

University of Idaho
College of Art and Architecture

Architecture Accreditation Report 2009

In response to the 2004 NAAB Conditions

Table of Contents

1	Introduction to the Program	
1.1	History and Description of the Institution.....	1
1.2	Institutional Mission.....	3
1.3	Program History.....	4
1.4	Program Mission & Strategic Plan.....	6
1.5	Program Self Assessment.....	11
2	Progress Since the Previous Site Visit	
2.1	Summary of Responses to the Team Findings.....	13
2.2	Summary of Responses to Changes in the NAAB Conditions.....	17
3	Thirteen Conditions of Accreditation	
3.1	Program Response to the NAAB Perspectives	
3.1.1	Architectural Education and the Academic Context.....	19
3.1.2	Architectural Education and the Students.....	21
3.1.3	Architectural Education and Registration.....	23
3.1.4	Architectural Education and the Profession.....	25
3.1.5	Architectural Education and Society.....	27
3.2	Program Self-Assessment Procedures	29
3.2	Public Information.....	35
3.4	Social Equity.....	37
3.5	Studio Culture.....	41
3.6	Human Resources.....	43
3.7	Human Resources Development.....	51
3.8	Physical Resources.....	63
3.9	Information Resources.....	71
3.10	Financial Resources.....	75
3.11	Administrative Structure.....	79
3.12	Professional Degrees and Curriculum.....	81
3.13	Student Performance Criteria.....	93
4	Supplemental Information	
4.1	Student Progress Evaluation Procedures.....	S.1
4.2	Studio Culture Policy.....	S.3
4.3	Course Descriptions.....	S.5
4.4	Faculty Resumes.....	S.7
4.5	Visiting Team Report from the Previous Visit.....	S.9
4.6	Annual Reports.....	S.11
4.7	School Catalog.....	S.13
5	Appendix	
A	Required Text for Catalogs and Promotional Materials.....	A.1
B	Information Resources Assessment.....	A.3
C	Library Statistics Report.....	A.13

1.1 History and Description of the Institution

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, Point 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.

1.2 Institutional Mission

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 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.

1.3 Program History

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, mechanics, engineering, mining and metallurgy, manufacturing, architecture, commerce, language, literature, and philosophy." In the early 1900's 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 Zudreele 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, outreach with a focus on interdisciplinary collaborations.

1.4 Program Mission & Strategic Action Plan

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. Secure 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.

1.5 Program Self-Assessment

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.

2.1 Summary of Responses to the Team Findings

The 2004 Visiting Team Report listed as a condition for accreditation that a focused evaluation report would be required in three years. The FER was submitted June of 2007, and the Visiting Team reviewed the program on-site in January 2008 and provided a final report in February. The following statements address the findings of both the 2004 VTR and the 2008 findings in response to the FER. As noted by the team in 2008, substantial progress was made in the areas of concern including self-assessment, physical resources and administrative structure.

VTR Concerns Re: NAAB Program Conditions

“The institutions-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.” (2004 VTR)

Strategic Plan

The strategic action plan addresses the concerns of *#2 Program self-assessment, #7 Physical resources and #10 Administrative Structure*, and was discussed at length in our annual reports. To summarize, the College of Art and Architecture was restored in October 2005, and completed a College Vision and Strategic Plan in late 2006. The Department of Architecture and Interior Design finalized our Strategic Plan in late 2007. It was accepted by a unanimous vote of the department faculty in January 2008 and provided to the visiting team during the Focused Evaluation site visit in January 2008. This plan, in addition to addressing NAAB Criteria more directly than in the past, has been used to help guide an expanded self-assessment program. (See 3.2)

A more detailed discussion of the three specific issues raised in the 2004 Report: #2 Program self-assessment, #7 Physical resources and #10 Administrative Structure follows.

Program Self-Assessment (Condition 2)

“The program’s self-assessment process does not demonstrate how it measures success toward achieving the NAAB perspectives and fulfilling the department’s mission.” (2004 VTR)

The 2008 Focus Visit Team Report noted, *“the department is in the process of moving beyond only measuring student outcomes as the sole element of self-assessment to setting goals for the program as a whole.” (Team Response to FER, 2008)*

Department Response. In 2004 – 2006, while the College and Department were reformulating strategic planning, the Department continued to focus self-assessment activities on student performance. During 2006 and 2007, having gained a measure of stability in the College, we began to develop a program-level self-assessment plan. The Department faculty identified seven program-level learning outcomes and implemented the system in April 2007. Assessment tools included an evaluation of student portfolios and a focused discussion session with graduating students. The first year, the focus was on learning outcome #4: the ability to “communicate effectively using verbal, graphic, and writing skills”. We later broadened the scope of the assessment in 2008 and 2009. The results of the first round of assessment were summarized in the FER submitted in June 2007 and reported in the first University of Idaho program-level

assessment report. The self-assessment process and findings are presented in detail in section 3.2.

More specifically, we are working to assess effectiveness of efforts to achieve NAAB perspectives by involving practitioners (including program graduates), and members of the College Advisory board in the program assessment activities. In addition, the University has become more pro-active, working with programs and colleges to support and review annual assessment of all University programs.

Program Physical Resources (Condition 7)

"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 6-year curriculum." (2004 VTR)

The 2008 Focus Visit Team Report stated: "There was a clearly demonstrated, not just stated, commitment to complete the Art and Architecture South (AAS) renovations during the summer of 2008."

Department update. At the time of this report, the long-awaited improvements to the AAS building are now nearly complete. Additionally, the recent CIDA Interior Design accreditation visit gave the department the opportunity to design and build 6 portable panel displays that are now being used to enhance a new critique space on the 3rd floor of the Art and Architecture South building.

The site visit team's response to the FER also demonstrated that the second year of the architecture program is in fact pre-professional, and therefore a "hot desk" facility for those studio courses is acceptable. It should be noted that since the previous visit, a new flexible system has been developed to define studio spaces in AAN 206-208, creating improved acoustical separation, expanded pin-up space and the ability to darken the room to accommodate digital projection.

Additionally, the focus team noted: "The broader concern about future classroom space availability for the proposed six year Master's program with its anticipated 45 additional students was relieved when the Team learned that in the past several months the construction of a new interdisciplinary studio facility for the College is being aggressively studied as a demonstration project for the University's focus on sustainable communities. The Dean is expecting to start construction within two to three years."

Department update. The Interdisciplinary Studio complex continues to be a priority of the Dean. During the summer of 2008, a feasibility study was completed by ALSC architects of Coeur d' Alene, Idaho. Interested faculty from the college and university contributed their time last summer in a series of workshops that helped to define the scope of the program. SH Architects from Las Vegas, Nevada, along with a team of consultants have joined forces to donate design schematics for use in fundraising. They will develop construction documents when adequate funding has been acquired.

While it would be ideal to add new studio space, the program has determined that it can accommodate the increased number of students resulting from the extended 45-credit M.Arch. without additional facilities.

Administrative Structure (Condition 10)

The 2004 VTR stated, "The program's transition from a College of Art and Architecture to a department or a school within the larger College of Letters Arts 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 at the institution and that is sufficient to ensure conformance with all the conditions for accreditation."

The 2008 Focus Team Report stated: "Both the College and the Department are now administratively and organizationally stable. The Department has an appropriate degree of autonomy within the newly reformed College of Art and Architecture."

Department update. As reported in the 2007 FER, the Architecture Program created the new Architecture Program Coordinator position. The multiple activities required by a program with 300+ students, the increasing administrative tasks demanded by the upper administration, and the need to expand alumni relations necessitated the division of responsibilities. The new structure not only allows the department administration to be more strategic in its actions, but also reduces the "burn-out" effect that was expressed as a concern by the previous two department chairs. A summary of the new administrative structure is provided 3.11.

Student Performance Criteria

The visiting team determined that the seamless B.S./ Master of Architecture program met 36 of 37 student performance criteria. Criterion 12.11 (non-western traditions) was reported as a condition "not met" and criterion 12.29 (comprehensive design) was reported as "marginally met." The team also encouraged greater integration of design for site accessibility into studio projects (criterion 12.11)

Department update. As reported in the annual reports in 2004 and 2005, a number of curricular changes have been made to better position the program to address criteria that were identified as "not met" or "marginally met."

Criterion 12.11: Non-Western traditions "Not Met"

In 2006, Arch. 385 History of Architecture I, (Pre-Modern) added 11 new non-western lectures, and three additional courses have added lessons on non-western traditions. The Arch 386 History of Architecture II, (Modern), added a lesson on modern Mexican architecture which outlines how the confluences of Meso-American, Middle Eastern and European architecture influenced Mexican architecture since the 1940's. Arch 483 Urban Theory & Issues has also added a number of non-western lessons on the topics of Latin American, Asian and African mega cities. Finally, the new Arch 450 Programming course includes two lectures entitled "Ways of Thinking" and "Perceptions of Space," which compare western and non-western thinking as it applies to programming.

Criterion 12.29: Comprehensive Design. "Marginally Met"

Since the fall of 2004, the department has required Arch 553, Comprehensive Design, for all graduate sections in both Moscow and Boise. Progress has been made to improve

responsiveness to this criterion, including, clarification of learning outcomes, better coordination between sections and stronger linkages with the elective seminar Arch 568, Technical Integration. We expect even more significant improvement starting in 2010 when our extended graduate curriculum is fully implemented and Comprehensive Design does not compete with the Graduate Project for student time and attention.

Criterion 12.14: Accessibility. "Marginally Met"

Since the 2006 APR, discussion has continued on the best way to integrate principles of universal design in the curriculum. Students presented faculty with a petition requesting action to develop and implement curricular improvements in universal design in Spring 2008, and the faculty voted in their April 2008 faculty meeting to consider "in principle" adding a new accessibility course or content to the curriculum. The program is very tight and this point so the first approach is to make sure that issues of accessibility are addressed in all design studio projects. The Interior Design program also offers ID 343 Universal Design and it may be taken as an architecture elective. We are also exploring the option of requiring ID 343. Work on this continues as a priority as the faculty works to refine the curriculum in response to budget constraints and accreditation standards.

Meanwhile, the National Office of AIAS approved a new chapter of "Freedom by Design" at the University of Idaho, and the group has teamed with the ASID Idaho Chapter as well as the Washington State AIAS "Freedom by Design" Chapter to pursue design build projects. The first full year of the program, students designed and built wheelchair access ramps for two residences. Students held a design Charrette and then completed the projects within a reasonable timeframe. For their efforts, Freedom by Design was recognized as the top new student service organization at the University of Idaho. This activity has also raised the awareness among students and faculty of issues of accessibility.

Description of program changes. The 2004 program re-accreditation visit and report assessed our 5-year seamless Master of Architecture (M.Arch.). The revised curriculum, which has been in place since the 2005 catalog year, includes 15 additional graduate level credits. (Please refer to the 2005 report for more details.)

It was noted in the Focus Team Report that the program has been inconsistent in how it describes the three stages of the program. The program is now described as follows

- Years 1 & 2: Pre-professional
- Years 3 – 6: Seamless Professional Program, including 2 years of undergraduate work leading to the B.S. Architecture and 2 years of graduate level work resulting in the accredited Master of Architecture.

We intend to continue to describe the program in these terms for the sake of clarity in future publications and accreditation review documents.

2.2 Summary of Responses to Changes in the NAAB Conditions

The 1998 Conditions of Accreditation were under review in 2003 when we submitted the APR. Likewise, the revised 2009 conditions were just completed. Our program goal is to anticipate changes so we are able to maintain preparation for the next review cycle. There are several changes we have responded to since 2004.

1. We rewrote our departmental strategic plan in 2008 and it is linked directly to our new self-assessment process. These changes were noted during the Focus Evaluation and are further elaborated in this report.
2. The program has addressed the question of Studio Culture by developing a written policy and discussing it with students at the newly instituted all-student department meetings held each semester.
3. Changes in the M.Arch. curriculum instituted in 2005 increase the credit requirements for the professional degree, exceeding the minimum standard set by NAAB in 2004. In addition, the program meets the course distribution standards.
4. Reorganization of the Student Performance Criteria has not significantly impacted the content of the program. In fact, the increased attention to sustainability played into one of our long-term program strengths.

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

Student standards. Students who pursue the M. Arch. degree must maintain high academic standards to successfully navigate the three competitive admission gates at the second-, third-, and graduate years. As a result, the program is competitive, and architecture student GPA's are among the highest in the university and the college. The most rigorous gate occurs between the 2nd and 3rd years when students apply to the Professional Program. At this point, student transcripts, GPA and portfolio are evaluated, with the GPA weighted at 60%, and portfolio at 40%. 45 students are admitted from a candidate pool of 60-65. While the minimum GPA is 2.5, the GPA for students admitted to the professional program has hovered around 3.0 in recent years. The College of Art and Architecture is considering a reduction in the architecture professional program class size from 45 to 30 students in response to lost faculty positions resulting from recent budget cuts. Reducing faculty numbers and student enrollment is not the preferred strategy of the architecture program. If this happens, it is estimated that the minimum average GPA will increase to 3.3 and at least 15 well-qualified students will be excluded from the program.

Every semester, students are required to meet with their faculty advisor to assess their progress and plan for future coursework and other related activities. Academic problems are often discovered during these sessions and remedial action, such as university sponsored tutoring or counseling, can be recommended.

The architecture program delivers coursework in the first two years that is open to students from throughout the university, and frequently serves students from art, landscape architecture, forest products, civil engineering and other majors.

Faculty standards. During the past six years, three architecture faculty members have earned tenure and been promoted to associate professor. University, College and Departmental Tenure and Promotion Guidelines outline the standards for tenure track and tenured faculty performance. The current departmental guidelines establish eight models for research (Pedagogical, Studio, Applied Design Research, Design Practice, Empirical, Theory/History, and History) along with recommended venues for dissemination. Expectations for faculty performance in the area of research have steadily increased, and our departmental and college criteria have not been revised in many years. When Dean Hoversten took leadership of the college, he strongly encouraged faculty to increase productivity and more actively pursue publication in venues beyond those traditionally used by our faculty. Last year, the Department initiated a review of standards at other universities nationwide and developed an expanded list of potential academic publications. We have also investigated revising departmental criteria for promotion and tenure; however, we have decided to hold off on this until this issue is addressed at the College. There are a number of challenges inherent in developing new criteria that are

reflective of increasing expectations for research and at the same time respond university and college expectations for teaching, advising, service and outreach. While new performance criteria have not yet been adopted, it is interesting to note the faculty of the Department of Architecture and Interior Design lead all other departments in the college in the quantity and quality of peer-reviewed product. If we compare faculty productivity as measured by publications, the department has steadily improved since 2004. In FY 04, 7 publications were reported among the department faculty and in FY 07, 18 were reported, an increase of 250%.

Annual faculty performance is evaluated by the Department Chair and Dean of the College as directed in the Faculty Staff Handbook and outlined in Section 3.7. Students also regularly evaluate each course using an online course evaluation system. There are only a few questions asked, and the response rate is typically quite low; however, the department faculty score at or above University averages. Student course evaluations are reviewed as a part of the annual performance evaluation.

Program interactions within the College of Art and Architecture. One of the strengths of the architecture program is the opportunity to interact with students and faculty from all college programs. There is a six-credit required college foundation program required for all first year students in Art and Design, Landscape Architecture and Virtual Technology and Design. On top of this requirement, architecture requires an additional 3 credits of art. Interior Design students take many of the same classes as architecture students throughout the program, including the introductory lecture and graphics course, second year design studio, architecture history and environmental control systems. As students advance through the program, there are also required courses taught by Landscape Architecture faculty (Site Design), and Forest Products faculty (Wood Structures) from the College of Natural Resources. Since all majors in the college relate to design in one form or another, students often earn a minor in Art, Interior Design, or Landscape Design. It is also possible to earn two different degrees within the college: the BID/M.Arch., or the BLA/M.Arch.

Most architecture faculty members serve on college committees and participate in college retreats and other college functions, providing the opportunity to get better acquainted with colleagues. In keeping with the department's vision and values for the pursuit of "trans-disciplinary and interdisciplinary creative solutions," landscape architecture and/or interior design studios at the fourth year level regularly join with architecture studios to work on projects sponsored by Northwest firms or towns that are in need of design services. Last fall, the department also collaborated with students from the new trans-disciplinary bioregional planning program to work on the re-design of the town of Cascade, Idaho and the McCall summer extension campus.

Interactions within the University. 26% percent of the coursework of a typical architecture major is taken outside the program, including interdisciplinary core requirements, and courses in humanities, social sciences, natural sciences, communications, math and international studies. Additionally, within the past 5 years, faculty and students have participated in interdisciplinary classes and research with students and faculty from engineering, law, natural resources, agriculture, business and English in research and classroom settings.

Student governance. For the past three years, six architecture students have been involved in university student governance, serving as ASUI Senators and as a Vice President (see 3.7 Human Resource Development). Through their leadership, students involved in organizations at the

departmental level have also become engaged in university activities. In 2008, AIAS was nationally recognized for its work with Focus the Nation where they won first place in the “No Coal” national video competition and earned a University award for the best project by a student organization.

Architecture faculty members provide leadership and representation in university level committees and governing boards. University committee memberships currently include representation in the Faculty Council, Promotion and Tenure, Faculty Affairs, Freshman Experience, Safety, Facilities Planning and Fine Arts Committees. Architecture faculty members chair two of these committees.

The University’s contribution to the Architecture Program. The University of Idaho’s accreditation body, the Northwest Commission on Colleges and Universities, required the university to rethink its assessment procedures, resulting in a much higher level of university support for program level assessment. Departmental faculty and leadership participated in a number of assessment workshops – training that has helped the program make significant strides in the area of assessment. This work is reported at greater length in Section 3.2, and links to the university assessment program are available at: <https://vandalweb.uidaho.edu/PROD/owa/uiAssessment.AsHome> ,and <http://www.webs.uidaho.edu/ira/assess/index.htm>.

The resources provided by the University of Idaho (and to some extent, neighboring Washington State University), are invaluable to the intellectual and cultural life of faculty and students. In addition to the university libraries, faculty and students may attend various lecture series and creative performances and shows. See Section 3.7, *Human Resource Development*, for more detail. The university’s new Center for Sustainability offers faculty and students the chance to become involved in issues related to sustainability on a broader scale through sponsored campus competitions, round table discussions and presentations on issues related to conservation and global warming.

