University of Idaho
Department of Architecture and Interior Design

Visiting Team Report

Master of Architecture
(173 credit hours: 128 at the undergraduate level plus 45 credit hours at the graduate level)

The National Architectural Accrediting Board
10 February 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

The 2010 NAAB Accreditation Team thanks President Nellis, Provost Baker, Dean Hoversten, Diane Armprist, Phillip Mead, Glenda Gardner, and the faculty for the hospitals extended during the accreditation visit. Visit preparation involves tremendous effort, coordination, cooperation, and patience. A high level of organization and attention to detail was evident in the team room, meetings, and presentations. Administration, faculty, staff, and students are to be commended.

The University of Idaho offers the only degree of architecture in Idaho, a state with a total population of one and one-half million. The university is located in Moscow (pop. 23,000); the agricultural and commercial center of the Palouse region and has a student population of 12,000. While not filled with urban centers, Idaho and the region offer unique challenges and wonderful opportunities to practice architecture.

According to economists, the international economy is beginning to show signs of recovery from the 2007 collapse, the depth and breadth of which is unprecedented. The practice of architecture and construction were hit hard and it is now apparent the traditional practice paradigm, as understood for the past 10 years, will shift. This economic atmosphere places the faculty and students at the threshold of a re-definition of the practice; an opportunity to be pursued with renewed vigor. The practice of architecture will continue – the challenge is to be nimble in anticipating the new paradigm and the students’ needs.

The student body is a tightly-knit group of hard-working, talented young professionals. The scale of the university and architecture program, compared to larger programs, is medium-sized however; current faculty numbers are marginally adequate to properly administer academic loads for the six-year master’s program. Two faculty positions were recently swept from the department; the stress of the additional workload is beginning to present itself in a dilution of focus and a decrease in faculty morale. The current faculty is united and dedicated to persevering through the challenges however; they are one lost position from a true catastrophe. Given the current prospects for employment, the team felt additional student advising / mentoring may be of help and learned the need was already being addressed.

Aside from the economic juggling, the team found levels of distrust within the faculty and students toward the dean’s office. Conversely, several members of the architecture faculty have expressed themselves in an un-collegial manner. Is this unusual in a high-powered architectural program? No. However, in this case the energy spent expressing, wondering, venting, and rehashing these issues is simply non-productive. This time could be spent on the next lecture, community outreach, research, transformation of a bright individual into an eager professional, or just going to the Library, reading Rick Joy’s latest book (which I recommend). It is not the team’s charge to recommend solutions. The situation does not appear to be affecting the teaching / learning experience in the classroom at this point; if it continues it may. Chair Armprist has been a steady voice of reason and counsel; however the dean and architecture faculty may better direct this energy and intensity on resolving rather than nurturing this conflict.

The college is struggling with the provost’s reorganizational mandate and is exploring alternatives. How the level of distrust and communication is resolved is critical to implementation of the reorganizational objectives. The team is confident a solution is forthcoming which will
improve Departmental interaction, open new funding and communication avenues, and result in more broadly-skilled graduates prepared to enter the work place.

2. Progress Since the Previous Site Visit

Condition 2, Program Self-Assessment (2004): The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Previous Team Report (2004): The Architecture Program Report (APR) indicates that the program considers “the NAAB accreditation process to be the department’s most valuable assessment tool.” The Visiting Team recognizes that substantial and intentional progress has occurred in response to correction of Student Performance Criteria deficiencies noted in the previous Visiting Team Report (VTR). However, the program’s self-assessment process does not demonstrate how it measures progress toward achieving the NAAB perspectives, fulfillment of its mission, and achieving its strategic plan.

- In particular, the self-assessment process does not measure progress towards fulfillment of the Conditions of Accreditation, other than the Student Performance Criteria.
- The institution-approved strategic plan, Action Plan 2000, has not been updated to reflect the administrative reorganization from a college of art and architecture to a department of architecture within the larger College of Letters, Arts and Social Sciences.
- The strategic plan does not demonstrate how the program will resolve continuing physical facility code and infrastructure deficiencies; dedicated space for second-year students; and future space requirements for the expanded 6-year curriculum.

In the absence of a formal strategic plan and self-assessment process related to these current issues, the team received inconsistent and conflicting views regarding the program’s intentions.

2010 Visiting Team Assessment - The department’s updated strategic plan, adopted in January 2008, reflects the current department structure and is aligned with the college’s and university’s plans. Paragraph 3.2, Program Self-Assessment Procedures of the 2009 APR, outlines a rating system for portfolios, graduate project books, and graduate terminal projects using a numerical scale which appears to be a sound basis to assess program effectiveness.

Condition 7, Physical Resources (2004): The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Previous Team Report (2004): The University’s successful appeal of the 1999 NAAB 3-year term included a requirement to “prepare a separate annual report regarding the explicit development plan for the resolution of the institution’s acknowledged concerns for the development of physical facilities for the architecture program.” Each year’s report identifies objectives and positive accomplishments related to progress for programming a new building;
advancement of the new building on the university's priority list; reallocation of space to provide temporary solutions for elimination of "hot desks;" and a commitment to correct continuing code and infrastructure deficiencies.

The 2004 Visiting Team learned that previous commitments for a new facility have been put on hold indefinitely. The NAAB requirement of exclusive studio space for each second-year student has not been satisfied. Code and infrastructure deficiencies identified by the university, including accessibility, fire protection sprinkler systems, ventilation, and proper roof insulation, continue to be ignored.

On a positive note, wireless and hardwired network systems have been installed in all design studios since the previous accreditation visit.

2010 Visiting Team Assessment - The Moscow campus facility upgrades are complete and the Boise Program (IURDC) has procured additional studio space. This Condition is now met.

**Condition 10, Administrative Structure (2004):** The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

**Previous Team Report (2004):** The architecture program has recently been reorganized from college of art and architecture to a department within a new College of Letters, Arts and Social Sciences (CLASS). Consideration is being given to further reorganization of the department into a School of Architecture and Environmental Design within CLASS. The recently established College of Art and Architecture Foundation is attempting to restore the program's administrative structure to a college of art and architecture.

The Department of Architecture has successfully maintained sufficient funding during a period of severe financial stress within the university. However, reorganization has not yet provided assurance that the program will continue to maintain the required degree of autonomy that is comparable to that afforded other professional programs in the institution and that is sufficient to ensure conformance with all the conditions for accreditation.

**2010 Visiting Team Assessment** – As of this writing, the period of severe financial stress cited in the 2004 VTR continues and is now nation-wide. Faculty and staff are straining to maintain quality standards.

The team learned the college has by-Laws which articulate faculty governance. The architecture program controls its curriculum and is able to make faculty assignments to facilitate its implementation. The newly proposed non-departmentalized unit will continue to permit the architecture faculty to determine their curriculum; a discipline head will work between the faculty and dean to ensuring proper staffing. This Condition is now met.
Criteria 12.11, Non-Western Traditions (2004): Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (2004): ARCH 404/504, Non-Western Architecture, is offered as an elective. Contents of this wide-ranging survey of the world's architecture outside the Western tradition should be integrated into the survey of Architectural History courses (ARCH 385 and ARCH 386).

