



December 30, 2019

Daniel A. Reed
Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

RE: Graduate Council Review
School of Architecture

Dear Vice President Reed:

Enclosed is the Graduate Council's review of the School of Architecture. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Lisa Henry Benham, Chair, School of Architecture
Keith Diaz Moore, Dean, College of Architecture + Planning

The Graduate School
201 Presidents Circle, Room 302
Salt Lake City, Utah 84112-9016
(801)581-7642
FAX (801)581-6749
<http://www.gradschool.utah.edu>

School of Architecture

The School of Architecture has been actively involved in strategic planning and curricular redesign. It offers very distinctive immersive experiences valued by students and lauded by reviewers. The School has had good success in recruiting a diverse faculty, which they aim to build on. Student recruitment, both broadly and with respect to diversity, remains an ongoing challenge and priority. And, while the main building they are housed in is award-winning, there are accessibility issues in urgent need of attention.

The Graduate School - The University of Utah

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE**

April 29, 2019

The Graduate Council has completed its review of the **School of Architecture**. The External Review Committee included:

Jason Alread, M.Arch
Director and Professor, School of Architecture
College of Design Construction and Planning
University of Florida

Leslie Van Duzer, M.Arch
Professor, School of Architecture and Landscape Architecture
University of British Columbia

Heather Woofert, M.Arch
Professor and Director, College of Architecture and
Graduate School of Architecture and Urban Design
Sam Fox School of Design and Visual Arts
Washington University in St. Louis

The Internal Review Committee of the University of Utah included:

Kelly S. Bricker, PhD
Professor
Department of Health, Kinesiology and Recreation

Carol Sogard, MFA
Associate Professor
Department of Art and Art History

Y. Dennis Wei
Professor
Department of Geography

This report of the Graduate Council is based on the self-study submitted by the School of Architecture, the reports of the external and internal review committees, and a joint response to the external and internal reports from the Chair of the School of Architecture and Dean of the College of Architecture + Planning.

SCHOOL PROFILE

Program Overview

The School of Architecture (SoA) is part of the College of Architecture + Planning (CA+P), and (at the time of the self-study) consists of 16 full-time tenure-line faculty members and 27 career-line, adjunct, and visiting faculty serving approximately 250-300 undergraduate and graduate students annually (including pre-majors). The SoA offers BS degrees in Architectural Studies and Multi-Disciplinary Design, a Master of Architecture Degree (M.Arch) and an MS in Architectural Studies. There are two graduate certificates offered in addition to the option of two dual-degree options for master's students. The SoA is guided by a set of "core values" that drive the program: "design excellence, community engagement and social equity, cutting edge technology and innovation, student empowerment, design-build, environmental resilience, and a globalized approach to history/theory/criticism" (SoA self-study). These core values manifest in the SoA mission statement, and are underpinned by a set of four commitments shared across the CA+P: responsibility, resilience, respect, and response. The SoA is the leading regional center for architecture education and training. They are accredited by the National Architectural Accrediting Board and in 2016 received the maximum eight-year accreditation renewal.

The SoA, together with CA+P, recently engaged in a strategic planning exercise with a number of tangible outcomes including: developing new initiatives to address student recruitment and retention, creating new interdisciplinary learning experiences, advancing design-build service learning involving students and communities in need, and revitalizing and reconfiguring learning spaces to encourage collaborative engagement and new modes of learning. An additional set of short- and long-term strategic planning goals are to be implemented in the upcoming academic year in a process of continuous, focused improvement. The internal review committee notes that the SoA was "responsive to all recommendations and suggested actions from the 2011-12 [Graduate Council] review" and "the recommendations from previous reviews and actions were fully addressed".

Faculty

The SoA enjoys a collaborative faculty who are academically productive, invested in student success, and give generously to the program. Faculty collegiality was noted as extremely high by both the internal and external review committees. Sixteen tenure-line faculty constitute 11.65 FTE, reflecting split appointments with other departments and administrative roles, something the external review committee noted as laudable but with concerns regarding tenure-line faculty teaching availability for the SoA. External reviewers noted that the faculty maintain a "record of research productivity exceeding the national average by almost every measure." Since 2012, the SoA has hired 9 tenure- and career-line faculty and postdoctoral scholars, with 4 retirements or other departures during the same period. Senior faculty now dominate the tenure-line group, and the need for mentoring of junior faculty was noted (internal review summary). Career-line and adjunct faculty are engaged and respected instructors and participate in program governance, however expressed concerns over compensation and office space (external review summary).