3.1.2 Architectural Education and the Students

Student participation in setting learning agendas. The University of Idaho is a residential campus where students form lifelong friendships and an unusually strong allegiance to their school. This is one reason the college alumni were so vocal and involved in restoring the college. The department supports student organizations such as the American Institute of Architects Students (AIAS), Freedom By Design and other interest groups, each with distinct learning agendas. For example, in Spring 2007 a group of students setup study groups for the LEED exam, and in 2008 a group of students helped organize a BIM seminar that was eventually taught by a graduate student. Last year a group of Hispanic students initiated their own class to study Mexican Architecture that culminated with a Spring Break 2009 Mexico City Architecture Seminar delivered by a faculty member who has traveled extensively through Mexico.

As reported elsewhere in this report, the University of Idaho formed one of the first Freedom by Design Chapters in the country. Students work with local contractors, faculty and social service

agencies to identify projects for clients accessibility needs in the Moscow area.

AIAS officers regularly participate in bi-weekly faculty meetings. They bring issues of student concern and activities to the attention of faculty, and participate in discussions of curriculum, program assessment and other topics as appropriate. Students are also represented in several key department committees: Lecture, Promotion and Tenure, and Search.

There is a high degree of flexibility in the university core curriculum and some flexibility in the architecture curriculum. Starting in freshman year where the university offers a significant array of choices for their required humanities and social sciences courses. Although these are not technically electives, they do offer students a menu of choices like electives. This is markedly different from other universities that teach a limited number of cost-effective general courses with very large enrollments. Additionally, the Architecture Program requires 11 credits of electives both inside and outside the college before entering the graduate program of study. At the graduate level, 51% of the courses are electives. The new "Transformational Design Studio", Arch 554, has just been implemented as a part of the 45-credit grad program. This provides students with an array of choices from design-build and preservation to significant professional internships to foreign studies like those offered in the U of I Rome and London Programs. These studio venues are either off the Moscow campus, held during the summer, or a vertical or interdisciplinary offering on campus during the school year. Finally, as with many programs, students can choose the topic of their final graduate terminal project.

Nurturing respect for others. Students are encouraged to be sensitive to the attitudes, beliefs and experiences of students and faculty who come from different racial, ethnic, economic and social backgrounds. In the fall of 2008, the Architecture Program Coordinator began a tradition of discussing studio culture and respect at the beginning of the semester all faculty and student meetings. This includes give and take with students about how certain studio behaviors may be perceived by others and identifies appropriate and inappropriate actions or activities that may occur in studio or other academic settings. Furthermore, the department sponsored a workshop and lecture with Kathryn Anthony, author of *Design Juries on Trial* and *Designing for diversity*, in Fall 2008. During the workshop, students and faculty were encouraged to share examples and propose solutions about how to be sensitive to other students in critiques and in the studio setting. In the spring of 2009, Hispanic students provided a well-attended photography exhibit of Mexico and its buildings and people encountered in their Mexico City seminar class. At the university level, the Non-Discrimination Policy also provides expectations for respecting others. See:

<http://www.students.uidaho.edu/documents/Nondiscrim.pdf?pid=114565&doc=1>

Student exposure to a broader context. The Idaho chapter of the American Institute of Architecture Students (AIAS) has grown and increased in visibility in recent years. The program has helped support up to 20 students to attend AIAS Forum and Grass Roots while encouraging students to match or exceed departmental contributions from other sources. The annual contribution to AIAS is approximately \$1,500. Students have also secured money from the state AIA where a permanent annual line item was established in 2008 for \$500.00. The students return from these meetings energized and ready to contribute to the department and profession. After the Forum in Milwaukee and Denver, students volunteered to give presentations to the student body at the Winter Student and Faculty Meetings. In addition to

national travel, the local chapter offers annual graphics and portfolio workshops, a job fair and other activities on-campus

Students are also regularly exposed to internationally respected speakers through the department's lecture series. In the past six years the department has devoted from \$9,000 to \$15,000 annually to support the series. It is run in coordination with the Washington State University Architecture and Construction Management Program providing exposure to a wider range of people and perspectives.

The department is also invited to lectures sponsored by the other departments in the college including landscape architects, artists and virtual technologists. College of Art and Architecture is in the process of formalizing a College-wide lecture series so even more speakers may be brought to campus.

The department has a tradition of taking studio field trips to Seattle, Portland, Spokane and Boise where students are exposed to more international, national and large-scale regional work and true urban experiences. (For further information see Section 3.7.)

Nurturing diversity and self-worth. Several student-initiated, department-sponsored activities highlight the program's effort to help nurture student growth, including Freedom by Design and AIAS. The program is also currently developing a collaboration with the McCall Outdoor School which will include a design-build project to provide housing for fifth-graders studying environmental science, as well as other national and international studio experiences to satisfy the requirements for Arch 554. Programs such as these, together with an emphasis on the newly reformulated Studio Culture Policy will further improve the program's ability to reach out to all students and encourage sensitivity to issues of diversity.

3.1.3 Architectural Education and Registration

State Licensing Board. Idaho state law stipulates that one member of the university faculty sit on the state architectural licensing board. Professor Emeritus D. Nels Reese currently represents the department on the State Licensing Board and he will be replaced by another faculty member when his term expires in 2010. Furthermore, out of the seven faculty members who are registered to practice architecture, four are licensed to practice in the State of Idaho.

Student exposure to internship programs. Students are informed of internship requirements and the IDP program starting in the first year with a lecture in Introduction to the Built Environment. The Idaho State IDP coordinator also makes an annual visit to Moscow that includes participation in the Professional Practice course, and visits to third and fourth year studios. Students are encouraged to start their IDP documentation while in school and begin internships as soon as they are far enough in the professional program to qualify. Most graduate students based in Boise work in a professional office part-time while completing the program and may earn either IDP credits or academic credits for this activity. Internship credit is also offered to students during the summer and school year.

<http://www.uiweb.uidaho.edu:80/armpriest/Arch498-598/Home498.htm>.

Professional conduct. Students are encouraged to act and work professionally in studios throughout the program, and especially during critiques, when working with communities and on field trips. In addition, the Professional Practice course outlines responsibilities for professional conduct and the Studio Culture Policy strongly encourages students to take responsibility for their actions.

Students achieving licensure. Although there is no direct way to gauge the proportion of Idaho graduates that have sought and achieved licensure, the NCARB ARE pass rate statistics published yearly since 2005 indicate that a number of Idaho graduates take and pass the license exam. From the NCARB statistics (see below) roughly 40% of Idaho graduates take the licensing exam each year - a slightly higher percentage than from the neighboring Washington State University program which graduates a similar number of students per year. The following Architecture Record Exam table outlines how many of our students have taken and passed the Architecture License Exam in relation to the US Average. For further comparisons see: <http://www.ncarb.org/are/arepassratesby.school.asp>

Architecture Record Exam Test Results, Idaho compared to USA Averages

		Pre-Design		General Structures		Lateral Forces		Mech & Elec Systems		Materials & Methods		Construct Docs & Services		Site Planning		Building Planning		Building Tech	
		#	pass rate	#	pass rate	#	pass rate	#	pass rate	#	pass rate	#	pass rate	#	pass rate	#	pass rate	#	pass rate
2005	Idaho	25	96%	12	83%	19	74%	22	73%	17	100%	24	96%	40	72%	42	64%	44	59%
	USA Avg.		76%		75%		76%		68%		77%		77%		73%		63%		66%
2006	Idaho	2	100%	6	67%	2	50%	4	75%	5	100%	2	50%	21	71%	27	78%	31	68%
	USA Avg.		78%		75%		75%		70%		77%		77%		66%		68%		67%
2007	Idaho	23	91%	28	64%	18	67%	21	76%	29	90%	27	93%	21	52%	20	35%	21	57%
	USA Avg.		79%		76%		79%		69%		79%		77%		66%		65%		69%

Source: NCARB ARE Pass Rates by School.

The department recognizes that while many students will graduate, complete internships, and go on to become licensed architects, there is a range of other job options for well-educated graduates of our professional program. The curriculum also prepares students for careers in related fields such as urban design and community planning as well as other fields that require employees to synthesize information into a coherently designed project.

3.1.4 Architectural Education and the Profession

Professional engagement. One of our program challenges is that there are very few architects practicing in the Moscow-Pullman area, so it has been critical to program success that we make special efforts to engage with members of the professional community. We routinely reach out to members of the College Advisory Board and Idaho AIA, as well as regional practitioners. Additionally, for the past ten years, we have had graduate students living and working in Boise, Idaho and attending classes at the IURDC. This has opened many opportunities for our students: internships in local firms, local practitioners serving as instructors and guest critics, and local resources for the courses in professional practice and other topics.

Graduate students in Boise may earn up to six academic credits for participating in internships while they are studying. The Integrated Design Lab also provides for 2 – 5 paid internships for students each year. Working at the lab involves consulting with regional firms and agencies to test and improve the energy efficiency of buildings they are designing. This lab also provides a free yearly lecture series and other outreach activities for professionals. In addition to internship opportunities, practicing architects are hired as visiting faculty to teach graduate level studios and seminars, embedding extensive expertise and experience of their practice in course content.

Over half of the College's Advisory Board is comprised of architects, many of whom visit the Moscow campus twice a year and hold regular telephone meetings with the Dean. During each visit, board members spend a day working with students from all of the college programs with activities ranging from panel discussions to design critiques and portfolio reviews. Additionally, the AIA State Board meeting in May is held in Moscow so that these professionals can participate in the graduate project critiques.

During the past two years we have worked to engage these professionals in assessment of student work. The most concerted effort was implemented in 2009 when we asked all design critics to assess the quality of graduate projects during final review presentations. The results are reported in Section 3.2.

Periodically, there are major construction projects on the Moscow Campus. In recent years students have met with architects and project managers for critical discussions of the Teaching and Learning Center, Living Learning Center, Albertson Building and Kibbie Dome remodel. Students are also actively engaged in proposed new construction projects including the CAA Design Studio Complex, McCall Campus Buildings and the Engineering Innovations Lab Building.

On a more visceral level, each semester students and faculty participate in field trips to notable buildings and offices in Seattle, Portland, Spokane and Boise. The department supports these field trips with up to \$600 per studio per semester.

As described earlier, students regularly interact with professionals who participate in the lecture series. These lecturers regularly provide desk critiques or hold discussions in studio. Returning alumni have contributed to the attitude that architecture is a lifelong learning endeavor by providing two recent gallery shows. In 2008, Robert Zimmer mounted an exhibition at the Prichard Art Gallery that included his collaborative work with Rem Koolhaas and Arthur Erickson, along with a gallery showing of his artwork with Laura Swimmer. This past year, recent professional work of ten members of the Class of 84 was featured in the Reflections Gallery.

Both events exposed students, faculty and members of the community to the varieties of work undertaken by University of Idaho alums. Students are also made aware of the accomplishments of alumni through the department's bi-annual Alumni Newsletter. (See *Section 3.7 Human Resource Development* for a list of lectures.)

The department also provides AIA continuing education credit for professionals. As an official AIA/CES provider, the department provides credit for attendance to select guest lectures and workshops held in Moscow, Boise and other locations. Bruce Haglund represents the school as a member of the AIA Continuing Education Providers Council. The department's participation in three AIA Idaho Board meetings per year allows the Program Coordinator, Phillip Mead AIA, and the AIAS student president to keep abreast of professional concerns.

Connections to the building trades are facilitated by the program's participation with the annual Idaho Concrete Masonry Association design competition that gives students an opportunity to work with producers and masons from throughout the region.

Lifelong learning, collaboration and diversity of roles. The importance of lifelong learning is a theme that permeates all student interactions with practitioners, and other professionals. Collaboration in practice and the diversity of the roles of architects are also highlighted.

Two years ago, the college held a Design Week celebration to kick-off the fall semester headlined by successful alumni who spoke on the diversity of work available for a graduating architect. Alum Ron Walters developed the computer program that was used to implement Ian McHarg's land-use design methodology. Walters then went on to work as a consultant and organizational facilitator and now is principal in NBBJ. Alum Rich Dallum, also a principal of NBBJ Architects, spoke on the role of architects in the redesign of business management structures and business strategic plans.

In addition to lecture settings, there are a number of opportunities for architecture students to collaborate with clients, agencies and other students. For example, Professor Wendy McClure has teamed with Associate Professor Gary Austin in Landscape Architecture to offer a joint community design studio for over 8 years. The Seattle firm of Collins Woerman sponsors competitions with students in architecture and interior design for the design of a project of the school's choosing. Two years ago, architecture and interior design studios engaged in collaborative proposals for the corporate headquarters design of YouTube in downtown Seattle. The student teams produced six entries to the competition, and the winning team was flown to Seattle to present their work. We are also investigating more complex collaborations led by the College of Art and Architecture and the Bioregional Planning Program. A series of projects have been developed with the town of Cascade, Idaho, ranging from visioning to community design to economic development.

Collaborative or community-based studios are also ideal for introducing and working through issues related to multiple constituent groups where students can integrate their priorities, and deal with compromise and conflict resolution. Professor Sherry McKibben regularly engages students at the early phases of urban community design projects in the Boise area. Last year, she worked with the Basque community, city agencies, graduate students in architecture at the IURDC, construction management students from Boise State and undergraduate students in Interior Design and Virtual Technology from Moscow to do a comprehensive re-design of the Basque Block in downtown Boise. There were multiple meetings with the clients and

coordination between students. Products of the work included urban and architectural design proposals, interior design schemes, a web-based marketing and information system and strategies for construction and detailing. Prioritization and compromise based on a set of design goals were key learning outcomes for all the students. The fourth year Urban and Community Studios of Professors Wendy McClure and Anne Marshall work on potentially real community projects within the Pacific Northwest that can highlight the conflicts between clients and public entities. Indirectly, Boise internships also provide students the opportunity to witness the conflicts that may arise in an office setting.

Exposure to ethics. Environmental and professional ethics are introduced in multiple classes and projects. Students are first taught environmental ethics in the Introduction to the Built Environment class and the topic is threaded throughout the curriculum in construction technology and environmental control systems coursework. It is also one of the underlying foci of several seminars and upper level studios. Professional ethics is embedded in the design studio, Professional Practice and the Graduate Project Seminar. These issues are almost always present when a design studio works with a “real” client and decision-making based on multiple criteria is involved. In the Professional Practice class, students are exposed to the AIA Code of Ethics and the AIA Contract Documents, which clearly establish professional relationships among design/construction teams in practice. (See Matrix in Section 3.13 of this report for specific classes that incorporate ethics into the curriculum).

3.1.5 Architectural Education and Society

Curriculum emphasis and social awareness. The architecture program at the University Idaho considers one of its strengths to be in the area of regenerative design. The issues – as understood by faculty – include a broad interpretation of the topic: social, cultural, environmental and economic issues, and solutions at multiple scales. Several faculty combine teaching, research and practice in these areas: Haglund with low-tech, high performance approach to regenerative design; McClure and McKibben with sustainable community and urban design; Mead with health and wellness; and Anderson and Corry in interior design. Students in Boise take classes, attend lectures and work as intern’s in the Integrated Design Lab (IDL) whose mission is to make buildings in Southern Idaho more energy efficient. Contemporary societal issues are considered throughout the undergraduate and graduate programs. The theme of architecture as a sustainable enterprise that is available for small towns and urban centers is discussed in the lecture and seminar courses in the history/theory, technology, practice, and liberal arts portions of the curriculum. Students expand their appreciation of architecture’s role in society through coursework that is reinforced in upper division design studios. Synthesis of all these issues culminates in the graduate terminal project.

Finally, the American Institute of Architects Student chapter (AIAS) at Idaho has been involved with a number of events that promote responsible social and environmental issues. In 2008 the organization entered and won first prize for a film they produced for “No Coal” which was sponsored by the 2030 Challenge. In the fall of 2008 and 09, AIAS were also involved in presenting their ideas at two campus sustainability forums. Finally, the Freedom by Design Idaho Chapter has completed two design-build projects for two clients in need of accessibility in their homes.

3.2 Program Self-Assessment Procedures

Process. The faculty and leadership of the Professional Program in Architecture have been methodical in addressing the issue of self-assessment. As stated in the FER, we developed the beginnings of a strategic plan in 2004, focusing in particular on the issues raised in the VTR. We then refined our initial work as the University implemented its most recent strategic planning process. We now have a strategic plan that is written so it can be assessed on a regular basis.

Concurrent with finalizing the strategic plan, we defined program-level learning outcomes and a series of assessment tools (direct and indirect measures of performance). This plan is far more comprehensive than we have had in the past. The assessment tools developed for this process included focused discussions with students, evaluation of student design work at key points in the curriculum and evaluation by practitioners (including program graduates) and members of the College Advisory Board.

The learning outcomes originally developed in 2007 were developed to dovetail with the five outcomes described in the University Plan.

Learn and Integrate.

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines. (U of I)

1. Integrate knowledge concerning precedents, technology, graphic communication, cultural traditions, and urban and design theory into creative problem solving processes.
2. Synthesize knowledge in comprehensive design project and research based program capstone projects.

Think and Create.

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions. (U of I)

3. Apply critical thinking skills to consider diverse points of view, question, analyze, interpret, evaluate and make informed design decisions about built environments.

Communicate.

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society. (U of I)

4. Communicate effectively using verbal, graphic, and writing skills.

Clarify Purpose and Perspective.

Explore one's life purpose and meaning through transformational experiences that foster a understanding of self, relationships, and diverse global perspectives. (U of I)

5. Address significant social, environmental, cultural and economic challenges posed by built and natural environments creatively and collaboratively.

Practice Citizenship.

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities. (U of I)

Understand the specific roles, ethical and legal responsibilities of the architecture and interior design professions to protect the health, safety and welfare of the public.

7. Lead the design professions in community service and cutting-edge, sustainable design.

These criteria were used as the basis of assessment activities between 2007 & 2009; however, there have been some changes in language, and consolidation of criteria over time.

Findings

Focus groups. In Spring 2007, the Department of Architecture and Interior Design developed seven program-level learning outcomes. They were applied for the first time in April 2007 when the program conducted a focused session with graduating students that assessed learning outcome #4: “communicate effectively using verbal, graphic, and writing skills.” The results of the first round of assessment were summarized and discussed in a faculty meeting and reported through the newly established University of Idaho assessment process. The findings were not as valuable as we had hoped. The focus group was too small, and the questions did not elicit the types of responses we hoped for.