2010 Visiting Team Assessment – Non-Western Traditions have now been added to courses ARCH 385 and 386 and the Condition is met.

[Causes of Concern taken from the VTR dated March 24, 2004]

1. The institution-approved strategic plan does not deal with current issues confronting the program including NAAB Conditions 2, Program Self-Assessment; 7, Physical Resources; and 10, Administrative Structure.

   • The program's self-assessment process does not demonstrate how it measures success toward achieving the NAAB perspectives and fulfilling the department's mission.
   • The program's strategic plan does not demonstrate how it will resolve continuing physical facility code and infrastructure deficiencies; obtaining dedicated space for second-year students; and meeting future space requirements for the expanded 5-year curriculum.
   • The program's transition from a College of Art and Architecture to a department or a school within the larger College of Letters, Art and Social Sciences has not yet provided assurance that the program will continue to maintain the required degree of autonomy that is comparable to that afforded other professional programs in the institution and that is sufficient to ensure conformance with all the conditions for accreditation.

2010 Visiting Team Assessment – Department, College, and University strategic plans are coordinated. See comments in this Report regarding program self-assessment, physical facilities, and Departmental stability.

2. Criterion 12.29, Comprehensive Design, was minimally met. Further improvement should be emphasized in the integration of life-safety, accessibility, and mechanical systems. Students expressed a desire to have technical integration taught earlier in the curriculum. The proposed 6-year curriculum can be expected to further resolve the team's concern.

2010 Visiting Team Assessment - The team found inconsistent evidence of skills in life-safety, accessibility, and building systems integration in upper-level design projects. It should be noted the first six-year graduating class will complete the program in 2011; therefore added studio time which may address these issues may not be fully manifested in student work. It remains a cause for concern.

3. Conditions Well Met

2 Program Self-Assessment Procedures
4. Conditions Not Met

3  Public Information
10  Financial Resources
13.12  Human Behavior
13.14  Accessibility
13.16  Program Preparation
13.17  Site Conditions
13.20  Life Safety
13.25  Construction Cost Controls

5. Causes of Concern

6. Human Resources

The Team felt the following faculty and staffing issues were causes for concern:

Faculty-to-student ratio – The ratio of 1:25 was viewed as high. Subjects taught by
adjuncts or non-tenured faculty can affect quality of curriculum delivery and isn’t
recommended.

Student Advising – The APR noted the need for additional advising staff. In the current
economic climate, advising is crucial. The Team felt this shortage should be addressed.

Faculty Release Time - Advising, service activities, outreach, and administrative duties
dilute the faculty’s time for scholarly, creative, and professional work. The Team felt a
lack of time for faculty to invest in personal development is not a sound long-range
strategy and should be addressed.

11. Administrative Structure

The College of Architecture is being reorganized from a departmental to a non-
departmental unit with the understanding that architecture faculty will continue to
determine their curriculum; a discipline head will ensure proper staffing.

An administrative assistant to the dean represents the College of Arts & Architecture at
the campus-wide associate dean’s council. An associate dean hire is being considered
to handle these duties which further stresses the college’s administrative budget. The
team felt the changes contemplated to department leadership, administration, and
financial implications were significant and should be monitored. It is a cause for concern.

13. Student Performance Criteria
13.28  Comprehensive Design
The team felt comprehensive design ability was not evident throughout the student's skill-set development at each year-level. The fact that it was noted as a concern by the previous team led us to re-express it as a cause for concern.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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The College of Art & Architecture is an integral component of the University of Idaho's strategic mission. Through service-learning venues such as the Building Sustainable Communities initiative and the Boise Program Architecture (IURDC) has contributed well to Idahoans. These service-learning opportunities align with goals articulated in the University's Strategic Action Plan by "engag[ing] students in a transformational experience of discovery, understanding, and global citizenship," and by "engag[ing] the public, private, and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity."

The College of Art & Architecture's promotion and tenure procedures appear compliant with university policies and clearly articulate the criteria and process for evaluation. A strong collegial ethic exists among the faculty as well as the students. Unrealized potential appears to exist for collaboration and collegiality with counterparts in landscape architecture. College leadership is currently proposing administrative restructuring to eliminate departments and create higher interdisciplinary interaction. Collaboration was also evidenced between architecture and engineering and other campus academic units.

The student body is articulate, engaging, and academically prepared for the study of architecture. The student body and faculty appear to share common goals and work collaboratively to achieve the missions of the program, college and university.

The University of Idaho provides an intimate setting for the study of architecture despite its remote location in Moscow, Idaho. The program uses the campus and surrounding community as a laboratory for architectural investigations. The university permits collaboration between units and leadership is cognizant of the architecture program's potential for cross-disciplinary interaction. The University of Idaho's response to the recent national mandate to measure learning outcomes as a component of regional institutional accreditation, contributed to both the architecture program's strategic vision as well as curricular organization. Learning outcomes assessments in the architecture program have served to strengthen its commitment to professional education and the university's mission.
1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

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Students are actively engaged. Student organizations such as the AIAS, Freedom-By-Design, Global Architecture Brigade, encourage the students to become leaders both within the school and throughout their careers. Through Freedom-By-Design, an AIAS-led initiative, students build confidence in their ability to design, construct, and positively impact their community. The school’s chapter of the AIAS strongly supports the national AIAS and its collateral organizations by attending the annual Grassroots, West Quad, and FORUM conferences. These opportunities encourage students to assume leadership roles and are also part of a highly diverse group of architecture students, professionals, practitioners, and leaders. On the local level, the AIAS promotes critical thinking and provides skill-development workshops and studio-culture charrettes. Global Architecture Brigades also provides opportunities for students to serve and lead in diverse and unfamiliar communities.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

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The Department of Architecture prepares students for licensure through coursework (ARCH 575) and routine lectures by NCARB representatives who explain steps from graduation to licensure. Former associate professor Nels Reese serves on the State Board of Architectural Examiners. Students confirmed they have an awareness of the certification process including establishment of an NCARB file and IDP requirements.
1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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The program prepares students to practice and assume new roles in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Students are engaged with local and national professionals through lectures and other opportunities. Outreach programs and projects expose students to the diverse surrounding communities and issues of political and economic concerns. Boise-program students are frequently exposed to working professionals through desk critiques, lectures, and work opportunities.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

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Community outreach projects in Cascade and Priest River, Idaho are rich learning environments where students engage citizens in discussions and design processes which reflect positively on the University. They provide an opportunity for the architecture department to work in interdisciplinary settings with landscape architecture and rural sociology (College of Agriculture).
Similarly, AIAS, Freedom by Design, and Global Architecture Brigade are evidence of engagement with society and students' efforts to improve it. Students clearly understand how architecture transforms a local culture and environment.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

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Strategic plans for the department, college, and university are coordinated. The department developed a portfolio rating scale for gate portfolios and graduate projects, and graduate terminal projects which provides a rational rating scale for student performance and teaching effectiveness. Integration of learning outcomes assessments, required as a component of regional accreditation at the university level, enables faculty members to connect curricular objectives to strategic visions and to measure student learning outcomes in meaningful ways. (APR pp. 23-33). This Condition is well-met.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

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Exact NAAB language per NAAB Conditions for Accreditation (2004) was not found in the Department's catalog and promotional media.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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The university, college and school have a clear policy on diversity communicated to current and prospective faculty, students, and staff. It is reflected in the program's human, physical, and financial resources. Faculty, staff, and students participate in program governance.