Gender diversity among tenure-line faculty was noted by external reviewers to be “enviable” with “nearly perfect gender balance at every rank.” Racial and ethnic diversity has improved since the last review, with 25% of tenure-line faculty self-reporting as non-white. Career-line and adjunct faculty consist of 17 men and 10 women with four reporting as non-white, and the SoA has made recent efforts to increase the diversity of this group.

Students

The SoA self-study and OBIA profile indicate a study body of approximately 200 undergraduates (including pre-majors) and ~70 master's degree students on average per year. These numbers are small in comparison to other departments at the university (external review summary), and graduate student numbers especially have declined in recent years. Although the SoA and CA+P have instituted a regional recruitment plan, and admissions have increased in rigor over the last several years (external review summary), reviewers noted a need to boost student recruitment in terms of both numbers and quality. External reviewers noted that a newly proposed architecture degree at a different regional institution has the potential to siphon a large proportion of SoA's students, threatening already relatively low student numbers and highlighting the need for strong recruitment and retention plans. It will be important to widely promote the School's “ethic of care,” the academic rigor of its programs, the unique experiential learning opportunities offered, and positive outcomes, such as program completion and job placement.

Immersive student experiences, like the SoA design-build programs, are highly valued by students and would benefit from added institutional support, e.g. in the form of scholarships to ensure all students have the ability to participate in these programs. Additional support for study abroad programs, e.g. in the form of travel grants, will similarly bolster student success and give students primarily originating from the Utah region influential international learning experiences. Students also noted a need for additional professional preparation, including access to mentoring and internship opportunities. External reviewers further identified the need to cultivate an increasingly engaged alumni pool, noting that SoA graduates are heavily involved in the regional workforce. Capitalizing on current student enthusiasm and cultivating alumni relations through engagement activities will create future opportunities for students and the SoA.

Increasing diversity among the SoA student body continues to be a challenge. While gender diversity has improved among undergraduates in recent years (up to 40% female in 2017), the proportion of women in the graduate program has remained steady at approximately 30%. In addition to improving gender balance among SoA students, the external review committee notes a need to increase racial and ethnic diversity and recommended new national and international focus on recruitment efforts that will draw applicants from beyond the Utah region.

Curriculum

The SoA offers four degrees: BS in Architectural Studies, BS in Multi-Disciplinary Design, Master of Architecture (M.Arch), and MS in Architectural Studies (MSAS), in addition to two graduate certificates (Historic Preservation and Urban Design). Graduate students can also obtain dual degrees in M.Arch/ MSAS and M.Arch / MRED (Real Estate Development). M.Arch is an accredited terminal degree popular in continuation with undergraduate majors, while MSAS is a non-accredited post-professional degree with low enrollment and no active recruiting. There is no PhD program in the SoA, which the internal review committee noted as a possible area of consideration, writing that they “encourage the School to explore opportunities for interdisciplinary PhD programs ... which would be helpful to strengthen the research mission of the school.”

The SoA recently underwent a major curriculum redesign at both the undergraduate and graduate levels. Reviewers lauded the thoughtful and collaborative effort of the faculty to engage and sustain the curriculum redesign effort, noting that it “speaks volumes for the capacity of the School’s leadership and the collegiality of the faculty”; however, they did note concerns regarding the “durability of the initiative” and overall sustainability of high faculty time commitments (external review summary). The two design-build initiatives, DesignBuildBLUFF and Design+Build Salt Lake, are exemplary programs creating immersive hands-on student experiences and simultaneously serving local communities, and are a major draw for students.

Program Effectiveness and Outcomes Assessment

The SoA is accredited by the National Architectural Accrediting Board (NAAB), recently receiving the maximum possible 8-year accreditation renewal and successfully meeting the Board’s student performance criteria. Accredited schools are able to tailor their instructional methods to achieve NAAB requirements based on their self-defined values and mission, as well as regional conditions, school strengths and resources.

The newly remodeled SoA curriculum contains a robust set of learning outcomes assessment procedures (external review summary), with a “large part of the remodel focused on identifying and rewriting expected learning outcomes” (internal review summary). In a two-step faculty assisted review, expected learning outcomes are evaluated at the beginning of each semester and then again at the end of each semester for evidence of learning outcomes by a group of faculty with related expertise. Student work is used in the end-of-semester evaluation to assess whether the learning outcomes were met. Beyond individual course evaluations, this collaborative process is especially valuable in assessing the overall implementation of the SoA’s new curriculum. Additional learning outcomes assessment procedures include: tracking student information, surveying employer satisfaction, student exit surveys, final capstone studio juror surveys, and end-of-semester faculty reviews of student work (internal review summary). Tracking student placements and engaging alumni will provide additional means to further evaluate the effectiveness of the revised curriculum.