In 2008, the focus study methodology was improved to get a wider sampling of students from all levels of the program, and to address more of our learning outcomes. The groups were facilitated by an outside expert rather than by a member of our faculty. The topics were expanded to include discussion of three additional learning outcomes:

- Integrate knowledge concerning precedents, technology, graphic communication, cultural traditions, and urban and design theory into creative problem solving processes.
- Apply critical thinking skills to consider diverse points of view, question, analyze, interpret, evaluate and make informed design decisions about built environments.
- Address significant social, environmental cultural and economic challenges posed by built and natural environments creatively and collaboratively.

Participation was higher and more representative in 2008. The focus groups were particularly good at assessing student attitudes and concerns about their educational experience as architecture majors at the University of Idaho. Some common themes emerged from the discussions:

- Many students feel isolated from rest of campus, with not enough time or interest to engage in activities beyond class work.
- There is a general concern about the sequencing and content of digital media courses.
- Students expressed a concern that there are too many hypothetical projects in studio.
- Based on student comments, it seems students have a very limited view of ethics; when asked the only two ethical issues they recognized were sustainability and universal design.
- Students perceive a difference in knowledge and abilities, especially related to [computer] technology, between young faculty and old faculty.

- It is difficult to integrate knowledge learned in non-studio courses in studio context.
- It was observed that there were significant contradictions in student responses to questions (from one question to another).
- Although there has been interest expressed in interdisciplinary types of experiences, there is a limited view of what constitutes such an experience (often it is understood as only dealing with studio and managed and articulated by faculty, although students have acknowledged their own role in learning).

The faculty read the summary findings of each study group and discussed them in a faculty meeting. Many of the common themes were expected and confirmed faculty beliefs, while some of the specific observations in the report raised concerns that the group composition was somewhat skewed.

The issue of integration of knowledge learned in non-studio courses in design projects has presented an ongoing challenge for the program. It was recognized and addressed when the faculty extended the graduate program in 2005. The extension and reorganization will provide an opportunity for students to do a comprehensive design studio without working on their graduate project research at the same time. This will allow for the time required to integrate knowledge from all the undergraduate course work in a more rigorous and integrative studio experience. The 2010-2011 school year is when the first group of graduates completes the expanded program; however, in the meantime curricular modifications have also addressed the issue of integration.

Another finding has to do with the ever-changing context of digital technology. In response to student and faculty concerns, a study group has been charged with re-thinking the delivery methodology and content of digital media with curricular changes expected in 2009-2010.

Portfolio review. An annual evaluation of student design and communication skills was implemented in 2007 with the review of portfolios of second-year students applying to the professional program. Student work is evaluated by three faculty members who undertake the evaluation simultaneously with making recommendations for admissions into the professional program. This sets a baseline for student performance as they enter the professional program. The three criteria used in evaluating portfolios are: design resolution, design communications and portfolio design using a 5-point scale.

Median Admissions Portfolio Score, 2007-2009 (5-point scale)	2007 (66 applicants)	2008 (70 applicants)	2009 (61 applicants)
All applicants	2.64	3.13	3.68
All applicants who started at U of I	2.67	3.13	3.73
All accepted applicants	2.93	3.20	3.77

In 2009, the portfolio review process was expanded to include a more detailed assessment of a random sample of the portfolios of students accepted into the program and graduate project

books. The review was conducted by five faculty from the Department of Architecture and Interior Design.

Assessment of Student Portfolios and Graduate Project Books – 2009 (5-point scale)	Sophomore Portfolio	Graduate Project
Communication Skills		
Graphic Skills	3.9	3.3
Writing Skills and Verbal Skills	NA	2.9
Technical Documentation	3.7	3.2
Design Analysis and Synthesis		
Fundamental Design Skills	3.8	3.3
Use of Precedents	NA	2.8
Understanding of Formal Ordering Systems	3.6	3.0
Critical Thinking Skills	3.6	3.4
Design Concept Development	3.7	3.5
Technical Knowledge and Integration		
Integrate Building Envelope and Materials Assembly	3.5	3.2
Site Integration	3.3	3.2
Structural Integration	NA	3.0
Sustainable Environmental Controls	NA	3.1
Accessibility	NA	3.3
Understanding of Life Safety	NA	3.2

Source: 2009 Faculty evaluation of graduate project books.

An analysis of the results indicates that there is most likely a difference in expectations for performance for entering students and graduates given the same criteria. Another finding of the reviewers is that it would be more appropriate to review the Comprehensive Design Studio (Arch 553) as the measure of graduate performance in the range of skills identified for assessment. There were several indicators of performance identified during year one. Technical knowledge and integrations skills are not as strong as design analysis and communication skills among newly admitted and graduate students. The findings also surprisingly indicated that the use of precedents ranked as the poorest performance among grad students and was not evident in second year design work.

We also invited outside reviewers (practitioners, alumni and other professionals) to rate graduate projects based on student presentations. The percentage of practitioners who reviewed the Boise section was higher than in Moscow, and there were more reviewers per student in Boise. This is a reflection of the fact that there are fewer faculty and more

practitioners available in Boise than Moscow, and that one section of students was reviewed in Boise and two were reviewed simultaneously in Moscow.

Assessment of Graduate Terminal Projects as Presented – 2009 (5-point scale)	Studio Section (15-17 students)		
Criteria	Moscow-1	Moscow-2	Boise
Communication Skills	4.2	4.3	4.1
Design Analysis and Synthesis	4.2	4.2	4.1
Technical Knowledge and Integration	4.3	3.9	3.7

Source: Survey of “outside” participants in 2009 graduate project reviews.

The evaluation was consistent between sections, and for two of three groups, technical knowledge and integration ranked lower than design and communication skills. An examination of the range of responses for all students indicates again that technical knowledge and integration is perceived by outside reviewers to be the weakest area of performance for students.

Assessment of Graduate Terminal Projects as Presented – 2009	Percentage Response				
Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Communication Skills	44	44	11	0	0
Design Analysis and Synthesis	41	48	11	0	0
Technical Knowledge/Integration	35	39	26	0	0

Source: Survey of “outside” participants in 2009 graduate project reviews.

College level assessment. In addition to the focus group discussions, we have made progress in involving professional practitioners in evaluating student work. Members of the newly formed College Advisory Committee visit twice a year and spend at least one day of the visit working with students. Our first attempt at recording the impressions of the advisory board resulted in a poor response rate, so attempts will be made again during Fall 2009 to implement a more successful assessment process.

Overall program strengths identified from all measures were the ability to develop a conceptual design, design process and fundamentals, graphic communication skills, understanding of sustainable and/or regenerative design principles and implementation. The results of the analysis revealed areas of concern including the ability to integrate technical understanding in comprehensive design solutions, the structure, content and delivery of digital media content and the use of precedents in architectural design.

The ultimate goal of assessment is to “close the loop” on the process by taking action to respond to deficiencies identified as a result of the process. An example of closing the loop is

the expansion of the graduate program from 30 – 45 credits to allow more time for students to develop integrative design solutions. Our expanded program will provide an opportunity to do a comprehensive design studio without working on their graduate project research at the same time. This will allow for the time required to integrate knowledge from all the undergraduate course work in a more rigorous and integrative studio experience. The 2010 school year is when that change occurs and we hope to make significant inroads on this issue.

In another example, architectural practitioners have always participated in the final critiques of the graduate projects; however, in 2009 we introduced a brief survey that allowed us to get written documentation of their evaluations, and to more directly address the NAAB Perspectives.

NAAB perspectives. The NAAB Perspectives specify that architecture programs address the concerns of the “collateral organizations that make up NAAB.” We have improved the rigor with which we address these concerns in several ways as described in 3.1. In addition, we have reached out to licensed architects and other members of the profession, students, educators and the university administration to serve as advisors (College Advisory Board) and participate in the assessment program. This has helped identify several areas of strength and competence, as well as areas that require additional attention. As faculty we study the findings and annually identify areas to change and improve in response to assessment findings as well as other outside developments and university priorities.

University level assessment and reporting The University of Idaho adopted a university-wide program assessment plan in 2007, and the Department of Architecture and Interior Design was one of the first departments to participate. The system provides a venue for annual recording of assessment findings. In addition, significant levels of assistance have been provided to program including training sessions and discussion groups. The university assessment program is available on-line at: <http://www.webs.uidaho.edu/ira/assess/index.htm>

3.3 Public Information

The following description of the Architecture Program appears in the 2009-2010 University of Idaho Catalog. See <http://www.students.uidaho.edu/documents/Part5-Arch.pdf?pid=114676&doc=1>

Part V Department and Degree Requirements

The Department of Architecture and Interior Design offers three programs: the Professional Program in Architecture (B.S.Arch & M.Arch degrees), the Interior Design Program (B.I.D.), and the Research Program in Architecture (M.S.Arch).

The combined B.S.Arch & M.Arch degrees constitute a five-plus professional degree program accredited by the National Architectural Accrediting Board (NAAB) and is designed to prepare students for a professional career in architecture. The professional program includes courses in architectural design, history and theory of architecture, environmental control, structures, materials and methods of construction, urban theory, and professional practice. The B.S.Arch. can be completed after fulfilling the requirements of the fourth year. Qualified students may work toward completion of both the B.S.Arch. & M.Arch. requirements during their fourth, fifth, and sixth years, receiving both degrees upon completion of the curriculum. They may apply for graduate status while taking fourth-year studio (Arch 454) (application deadline is February 1). Graduate students must be classified as such at least in their fifth and sixth years.

Transfer students with prior four-year non-professional bachelor's degrees in architecture may be accepted into the M.Arch.program based on their transcripts.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a six-year, three-year, or two-year terms of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The four-year, B.S.Arch pre-professional degree, where offered, is not accredited by NAAB. The pre-professional degree is useful for those wishing a foundation in the field of architecture, as preparation for either continued education in a professional degree program, or for employment options in fields related to architecture.

Computer Technology. *Students in the professional programs of architecture and interior design are required to have their own computer and appropriate software for use in their studies. Specific technology requirements as well as guidelines and recommendations are posted on each program's web site.*

Fees & Expenses. *Architecture and Interior Design are both professional programs, a designation enjoyed by programs whose graduates require a license or a comprehensive professional qualifying exam to practice. The architecture and interior design professional programs have special needs for which the State Board of Education has granted approval to charge a professional fee to students on a semester basis over and above general tuition and fees. This fee is used to directly support technology and computing for students and faculty, supplement operating budgets, hire temporary faculty, support the college's visual and design resource centers, cover professional accreditation costs, and partially support student field trips and guest lecturers.*

Idaho Urban Research and Design Center (IURDC). *The University of Idaho's Idaho Urban Research and Design Center is located in Boise. The program offers 4th year and graduate Architecture and Landscape Architecture students an opportunity to live, work, and study in an urban environment. The students' work centers on urban architecture, urban design, and community planning, often with neighborhoods and cities in the Treasure Valley. The IURDC offers outreach, education, and research projects with local design professionals, agency staffs and non-profit organizations. Graduate students can apply to complete their fifth and sixth years of study in Boise, Idaho, where the Department of Architecture and Interior Design maintains a design studio and offers support courses. This option allows students to complete their graduate project in an urban setting, work on funded research and community service projects, and simultaneously pursue internship opportunities with local architectural firms.*

Students are informed in several ways how to access the NAAB Conditions for Accreditation. The current department website lists the link to the conditions at <http://www.caa.uidaho.edu/arch/Student%20Information/NAAB%20Performance%20Criteria/performance%20criteria.htm>. Additionally, students are informed of NAAB Conditions for Accreditation (including the 34 Performance Criteria) every semester through the All Department Faculty and Student introduction meetings. The 34 Performance Criteria are also posted in the studio hallways and are listed in part in each syllabus. (See 4.3, Course Descriptions). The value of accreditation is also discussed at the all University Vandal Friday Program Meetings, and meetings with prospective students.

Web information. The architecture program is in the process of updating our website in order to comply to University of Idaho web design and communications guidelines. This will help consolidate disparate and out-of-date sites and present a more uniform and complete means of communication with current and prospective students, alumni, faculty and staff. Phase I is slated to go live in early September, 2009.

3.4 Social Equity

The University of Idaho complies with all federal regulations related to student diversity and non-discrimination policy. This information is clearly provided in all public information and reinforced through student workshops. The university is also working toward embedding these values throughout the University through the university's strategic planning process, recent administrative hires and restructuring and training sessions for administrators and faculty.

<http://www.uidaho.edu/provost/diversityattheuniversityofidaho.aspx>

University of Idaho Nondiscrimination Policy . *The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992 and other state and federal laws and regulations. Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in Faculty Staff Handbook (FSH) 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: Human Rights Compliance Officer (885-4213); Coordinator of Disability Support Services (885-7200); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the UI Human Rights Compliance Office (885-4212). Retaliation for bringing forward a complaint is prohibited by FSH 3810.*

Goal Four, University of Idaho Strategic Plan. *The following statement is excerpted from the University of Idaho Strategic Plan. Particular emphasis has been placed on making U of I a sustainable workplace with an atmosphere that is conducive to achieving the more traditional goals of the plan.*

4. Organization, Culture and Climate: *Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently. Context: To implement the first three goals of the strategic plan requires an organization adaptive to change and opportunity, and a community characterized by openness and trust. The University needs to create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision-making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner.*

Objective A: *Sustain and enhance a positive work climate to enhance the quality of University life.*

Strategies

- 1. Develop a socially healthy and welcoming environment characterized by trust and respect that allows for open communications about difficult issues and differences.*
- 2. Ensure that the university is a safe work and educational environment for its employees and students through proper training and monitoring.*
- 3. Recruit and retain a diverse body of students, staff, and faculty to enrich the quality of the university's activities.*
- 4. Align employees' position descriptions and reward structures with institutional priorities.*
- 5. Create formal and informal opportunities for students, staff, and faculty to learn from each other and build meaningful collaborations.*
- 6. Provide all new students and employees the opportunity for diversity and cultural competence training as a component of their initial orientation and offer ongoing training for all students, staff, and faculty.*
- 7. Provide ongoing opportunities for self discovery and personal and professional growth through cultural, social, recreational, diversity, wellness, and continuing professional development programming.*

The policy and goals provided above are valuable only if implemented, and the university and the architecture program are providing evidence of progress. At the university, funding has been made available in the areas of student recruitment and retention, and resources are being developed to serve the needs of all students. Tutoring and Academic Assistance Programs, www.students.uidaho.edu/taap and the Office Multicultural Affairs www.uidaho.edu/oma provide student and faculty support; there are also regular training opportunities for our faculty advisors.

We have a relatively small faculty in the program, and hires are made based on the necessity to provide a good distribution of academic expertise and experience. There has also been a conscious effort to increase gender equity in our hires; however, the 5 most recent hires in architecture have been male. There is one more female permanent faculty member in 2009 than in 1998, and females have advanced in rank, but there is not a gap at the assistant professor level. The demographics of the architecture program faculty and student body have been gradually changing. Ethnicity of the faculty has become more diverse with one Hispanic and one international/Chinese faculty member hired since 2004. The number of program faculty members actually increased between 1998 and 2009, but the recent cuts in faculty lines resulted in the same number of permanent lines in 2009 as in 1998, but one fewer permanent teaching faculty members.

Architecture Program Faculty by Gender

Gender	Female		Male	
	1998	2008	1998	2008
Assistant Professor				5
Associate Professor (tenured)		3		1
Professor		1		1
Staff		1		

Source: 1998 and 2008 NAAB Statistical Reports for University of Idaho M.Arch.

Architecture Program Faculty by Ethnicity

Ethnicity (Faculty)	1998	2008
American Indian, Alaska Native		
Asian or Pacific Islander		1
Black, African-American		
Caucasian		10
Hispanic		1
International		
Other/Unknown		

Source: 1998 and 2008 NAAB Statistical Reports for University of Idaho M.Arch.

The student body has been relatively stable in terms of gender distribution of first year architecture majors with approximately 40% female. What is interesting to note is that retention rates for female students who graduate from the program is much higher than retention of male students. Of the students who entered the program between 200-2002, 61% of females continued to graduation while only 47% of the male students graduated within six years.

In terms of ethnicity, Caucasian students continue as the majority first year students (making up about 88% of the total) followed by Hispanic/Latino at about 5% and Asian/Pacific Islander at about 3%. Retention rates for Caucasian students declined by 5% for students who entered between 1997-99 and 2000—02. Retentions rates for all other ethnic groups declined as well, although the numbers are small enough that the loss of one student might mean a 25% reduction overall.

Student Enrollment and Retention by Gender

	First Year Architecture Majors			Graduated UI		Stop/Drop Out or Still Enrolled	
Gender	Year	Students	Percent	Students	Percent	Students	Percent
Female	1997,98,99	69	39%	46	67%	23	33%
Female	2000,01,02	84	40%	51	61%	33	39%
Male	1997,98,99	108	61%	59	55%	49	45%
Male	2000,01,02	125	60%	59	47%	66	53%

Source: UI Institutional Planning and Assessment

Student Enrollment and Retention by Ethnicity

	First Year Architecture Majors			Graduated UI		Stop/Drop Out or Still Enrolled	
Ethnicity	Year	Students	Percent	Students	Percent	Students	Percent
Am Indian/Alaska Native	1997,98,99	2	100.0%			2	100.0%
Am Indian/Alaska Native	2000,01,02	1	100.0%			1	100.0%
Asian or Pacific Islander	1997,98,99	4	100.0%	3	75.0%	1	25.0%
Asian or Pacific Islander	2000,01,02	6	100.0%	3	50.0%	3	50.0%
Black/African American	1997,98,99	2	100.0%			2	100.0%
Black/African American	2000,01,02	1	100.0%	1	100.0%		
Caucasian	1997,98,99	154	100.0%	92	59.7%	62	40.3%
Caucasian	2000,01,02	181	100.0%	100	55.2%	81	44.8%
Hispanic/Latino	1997,98,99	8	100.0%	5	62.5%	3	37.5%
Hispanic/Latino	2000,01,02	10	100.0%	3	30.0%	7	70.0%
International	1997,98,99	1	100.0%	1	100.0%		
International	2000,01,02	5	100.0%	1	20.0%	4	80.0%
Other/Unknown	1997,98,99	6	100.0%	4	66.7%	2	33.3%
Other/Unknown	2000,01,02	5	100.0%	2	40.0%	3	60.0%

Source: UI Institutional Planning and Assessment

There are several consistent methods of communication and input into the formulation of policies and procedures, including curriculum review and program development. Department

faculty meetings are held bi-weekly and are open to all faculty, staff and student representatives from AIAS and ASID. The purpose of these meetings is to discuss pressing and long-term issues as well as assess the effectiveness of policies and procedures. These meetings give the faculty the strongest voice in decision-making. In addition to department meetings, there are college and university faculty meetings at least once per semester. Students can voice their opinions at the all department meeting at the beginning of each semester followed by announcements in studio, other courses and email. Other methods include: the department web page, hallway monitor, newsletters from the department, college and university, weekly letter from the president, University Homepage announcements and faculty council meeting updates.