Gender distribution has remained consistent, from 1997 to 2002, at an approximately 40% female/60% male. Faculty distribution slightly favors males, with four female and 8 male faculty in 2008 closely reflecting gender distribution of the student body. Ethnicity has become more diverse with the hiring of one Hispanic and one international/Chinese faculty member. It was noted these figures are over 8 years old and may not be indicative of the current breakdown.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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The published and posted Studio Culture Policy was a collaborative effort between the students and faculty and resonates through the program. The current version is well-written and clearly addresses values and expectations regarding a compassionate culture.

The observed studio culture was extremely positive. Issues of safety, security, and respect were evident in students' actions. Comments by the students, department head and program coordinator that the policy is still being refined are viewed as positive, in that it indicates the policy is a living statement. This Condition is well met.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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Assessment of human resources is overlain by the current financial crisis. The provost's office recently swept two lines from the architecture and interior design department. Although one was assigned to interior design, both programs teach across disciplines, therefore the impact has been significant to the architecture program. Faculty members in the architecture program have responded to staffing challenges by taking on additional teaching and service responsibilities. With 12 FTE faculty positions and 300 students in the program, the faculty-to-student ratio is high.
The program backfills its needs with part-time faculty, many of whom teach in critical areas and are unprotected by tenure. Loss of ability to hire part-time faculty could place the program in jeopardy. This is a cause for concern.

The chair oversees administrative duties of the architecture program and reports directly to the dean of the College of Art & Architecture. The dean's staff numbers appear sufficient to support a unit this size. Notably, the addition of a fundraising / development officer this past year has opened avenues to external sources of funding for the college.

Technical support for IT resources, model shop, and the program administrative assistant are all highly-motivated and knowledgeable professionals who contribute positively to the health of the Architecture Program. The APR noted the need for an additional administrative staff member for student academic advising.

The team noted studio faculty were readily available during studio hours and utilized individual and group techniques to facilitate teaching-learning activities. The students corroborated the team's observations. One student noted, "Because the program is relatively small in the later years, faculty members often move between studios to discuss student design work."

Faculty teaching loads are significantly higher than for corresponding colleagues in Research-Intensive university environments. Faculty devote, on-average, 59.6% of their effort to teaching, 18.3% to research, scholarship, creative-professional activities, and 22.1% to advising, service, outreach, and administration. Teaching as-well-as advising, service, outreach, and administrative duties dilute the faculty's time for scholarly, creative, and professional work. Realizing the multiple challenges and stress noted above, the team felt the Condition was a cause for concern worthy of close monitoring.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

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Despite pressures of the current financial crisis the architecture program and the College of Art & Architecture continue to support faculty members' attendance to conferences and scholarly activities. Although funding is dispensed more frugally than in the past, junior and senior faculty members expressed satisfaction with current support. The dean's office provides competitive funding for junior faculty to attend conferences. The university offers seed-grants, facilitating modest research projects.

The Department of Architecture and Interior Design maintains a robust public lecture series that compensates in-part for Moscow's remote location. The AIAS has received support from the program to attend Grassroots and FORUM. Student trips are supported for travel to Portland, Seattle, and other locations within the region. Foreign programs are offered in Rome and London.
8. **Physical Resources**

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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The long-anticipated life-safety renovations to Art and Architecture South are complete.

9. **Information Resources**

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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The central university library houses all campus collections. The architectural collection exceeds the NAAB minimum for Library of Congress NA titles. The collection also contains 62% of the Association of Architecture School Librarians core list of periodical titles for a professional degree program in architecture. The architecture program is complemented by a faculty colleague in the library at the assistant professor level serving as the reference and instruction librarian (R & I Librarian) liaison to the College of Art & Architecture. The NAAB team met this individual and was favorably impressed with her attention to the collection, student, and architecture faculty member needs. The R & I Librarian meets with freshmen and provides orientation to library services and basic search tools. She also meets with ARCH 385 students to avail them to more advanced research methods required for graduate and professional education and is available on an ad-hoc basis for research needs.

The budget for department information resources is modest. The dean of the university library allocates $22,000 per year for the College of Art & Architecture, $9,000 of which is designated for development of the architecture collection. The R & I Librarian makes acquisitions based upon faculty and student requests, as-well-as utilizing an on-line “choice review” search engine. The university library has been saddled with similar budgetary contrictions felt throughout the system. With patrons depending more on the Internet, borrowing in the Library of Congress NA titles has remained a modest 2,200 – 2,400 loans per year. The NAAB team felt that the library was underutilized and could become threatened in the future were its usage to remain low or decline. It was clear to the team the R & I Librarian has reached out to faculty members and students via
email updates and invitations to share research interests. The team felt that it was the responsibility of the faculty to inculcate students with an appreciation for books and library culture, and thereby protect this resource from being marginalized in the future.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The University of Idaho has been subject to economic conditions facing most institutions of higher learning throughout the nation. Since 2008, the university has taken cuts of 6%; an additional budget cut is anticipated in late 2010. The provost believes the magnitude of 2010 reductions will be lower than previous cuts. Thirty-five out of two hundred programs across the university were closed as a result of the downturn. Additionally the provost was forced to sweep lines from units across the university. The Department of Architecture and Interior Design lost two faculty lines. University wide furloughs will impact faculty and staff salaries.

Faculty members are becoming aware of the need to pursue grant opportunities and engage in fund-raising. One faculty member is having considerable success in grant writing; as a result, supports a research center providing services to regional firms in day lighting and energy studies.

A new development officer was hired at the college level to develop private sector interests. While not widely visible to faculty, his focus is long-term relationships to boost donations and support an endowment.

When the Idaho State Board of Education reconstituted the College of Art & Architecture in October 2005, no provisions were made for funding the unit's administration. A professional fee was instituted as a stopgap to fund the dean's office and other departments. The professional fee is assessed to all units in the college except art. This scheme for funding college administration is highly irregular and has created considerable frustration among faculty and students (parents) paying the fee. While this arrangement may very well continue in the short-term, in the long-term more stable, equitable, and conventional methods of funding may be necessary.