Facilities and Resources

The SoA manages classroom and work space in the Architecture building and in an auxiliary location at the nearby renovated Fieldhouse. Space constraints are tight, with growth necessitating new studio space created in the Fieldhouse location and renovation of classrooms in the Architecture building. Nonetheless, “some students reported working at home because [of] space limitations” (external review summary), and several classrooms are in need of renovation to suit the collaborative teaching methods of the new curriculum. Student fabrication facilities, for example the wood and metal shops, were commended as exemplary, and the café was noted as a welcome addition.

The Architecture building is a “prize-winning” and significant facility (external review summary); however, it surprisingly lacks basic accessibility infrastructure, including lack of an adequate elevator (only one elevator is located in an adjacent building), and as noted by the Chair and Dean, accessible door entrances and bathroom facilities. Both review committees strongly recommended accessibility issues be urgently addressed, albeit thoughtfully in order to preserve the outstanding qualities of the building.

The SoA has one dedicated staff member, whom the internal review committee commends as “highly capable,” with several additional staff shared with the CA+P. However, internal reviewers recommended considering designating graduate student advising to a faculty member, rather than the current staff-supported model.

COMMENDATIONS

1. SoA faculty are commended for maintaining an impressively collegial atmosphere. Leadership from the Chair and Dean help promote this supportive environment.
2. Faculty in the SoA have maintained an outstanding record of research productivity.
3. The SoA has increased its racial/ethnic and gender diversity across student and faculty groups since the last review.
4. Community-engaged design-build programs offer immersive learning opportunities that are highly valued by SoA students.
5. The extensively revised SoA curriculum thoughtfully responds to student needs and provides integrated learning, preparing students for modern practice. Learning outcome assessment procedures are robust.

RECOMMENDATIONS

1. The Architecture building is in urgent need of upgrades, including an elevator, to ensure basic accessibility standards for all students, faculty and staff.
2. Efforts should be made to increase student diversity, for example out-of-state and international recruiting. Additional recruiting efforts are needed across the board to increase undergraduate and graduate student numbers.
3. Design-build and study abroad opportunities are influential experiences, but need additional support in the form of grants and scholarships to ensure that all SoA students can participate.
4. The SoA is encouraged to cultivate stronger, lasting alumni bonds focusing on recent graduates and current students. Further efforts are also needed to raise the SoA’s national and international profile.
5. The SoA should continue its trajectory of recruiting diverse faculty in both the tenure-line and adjunct tracks, and should continue to prioritize mentorship and development of all faculty. Improvements to adjunct faculty pay structure and office space should be implemented, along with ongoing monitoring of assigned responsibilities of adjunct and career-line faculty.

Submitted by the Ad Hoc Committee of the Graduate Council:

Jeffrey R. Moore (Chair)
Associate Professor, Department of Geology and Geophysics

Tallie M. Casucci
Assistant Librarian, Marriott Library

Wade M. Cole
Associate Professor, Department of Sociology

Christie M. Toth (Undergraduate Council Representative)
Assistant Professor, Department of Writing and Rhetoric

College Name
All

Department Name
Architecture

Program
All

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty	10	10	10	11	10	10	11
	Full-Time Tenure Track	4	5	5	4	5	4	3
	Full-Time Career Line/Adjunct Faculty	2	3	3	4	3	3	3
	Part-Time Tenure/Tenure Track	0	0	0	0	0	0	1
	Part-Time Career Line/Adjunct Faculty	8	7	5	6	5	5	2
	Total	24	25	23	25	23	22	20
With Masters Degrees	Full-Time Tenured Faculty	0	0	0	0	0	1	0
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	1	2	2	3	5	5	4
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	4	3	2	2	1	1	1
	Total	5	5	4	5	6	7	5
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	0	2	2	3	0	0	0
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	0	2	1	0	2	1	0
	Total	0	4	3	3	2	1	0
Total Headcount Faculty	Full-Time Tenured Faculty	10	10	10	11	10	11	11
	Full-Time Tenure Track	4	5	5	4	5	4	3
	Full-Time Career Line/Adjunct Faculty	3	7	7	10	8	8	7
	Part-Time Tenure/Tenure Track	0	0	0	0	0	0	1
	Part-Time Career Line/Adjunct Faculty	12	12	8	8	8	7	3
	Total	29	34	30	33	31	30	25