3.5 Studio Culture

Policy evolution. Visiting critics, students and faculty regularly comment on the positive relationship between students and faculty and the care with which design studio critiques and written evaluations are delivered. This is not to say that no issues exist, but it does mean that we have been able to build our new formalized studio culture policy from a strong base.

The Department of Architecture and Interior Design actively started its discussions for the Studio Culture policy in the fall of 2007. While program leaders were aware of activities in other schools and programs and efforts at the national level for some time, the AIAS president took a leadership role in bringing the idea to the attention of faculty and students after returning from the 2007 Grassroots AIA Annual Meeting. Discussions began between AIAS student representatives, the Department Chair and the Architecture Program Coordinator. A verbal policy was presented to the students at the fall 2007 all department meeting, with a particular emphasis on discussions of time management strategies and behavior at critiques. Discussion of the policy continued during successive faculty meetings and retreats and at formal meetings with students. The content was expanded to address professional conduct and civility in the studio setting and on field trips. These efforts were formalized during the summer of 2009 and build on fundamental values of optimism, respect, sharing, engagement, and innovation set out by NAAB, ACSA and AIAS. The policy vetted with faculty and students and was adopted at the end of August 2009. (See Section 4.2.)

Implementation. The department will continue to announce the policy at beginning of the semester all department meetings (which will include Interior Design faculty and students). The policy is also highlighted on the program website and is posted in a visible place in each studio. The policy will be assessed regularly.

3.6 Human Resources

Faculty. The department faculty consists of fourteen FTE faculty positions, twelve of whom are designated architecture faculty. The architecture faculty currently has six tenured faculty members and six in tenure track positions. All tenure track faculty members have terminal degrees and experience in architectural practice. In addition, there is one permanent part-time faculty member (structures) and there are several temporary, part-time faculty per year. Three adjunct faculty from other departments also teach required courses in the program. The number of full time tenured or tenure track faculty positions was stable until FY 2008 when two unfilled positions (one in architecture and one in interior design) were lost due to university cutbacks. In Spring 2009, the position of Kevin Van Den Wymelenberg, Director of the IDL, was converted to tenure track, but it continues to be funded through grants and contracts. Despite the lost positions, the full-time, part-time and temporary faculty members are able to cover all required courses currently on the record.

Each faculty member completes a position description annually in consultation with the Department Chair. Most faculty are assigned to 16 semester credits of teaching per year, as well as allocations in research/scholarship, student advising and service.

Graduate faculty. All full time faculty in the architecture program are members of the graduate faculty. A member of the graduate faculty has the privileges of: serving as a representative to Graduate Council, participating in the election of a representative from his or her college graduate faculty to serve on the Graduate Council, voting on matters concerning the programs and regulations of the College of Graduate Studies, and serving as major professor of a graduate committee at any level. A graduate faculty member who has never chaired a graduate program committee (at UI or elsewhere) is required to enlist the assistance of a co-chair for his or her first graduate program committee.

Service learning fellows. Four faculty have been selected through a competitive, peer-reviewed application process and completed an intensive university service learning training program. University Service Learning Faculty Fellows come from diverse disciplines but all share an interest in creating the optimal learning environment for their students. Architecture faculty members Armppriest, Marshall, McClure and Teal have been awarded service-learning grants to support service-learning projects in design studio.

Faculty awards. A number of faculty members received awards or honors since the last accreditation visit. These include Bruce Haglund's 2009 honored as a Fellow in the American Solar Energy Society. Matt Brehm was awarded the 2005 Best in Show and the 2009 Jurors Award for the Design Communication Association. Kevin Van Den Wymelenberg received the Richard Kelly Lighting Award and the Nuckolls Fund Edison Price Fellowship. Bruce Haglund and Wendy McClure have received the University of Alumni Award for Excellence in Teaching, and five faculty members have been recognized as outstanding teachers by AIAS. Randy Teal and Frank Jacobus each won the Paul Windley Award from the College of Art and Architecture.

Qualifications: Full-time faculty members

Name and Academic Rank	Highest Degree	Discipline	License	Full-time experience		Professional Memberships
				FT Practice	FT Faculty	
Armpriest, Diane Associate Professor	M.Arch. M.L.A.	Architecture, Landscape Architecture		3	16	BTES SBSE
Brehm, Matthew Assistant Professor	M.Arch.	Architecture		12	8	Assoc. AIA
Haglund, Bruce Professor	M.Arch.	Architecture		0	27	SBSE, FASES Assoc. AIA
Hu, Xiao Instructor	Ph.D.	Architecture	RA (China)	5	6	CAS
Jacobus, Frank Assistant Professor	M.Arch.	Architecture	RA	7	2	BTES
Marshall, Anne Associate Professor	M.Arch.	Architecture	RA	10	20	SAH, IASTE, VAF, NAISA
McClure, Wendy Professor	M.Arch.	Architecture	RA	10	21	NCARB
McKibben, Sherry Associate Professor	M.Arch.	Architecture	RA	28	7	AIA, APA, ULI USGBC, NCARB, NTHP
Mead, Phillip Associate Professor	M.Arch.	Architecture	RA	5	15	AIA, SBSE, SAH, SLTBR
Montoto, Roman Assistant Professor	M.Arch.	Architecture		8	5	Assoc. AIA, NCARB
Teal, Randall Assistant Professor	M.I.Arch.	Interior Architecture		8	7	
Van Den Wymelenberg, Kevin, Assistant Professor	M.Arch.	Architecture		1	7	SBSE, ASHRAE, IESNA

Qualifications: Part-time and adjunct faculty members

Austin, Gary	MLA	Landscape Architecture				
Carper, Ken Instructor	MS. Civil Eng.	Architecture	RA		33	ASEE, ASCE, AEI, ICACI
Gorman, Thomas Professor	PhD	Wood Products Eng.	CE		21	FPS, NPC, ASEA
Graf, Elizabeth Assistant Professor	MLA	Landscape Architecture	RLA		3	ADPSR, IPA
Filler, Jeff	Ph.D.	Civil Engineering	PE			AITC, AFPA

Administrative faculty. The Department of Architecture and Interior Design bylaws require an elected Department Chair who serves for 3-6 years. The responsibilities of that position increased yearly, and in 2007-2008, the structure of the department was changed to help create a more workable alignment of responsibilities. The position of Architecture Program Coordinator was added to make the chair position more manageable. The Department Chair has a 45-50% administrative assignment and teaches two courses per year, and the Program Coordinator has a 20-30% administrative assignment and is relieved on one course per year. This has proven successful during the first two years; however, budget constraints and the loss of a faculty position may limit teaching relief for the Program Coordinator in future years.

There are also significant administrative responsibilities during summer; however, funding for a summer stipend was terminated in 2009. Since that time, the Chair has been paid for 6 – 8 weeks of work each summer using other revenue sources.

Adequate staffing. There is one full time administrative and faculty support staff for the department and a College financial technician who is assigned approximately 25% to support departmental responsibilities. The level of support is lean, but adequate to cover the basic administrative requirements of our department of 300 plus, but the department would benefit from additional administrative support for activities such as student academic advising.

Adequate tutorial exchange. The basic instructional assignment is two required courses per semester (typically one design studio and a lecture or seminar) with an appropriate number of office hours. Lower level studio courses meet for three hours, two days per week. Foundation studios in the first year have a maximum enrollment of 23 per section. Second Year Design Studio faculty members typically have at least two undergraduate or graduate teaching assistants per section of 25. The upper level studios in the undergraduate and graduate professional curriculum meet three hours per day, three days per week, with an average enrollment of 15-16 students (maximum 18). These enrollment ratios, together with scheduled office hours provide good opportunity for one-on-one interactions between students and faculty, especially in the professional program.

Appropriate loads in teaching and scholarship. Faculty members are committed to excellence in teaching, research/scholarship/ practice, service and advising. During recent years research productivity has increased, and departmental faculty lead the college in publications and funded research. This has become possible due in part to an effort to reduce teaching loads, an increased level of funding for travel in support of dissemination of research resulting from the institution of the student professional fee in 1998, and as a result of hiring high quality, productive new faculty. The current budget crisis may have an impact on this positive trend.

Distribution of effort. Each fall, faculty members develop their positions descriptions in consultation with the Department Chair with approval required at the Dean and Provost levels. Although the form has undergone some changes in recent years, it has continued to require a detailed breakdown of planned percentage allocations of time in the areas of teaching, scholarship and creative activities, advising and mentoring, extramural and university service, outreach and engagement, administration, advancement and professional development. The typical percentage for teaching is 65%-70%. Since the arrival of the permanent Dean in 2007, the emphasis on scholarship and creative activities has increased. His goal is to get all faculty to at least a 20% assignment in research. (See Table Below)

Summary of Faculty Workload Distribution

	Teaching		Scholarship		Advising		Service		Outreach		Admin	
Faculty Line	2004	2009	2004	2009	2004	2009	2004	2009	2004	2009	2004	2009
Armpriest 4828	67.5	30	17.5	7.5	7.5	7.5	7.5	10				45
Brehm 4830		70		18		5		7				
Bowler 4826 (R)	72.5		10		9		6					
Haglund 4820	50	67.5	15	14.5	9	10	6	5			20	2
Hu 4826		65		30		2.5		2.5				
Jacobus 4826		64		18		6		1				
Marshall 4833	75	65	15	20	5	7	5	7		1		
McClure 4822	65	65	11	18.5	8	6.5	16	10				
McKibben 4821	65	61	10	15	5	3.5	2	2	8	6	8.5	10
Mead 4823	57.5	45	17.5	14	10	6	15	5.5				27.5
Mullin 4832 (R)	70		15		12		2		1			
Montoto 4831		63.5		17.5		9		9				
Reese 4834 (R)	67.5		7.5		10		5		10			
Teal 4832		60		28		6		5		1		
Windley 4836 (D)	36.5		18.5		12.5		12.5				20	
Average	62.7	59.6	13.7	18.3	8.8	6.27	7.7	5.82	1.9	0.7	16.2	21.1

NOTES:

R Retired or resigned

D Deceased

Sabbaticals: McClure 2007-2008

Marshall 2004-2005 (pursuing PhD)

Leave: Marshall 2005-2006 (pursuing PhD)

Source: Faculty position descriptions 2004&2009

Faculty-student ratios for studios at all design levels. The program maintained faculty student ratios at all student levels through the time covered in this APR. One of the results of faculty cuts was a slightly higher faculty student ratio in Arch 253 (the first semester of Second Year Design) beginning in Fall 2009, but we have increased the number of graduate teaching assistants assigned to the course.

Studio type	Faculty : Student Ratio
Foundation Design (Art 121)	23 to 1
Second Year Design (Arch 253-254) (pre-professional studios)	25 to 1, plus 2 teaching assistants*
Upper Division and Graduate Design	15-16 to 1

Teaching evaluations. Student course evaluations are administered at the university level and conducted using the web. For each course, students are asked to rate instructor performance and course content on a 5-point scale (0 – 4). Instructors also have the options of adding questions selected from a long menu of options. Student evaluations are considered during the annual performance review process and during the third year, and promotion and tenure reviews. An example of the evaluation form is provided in the appendix. The data from these evaluations is summarized for the Instructor, Department, College and University levels. An example of the Department Report for Spring 2009 follows. It includes all the required questions for student evaluation. The University of Idaho response rate is reported to be somewhat less than 50%, down since the online evaluation system was implemented.

Course Evaluation Report for Architecture & Interior Design - Spring 2009

Question	A	B	C	D	F
What grade do you expect to receive?	232	156	22	2	0
What grade were you working to achieve?	361	48	2	1	0

Source: UI course evaluation summaries, Spring 2009

Student educational background and time-to-graduation. The seamless architecture program begins with a one-year, open enrollment segment devoted to satisfying the university's general educational requirements and preparatory courses for intensive study in architecture.

Admission to the pre-professional and professional programs is competitive. Upon completion of first year requirements, continuing or transfer students must apply to the pre-professional program. Applicants are screened on the basis of completion of the first year requirements and grade point average. Approximately sixty of the most qualified students (including transfer students) are selected for admission. After completing second year requirements, students

apply to the professional program. The application includes a portfolio, transcript and GPA review. At this point, the 45 most capable applicants are accepted. It is expected that the majority of students selected for the professional program at third year will be qualified for admissions to the graduate program if they continue to perform well in their classes. During the fourth year of the program, students apply to the Graduate School to complete the professional M. Arch Degree in Architecture. Successful applicants will have maintained at least a 3.0 GPA during their time in the program, and completed required coursework. The expected time to completion ranges from 5 – 6 years.

Retention Rates Per Year for New First-Year & Transfer Students

Year	New First-Year			Transfer Students		
	Entering	M. Arch	Percent	Entering	M. Arch	Percent
1997-98	47	11	23%	27	14	52%
1998-99	59	20	34%	28	18	64%
1999-00	71	16	23%	29	24	83%
2000-01	64	14	22%	25	16	64%
2001-02	76	15	20%	28	13	46%
2002-03	69	18	26%	39	23	59%

Source: UI Institutional Planning and Assessment

Average test scores and GPA for new freshmen are typically somewhat higher than for transfer students; however, the retention and graduation rates for transfer students are higher than students who enter the program as freshmen. This is not surprising as most transfer students are transferring into the pre-professional or professional program.

Average Test Scores for New First Year and Transfer Students

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Frosh	Trans	Frosh	Trans	Frosh	Trans	Frosh	Trans	Frosh	Trans	Frosh	Trans
Student #	76	30	63	27	65	29	68	29	63	27	77	39
HS GPA	3.42	3.30	3.50	2.97	3.54	3.38	3.37	3.31	3.29	3.42	3.34	3.38
Trans GPA		2.92		3.04		3.27		3.30		3.10		3.18
Act Comp	23	20	23	23	23	22	23	26	23	23	23	22
Act English	21	18	22	22	22	22	22	26	22	20	22	20
Act Math	24	22	25	24	24	24	24	26	24	25	24	23
Sat Comb	1142	1136	1088	1095	1110	1073	1111	1079	1078	1059	1095	1049
Sat Verb	558	551	533	541	544	541	541	524	533	516	545	513
Sat Math	589	585	568	554	573	550	574	555	549	543	560	536

Source: UI Institutional Planning and Assessment

Significant problems. The reduction in the university budgets is beginning to have significant impacts on all academic programs at the university. One unfilled architecture position was lost permanently starting in FY 2009, and an unfilled interior design position was lost under similar circumstances. Other programs have also cut courses required by our students. Some of these reductions in resources have been accommodated through curricular changes and with temporary funds; however, there is some concern that any further cuts could result in either increased teaching loads or a more restrictive admissions policy for the near future.

3.7 Human Resource Development

Human resource development opportunities. The architecture department regards its faculty as its foremost resource and considers their diverse views to be a great value and strength. It is also of utmost importance to provide courses that meet program requirements and at the same offer a varied palette of choices for our students both in the studio and in the classroom.

At the departmental level, we use the strategic plan to guide decision-making and the allocation of resources. Under the section entitled “Departmental Organization”, the goal and selected objectives are address human resource development. (See 1.4 for complete strategic plan)

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.

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.

Faculty travel has been supported during each year since the last accreditation, with an annual allocation of up to \$1,500 to support faculty travel to disseminate research and scholarly work. Travel support is reduced to \$1,000 from the Department during FY 2009, but we expect it will return to at least \$1,500 when the economic climate improves. The Dean’s Excellence fund has also been available to provide support for travel since the college was restored. The University also provides funding for competitive seed grants and some support for faculty who are pursuing grants or contracts.

The university also provides workshops for faculty staff and administrators, especially in areas of assessment and student advising and support. There are also annual new and/or continuing administrator workshops, and the department has access to experts from across campus for in-house training.

There are also a number of opportunities provided for students in addition to scholarships identified later in the report. The department provides up to \$600 per professional level studio per semester to support fieldtrips and other studio related activities. The program also has provided financial support to offset the cost to student members of AIAS who attend Forum or Grass Roots. In addition to departmental support, the program has found some success in gaining support from architectural firms or industry to support design studios. The Seattle architectural firm of Collins Woerman offered a competition that provided cash prizes, air travel

to Seattle and an opportunity to intern with the firm. Even more valuable was their generosity as design critics and resource people for all the students in studio.

The Idaho Concrete Masonry Association has sponsored a student design competition for almost forty years, and annually provides students with tours of the manufacturing plant, technical support, a banquet and cash prizes.

Last year, two students were given the opportunity to work with a firm in Costa Mesa California (Southcoast Architects) for a week on a competition for a visionary house. Travel, room and board were paid for by the firm. The college also supported two graduate students to attend the AIA convention in San Francisco.

Programs and lectures. The annual departmental lecture series budget ranges from \$10,000 – \$15,000, per year, funded by student professional fees, endowments and sponsor fees. The annual lecture series is generally organized around a theme, and organized and run by new faculty members and students with departmental staff support. Guest lecturers are drawn from the regional, national and international arena and include a balanced mix of academicians and practitioners. The range of topics and speakers is diverse and in recent years has included philosophers, product designers, interior designers and sustainability experts as well as architects. Speakers are typically brought in to a studio for a class discussion, class critique or individual desk crits during their visit. In addition to this, since Washington State University is only 8 miles away, our students and faculty are welcome to attend their lectures. For higher priced speakers, the two programs pool resources to stretch resources. (see Perspectives)

Lectures: Department of Architecture and Interior Design

Note: The following speakers also acted as guest critics for studios.