The dean's office plans to add an associate dean to complement the college's administrative team. While the NAAB team feels an associate dean will indeed be helpful to assist in the operations of college, funding this position through the professional fee will further stress an already unpopular financial model.

The department chair and others interviewed by the team expressed frustration(s) in obtaining accurate financial information about the college and department. There appears to have been significant turnover in finance administrative staff at the college. Lack of budgetary transparency and accessibility makes it difficult for the chair to plan effectively and for faculty to move forward with initiatives, particularly in times of significant financial distress. This issue contributed to the assessment of this Condition as "not met."
11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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Starting in 2002, administrative structure supporting the architecture program has been challenged by absorption into a College of Letters and Sciences, reconstitution of the College of Art & Architecture in 2005, and most recently, by a plan to reorganize the College of Art and Architecture from a departmental to a non-departmental unit. While these changes have impacted the administration and program morale, the team found evidence of the existence of college by-laws articulating faculty governance and administrative responsibilities. Within this structure the architecture program controls its curriculum and is able to make faculty assignments to facilitate its implementation. There is reason to assume the newly-proposed non-departmentalized unit will continue to permit the faculty who reside in the discipline of architecture to determine their curriculum and a discipline head to work between faculty and the dean, ensuring proper staffing.

An administrative assistant to the dean currently represents the College of Arts & Architecture at the campus-wide associate dean’s council and makes decisions concerning student affairs that are traditionally matters requiring faculty perspective. A proposal is pending to hire an associate dean to handle these duties. The team felt the college requires representation at the university level commensurate with other units on campus. However, if an associate dean is added to the dean’s office, serious reconsideration of the college’s administrative budget will be necessary. The department leadership, administration and financial balancing act is presently working however, the team felt it should be monitored for near- and intermediate-term stability and is a cause for concern.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: 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, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

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The university currently offers both a seamless five-year B.S./M.Arch program, requiring 158 semester hours (30 at the graduate level and 128 at the undergraduate level) and is presently transitioning to a newly-initiated six-year Masters program requiring 173 semester hours (45
hours at the graduate level and 128 at the undergraduate level). The first cohort of the new six-year Masters program will graduate the spring of 2011.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

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Ability to communicate design intentions were seen through conveyance of project intents, precedent research, and project analysis. Students also demonstrated ability to critique other students work in an articulate and thoughtful manner. These abilities are highly evident throughout the school and particularly strong in integrated studio program(s).

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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Ability to think critically was readily apparent in the depth and complexity of the students’ work such as the justice center project produced in ARCH 353. Additionally, the students were deeply engaging in our luncheon with leadership on February 9.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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Students demonstrate abilities in a balanced mix of computer-generated graphics and carefully-crafted physical models. Few well-developed freehand sketch examples were seen and it appears freehand drawing is now an optional, rather than mandatory course. Students demonstrated freehand sketching ability in problem solving in the studios; however little of this process work showed-up in the final project presentations. This could be due to space constraints or display preferences.
13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

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Architectural history courses and ARCH 510 (prep course for graduate studio project) demonstrated evidence of the students' ability to conduct meaningful research.

13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

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This understanding is observed in early-year course work, for example: the foundations course and the form generation courses (151, 253, and 254). Although all good design projects probably exhibit some understanding or ability in the area of formal ordering, it was not necessarily clear the early-year course work is reinforced in mid and later design studio projects.

13.6 Fundamental Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

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Ability to apply fundamental design skills was found in all levels of studio work and terminal graduate projects. Evidence was found in courses ARCH 253-4 and 353-4.

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

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Students possess the ability to collaborate both throughout their studio projects and research. Students are willing team players and able to work together with students in other disciplines as well as exchange issues and ideas with others throughout the college as evidenced in courses ARCH 453 and 553.
13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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Understanding of western traditions was found in student work in courses ARCH 385 and 386 and studio courses which examined precedents as a part of the design process.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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This understanding is delivered thought courses Arch 385 and 386. Students also learn research and writing skills in case studies. The Downtown Moscow historic sketches and study were compelling.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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Courses ARCH 385-6 History of Architecture I and II and lectures cover a wide range of topics including a focus on Native American Culture. The Moscow Historic Downtown sketch studies were effective. Technical writing was clearly evident in these courses. This Criterion is well-met.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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This ability is demonstrated in early-year course work, for example form generation courses (Arch 253, and 254). Although the APR matrix suggests this criteria is demonstrated by the work of later year design studios (Arch 453, 454, and 556), it is not clear the course work is reinforced in later year studies. The few student exercises specifically addressing precedents are not integrated into the larger design methodology. This lack of clarity made it difficult for the team to "see" this ability in upper year work. In studio courses where this criterion is met, students work collaboratively to prepare narrative and visual case studies of buildings and archetypes. Outcomes were shared
throughout the studio to form each student's basis for a background of the specific architectural problem. The team found little evidence of diagramming precedents as a methodology to extract salient principles.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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An understanding of human behavior is gained in courses Arch 151 Introduction to the Built Environment and Arch 450 Architectural Programming; however, it appears these behavior theories are not emphasized in studio problems or reflected in student work.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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Students understand the responsibilities of architects to provide services that better the needs of all peoples. Studio projects and lecture materials from courses ARCH 151 Introduction to the Built Environment and ARCH 454 Architectural Design VI are evidence of an understanding of this Criterion.

Travel opportunities available through the outreach programs allow the students first-hand opportunities to experience diverse cultures and their unique design challenges.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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Consistent application of this ability was not found in upper level student design work; concepts are not being reinforced by the faculty.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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Students demonstrated a high level of understanding of the principles of sustainability. Issues dealing with sustainability, social, and cultural responsibility are evident in studio projects and lecture materials from courses ARCH 454 Architectural Design VI, ARCH 463-4 Environmental Control Systems, and ARCH 266 Materials and Methods. The Integrated Design Laboratory, in Boise, provides opportunities for research and outreach in daylighting, the design of high-performance buildings, and other sustainable practices. This criterion is well-met.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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Consistent evidence was not found for this criterion in course ARCH 450 Architectural Programming (also ARCH 453 Architectural Design V). Client/user needs and space inventory/equipment requirements appear to be frequently provided to the students by the instructor, or based on precedent. Hands-on programming, integral to a comprehensive design experience was not found.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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Students take LArch 383 Architectural Site Design in the third year. It is the team’s belief, based on touring studios and discussions with instructors, that site analysis is structured to be part of later-year design studio work. Although the program’s APR matrix indicated this criteria is evident in the work of design studios (ARCH 353-354 Architectural Design III-IV, ARCH 453-4 Architectural Design V-VI and ARCH 556 Architectural Design IX), it is not clearly exhibited in final projects. Upper-year design projects are on simple, flat sites, not reflective of the real world (or this region).