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Direct Instructional Expenditures	2,165,998	2,343,744	2,402,352	2,739,536	2,382,251	2,271,613	2,407,693
Cost Per Student FTE	7,620	8,933	9,686	12,267	10,451	10,558	10,338

FTE from Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Full-Time	13	18	18	19	11	11	9
Part-Time	5	6	3	5	5	4	6
Teaching Assistants							

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Grants	70,053	125,691	165,283	136,384	44,520	122,511	50,627
State Appropriated Funds	1,558,153	1,542,801	1,720,083	2,065,310	1,925,303	1,988,963	1,755,744
Teaching Grants	0	0	1,200	3,821	-21	16,706	0
Special Legislative Appropriation							

Differential Tuition

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCH	Lower Division	1,596	1,584	1,293	1,404	1,530	1,773	1,842
	Upper Division	2,694	2,684	2,754	2,319	1,941	2,268	2,616
	Basic Graduate	2,810	2,402	2,263	1,985	2,245	1,609	1,686
	Advanced Graduate	15	0	0	0	0	0	0
FTE	Lower Division	53	53	43	47	51	59	61
	Upper Division	90	89	92	77	65	76	87
	Basic Graduate	141	120	113	99	112	80	84
	Advanced Graduate	1	0	0	0	0	0	0
FTE/FTE	LD FTE per Total Faculty FTE	3	2	2	2	3	4	4
	UD FTE per Total Faculty FTE	5	4	4	3	4	5	6
	BG FTE per Total Faculty FTE	8	5	5	4	7	5	6
	AG FTE per Total Faculty FTE	0	0	0	0	0	0	0

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Pre-Majors	199	180	140	129	129	125	126
Undergraduate Majors	94	96	92	78	69	82	93
Enrolled in Masters Program	87	77	73	66	84	62	61
Enrolled in Doctoral Program							
Enrolled in First-Professional Program							

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Certificate							
Graduate Certificate	7	7	12	0	0	0	0
Bachelors	43	39	46	48	31	31	38
Masters	45	46	32	27	33	37	30
Doctorate							
First-Professional							



Memorandum of Understanding School of Architecture Graduate Council Review 2018-19

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on August 6, 2019, and concludes the Graduate Council Review of the School of Architecture. Daniel A. Reed, Senior Vice President for Academic Affairs; Keith Diaz Moore, Dean of the College of Architecture + Planning; Lisa Henry Benham, Interim Chair of the School of Architecture; Mira Locher, Former Chair of the School of Architecture; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on April 29, 2019. The working group agreed to endorse the following actions:

Recommendation 1: The Architecture building is in urgent need of upgrades, including an elevator, to ensure basic accessibility standards for all students, faculty and staff.

While the letter of the law for access is currently met in the Architecture building, a more central elevator, accessible restroom fixtures, and modernized teaching spaces are considered vital. Doing so in a manner that preserves the design and historic nature of the Architecture building is also important. The restroom on the first floor, as well as some teaching spaces, have already been renovated, with continued work needed to complete this throughout the building. The current focus, however, is on the greater challenge of installing a new elevator in what is “the heart of the building.” This expensive endeavor requires collaboration between the School of Architecture, the College, and the University, and progress on mapping out the strategy and timeline has been made. Planning has been initiated, and the expectation is that design development will be completed by February 2020. With this in place, fundraising can begin in earnest to cover a portion of the costs (approximately one-third) and other sources of institutional and college-level funding can be budgeted, with construction anticipated to begin in Summer 2022. While this is a time-consuming and complex project, faculty have embraced their building as an object lesson and have incorporated this retrofit into the curriculum as a way to convey the importance of the project and the retrofitting process in general. Indeed, contributions architectural students can make to improving infrastructure here and elsewhere on campus is an important avenue to highlight and further leverage in future campus design projects.

Recommendation 2: Efforts should be made to increase student diversity, for example out-of-state and international recruiting. Additional recruiting efforts are needed across the board to increase undergraduate and graduate student numbers.