2008-2009

- Juhani Pallasmaa, Architect and Author, Helsinki, Finland
- Larry Speck, Architect, University of Texas
- Kathryn Anthony, Architect, Univ. of Illinois
- Lara Swimmer and Robert Zimmer, Seattle
- Dan Rockhill, Architect, University of Kansas
- Anna Maria Orru, Architect, London

2007-2008

- Marlon Blackwell, Architect, Univ. of Arkansas
- Susan Szenasy, Editor in Chief, Metropolis Magazine
- Drew Dalton, Philosopher, St. Anselm College
- John Enright, Architect, Columbia University
- David Orr, Environmental Activist/Designer, Oberlin College (Joint Sponsored with Washington State)
- Dan Rockhill, Architect, University of Kansas
- Albert Borgman, Philosopher, University of Montana
- Anna Klingman, Architectural Branding Consultant, Klingman Branding Architectural Development
- Rich Dallum, Architect, NBBJ Architects

2006-2007 Social Responsibility and Innovation

- Thomas Hylton, Journalist, Author of *Save our Land, Save our Towns*
- David Leatherbarrow, Architecture Theorist, Univ. of Pennsylvania
- Dalibor Vesily, Architecture Theorist, Cambridge Univ.
- Alberto Perez-Gomez, Architecture Theorist, McGill University
- Susan Roaf, Designer, Environmental Activist, Oxford-Brookes University
- Hubert Dreyfus, Philosopher, Univ. of California Berkeley
- Sim Van Der Ryn, Architect, Univ. of California, Berkeley
- Jose Ramon Alcala, University of Castilla
- Brook Muller, Architect, Univ. of Oregon
- Ken Radtkey, Architect, Blackbird Architects
- David Cook, Behnisch Architekten
- Lars Uwe Bleher, Atelier Markgraph

2005-2006

- Eva Matsuzaki, Architect, Matsuzaki Architects
- Carol Ross Barney, Architect, RBJ Architects
- Ryiaa Suchecka, Architect, NBBJ Architects
- Marta Male-Aleman, Architect, ReD research + design
- Robert Ivy, Architect, Editor in Chief, Architectural Record
- Clemente Garay, Architect, Spain
- Robert Zimmer, Architect, Zimmer Architect
- Ali Rahim, Architect, Univ. of Pennsylvania
- Kyle Gaffney, SkB Architects

2004-2005

- Carlos Martinez, Architect, Gensler Architects
- Harry Wolf, Architect, Wolf Architecture
- Hani Rashid, Architect, Asymptote
- Mark Sexton, Architect, Krueck and Sexton
- Will Bruder, Architect, Will Bruder Architect
- Randall Stout, Architect, Randall Stout Architects
- Hernan Diaz Alonso, Architect, Xefirotarch
- Jesse Reiser, Architect, Reiser+ Umemoto
- Serge Appel, Architect, Cook and Fox

Idaho Design Lab Energy Education Series, Boise

See: <http://www.idlboise.com/node/10>

Note: These lectures are also available on DVD.

2008-2009 Education Series

- Shaping Architecture: Building Form and Daylight Performance. Chris Meek.
- Everything you ever wanted to do with a dimming ballast, but were afraid to try: Research from NRC. Guy Newsham.
- Energy Modeling Vs. Reality. Micah Allen

- Informed Architecture: Modeling and Measuring the Ecological Performance of the Aldo Leopold Legacy Center. Mike Utzinger
- Beyond Getting to 50. Dave Hewitt
- Case Studies in Commissioning – The Challenge of Making Stuff Work. Kevin Van Den Wymelenberg & Brad Acker
- Building Information Modeling and Performance-Based Design. Chuck Eastman.
- Re-Envisioning the Contemporary Hospital Experience: Looking to Northern European Models for High Quality Environments and Energy Efficiency. Heather Burpee
- Ways to Improve and Maintain Building Performance. Jim Volkman

2007-2008 The Evolution of Building Design and Local Success Stories

- Design Synergies and Casestudies. Doug Bors
- Integrated Design Process. Doug Bors
- Net Zero Commercial Buildings: What Needs to Change? David Eijadi
- Rethinking Building Commissioning: What has Guideline 0 Got To Do With It? Walter Grondzik
- Field Study of Daylight Sensing Controls: What Works and What Does Not!. Abhijeet Pande
- Energy Programming and Integrated Design. Mike Hatten
- Idaho Central Credit Union - High Performance in Pocatello. Steve Christensen, Geoff Johnson, Mike Wisdom
- The Low Cost of High Performance. Gary Christensen, Ken Baker
- An Idaho Natural Ventilation, Natural Cooling Casestudy. Dr. Ery Djunaedy, Steve Pavlick
- Getting to 50. Mark Frankel
- Advanced Building Guidelines. Terry Egnor
- Energy Conservation in the Grocery Industry. John Bernardo
- Investing In People: The Human Benefits of Sustainable Design. Dr. Judith Heerwagen

2006 - Advanced Heating Strategies for Small Buildings

- Solar & Thermal Technologies and Applications. Gene Johnson
- Thermal Comfort in the Heating Season. Stephen Lee
- Passive Design and Carbon Emissions. Bruce Haglund

Selected Washington State University Lectures

- Noam Chomsky, Massachusetts Institute of Technology
- Karsten Harries, Yale University
- Pugh and Scarpa, Architects, Santa Monica
- Kierien Timberlake Architects, Philadelphia
- William Morrish, Univ. of Virginia
- Annie Han and Daniel Mihalyo

AIAS Workshops

The American Institute of Architects Students from the University of Idaho and Washington State team-up every year to sponsor workshops, including Mike Lin of Kansas or Howard Linton of George Mason University.

Borah Symposium for the Promotion of World Peace

For over fifty years, the Borah Foundation has sponsored an annual program on the general theme of the causes of war and the conditions necessary for a lasting peace. The topics of these programs and their organization selected by a University of Idaho faculty-student committee, and the Director of the Martin Institute also provides organizational and logistic support to the committee.

- **2009** Building Health Through Building Peace
 - Keynote. Dr. Gro Harlem Brundtland, Former President of Norway
- **2008** Balancing Peace and Justice
 - Keynote: F. W. DeKlerk, President of South Africa
- **2007** Women, War and Peace
 - Keynote: Mary Robinson
- **2006** Resource Wars
 - Keynote, Dr. Jarod Diamond, Geographer
- **2005** Voices of Peace
 - Keynote, Cody Williams, Nobel Peace Laureate

Public Exhibitions

The College of Art and Architecture supports three galleries: The Prichard Art Gallery in downtown Moscow, Ridenbaugh Gallery and the Reflections Gallery in the UI Commons. The downtown Prichard Art Gallery exhibits international, national and regional artists as well as art graduate shows and faculty exhibitions. The gallery is partially funded by the Idaho Commission on the Arts and regularly exhibits nationally recognized artists and architects for month-long shows, as well as sponsoring the annual Faculty Exhibition in which architecture, art, landscape architecture and virtual technology faculty regularly participate. The Ridenbaugh Gallery shows mostly student work for midterm, thesis and end of the term architecture critiques. The gallery also shows regional artists. The Reflections Gallery in the Idaho Commons Student Center shows Students, Alumni and Faculty exhibitions.

Prichard Gallery Exhibition Schedule

2009 Exhibition Schedule

- College of Art and Architecture Faculty Exhibition
- Lanny Bergner & Surel Mitchell
- WeekSpot: The Quay Brothers
- MFA Thesis Exhibition
- CAA Graduating Seniors Exhibit
- WeekSpot: Erik Oh

2008 Exhibition Schedule

- Prichard Benefit Auction
- BAM Triennial And IJC exhibit

- MFA Thesis Exhibition
- CAA Graduating Seniors Exhibit
- Lara Swimmer and Robert Zimmer: Topographies in Built & Natural Landscapes
Note: A collaboration between an artist, architect, the Prichard and senior students from art and architecture departments.
- Over the Edge, Woodturning into Sculpture
- Margot Quan Knight & Sally Graves Machlis

2007 Prichard Art Gallery Schedule

- WeekSpot, International Media Art Exhibition
- William Kentridge: Works on Paper and IJC Sheet Music exhibit
- WeekSpot, Samantha DiRosa, Mapping Meg Ryan, Gaze Study
- MFA Thesis Exhibition
- CAA Graduating Seniors Exhibit
- Million Bead Project
- Shantelle Scott Memorial Scholarship Fund Benefit Auction
- Scott Fife: The Idaho History Project and Gerrit van Ness: Evening News
- Brian Oglesbee: Water Series
- Finn Riggins & Joe Stengel Sound & Light Show
- College of Art and Architecture Faculty Exhibition

2006 Exhibition Schedule

- WeekSpot, Nextframe Festival
- Art Auction and Exhibition
- Woodturning on the Edge and Gerry Mulligan Drawings & Lyrics
- WeekSpot, Belief
- MFA Thesis Exhibition
- Idaho Commission on the Arts, Fellowship Exhibition
& Marie H. Whitesel Retrospective
- Lesley Dill
- WeekSpot, Phillip Warnell: Host Nathan Orosco and Stuart Larson
- Art, Design and Architecture Faculty Exhibition

2005 Exhibition Schedule

- Cesar Pelli
Women of Jazz
- UI Art, Architecture and Design Faculty Exhibition
- MFA Thesis Exhibition
- LK1- Gallery artists from the Lorinda Knight Gallery, Spokane
- Boise Art Museum, Idaho Triennial 2005
- WeekSpot, Bill Morrison, *Decasia*
- Richard Buswell: Silent Frontier and John Pfahl: Extreme Horticulture
- Art, Design and Architecture Faculty Exhibition

2004 Exhibition Schedule

- The Whole Salmon
- Recent Works: Rick Bartow, Joe Feddersen, James Lavadour

- Marie Watt & How the Ink Feels
- BSU Faculty Exhibition
- Henry Stinson
- The Vanishing: Re-presenting the Chinese in the American West
- Hung Liu, Rene Yung and Photographs by Pok Chi Lau

Student Support Services

Individual students and student organizations are assigned faculty members for academic advising with each faculty assigned 35 – 45 students undergraduate students. The Architecture Program Coordinator has a higher load that includes advisees plus prospective and incoming freshmen. Diane Armpriest and Bruce Haglund advise prospective and incoming transfer students and Bruce Haglund works with prospective new M.Arch. and M.S. students. After graduate students enter the program, advising is handled by the major professor.

Student organizations select their own advisors: invites a faculty member to serve as advisor: Diane Armpriest served as AIAS advisor until 2008, and Phillip Mead continues as their advisor, and Frank Jacobus serves as advisor for Freedom By Design.

Career guidance is handled in a number of ways. Students frequently consult with their academic advisors or professors. In addition, there are opportunities for students to meet with members of the college advisory council or representatives of firms who participate in the AIAS sponsored job fair and are able to discuss their portfolios and resumes with these practitioners.

The University of Idaho Career Center also sponsors a Career Fair in the Fall and Spring, and has an internship coordinator on staff. They have also begun an initiative that will help departments that provide credit for internships. Sherry McKibben at the Boise IURDC informally works with local firms to identify potential internship positions.

Field trips and other off-campus activities Each faculty member has been allocated \$600 per semester in support of professional program studio field trips with typical destinations in urban areas in the Northwest (Seattle, Portland, Spokane and Boise). There have also been occasional field trips farther afield: San Francisco, Los Angeles, Phoenix, Chicago and Philadelphia. There are also seminars and week-long field trips to New York and Mexico City. Courses with required field trips are identified in course descriptions.

The program also provides students with real world urban design projects in cities like Boise, Spokane, Seattle or Portland, and community design projects in rural settings. Fourth year studios often take on community design opportunities in the small rural towns in Idaho, Washington, or Oregon, and regularly team architecture students with landscape architecture students for at least half a semester. Two study abroad programs in Rome and London are described in Section 3.13.

Student organizations. From the university to program level, architecture students are very involved in student government and organizations, and professional organizations. Since 2007, six architecture students have been elected to ASUI positions as listed below.

Vice President	Ashley Cochran	2009-2010
----------------	----------------	-----------

Senator	John Rock	2008-2009
Senator	Dakota Gullickson	2008-2009
Senator	Kirstin Cummings	2007-2008
Senator	Caroline Souza	2007-2008

The Idaho American Institute of Architect Student (AIAS) chapter and the offshoot Freedom by Design have been very active in recent years. Last year nearly 25% of the architecture students were members of AIAS. The group meets regularly and focuses on supporting student learning opportunities. Officers regularly participate in the department's bi-weekly meetings and are have taken on the challenge of educating the department leadership on "Studio Culture" issues. In the last two years, the organization has won two awards - one national and the other at the university. Nationally, in 2008, AIAS won the 2030 Challenge for best "No Coal" film. Additionally, the Freedom by Design group won the university's New Student Service Organization award.

The organizations reach beyond the Idaho border and involve Washington State students whenever possible. For the last two years, the organizations met on the grid-iron in a football face-off. Less competitively, last year, AIAS teamed-up with WSU to revive the Beaux-arts Ball held in the Old Moscow High School. They also collaborate on graphics workshops with Mike Lin and Harold Linton.

Faculty appointment process. Tenure-track faculty appointments are made after national searches. Candidates must possess a professional degree in architecture as well as a Master's Degree in architecture or related field and significant experience in professional practice, research and/or teaching. Desired qualifications include professional registration and a post-professional masters or doctorate.

Promotion and tenure. The University, College and Department have Tenure and Promotion guidelines that set the expectations for faculty teaching, research and service obligations. The University of Idaho Faculty Staff Handbook sets out the process for annual performance evaluations and position descriptions, third year reviews and tenure and promotion, and are found at <http://www.webs.uidaho.edu/fsh/3520.html>. The department chair and the dean evaluate the performance of each faculty member annually based on performance expectations set out in the annual position description. At the middle of the third year, new faculty have a mid-tenure review, including evaluations by a department committee, the department chair and this review helps prepare new faculty for the promotion and tenure in their sixth year. Candidates applying for advancement in rank are reviewed by departmental faculty of higher rank and by at least three external reviewers. All candidates for promotion and/or tenure are required to submit a portfolio of work and statement for external peer reviewers and the departmental and college level reviews. The University Committee reviews all documents except the portfolio of work.

The College adopted promotion and tenure criteria (1991?) are used in the evaluation process and the department has a supplementary "Research and Creative Activity" guide that describes acceptable modes of research and dissemination. Research and creative activity models include: Pedagogical, Studio, Applied Design Research, Design Practice, Empirical, Theory/History, and History. These documents are included in the appendix. Expectations for faculty performance have become more rigorous over the years and because college and

departmental criteria have been in place for a number of years, they are slated for review in the next year. In preparation for changes, and in response to the expectations set forth by Dean Hoversten, the Department of Architecture and Interior Design has initiated a study of peer institutions, including the report of the ACSA Task Force on Peer Review Venues, and is looking forward to working with faculty from other programs in the College to update the criteria.

Faculty development opportunities. The university, college and department provide opportunities to further faculty development by providing sabbatical opportunities, seed grants and college excellence travel grants. However, the department provides the most reliable funding for travel in support of dissemination of research and scholarship.

The university provides seed grants which is designed to help the research agendas of new faculty and existing faculty. The objectives of the UI seed grant program are to promote research and creative activities in all branches of learning that will attract outside funding, and which will result in publications, patents, or exhibitions/performances where appropriate. Preference is given to newly hired faculty members, and the council particularly encourages proposals that cross disciplinary lines. Further information can be found at <http://www.webs.uidaho.edu/fsh/3520.html>

Frank Jacobus was awarded the UI Seed Grant in 2008.

The college also provides support for dissemination through competitive applications to the Dean's Excellence Fund. Awardees receive up to \$1,500 to help defray travel costs to present their research at a promising venue, and are expected to present their research to members of the college faculty at a brown bag lunch. The Dean's Excellence Fund was also used to match departmental funds to co-sponsor the 2009 National BTES Conference: Assembling Architecture held in Albuquerque, NM this past August.

At the department level, each faculty member may apply for \$1,200-\$1,500 to support travel related to research. See Section 3.10 Budget, for further details.

Listed below is evidence of faculty who have utilized the College Excellence Funds and department funds to defray costs for travel.

Funded faculty travel in support of research and scholarship.

Name	Conference Supported	Year
Diane Armpriest	BTES Conference, Albuquerque, NM	2009
	Eco-Architecture Conference, New Forest, UK	2006
	Building Technology Educators Symposium, College Park, Maryland	2006
	ACSA NW Regional Conference, Vancouver, BC	2004
	SBSE Retreat	2004
Matt Brehm	DCA Biannual Conference; Marietta, GA	2009
	EAAE / ARCC Biannual Conference; Copenhagen, Denmark	2008

	Design Communication Association Biannual Conference Muncie, IN	2007
	International Conference on the Beginning Design Student; Savannah	2007
	International Conference on the Beginning Design Student; Ames, IA	2006
	Design Communication Association Biannual Conference; Bozeman, MT	2006
Xiao Hu	ARCC Conference in San Antonio, TX	2009
	ACSA Central Conference in Waterloo, Ontario, Canada	2007
Frank Jacobus	PLEA Conference, Quebec City, Canada	2009
	ACSA National Conference, Portland, Oregon	2009
	ACSA Regional Conference, Los Angeles, California	2008
	ILA Regional Conference, Lewiston	2008
Bruce Haglund	The Oxford Conference, Oxford England	2008
	Architectural Research Centers Consortium Conf. Dublin, IE	2007
Anne Marshall	IASTE Oxford, UK	2008
	Marion Dean Ross Chapter SAH, Tacoma, WA	2008
	(CIHA), Melbourne, Australia	2008
	Marion Dean Ross Chapter, SAH, Corvallis, OR	2007
	Popular Culture Association/American Culture Association, Boston	2007
	Vernacular Architecture Forum, New York City	2006
	IASTE, Dubai, UAE	2004
Wendy McClure	Vernacular Architecture Forum, Bozeman, MT	2009
	Marion Ross Chapter SAH, Tacoma, WA	2008
	International Seminar on Urban Form (ISUF) Ouro Preto, Brazil	2007
	Marion Dean Ross Chapter, Moscow, ID	2006
	Association of Collegiate Schools of Planning (ACSP) Ft. Worth, TX.	2006
	International Seminar on Urban Form (ISUF), International Network of Traditional Building Architecture and Urbanism (INTBAU) and The Princes Foundation, London	2005
	Pacific Northwest American Studies Association (PNWSA)	2004
Phillip Mead	EDRA, Veracruz, Mexico	2008
	World Health and Design Congress in Glasgow	2007
	World Health and Design Congress in Frankfurt	2005
	National Conference of the Beginning Design Student, Hampton, VA	2004
Roman Montoto	Design Communication Association Conference. Marietta, GA	2009
	Conference of Film and History, Chicago	2008
	Knowledge, Culture and Change in Organizations, Cambridge, UK	2008
	Conference on the Beginning Design Student. Atlanta	2008
	Design Communication Association, Muncie Indiana	2007
	Conference on the Beginning Design Student, Savannah	2007
	ACSA Northeastern Regional Conference, Quebec City	2006
	ACSA Central Regional Conference, Detroit	2005
	Design Communication Association, Bozeman, Montana	2005

Randy Teal	ACSA National Conference Portland, Oregon	2009
	ARCC National Conference Eugene, Oregon	2008
	ACSA National Conference Houston, Texas	2008
	Society for Existential and Phenomenological Theory + Culture, Vancouver	2008
	Intl Assn for Envi. Philosophy Conference. Eugene	2008
	Planetary Collegium's IXth International Research Conference, Vienna	2008
	Symposium: Creating an Atmosphere, Grenoble	2008
	Society for Existential and Phenomenological Theory + Culture, Saskatoon	2007
	ACSA West Regional Conference, Los Angeles	2006

Sabbaticals and unpaid leave. Two faculty members were awarded sabbaticals since the last accreditation visit: Wendy McClure in 2007 -08 for one year to study railroad town development, and Anne Marshall in 2003-2004 to pursue her PhD at Arizona State University. Anne was granted an additional unpaid leave to continue her work during 2004-2005. Sabbaticals are competitive and the policies regarding it can be found in the Faculty Staff Handbook at <http://www.webs.uidaho.edu/fsh/3720.html>

How faculty remain current in changing demands of practice and licensure. There are several avenues for faculty to pursue current knowledge of the changing demands of practice. Many faculty members are able to stay abreast of developments that affect professional practice through research efforts in specialty areas such community design, adaptive reuse, visualization techniques, thermal comfort, housing, urban planning and design, and sustainability. They present their findings and work at national and regional conferences and conventions where they are also able to learn from others.