Students were observed in studios using site analysis tools to aid in the design of their completed projects; however little of this process is evident in the final design or presentation. There is concern that the later design studio assignments avoid challenging sites and therefore limit opportunities to develop this ability. Consequently it is difficult to determine if the students have achieved an "ability" in this Criterion. It is not met.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems
13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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Courses Arch 463 – 4, Environmental Control Systems address building heating, cooling and ventilation systems. Arch 499 Directed Study: Lighting offers opportunities for deeper investigation into lighting systems. Arch J468 and J568 studies integration of structural, environmental and special systems in building design. Arch 570 covers methods of day-lighting buildings. These courses adequately cover these topics.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

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Although the program’s APR matrix suggests this criteria is best demonstrated by the work of later-year design studios (553, 556, and Professional Practice 575) – it was not clear these projects reflect life safety issues. None of the projects observed included building code information. Several low and high pass design examples from these upper level studios lack acceptable egress arrangements. This may indicate a lack of understanding of basic life-safety concerns such as egress routes and exit separation. Consequently it was difficult to determine if an “understanding” is achieved in this Criterion.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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This understanding is clearly evident on high-pass projects in courses ARCH463 Environmental Control Systems, ARCH 464 Environmental Control Systems, and ARCH 553 Architectural Design VII. It is not as clear on low-pass work in these courses; however overall the Team felt this Criterion is well-met.
13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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ARCH 463-4 Environmental Control Systems are strong in passive and active heating, cooling, and lighting concepts; students clearly have an understanding of this Criterion. While they include some course materials related to other building service systems, they are weak regarding vertical transportation, communications, and security systems. Specifications and materials’ information are not found in latter-year projects. This condition is met.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

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Arch 463 – 4 and Arch 454 Architectural Design explore alternative methods of integrating structural, environmental and special systems in building designs. Ample evidence of this ability was found in upper-year design work.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

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Arch 266 Materials and Methods and fourth year design coursework address this criterion. The Ebb and Flow Winery and Recombinant Relief projects are examples the team felt represented the students’ understanding of this criterion.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

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This topic is offered in ARCH 575, Professional Practice. The reviewer did not find evidence of it in the course syllabus.
Evidencc of this subject is found in ARCH 504, Situational Prototyping, Architecture & the Law; however it is not a required course.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

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The ability to write outline specifications is not evident in courses ARCH266 Materials and Methods, or ARCH 553 Architectural Design VII. Students gain the ability to develop precise drawings in VTD 344 Computer-aided Design and ARCH 553 Architectural Design VII.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

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This Criterion is met through lecture material, guest lecturers, quizzes, and tests from ARCH 575 Professional Practice. This course exposes students to types of clients and approaches to working with them. A separate example of gaining an understanding of this Criterion are the community design/service learning studios (ARCH 453-454), where students work with small towns and/or impoverished neighborhoods of large cities. Students engage in problems of managing diverse sets of clientele.

Although the APR matrix suggests that this criterion is found in the work of later year design studios (ARCH 553 Architectural Design VII and ARCH 510 Graduate Thesis Seminar), evidence was not found recognizing or utilizing client input. Coursework for Architectural Programming (ARCH 450) appear to address the client's role in the process; however the team did not find assignments or exercises requiring input from client-types.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

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Consistent evidence of comprehensive design ability was not evident in upper-level projects. The team was concerned that the ability was not consistently evident throughout the student's skill-set development at each year-level.
High pass examples, such as the Ebb and Flow Winery Boise (ARCH 553) project, are excellent; however, the team found inconsistent evidence in upper level student projects. It was noted as a concern by the previous team and remains a cause for concern.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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The APR matrix indicates that this understanding is gained in the professional practice course (575). In the Moscow course students are exposed to the ways of obtaining work, types of professional contracts, and ways of organizing and managing a design firm. The Boise version relies on a variety visiting practitioners to deliver guest lectures. This method of content delivery is compelling; however it runs the risk inconsistent course content between campuses. Assignments, quiz, and test results observed show evidence that students passing the class have achieved an understanding of this criterion.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

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The matrix in the APR indicates this criterion is addressed in the professional practice course (575). In Moscow students are exposed to the legal organizations of practice, business planning, management issues, and practice dispute related topics. Boise students are exposed to a variety of guest lectures by visiting practitioners. The Moscow version of the course clearly covers these topics, and the student outcomes are demonstrated by the firm planning, and RFP response assignments, as well as example quiz results. The Boise students' examples of Case Studies 1 through 3 are strong.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

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Students understand the importance of professional development and look forward to licensure and registration despite current economic times. Through multiple outreach programs, students are engaged in the professional milieu and encouraged to seek
Internship and mentorship opportunities with employers. These principles are delivered in course ARCH 575 Professional Practice.

Despite the lack of professionals in the area, nearby practitioners are happy to provide professional development opportunities and input to the program.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

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Students demonstrate leadership in a variety of ways. Actual coursework and the community design/service-learning component of Architectural Design V (Arch 453) is a representative example. Outside of the traditional classroom, students are engaged in AIAS (newly-elected AIAS national president is an IU student), Freedom by Design, and Global Architecture Brigade are other examples of students leadership. The pervasive culture of sustainable and regenerative design is further evidence of the students' leadership roles in society.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

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Students develop an understanding of legal responsibilities in ARCH 575 Professional Practice. Associate Professor McKibben reinforces this understanding in her outreach to the Boise professional community and lectures.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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Evidence of understanding of this Criterion was seen in ARCH 151, Introduction to the Built Environment and ARCH 575 Professional Practice.
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Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 University of Idaho Architecture Program Report.

The University of Idaho was created in 1889 by a statute of the 15th territorial legislature. Commonly known as the university charter, the act became part of the state constitution when Idaho was admitted to the Union in 1890. The university is a publicly supported comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy degree. The primary areas of statewide responsibility of the university are agriculture, architecture, engineering, forestry and wildlife, mining and metallurgy, foreign languages, and law. Additional university responsibilities include programs in business, economics, and education as well as the regional medical and veterinary medical education programs in cooperation with other Pacific Northwest states. To assist with its statewide mission, the university maintains satellite campuses in Boise, Twin Falls, Idaho Falls and Coeur d'Alene as well as agricultural extension offices in 42 of Idaho's 44 counties; agricultural research and extension centers in Aberdeen, Caldwell, Dubois, Kimberly, Moscow, Parma, Salmon, Sandpoint, and Teton; and field stations at Clark Fork, McCall, Paint Springs, and the Taylor Ranch in the heart of the Frank Church Wilderness Area. The university also collaborates with regional public colleges and universities to provide instruction in specialized fields not provided in Alaska and Wyoming at near in-state cost through the Western Undergraduate Exchange program. Through its international programs that bring exchange students to Moscow and sends UI students abroad, the university extends its services to many other countries. Architecture students have benefited from program offerings in Rome and in London as well as from learning alongside foreign exchange students.