The School of Architecture's investment in scholarships has had positive outcomes, with their recent graduate class double the previous size, although not increased in diversity. Building on this, the School is taking a multi-pronged approach to increase student diversity and further bolster recruiting efforts. First, a substantial effort has been devoted to developing an innovative curriculum with an activist perspective that they believe will attract diverse students. Thus, a current focus is on heightening awareness of the curriculum through presentations at conferences and in recruiting materials. Second, the graduate program (M.Arch) was recently approved as a program within the Western Regional Graduate Program (WRGP) run by the Western Interstate Commission for Higher Education (WICHE). This will broaden recruiting possibilities, with students from consortium states eligible for in-state tuition rates. Dean Kieda requested a review of the impact of this avenue for recruitment in the first update report. A third tactic of the School is to create additional articulation agreements with a particular focus on tribal colleges. This integrates with work that faculty members are doing with the Navajo Nation to create a Community Design Center and to rethink architecture education, focusing on tribal engagement as a paradigm that may additionally help to create a pipeline of interested students. These efforts are well thought out and laudable. It was also suggested that this is also an ideal juncture to meet with the new Senior AVP of Enrollment Management, Steve Robinson, as he develops marketing strategies.

Recommendation 3: Design-build and study abroad opportunities are influential experiences, but need additional support in the form of grants and scholarships to ensure that all SoA students can participate.

The School is creating an umbrella structure, Design-Build Utah, to house the immersive design-build programs that have proven to be signature experiences for students. This achieves economies of scale by sharing staff effort and streamlining fundraising efforts. Some increases in funding may be possible internally, as grants sought by the Decolonizing Design Pedagogies group may free up funds to allocate to the Design-Build Salt Lake program. Design-Build Salt Lake is also partnering with ASSIST Community Design Center, a collaboration with many advantages, including the possibility of getting help securing state funds for certain projects. Study abroad opportunities are a focus of scholarship program development, with the recognition that this opportunity may resonate more with alumni (see below) than with professional and business organizations. SVP Reed also noted that conversations about whether study abroad costs could be lowered through a more coordinated model are underway with the Office for Global Engagement. While success in reducing participation costs would be helpful, it would not alleviate the need for funds to support wide participation in these opportunities.

Recommendation 4: The SoA is encouraged to cultivate stronger, lasting alumni bonds focusing on recent graduates and current students. Further efforts are also needed to raise the SoA's national and international profile.

The College of Architecture + Planning has taken the lead in creating an action plan with regard to alumni engagement. Dean Diaz Moore described focus groups that have been held with alumni that have given them insight into demographic considerations. An alumni newsletter was started in 2018-19. This year is a landmark anniversary celebration for the College and outreach centered around this event is laying the groundwork for ongoing initiatives. The School is working with the College Director of Development, Angie Harris Roberts, for marketing and is engaging in outreach efforts (such as alumni networking events in hub cities and American Institute of Architects conferences) aimed at raising its national and international profile. The Chair's response letter had many ideas about how to further increase the School's profile. A public relations specialist is being hired by the College and will assist in coordinating a comprehensive plan to address this recommendation; updates to the Graduate School should include a description of this overarching plan.

Recommendation 5: The SoA should continue its trajectory of recruiting diverse faculty in both the tenure-line and adjunct tracks, and should continue to prioritize mentorship and development of all faculty. Improvements to adjunct faculty pay structure and office space should be implemented, along with ongoing monitoring of assigned responsibilities of adjunct and career-line faculty.

The success of the SoA in achieving gender balance among the faculty is notable, and they are committed to further increasing the racial/ethnic diversity of faculty. By taking into account a longer-term overview of aspirations for their curricula, a strategic plan for hiring will be generated (slated as the subject of an upcoming faculty retreat), and the School will be poised for upcoming hires. This includes two searches on the near horizon, followed by a chair search and then one additional faculty search. The emphases of curricular content, as noted in Recommendation 2, as well as the teaching cohort model adopted by the School, may help in attracting diverse faculty candidates. Teaching cohorts have fostered natural groups for mentorship and supervision, which are further supplemented by teaching workshops. Assessing whether mentorship is robust at all levels of faculty development will be important. The School was able to provide a substantial pay increase to adjunct faculty, with multi-term incentives coupled to excellent teaching records. This is a commendable step toward increasing stability, improving benefits for adjunct faculty, and bolstering morale.

The School and its leadership were praised for their efforts and the positive developments in the School of Architecture that were highlighted in this 7-year review.

**Memorandum of Understanding
School of Architecture
Graduate Council Review 2018-19
Page 4**

This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the School of Architecture. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2021-22 to discuss progress made in addressing the review recommendations.

Daniel A. Reed
Keith Diaz Moore
Lisa Henry Benham
Mira Locher
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School