Boise faculty member Sherry McKibben engages in the critical practice of architecture through her work with McKibben-Cooper Architects. The firm has won several regional awards, and she has been invited to present their work at the National Green Building Conference. Regionally recognized practitioners are also regularly employed as temporary faculty at the IURDC in Boise.

In Moscow, it more difficult to be actively engaged in practice, so most faculty attend all the departmental lectures, participate in design juries at WSU and other universities, take students on visits to prominent northwest architecture firms. In addition, there are twice-yearly meetings with members of the CAA Advisory Board that is comprised of leading professionals from the western U.S. First, the Program Lecture Series outlined above regularly exposes the department to an array of leading professionals.

A number of faculty members are also active in professional organizations such as AIA, USGBC, ACSA, SBSE, and BTES. Program coordinator Mead is a member of the Idaho State AIA Board, and every spring, the annual board meeting in Moscow is schedule to coincide with Graduate Student Critiques. This works both ways as it allows the program to get direct feedback from practitioners on the quality of student work and it's applicability to the profession. (See 3.2 Self Assessment Procedures

Those faculty members who are AIA members are required to participate in AIA/CES program, and the Department of Architecture is an official AIA/CES provider. Bruce Haglund's involvement in projects such as Agents of Change and Tool Days is helping to transform the way architecture is practiced, taught, and evaluated.

3.8 Physical Resources

Facilities. The majority of the architecture program facilities are located on the Moscow Campus; however, there are two educational, research and outreach facilities in downtown Boise.

Main campus, Moscow. In Moscow, the architecture program facilities are strategically located in the heart of campus. Students, staff, faculty, and resource centers are housed in six buildings. Two gallery spaces, three critique spaces, a technical shop, design resource center, and computer studio also supports department and college units. The buildings are sited near the university classroom center, the library, administrative offices, recreational facilities, and the University Commons.

- Art and Architecture South is the home of the office of Department of Architecture and Interior Design, and the public face of the Architecture Program. It houses third, fourth and graduate studios where students are assigned individual workstations. Many of the faculty offices and the AIAS office are located in this building as well as art classrooms.
- First and second year studios are located in Art and Architecture North. The beginning students are provided with “hot desk” space and individual lockers. AAN and AAS are adjacent to each other and connected by enclosed walkways.
- The technical shop is located in the AAN Annex along with a multi-media critique space.
- Art and Architecture houses one architecture studio and a College seminar room. It also is home to the college, programs in Landscape Architecture, Bioregional Planning and the office of the Department of Art and Design
- Art and Architecture Interior Design (AAID) houses interior design studios and faculty offices.
- Ridenbaugh Hall: galleries and critique spaces

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

Computer studio. The Computer Studio provides technology resources for students who are majoring in architecture, interior design, landscape architecture or virtual technology and design. It is typically open 8:30 a.m. to 9:30 p.m., Monday through Friday, and a minimum of four hours per day on the weekends. Late passes are available to students who need to work in the studio after-hours.

Students have access to the tools and resources they need for classroom and studio projects, including the latest software applications and related hardware often utilized in the industry. Students learn how to incorporate computer technology into their design process and they gain valuable firsthand practice in the technologies they will use frequently in their professional careers.

Software

CAD (Computer Aided Design) – AutoCAD Architecture (Autodesk), Revit Architecture (Autodesk) and Civil 3D (Autodesk)

Modeling/Animation – 3DS Max (Autodesk), 3DS Max Design (Autodesk), Rhino (McNeel North America), Google Sketch Up
Image Editing – Photoshop (Adobe)
Page Layout – Illustrator (Adobe)
Document Layout – InDesign (Adobe)
Video/Web Development – Premiere Pro, Video Editing (Adobe); Encore, DVD Development (Adobe); Soundbooth, Audio Editing (Adobe); Flash Professional (Adobe); After Effects (Adobe)
Document Output – Acrobat Professional (Adobe)
Geographical Information Systems (GIS) – ArcGIS
Virtual Real-Time Environments – Torque Game Engine (GarageGames), Torque Game Engine Advanced (GarageGames), VirTools (Dassault Systèmes). Second Life (Linden Labs)

Hardware

Computers – Workstation level computers using Windows Operating system. Workstation hardware is determined by the software it supports.
Digitizers – 2D Digitizer and 3D Digitizer
Scanners – Multiple flatbed scanners including 11x17" platen transparency support for slides and other transparent original media)
Printing – Three large format printers (two supporting 36" wide media, one supporting 24" wide media)
Laser Printers – 10 laser printers
Digital Projection – 6 permanently mounted digital projectors located throughout the college, 4 portable projectors available for checkout by faculty, staff and students.
Workspaces – 9 notebook workspaces enabled with a 19" flat-panel monitor, power and 100 mbit network connection.

Changes in facilities. At long last, the much-anticipated health and life-safety improvements to Art and Architecture South are in progress and scheduled for completion in October 2009. The building, originally constructed as armory in 1904, has seen numerous changes over the years, and has been the home of the architecture program since the 1970's. The project includes a fire sprinkler system, egress upgrades, elevator improvements and other code-related updates. In addition, major structural upgrades were made to the aging roof trusses, along with insulated roof panels and a new roof. The cupola, removed many years ago, was replace and transformed into a mechanically controlled exhaust-air system that should greatly improve comfort.

The College is currently raising funds for the proposed Interdisciplinary Studio Complex that will embody the forward-thinking, regenerative, studio-based design philosophy that drives the College of Art and Architecture. The complex is conceived as a flexible indoor/outdoor learning space that emphasizes three components:

- Multidisciplinary design and construction of rapid prototypes
- Integrated teaching, learning and research
- Community outreach

The complex will be a series of enclosed spaces incorporated into a working garden. The building will highlight regenerative design through the use of low technology and high-performance design. Emphasis will be placed on a low carbon footprint, daylighting, renewable energy, green roofs, reduction of storm water runoff, recycling of water and other resources, and other sustainable design practices.

The complex will include studio and lecture classrooms, as well as space for construction of small and large projects, tool and equipment storage, faculty offices and research studios.

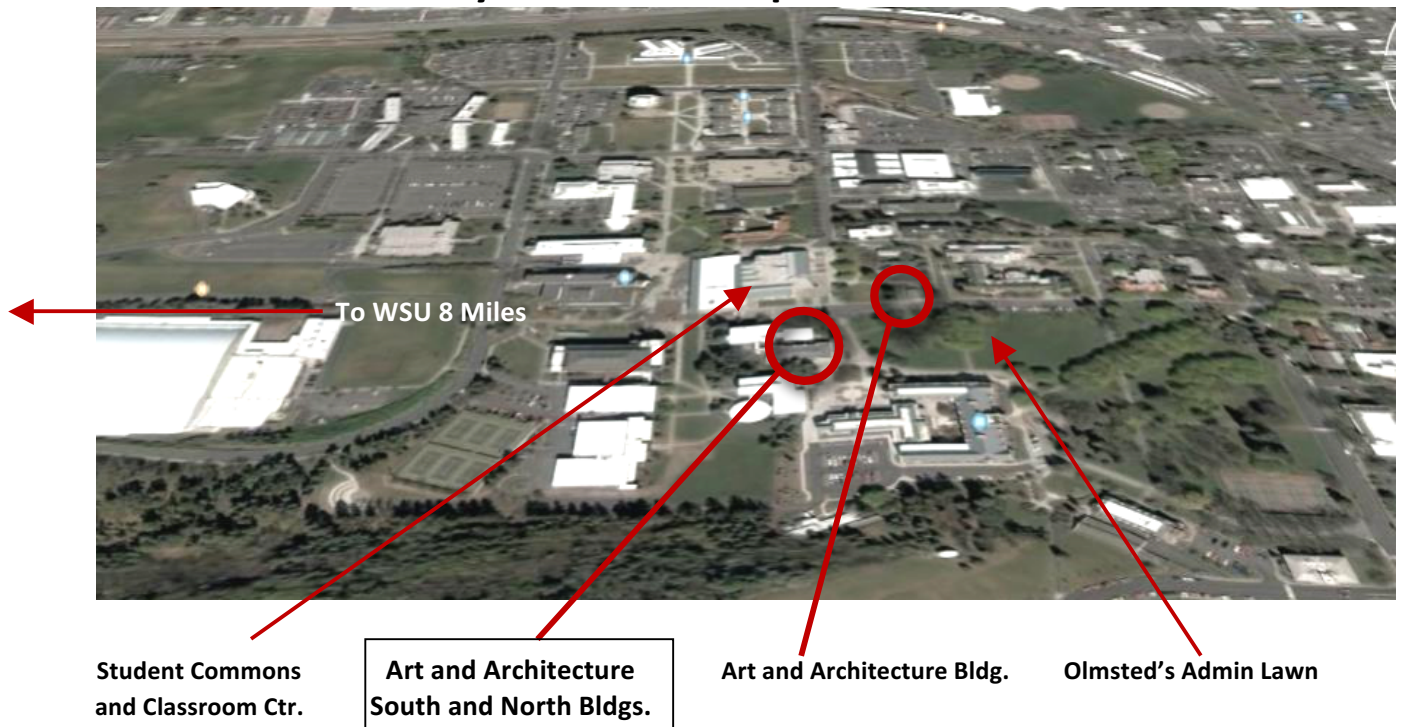
Need for improvements. The College Facilities Committee has identified the need for additional space to accommodate the growth of all programs. With the construction of the new Interdisciplinary Design Studio Complex, and subsequent shifting of space, most college space needs can be accommodated. Upon completion of the complex, the architecture program would gain at least one design studio space, improved shop facilities, a location for storage of and access to an expanded material resource collection, additional faculty office space and archive storage.

Boise facilities. The Department of Architecture has had a physical location in Boise since 1998. The original location of the IURDC was in a warehouse space near downtown Boise; however, it was re-located to the new University of Idaho Water Center in Fall 2008. The new facility includes a studio space for up to 24 student workstations, a critique space and faculty office. The interior build-out was recently LEED Certified. There is also access to other university resources previously unavailable to Boise students, including a shop, classrooms, and IT services.

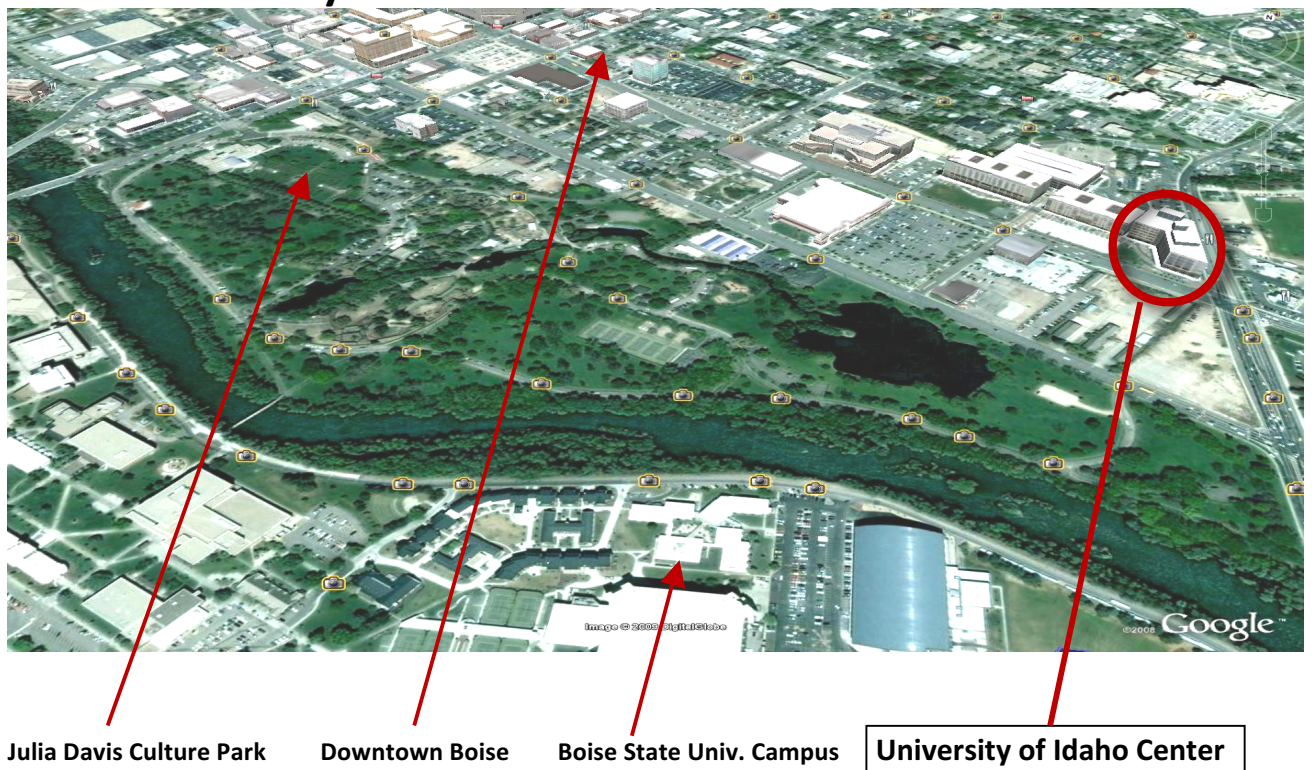
The integrated Design Lab was established in 2004 and is located in a storefront in the heart of downtown Boise.

Moscow and Boise Campus Contexts

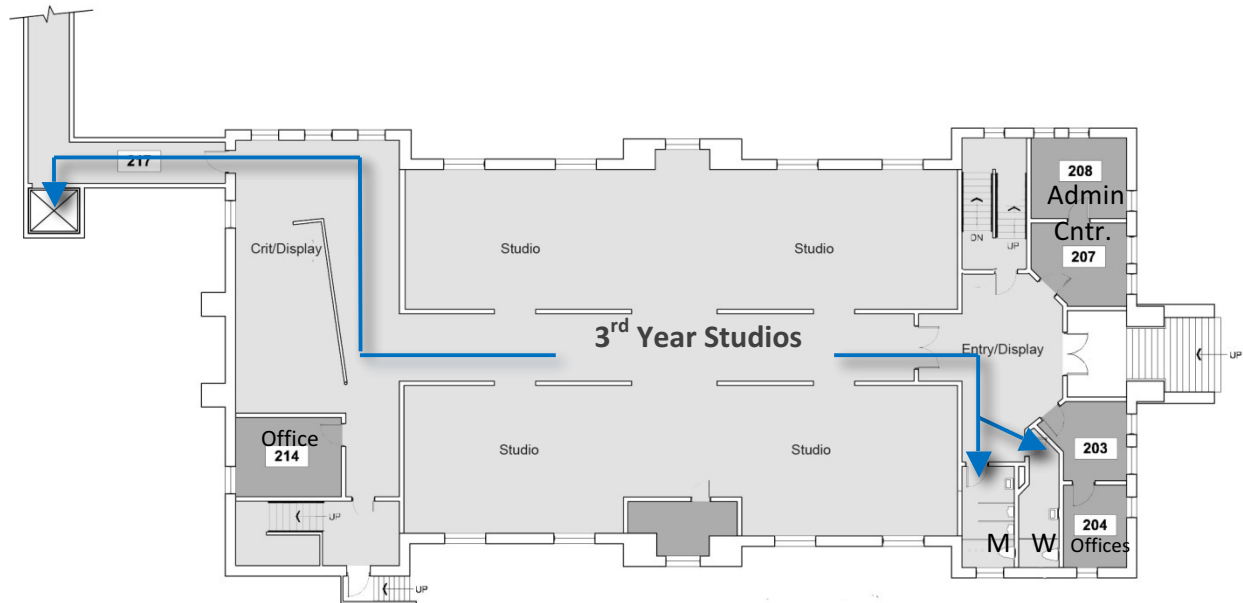
Moscow: University of Idaho Campus



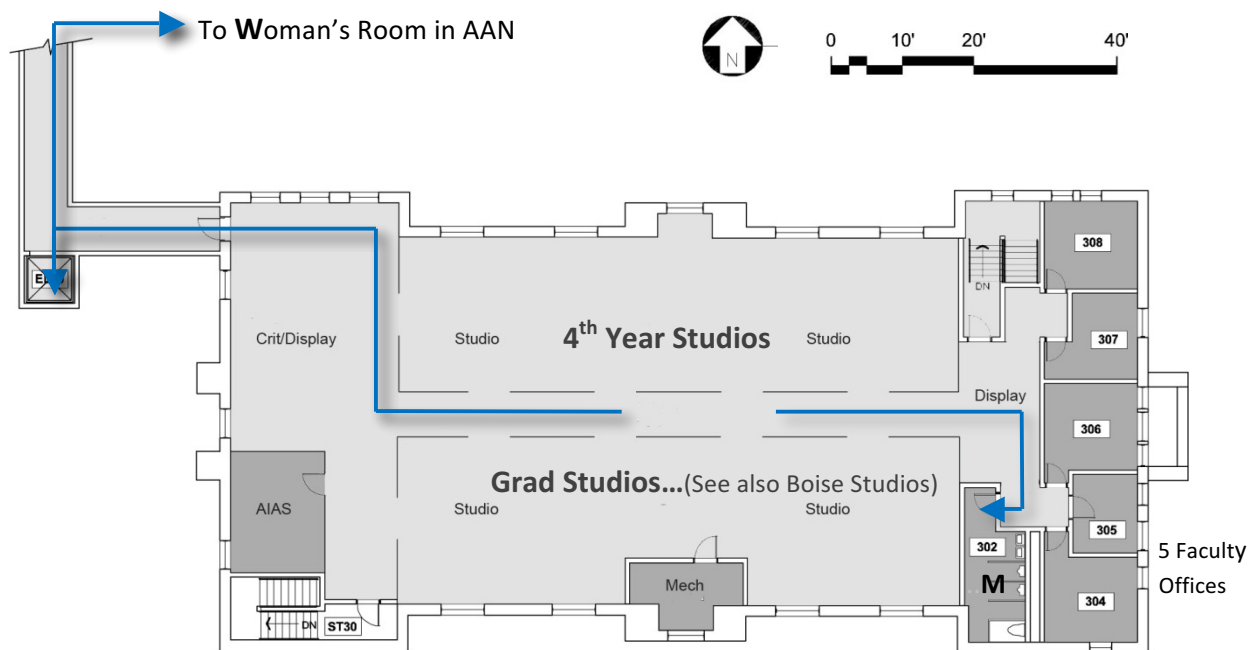
Boise: University of Idaho Center Context



