 2022.

Professional Memberships:

- Association of Collegiate Schools of Architecture
- National Council of Architectural Registration Boards

Name: Lori Smithey

Courses Taught

- Arch 385 Global History of Architecture 1
- Arch 353 Architectural Design III

Educational Credentials

- Doctor of Philosophy in Architecture, History & Theory — University of Michigan — 2019
- Master of Science in Architecture, History & Theory — University of Washington — 2011
- Bachelor of Architecture — Cooper Union — 2004

Teaching Experience

- University of Idaho Current
  Assistant Professor 2023- current
- SUNY College of Technology at Alfred
  Assistant Professor 2022-2023
- Tulane University
  Instructor 2021
- Kendall College of Art and Design
  Instructor 2018
- Boston Architectural College
  Instructor 2016
- University of Michigan
  Graduate Student Instructor 2011-2017
- University of Washington
  Graduate Student Instructor 2007-2011

Professional Experience

- Intern Architect, DiLoreto Architecture, Portland, OR 2005-2007

Selected Publications and Recent Research

- "Architecture: Constructing Decadence" in *The Oxford Handbook of Decadence* eds. Jane Desmarais & David Weir, Oxford University Press, 2021.
- "Immersed in Aqueous Atmospheres: Philip Johnson's Open Glass" in *Journal of Architectural Education* 73:1 Atmospheres (2019).
- "Decadent by Design: Interplays Between Architecture and Decadent Literature" in *TEXT: Journal of Writing and Writing Courses*, special issue: Writing I Architecture (2019).
- "The Distance of Lateness: Charles Moore's Domestic Fabrications" *Distance Looks Back*, SAHANZ conference proceedings (2019).
- "Charles Moore's Watermelon Pyramid" *PLAY* with the Rules, ACSA Conference Proceedings (2018).
- "Philip Johnson's Crystal Cathedral: Citing the Loss of Citation" *Quotation*, SAHANZ conference proceedings (2017).
- "Ralph Adams Cram: Subverting the Collapse of Social and Artistic Value" *Column 5 Journal of Architecture*, University of Washington, 2011.

Professional Memberships

- Associate Collegiate of Schools of Architecture (ACSA)
- Society of Architectural Historians (SAH)

Name: Randall Teal

Courses Taught (Four semesters prior to current visit)**:**

- ARCH 388 Introduction to Theory, 2017-present
- ARCH 553 Integrated Design Studio, 2017, 2020-present
- ARCH 257 Summer Design Bootcamp, 2014-present
- ARCH 510 Graduate Project, 2014-2019, 2021-present
- ARCH 556 Graduate Project Studio, 2016-present

Educational Credentials:

- PhD, Architecture, *approved with distinction*, Tampere University (Finland), 2019. Advisors: Pekka Passinmäki and Ilmari Lahdelma; Stephen Loo, University of New South Wales. External Examiners: Richard Coyne, University of Edinburgh; Peg Rawes, The Bartlett School of Architecture. Defense Opponent: Dr. Marko Jobst, Independent Scholar.
- MIARC, Interior Architecture (terminal professional degree), 2000, University of Oregon
- B.S. Psychology, 1994, University of Oregon

Teaching Experience:

- Professor, University of Idaho, Moscow, Idaho 2020-current.
- Associate Professor, University of Idaho, Moscow, Idaho 2012-2020.
- Instructor, Tampere University of Technology (Finland), Spring 2014
- Assistant Professor, University of Idaho, Moscow, Idaho 2006 - 2012
- Adjunct Assistant Professor, University of Oregon, Eugene, Oregon, 2002 – 2006
- Assistant Professor, Southern University and A&M College, Baton Rouge, Louisiana, 2001 - 2002
- Instructor, University of Oregon, Eugene, Oregon, Summers 2000, 2002, 2006
- Instructor, Maude Kerns Art Center, Eugene, Oregon, 2000
- Graduate Teaching Fellow, University of Oregon, Eugene, Oregon, 1998-2000

Professional Experience:

- Design Principal, Teal Studio LLC. Eugene, Oregon; Moscow, Idaho, 1999 – current

Selected Publications and Recent Research:

- Teal, Randall. “Problematic Vision: Using Problem Creation to Shape Research.” *Architecture Research Quarterly* (upcoming) March 2023
- Teal, Randall. “Making|Thinking,” in The Making of Things. eds. The Making of Things, co-authored by Angie Carpenter, Rachel Smith Loerts, Frank Jacobus, Randal Dickinson, and Justin Tucker. (Routledge, 2021)

Funded Research

- Senior Personnel, ***PrinTimber****.* On a team of 13 researchers from University of Idaho and Auburn University: National Science Foundation (NSF) Award Abstract # 2119809 RII Track-2 FEC.
  Amount: **$**3,974,309.00. Duration: **Ongoing** (4 years from October 2021). Principal Investigator: Michael Maughan University of Idaho.

- Team leader, **Lupine Flats**: Small Homes for Efficiency and Affordability. 6-unit development; site planning, concept, development, and construction of (6) 500-800 square foot houses. In partnership with Moscow Affordable Housing Trust, COLAB Architects, students of the University of Idaho Architecture Program, and the University of Idaho. Moscow, Idaho 2021-current.
  House 1: completed 2022; House 2: in progress.
  Amount: Alumnus Donation $107,000; Donated Land Value: $32,000

Name: L. Damon Woods

Courses Taught (Four semesters prior to current visit)**:**

- ARCH 504/ME 502 Getting to Net Zero
- ARCH 500 Master's Thesis Research
- ARCH 599 Non-Thesis Masters Research
- ME 500 Thesis
- ME 502 Directed Study

Educational Credentials:

- PhD, University of Idaho, Boise, ID, 2018, Mechanical Engineering
- MS, Boise State University, Boise, ID, 2013, Mechanical Engineering
- BS, Montana State University, Bozeman, MT, 2010, Mechanical Engineering

Teaching Experience:

- Research Assistant Professor, Integrated Design Lab University of Idaho, Boise, ID Sept 2018- present
- Adjunct Instructor, Dept. of Mechanical Engineering, Boise State University, Boise, ID Fall 2014
- Math Instructor, The Ambrose School – Meridian, ID 2011-2012

Professional Experience:

- Graduate Research Associate, Integrated Design Lab University of Idaho, Boise, ID 2013-2018
- Research and Development Trainee, ALSTOM Power – Baden, Switzerland 2012-2013
- Graduate Research Assistant, Boise State University – Boise, ID 2010-2012

Licenses/Registration:

- Professional Engineer, Mechanical Engineering, State of Idaho, 2017 - present, License # 1737

Selected Publications and Recent Research:

- A. Nezamdoost, E. Cooper, and D. Woods, "Using a passive design toolset to evaluate low-cost cooling strategies for an industrial facility in a hot and dry climate," Energy and Buildings, Vol. 159, pp. 319-331, Jan 2018.
- D. Woods, T. Noble, B. Acker, R. Budwig and K. V. D. Wymelenberg, "Optimizing Economizer Operation by Virtual Commissioning through Remote Co-Simulation," in International Building Simulation Conference, San Francisco, CA, 2017. https://doi.org/10.26868/25222708.2017.514.
- D. Woods, A. Mahic, K. VanDenWymelenberg, J. Jennings and J. Cole, "Simulation on Demand for Deep Energy Retrofits," in ACEEE Summer Study, Asilomar, CA, 2016.

Professional Memberships:

- ASHRAE 2014 - present
- AIA 2023 - present