Over 12,000 students from all 50 states and more than 90 foreign countries choose programs from a vast array of disciplines. Rigorous undergraduate programs are coupled with nationally recognized research and scholarly achievements. There are more than 750 faculty members in teaching and research and 1,500 staff and professional personnel. The University Library and the Law Library are the largest in the state and contain over 2 million items (books, bound periodicals, microforms, and U.S. government publications) and access to material from 10,000 libraries that participate in the interlibrary loan program. These resources, together with the libraries in Washington State University (eight miles to the west), rival those of major metropolitan areas. The University of Idaho Boise campus, where the Idaho Urban Design and Research Center resides, is a quarter mile away from Boise State University that also has substantial library holdings.

The Moscow campus and adjacent university farms and arboreta cover nearly 800 acres. Other university lands, including the nearby university farms and experimental forests, exceed 10,000 acres. The university is proud of its friendly campus atmosphere and sense of community. With significant design input from Charles Olmsted in the 1900's, the administration lawn and the legendary "Hello Walk" leading to the Administration Building forms a picturesque and memorable campus setting.

The University of Idaho is located in Moscow, Idaho, in a region of rolling hills known as the Palouse. It is a thriving community of 21,000 residents that splits its allegiance between the production of agriculture, art and the university. Culturally, Moscow is the home of a thriving art community that is reflected in its slogan as "The Heart of the Arts."
Neighboring Pullman, Washington, a similarly-sized college town 8 miles to the west, is the home of Washington State University. The nearest urban center is Spokane, Washington, 70 miles to the north. Boise, the state capital, is 300 miles to the south. Seattle, Washington, is 300 miles to the west and Portland is 350 miles to the west.

2. Institutional Mission

The following text is taken from the 2010 University of Idaho Architecture Program Report.

University of Idaho Mission Statement and State Board Role. The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region’s business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business, education, liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.

Vision, Values, and Directions. The University of Idaho is an internationally recognized land-grant institution combining research, graduate, and professional education with a strong undergraduate base in the liberal arts and sciences. Our teaching and learning activities seek to engage every student in a transformative journey of discovery and understanding. Our scholarly and creative activity aspires to generate knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our outreach and engagement facilitates lifelong learning and energizes the development of prosperous and environmentally sound communities, while enhancing the relevance and excellence of our academic enterprise. Programs in the arts and athletics aspire to high levels of accomplishment and visibility.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual’s full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission. We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we will undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

Accreditation. The University of Idaho is has been continuously accredited by the Northwest Commission on Colleges and Universities since 1918. The accreditation was most recently affirmed in 2006. The University of Idaho is accredited by NWCCU at the baccalaureate, master’s and doctoral degree levels.
3. Program History

The following text is taken from the 2010 University of Idaho Architecture Program Report.

The legislative act to establish the University of Idaho, signed into law by Territorial Governor Stevenson on January 30, 1889, mandated that the university offer coursework in "agriculture, mechanic, engineering, mining and metallurgy, manufacturing, architecture, commerce, language, literature, and philosophy." In the early 1900s students were encouraged to seek special instruction in architecture through the civil engineering curriculum. Professor David Steinman, later to be called the greatest bridge builder in history by biographer William Ratigan, gave Idaho students their first instruction in architectural drawing, rendering, classical orders, and architectural design.

The 1923-1924 catalog announced the initial architectural degree curriculum that culminated in a four-year Bachelor of Science in Architecture degree and a pre-professional curriculum in landscape architecture. At the time, Rudolph Weaver, AIA, who served as both University Architect and Instructor, was the first department head. The Master of Architecture degree was subsequently established in 1924, and in 1925, Professor David Lange took over as department chair. The next year, Assistant Professor Grace Zudrelee introduced the first course in Interior Decoration in the home economics curriculum in 1926. That same year, Theodore Prichard, who was to head the department for 38 years, joined the university as an Assistant Professor of Architecture.

The first Bachelor's degree in art was established in 1928 and the following year the Department of Art and Architecture was established with Theodore Prichard as department head. In 1936, the art and architecture degrees of B.S. (architecture) and B.A. (general art) were joined by B.A. degrees in Interior Design and Decoration and in Commercial Art. In the late 30's Prichard retained his position as head of the department while taking leave to complete his Master of Architecture at Harvard where he was influenced by the Bauhaus curriculum of Walter Gropius and was personally influenced by the teachings of Marcel Breuer. Prichard served the department with distinction until 1967, and is fondly remembered by those who knew him. The University's Prichard Gallery in downtown Moscow commemorates his contributions.

The five-year Bachelor of Architecture degree was established in 1956. Previously, both the University of Idaho and Idaho State University in Pocatello had offered four-year degrees in architecture. At that time, the Idaho Board of Regents decided to consolidate and intensify the professional degree offerings to a single program in Moscow. The basic curriculum, a two-year pre-professional program followed by a three-year professional program, was established at that time. Idaho State University and Boise State University continue to offer two-year pre-professional programs that prepare students for professional studies at UI.

In 1971, Professor Paul L. Blanton, who was educated at UC Berkeley under Charles Moore, became head of the Department of Art and Architecture and worked diligently to guide the transition from department to college in 1981 by establishing the College of Art and Architecture.

After three years with two interim deans, Paul Windley was appointed dean in July 1992 where he immediately began a strategic planning process that redefined the college's mission and set a direction for further development. In March 1998, the title of the five-year professional degree was changed from Bachelor of Architecture to Master of Architecture in recognition of the evolution of the curriculum and the national call for consistent degree nomenclature. A professional fee was instituted in 1998 that resulted in increased resources for the department and most recently, the college.
A new era started with Art Professor Joseph Zeller who replaced Windley in January 2002. Under the pressure of financial shortfalls under then University President Hoover, the college was forced to merge with two other colleges (the College of Letters and Sciences and the College of Mines and Earth Resources) to form a new College of Letters, Arts and Social Sciences (CLASS) in March 2002 with Zeller acting as dean. This new organization was strongly rejected by the alumni, faculty and students, resulting in a two-year lobbying effort to re-establish the College of Art and Architecture. In October 2005, the Idaho State Board of Education voted overwhelmingly to re-establish the College of Art and Architecture with the understanding that a new freshman professional fee would fund the new college administration with a strong recommendation that a business plan be made to find more feasible ways to fund the office of the dean.

The college developed a new strategic plan under the leadership of interim Dean William Woolston, and Mark Hoversten was appointed permanent Dean of the new college in August 2007. Since that time, Dean Hoversten has focused on refining and implementing the strategic plan, development, and establishing a culture that supports excellence in teaching, research, service, and outreach with a focus on interdisciplinary collaborations.

4. Program Mission

*The following text is taken from the 2010 University of Idaho Architecture Program Report.*

**Mission Statement.** The mission of the Department of Architecture and Interior Design is to provide a dynamic professional, interdisciplinary design education focusing on creative responses to evolving global political and economic forces and needs; informed by history, theoretical inquiry, architectural fabrication, and principles of sustainability and stewardship resulting in graduates prepared to enhance environmental quality and quality of life for citizens of Idaho, the region and the world."