Art and Architecture South Building

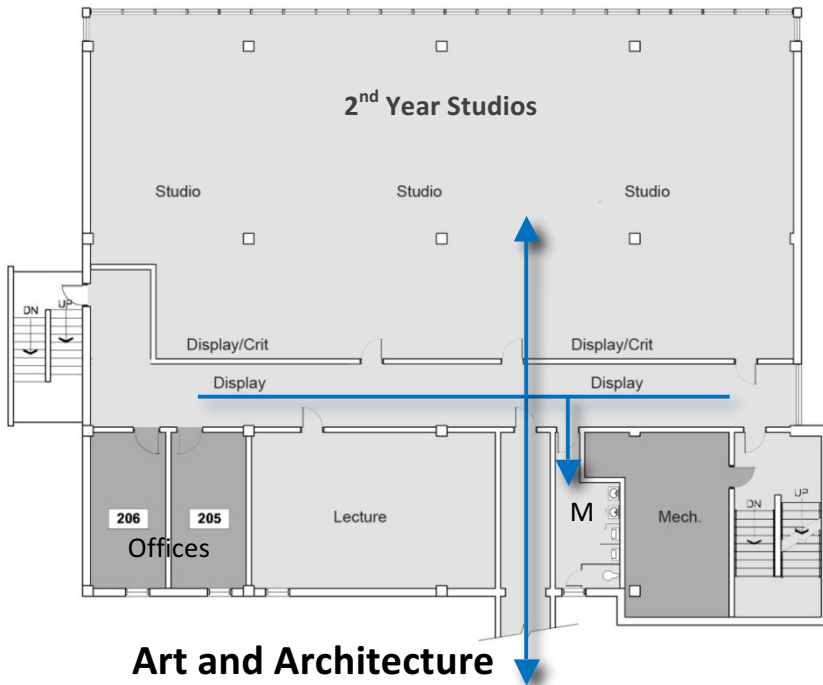


Art and Architecture South 2nd Floor



Art and Architecture South 3rd Floor

Art and Architecture North Building



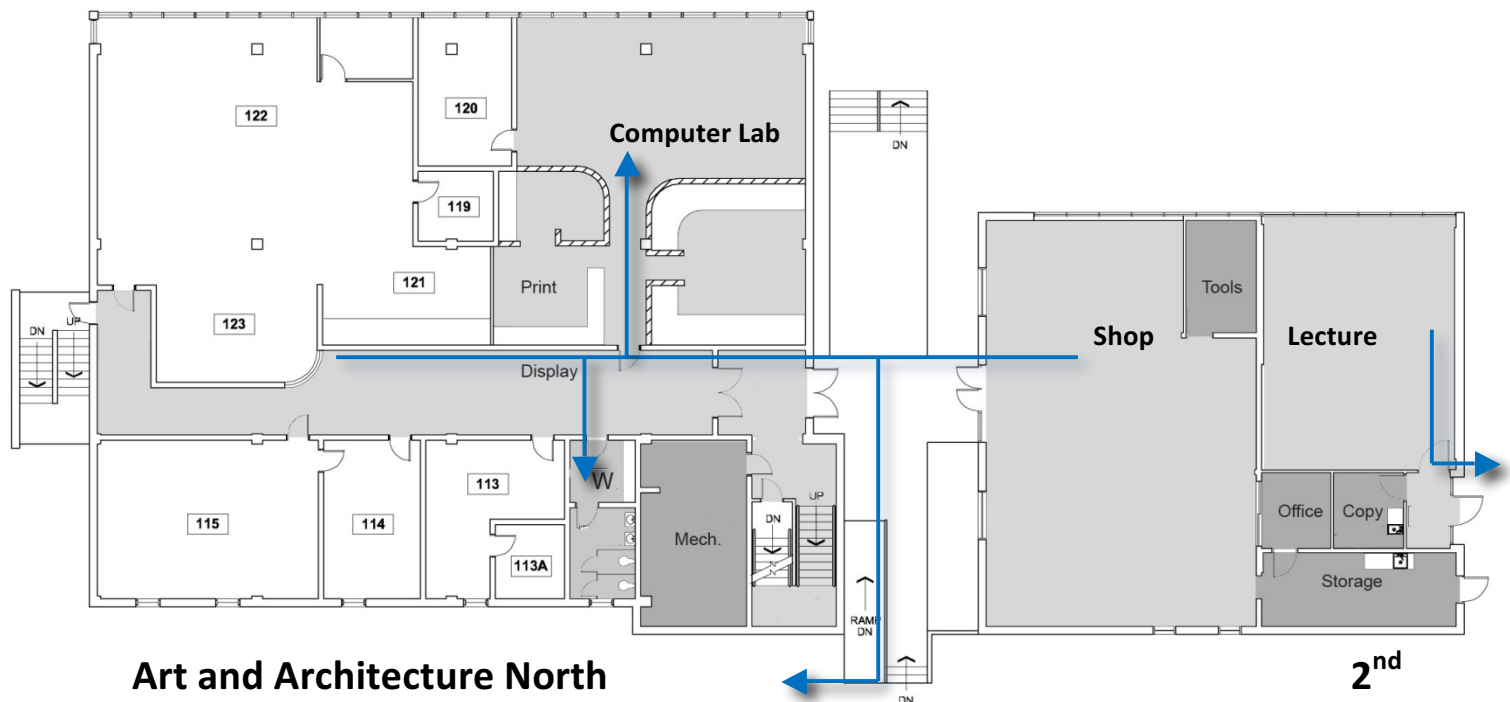
Note: Most lecture courses are taught at the University Teaching and Learning *Classroom Center* across the street. (See Moscow Campus Context) Coffee shop, food court and bookstore are also across the street.



0 10' 20'

Art and Architecture North 3rd Floor

To Elevator at End of Hall and Women's Room in AAS

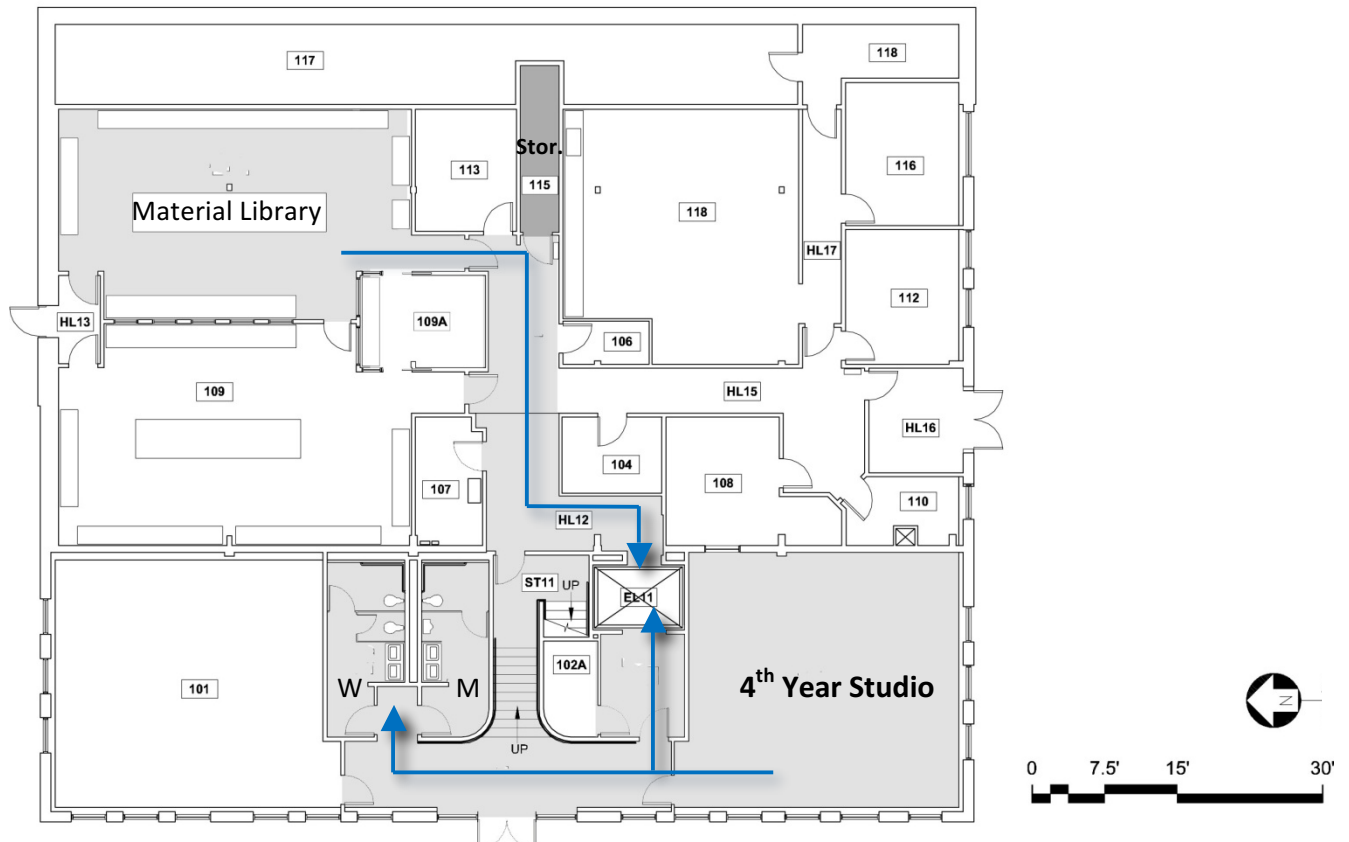


Art and Architecture North (Ground) Floor

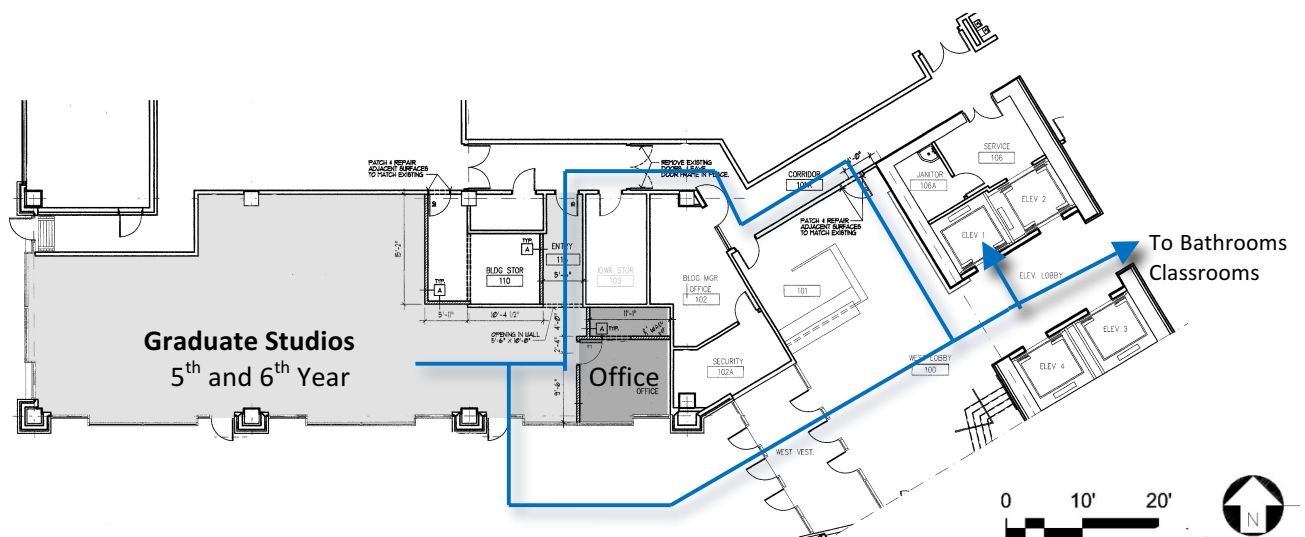
To Elevator

2nd

Moscow Art and Architecture Bldg. and Boise Center Plans



Moscow Art and Architecture Building Ground Floor



Boise Center Ground Floor

Note: The Boise Program has access to multiple classrooms within the 5-story complex.

3.9 Information Resources

Completed by Librarians Kristin Henrich and Gail Eckwright.

Institutional Context. The Architecture Library is located, along with all the other professional program libraries (with the exception of Law) in the centralized University of Idaho Campus Library (UI Library). University of Idaho librarians endeavor to build collections that directly correspond to the academic programs offered at this university. The University of Idaho Librarian for the College of Art and Architecture collects architectural works in specific areas, including but not necessarily limited to the following:

Architectural history; modern architects and architecture; special topics, such as works on aging and disabled; practical design manuals, plans, sketchbooks, drawings, and architectural decoration; works on buildings by material (timber, glass, brick, etc.); types of buildings (religious, public, commercial, domestic, etc.) and particular buildings; architectural environmental systems; and computer applications in architecture. The UI architecture department takes pride in preparing students for careers as practicing architects. Therefore, many of the architecture books and periodicals at the library are oriented toward professional education.

The balance of the UI Library's architectural collection contains materials about modern architects and architecture, both on the national and international scenes. The collection also includes a solid core of books dealing with architectural history.

In addition to the primary and secondary works, a number of standard works in the engineering collection further complement the architectural books and periodicals. For example, architecture students use the Means cost guides cataloged in the engineering collection. The UI Library routinely purchases audiovisual materials for the collection. Although audiovisual materials comprise a small percentage of the larger collection, a recent search of the media collection revealed more than 80 DVDs related to architecture, with other titles marginally relating to architecture and art. These DVDs may be requested for use through the UI Library.

Administrative Structure. An organizational chart is included at the end of this section.

Assessment of Collections. The curriculum of the architectural program and the needs of library patrons determine the subject coverage. The mission, goals, and curriculum of the architecture department define the areas of broad subject coverage within our collection development plans and profiles. However, the librarians are in the best position to know the specific needs of patrons, i.e., architecture students and faculty. This interaction occurs regularly, most often when students or faculty visit the library and seek a librarian's assistance finding specific materials for research projects. In many instances, the student or faculty member is looking for resources in specialized subject areas to supplement report writing, presentations, graduate projects, or other research. These interactions can take the form of shorter, more informal sessions at the reference desk, or can be scheduled in advance through the library's Research Assistance Program. Thus, the librarians are acquainted with both the general and the specific needs of the architecture department's faculty and students.