**Program Vision Statement.** The Department of Architecture and Interior Design’s core value celebrates design excellence centered in the poetic merging of art and architecture. This focus is enhanced by the faculty’s commitment to, and emerging leadership in, the trans-disciplinary pursuit of creative solutions to pressing contextual challenges found in a multi-dimensional built environment. We value sustainability, social and cultural responsibility in design, and a collaborative, integrative working and creative learning environment. We envision regenerative and inclusive environments that inspire, support, and sustain all users.

The Mission and Vision statements helped guide the Strategic Action Plan, which follows. This document was adopted Jan. 23, 2008.

**Goals and Strategies**

**Teaching & Learning**

Our curriculum is studio-focused, and through our teaching activities we seek to inspire students with a passion and commitment to learning, foster intellectual growth and promote academic excellence. Our graduates are expected to compete in the professions of architecture and interior design and related fields. They must develop an understanding of the diverse bodies of knowledge that underlie these professions and the ability to apply this knowledge to solve complex design problems.

*Objective: Build and sustain internationally recognized, studio focused, accredited professional programs*
1. Successfully complete NAAB Focus Visit (2007) and prepare for next accreditation in 2010.
2. Achieve CIDA accreditation for the Bachelor of Interior Design Program. (2008)
   a. Prepare and submit an excellent CIDA Program Analysis Report (Summer 2008)
   b. Host a successful site review CIDA accreditation visit (Fall 2008).
3. Evaluate and update the approved six-year M. Arch curriculum for implementation
   beginning during the 2008-2009 Academic Year.
4. Continue to develop and implement department, program and course-level learning
   outcomes and assessment strategies.
5. Improve and sustain the relationship between Moscow and Boise programs.
   a. Enable participation of Boise faculty in departmental faculty meetings and other
      events as necessary.
   b. Increase the amount of direct, on-site interaction of Moscow faculty in Boise and
      Boise faculty in Moscow.
   c. Explore opportunities for distance learning between the two program locations.
   d. Investigate college-level participation in the Boise program.
5. Teach to the goals of the 2010 Imperative in order to meet the 2030 Challenge (See Addendum).
6. Engage in enhanced transformational learning opportunities including international programs, the Boise experience, design-build and other initiatives.
7. Promote a respectful, inclusive, rigorous, healthy and challenging learning
   environment.

Research, Scholarship and Creative Work

Objective: Achieve excellence in research, scholarship and creative activity that
advances the professions, raises expectations for the quality of environments and
communities and improves the quality of design education.

1. Increase the amount of time allocated for research and creative activity.
   a. Explore strategies that include reducing teaching loads and new faculty positions.
2. Seek opportunities for and reward participation in trans-disciplinary and
   interdisciplinary collaboration.
3. Clarify and develop areas of research that advance departmental, college and
   university goals.
4. Evaluate potential to expand existing M.S. Architecture program, and recruit and
   support more graduate students.

Outreach & Service

Sustain and improve our pedagogical commitment to community design and
outreach.

Objective: Continue our leadership role in service-learning and community design
projects.
1. Engage in partnerships with communities that provide opportunities for students to
   work with community members to develop solutions to problems that result in
   improvements in the quality of life through their built environment.
2. Collaborate with university and community colleagues in the implementation of
   the Bioregional Planning Program and Sustainable Idaho, raising awareness of
   importance of the role of the built environment in sustainable and regenerative
design.
Departmental Organization

Develop a flexible and adaptable organization that communicates with respect and collegiality, maintain integrity and transparency in all interactions and encourages multiple perspectives.

Objective A. Recruit and retain excellent and diverse faculty, students and staff.

1. Obtain the equivalent of at least one additional architecture faculty position in Moscow and one in Boise to meet needs of planned six-year M.Arch. program.
2. Hire and sustain necessary NCIDQ licensed professionals to teach in studio courses in interior design per CIDA standards.
3. Energetically seek to fill vacant faculty positions with candidates who will help meet departmental, college and university goals.
   a. Support “start-up” packages for new faculty hires.
4. Provide support for travel to present conference papers, and to pursue opportunities for professional development.
5. Encourage participation of faculty, staff and administrators in training programs that support teaching, advising, outreach, research, organizational management and other areas as appropriate.

Objective B. Evaluate and improve organizational procedures.

1. Develop position descriptions that accurately reflect Departmental, College and University expectations for performance and provide the framework for faculty to advance toward promotion and tenure.
2. Explore alternative models for program and departmental administrative structures that address growing demands from the University and College administration.
3. Revise and update Departmental Bylaws and Strategic Plan.
4. Evaluate and update Departmental Criteria for Promotion and Tenure.

Resource Development

Work creatively and responsibly at the Departmental and College levels to optimize the use of our existing resources, and pursue additional support for facilities and other resources necessary to meet accreditation standards and provide a high quality educational experience.

Objective A. Secure additional studio classroom space to accommodate expanded six-year M.Arch. program, and requirements of existing programs.

1. Explore opportunities to schedule studios and other learning opportunities during summer school, off-campus and in coordination with other accredited institutions.
2. Optimize student participation in Moscow and Boise programs.
3. Work with CAA and University to gain access to additional space required to meet program needs.

Objective B. Secure additional facilities and staff to support pedagogical objectives of all programs.
1. Source good quality offices for all tenure track and tenured faculty.
2. Expand and re-vision the existing Design Resource Center to include architectural as well as interior design resources, and secure permanent staffing and line-item support.
3. Acquire space for Departmental Archives of student work.
4. Secure access to exterior workspace for design-build, experimentation and other pedagogical and research activities.
5. Promote expanded wood shop facilities and digital technologies capabilities for the College.
6. Increase the percentage of the professional fee that is returned directly to the Department.

Objective C. *Increase outreach to alumni and the professional community.*

1. Sustain department newsletter and improve other methods of communication with alumni, including the departmental web site.
2. Schedule alumni events that are coordinated with student field trips, professional meetings, etc.
3. Plan for alumni involvement in foreign studies programs, design studio reviews and competitions.

Objective D. *Increase visibility of the Department within the University and at local, state, national and international levels.*

1. Report on accomplishments of faculty and the department to local, regional and national audiences.
2. Bring in more outside critics and guest lecturers that represent diverse viewpoints.
3. Work at the College level to develop an advisory board that reflects programs and focus areas, and seek opportunities to engage with members the advisory board.

5. **Program Self Assessment**

The following text is taken from the 2010 *University of Idaho Architecture Program Report.*

The program self-assessment process has improved greatly since the last visit as reported in Section 3.2. These improvements relate directly to re-establishing the College of Art and Architecture, and developing University, College and Departmental Strategic Plans. The result is a better awareness among faculty of program strengths and weaknesses and a more engaged effort to address perceived needs. In addition, the opportunity to prepare the accreditation report places accomplishments and challenges in perspective and provides time to reflect on the full range of issues systematically. The program strengths and challenges summarized below are all addressed at greater length elsewhere in the report.

**Program strengths**
- Facilities Improvements
- Completed the health and life safety remodel of AAS that has been a NAAB concern for at least the past two accreditation periods.
- Moved the Boise Program (IURDC) into a new University of Idaho building
in Boise.

- Increased interaction between the Moscow and Boise students and faculty.
- Developed a program assessment plan including learning objectives that will be evaluated annually. Two years of findings and actions to strengthen the program have now been identified and implemented.
- Restored the College of Art and Architecture and appointed a permanent dean.
- Continued strong enrollment and competitive admissions at second and third year "gates".
- Increased interaction and engagement with members of the professional community.
- Increased faculty productivity in research and scholarly work.
- Continue to lead the university in the area of sustainability.
- Established the Integrated Design Lab in Boise — an externally funded lab that continues to grow and provide excellent opportunities for outreach, research and learning.
- Increased course content in the area of non-western architecture to address concerns from the previous visit.

Program challenges

- Continued decline in university, college and departmental budgets projected through FY 2012.
- Loss of one faculty line in the architecture program and the erosion of another due to increased requirements to teach in college foundation and cover courses previously taught by interior design, art & design and VTD.
- Need to continue to improve the curricular structure and program resources in order to better address issues of accessibility, technical integration (including structures) and comprehensive design.

Planning to meet challenges

The faculty has developed several strategies to address the reduced number of full time and part time faculty. These are program refinements designed to both improve content and delivery and make better use of resources. These strategies include revisions to the construction technology sequence and delivery to improve studio-lecture interaction, revisions to digital technologies course delivery and content, implementation of the expanded graduate curriculum, and working across disciplines to enrich content and find efficiencies in course delivery. In addition, we continue to advocate for retaining current levels of faculty FTE, and are planning to develop new program and college revenue sources.
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Appendix B: The Visiting Team

Team Chair, Representing the NCARB
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Appendix C: The Visit Agenda

Master Schedule, v. 4.3 - University of Idaho - Accreditation Site Visit

Marzette Fisher, Charles Cadenhead, Brian Kelly, Nealy Orillion, Ned Warnick

Saturday, February 6

Approx. 2:55 PM Team arrival / hotel check-in
Best Western University Inn, 1516 Pullman Road, Moscow, 208-883-0550
Transportation to hotel by Best Western University Inn Airport Shuttle Van. Phone kiosk
in the lobby connects directly to Best Western. Number above also works. (Armpriest)

Approx. 4:30 PM Team introductions and orientation

Approx. 6:00 PM Team dinner (The Broiler at hotel)

Sunday, February 7

7:00 AM Breakfast, Best Western - Armpriest
(10:00 EST)

8:15 AM Depart Best Western for Campus (Best Western Shuttle- one of us will meet team at
hotel, provide directions to the shuttle driver and escort team to room).

8:30 AM Architecture Program Report (APR) review / assembly of issues / questions
Overview of the team room by Diane Armpriest/Phillip Mead - Set up computers

9:30 AM Initial review of exhibits / records. [1.5]

11:00 AM Tour facilities - Armpriest/Mead/Pengilly (shop)/ Cleveley (IT & computer lab)

12:00 noon Drive to Success By Six (Freedom By Design Project)

12:15 PM Meet Freedom By Design Team Captains - brief project visit. (Martin/Ledford)

12:30 PM Team lunch - Armpriest & Mead at Casa Lopez in downtown Moscow
Tentative: Stop at Pritchard Gallery

1:45 PM Faculty entrance meeting - Armpriest & Mead

2:45 PM Continue review of exhibits / records [3.5]

6:15 PM Team- only dinner / debriefing discussion (Call shuttle to return to hotel)
(Note: many restaurants closed Sunday, you will be provided with a list of options.)

7:30 PM Continue review (tentative) [2]

Monday, February 8

7:00 AM Team breakfast, Best Western – Armpriest

9:00 AM Entrance meeting Provost & Executive Vice President Douglas Baker
Admin 105

10:00 AM  Entrance meeting College of Art and Architecture Dean Mark Hoversten
            Art & Architecture 202

10:30 AM  Continue review of exhibits / records [1.5]

12:00 noon Lunch with selected faculty members - UI Commons
            [Professors Haglund & McClure, associate professors Marshall & McKibben (Boise),
             assistant professors Montoto (up for P&T) and Jacobus (up for third year review),
             assistant research professor Van Den Wymelenberg (Boise)]

1:30 PM  Meetings: Librarian, TBA
          Brian Cleveley, Director of College Computer Studio (to be confirmed)

2:30 PM  Observation of studios
          Continue review of exhibits / records [1.5]

4:00 PM  IURDC and IDL presentation by Boise students and faculty (name tags provided)

5:00 PM  School- wide entrance meeting - all students
          Life Sciences 277

5:30 PM  Reception - all faculty, administrators, alumni/ae, and local practitioners
          Commons/Reflections Gallery

6:30 PM  Team- only dinner / debriefing

8:00 PM  Continue review exhibits / writing [1.5]

Tuesday, February 9

7:00 AM  Team breakfast, Best Western - Mead

8:30 AM  Review general studies, electives, and related programs
          Observation of lectures / seminars (Arch 154, Arch 266)
          Continue review of exhibits / records (report writing) [3]

11:00 AM Meeting with faculty - less Armprist, Mead

12:30 PM Team lunch - student representatives
          AIAS, Freedom By Design, Global Architecture Brigade, Sustainability Center, each year
          professional studio reps

1:30 PM  Report writing [4.5]

6:00 PM  Team- only dinner

7:00 PM on Accreditation deliberations and final draft- Visiting Team Report (VTR) [3]

Wednesday, February 11

Hotel check- out Kelly and Cadenhead

8:00 AM  Team breakfast, Best Western - Armprist / Mead
9:30 AM    Exit meeting - Dean Mark Hoversten, Art & Architecture 202
10:00 AM   Exit meeting - Vice President and Provost Douglas Baker, Admin 105
10:50 AM   Campus shuttle to SUB Borah Theater
11:00 AM   School- wide exit meeting - faculty and students
            SUB Borah Theater
5:30 PM    Kelly and Cadenhead depart (Best Western Shuttle)

Thursday, February 12

          Hotel check- out Orillion and Fisher
5:30 AM    Orillion and Fisher Depart (Best Western Shuttle)

Emergency Contact Phone Numbers:
Diane Armphiest    208.596.2597 (home/cell)
Phillip Mead       208.301.0529 (cell)

Dedicated review / writing hours [ 22 ]
IV. Report Signatures

Respectfully submitted,

Marzette Fisher
Team Chair
Representing the NCARB

Brian Kelly, AIA
Team member
Representing the ACSA

Nealy M. Orillion
Team member
Representing the AIAS

Charles D. Cadenhead, FAIA, FACHA
Team member
Representing the AIA

Norman E. Warrick, AIA, LEED® AP
Observer
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