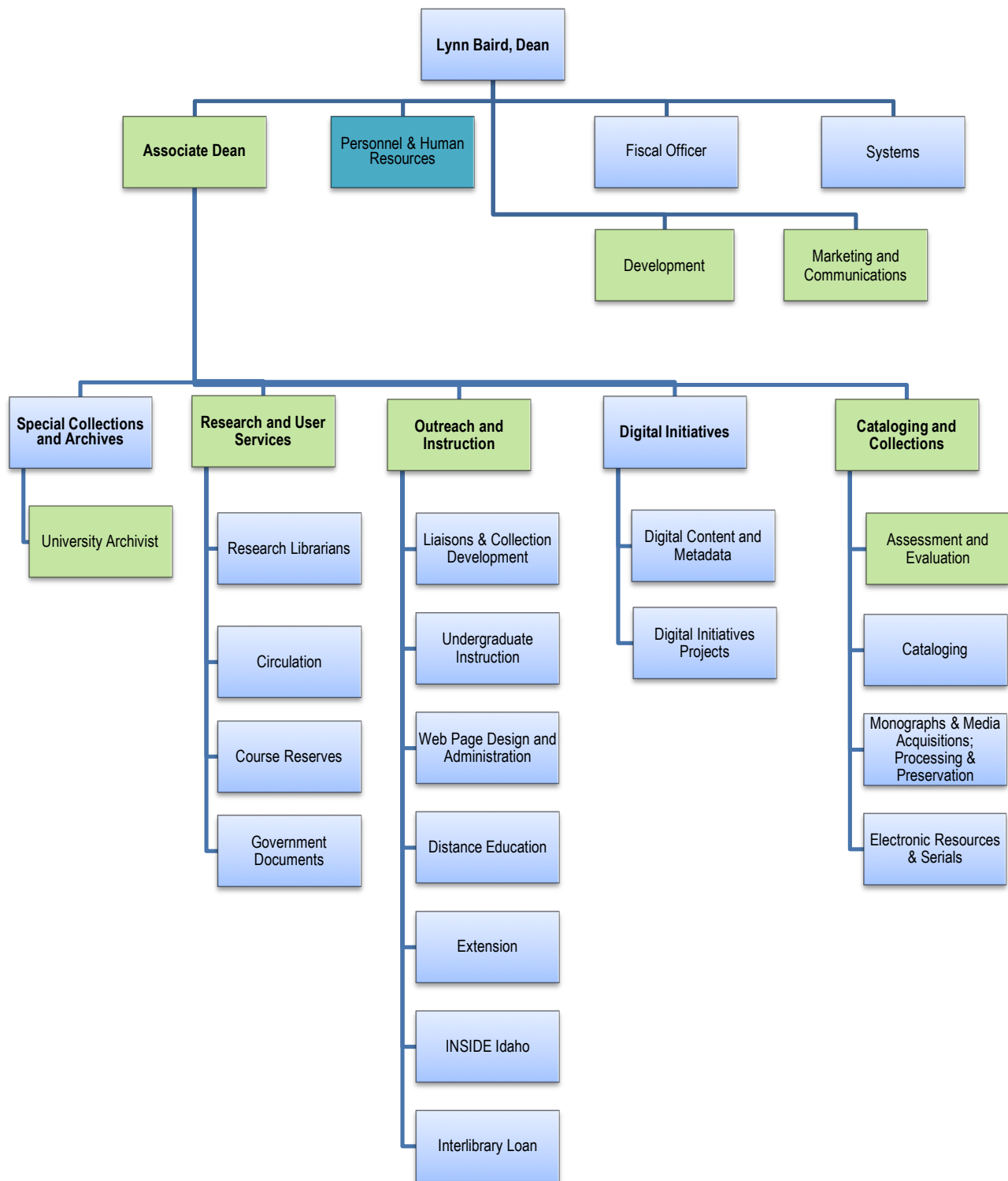
In all, the program's mission, curriculum and research have been well served. Meetings are scheduled with the faculty as a whole at the beginning of the year, followed by individual

meetings with faculty members on their specific research and curriculum needs. Book and journal purchases are made based on the information gained at these meetings. The library has been diligent in sending out emails to individual faculty members when new books, audio-visual resources or journals arrive that may be of interest.

Problem Identification. Last year, a journal subcommittee chaired by Anne Marshall determined that there were a number of architecture journals that did not serve the department's needs. There were also missing journals that were identified as needed. These deficiencies will be addressed in the Fall Semester of 2009.

Currently, the architecture library fund inadequately supports collection growth. Increasing inflation in journal and monograph prices, coupled with the decreasing availability of funding as a result of the current economic crisis, negatively impacts the resources available to build the collection. Please see Appendices B and C for details about the budget.

Library Administrative Structure June 2009



3.10 Financial Resources

The budget for the Department of Architecture and Interior Design grew steadily between FY 2004 and FY 2008; however, in early 2009 the Department lost two permanent lines – primarily because they were unfilled and a relatively “easy” place to cut when the college needed to reduce the FY 09 budget by approximately 9 percent. Most of the Department’s salary savings were also eliminated last year.

It is projected that state support of the University of Idaho will continue to be cut – perhaps as much as 10 percent more in the next two fiscal years. The College is working proactively to streamline course offerings, and the administrative structure while maintaining the strength of the professionally accredited programs. In addition we are developing business plans that rely on increased levels of funding from outside sources so we will be in the best position possible when we emerge from the recession.

Annual Departmental Budgets and Expenditures. The table below tracks annual departmental budgets and expenditures since the last accreditation. As noted above, the annual budget and expenditures grew steadily over the years, and budgeted expenses per student also climbed during this period. It is also important to note several points that are not obvious in reading the table. All but about \$6,000 of the general education budget goes toward faculty salaries, and makes up about 90% of the departmental budget. The remaining \$6,000 in general funds goes toward O&E.

A professional fee that students pay in addition to tuition (tuition is called fees at the University of Idaho) was instituted to help meet the requirements of the professional program and has been in place since before the previous visit. About 26% of the fee generated by department majors comes directly to the department and the remainder goes to the college administration. The professional fee as well as off campus fees generated in Boise and architecture grants and contracts are used to support program activities including the department lecture series, o & e, accreditation expenses, faculty travel in support of research, administrator travel, studio field trips and student organizations. Endowment income goes directly to students in the form of scholarships. General education, professional fees, Boise outreach income, endowments and architecture grants and contracts are used to calculate the adjusted budget per student shown in the table below.

In 2004, the Integrated Design Lab was founded and it is funded almost entirely by grants and contracts. The lab, directed by Kevin Van Den Wymelenberg, has been very successful in obtaining grants, and their budget continues to grow annually. The lab provides some financial support to the department and college, but the mission is primarily outreach to the professional community and research. While there are many benefits to the program and college, this income is not used in calculating the adjusted budget per student.

One-time capital expenditures were used for the health and life safety improvements to Art and Architecture South and tenant improvements required when the Boise Program moved into the UI Water Center in Fall 2008.

It should also be noted that there was no development officer in place until 2008. The College now has an ambitious program in place so when the economy improves development income will significantly improve the resources available to the College.

Annual Departmental Budgets and Expenditures, 2004-2009

	2004		2005		2006	
	Adj.Budget	Expense	Adj.Budget	Expense	Adj.Budget	Expense
General Education	\$1,087,752	\$1,087,752	\$1,188,108	\$1,188,104	\$1,379,450	\$1,379,450
Professional fee	\$82,901	\$78,115	\$63,006	\$52,990	\$54,016	\$47,219
IURDC (Boise)	\$16,520	\$16,520	\$19,752	\$17,736	\$31,203	\$33,630
Endowment Income	NA	NA	\$28,164	\$28,810	\$32,498	\$32,978
Development	NA		NA		NA	
Arch. Grants & Contracts	\$-	\$-	\$-	\$-	\$-	\$-
TOTAL	\$1,187,173	\$1,117,275	\$1,362,070	\$1,285,520	\$1,851,983	\$1,488,262
IDL Grants & Contracts*	\$92,376	\$9,669	\$126,046	\$50,870	\$408,833	\$42,205
One-time capital*						
Enrollment (est.)	502		495		458	
Budget/student	\$2,365		\$2,624		\$3,269	

	2007		2008		2009	
	Adj.Budget	Expense	Adj.Budget	Expense	Adj.Budget	Expense
General Education	\$1,318,279	\$1,318,279	\$1,431,201	\$1,376,975	\$1,513,326	\$1,379,133
Professional fee	\$81,797	\$60,747	\$88,000	\$88,000	\$88,000	\$88,000
IURDC (Boise)	\$17,754	\$17,754	\$5,844	\$13,343	\$13,676	\$22,759
Endowment Income	\$36,466	\$36,231	\$39,793	\$36,832	NA	NA
Development	NA		\$30,000	\$27,000	\$30,000	\$27,000
Arch. Grants & Contracts	\$10,000	\$9,000	\$3,350	\$350	\$3,662	\$3,662
TOTAL	\$1,746,492	\$1,535,185	\$1,915,982	\$1,729,469	\$1,886,521	\$1,681,466
IDL Grants & Contracts*	\$363,992	\$153,920	\$401,792	\$254,016	\$277,981	\$198,036
One-time capital*			\$136,475	\$136,475	\$1,300,000	
Enrollment (est.)	458		472		NA	
Budget/student	\$3,197		\$3,386			

Sources: Finance Query for non-Banner users, College of Art and Architecture.

Scholarships and Graduate Teaching Awards. Funding over and above state and federally supported student aid and scholarships comes from two sources: endowment income and the graduate school. Departmental scholarships are merit-based and awarded after a competitive review of student design portfolios by the faculty scholarship committee. The amount of the award is based on the income from each of the endowment accounts, with an effort to provide a significant amount to the most qualified students.

Scholarships	2004	2005	2006	2007	2008	2009
Total amount distributed	\$25,018	\$27,560	\$36,112	\$38,875	\$36,890	\$34,363
Number of recipients	26	27	31	21	17	18
Average scholarship amount	\$962	\$1,020	\$1,165	\$1,851	\$2,170	\$1,909
Range: lowest & highest dollar amount	\$270-\$3500	\$500-\$3000	\$450-\$2700	\$765-\$2600	\$700-\$4900	\$303-\$4200
Graduate Teaching Assistantships	2004	2005	2006	2007	2008	2009
Total amount distributed	\$50,720	\$50,250	\$42,200	\$57,000	\$46,500	\$46,500
The number of recipients	21	19	18	24	16	21
Average amount	\$2,415	\$2,645	\$2,333	\$2,375	\$2,906	\$2,214

Source: Department of Architecture and Interior Design

Comparative Expenditures Per Student. The data used in the table that follows is approximate - derived from standardized college budget reports. It is valid as a comparative measure, but numbers for the Department of Architecture and Interior Design are not as accurate as those reported in the detailed annual budget that appears at the beginning of this section. The expenditures per student in the Department of Architecture and Interior Design have improved during the past six years, due primarily in changes in the professional fee. The annual fee increases at approximately 5% per year. In addition, in 2006 when the college was restored, the professional fee was applied to first year students in order to increase revenue and support administrative costs in the college.

The department continues to lag behind other professional programs at Idaho (especially law and engineering) in terms of expenditures per student; however, the gap is closing. Annual differences seem to relate primarily to years when different programs re-institute the fee and significant increases are approved. It is interesting to note that the combined programs of architecture and interior design are larger than any of the other professional programs on campus.

Comparative Departmental Expenditures per Student by Professional Program

	2004 Expenditures		2005 Expenditures		2006 Expenditures	
	Total	Per Student	Total	Per Student	Total	Per Student
Department of Architecture and Interior Design	\$1,117,275	\$2,226	\$1,285,520	\$2,597	\$1,488,262	\$3,249
Department of Landscape Architecture	\$349,744	\$3,643	\$357,252	\$3,218	\$396,715	\$3,607
Department of Civil Engineering	\$1,040,955	\$3,233	\$1,151,535	\$3,417	\$1,383,708	\$4,070
Department of Mechanical Engineering	\$1,477,486	\$3,137	\$1,516,327	\$3,347	\$1,752,762	\$4,163
College of Law	\$704,578	\$2,333	\$838,042	\$2,812	\$1,033,022	\$3,300

	2007 Expenditures		2008 Expenditures		2009 Expenditures	
	Total	Per Student	Total	Per Student	Total	Per Student
Department of Architecture and Interior Design	\$1,535,185	\$3,352	\$1,729,469	\$3,664	\$1,681,466	NA
Department of Landscape Architecture	\$367,830	\$3,438	\$370,939	\$3,785	\$408,778	NA
Department of Civil Engineering	\$1,4394,804	\$4,512	\$1,961,519	\$5,855	\$1,752,971	NA
Department of Mechanical Engineering	\$1,654,714	\$4,243	\$1,964,242	\$4,547	\$1,761,290	NA
College of Law	\$1,023,501	\$3,334	\$1,387,044	\$4,533	\$1,551,662	NA

Source: Finance Query for non-Banner users

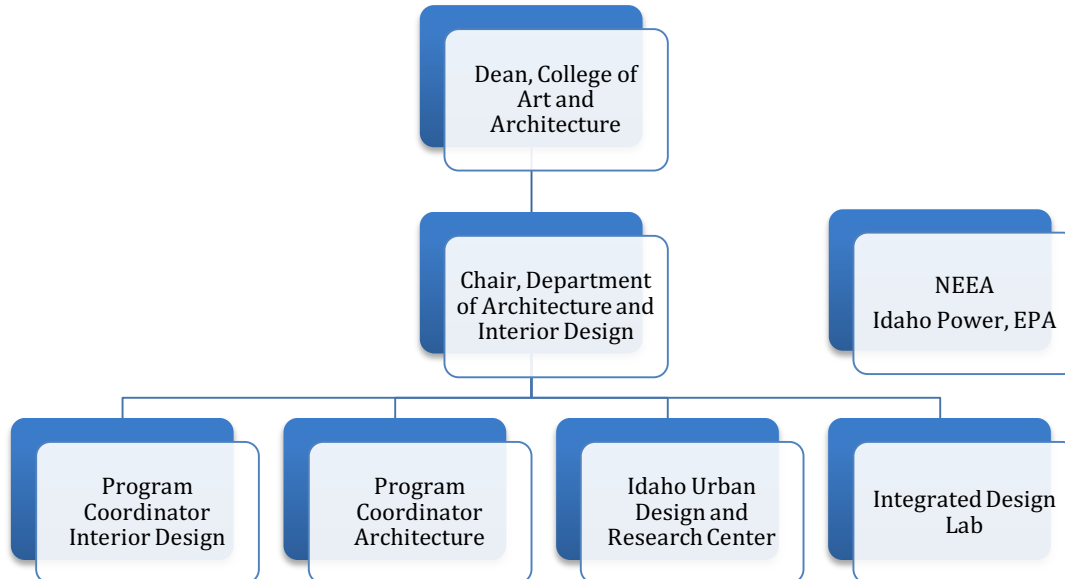
Causes for Concern. The shrinking departmental budget – especially general education funds that go toward faculty salaries - is our greatest concern for the next two years at least. As noted earlier in this section, we are working steadily to find the best resolution to the problem at the departmental and college levels, but as this report is written a number of budget decisions are pending from the office of the president. Our strategy is to prepare as best we can for some of the many “unknowns”.

3.11 Administrative Structure

University of Idaho Accreditation. The University of Idaho is accredited by the Northwest Commission on Colleges and Universities, which recognizes our compliance with its standards of higher education. Many of our schools, colleges, departments and programs have separate accreditation as well.

The seamless B.S./M.Arch. is the anchor program in the Department of Architecture and Interior Design, and our department is the largest in the College of Art and Design. The Chair of Architecture and Interior Design reports directly to Dean Hoversten. This structure is similar to the other professional programs on campus. The professional program in Landscape Architecture is in the Department of Landscape Architecture within the College of Art and Architecture, and the he accredited professional engineering programs are in departments in the College of Engineering. The accredited JD in law is a single program located in the College of Law.

The internal structure of the Department of Architecture and Interior Design is illustrated below. The Chair of the Department of Architecture and Interior Design is a part time position and also includes assignments in teaching, research and service. The Integrated Design Lab is funded by a growing number of grants and contracts, including the Northwest Energy Efficiency Alliance, Idaho Power and the Environmental Protection Agency.



There are a number of other degrees offered by the academic unit.

Department of Architecture and Interior Design

Bachelor of Interior Design

Master of Science, Architecture

College of Art and Architecture

Bachelor of Landscape Architecture

Master of Science, Landscape Architecture

Bachelor of Fine Arts, Studio Art

Bachelor of Science, Art Education

Bachelor of Art, Art

Master of Fine Arts, Studio Art

Master of Arts in Teaching, Art

Bachelor of Arts, Virtual Technology and Design

3.12 Professional Degrees and Curriculum

Master of Architecture (M.Arch.) The University of Idaho seamless B.S./M.Arch. Program requires a total of 173 semester credit hours to graduate, exceeding the NAAB minimum by 5 credits. Of these credits, 45 are at the graduate level, exceeding the 2004 NAAB minimum by 15 credits.

General studies. One of the strengths of Idaho's program is the breadth and depth of general core courses that are available to students. At a minimum, 26% of the total coursework in the M.Arch. curriculum is in general studies. This, combined with 14 credits of non-architectural electives exceeds NAAB's 45-credit requirement for courses taken outside of architecture. General Core studies include a substantial range of choices within the following required topics of study: humanities, social sciences, physical sciences, communications, English and international courses. Freshmen at the University of Idaho are required to take a year-long, topical, interdisciplinary Core Discovery sequence that satisfies requirements in humanities and social sciences. These classes are relatively small (30 students) and require a significant writing component. Information on the university core (general studies) may be found at the following links. Core Discovery:

<http://www.students.uidaho.edu/documents/core%20discovery%202009%20web.pdf?pid=113486&doc=1>

Core Curriculum requirements:

http://www.students.uidaho.edu/documents/UI%20Checksheet%202008_2009.pdf?pid=107169&doc=1

Core Curriculum courses: <http://www.registrar.uidaho.edu/classes/UICoreRequirements2008.pdf>

The program is recognized throughout the northwest for its strengths in preparing students who are skilled and knowledgeable in basic design and art. The first year curriculum for all students in the college includes an art & design foundation. This supports our mission to better prepare trans-disciplinary designers who are willing and able to cross design borders. The art foundation during the accreditation period required 9 credits, including Design Process, Visual Communication, Visual Art and Drawing. (Note: we are now in the process of redesigning the college foundation)

Additional information on the university core, professional studies and credit distribution is provided in Table 3.1 below.

Electives and the array of choices within the curriculum. Because the UI core has a high degree of built-in flexibility, freshmen are able to choose from a significant array of choices for their required Humanities and Social Sciences courses. Although these are not technically electives, they do offer students a menu of choices. This system is markedly different than other universities that provide a limited number of cost effective general courses with very large enrollments. The architecture program curriculum also requires 11 undergraduate credits of electives both inside and outside the college. Of these electives, students are required to take half (6cr) outside the college and 5 cr. from within the college. At the graduate level, 51% of the courses are electives with up to 35% of those courses taken outside the program a minimum of 65% taken within the program. The program has also just implemented a new studio that lets students pursue their own interests while expanding their view of architectural design. The new "Transformational Studio" (Arch 554) provides choices ranging from design build to preservation to significant studio internships to foreign studios like those offered in the Rome or London programs. Most of the studio venues are away from the Moscow campus or out of the

normal studio fall/spring sequence. Finally, as with many programs, students choose the topic of their final graduate studio project.

Master of Architecture (M.Arch.) The University of Idaho accredited M.Arch. professional program is referred to as the Seamless B.S./M.Arch. Most students are admitted to the third year of the undergraduate program and continue into the graduate program to earn the accredited graduate degree. This program provides the flexibility for undergraduate students to earn up to 9 credits of graduate level courses in their fourth year, and apply those credits to their graduate transcript. If students wish to receive a non-accredited Bachelor of Science Degree (B.S. Arch.) they can opt to apply for that degree in their fourth year. Otherwise, qualified students are awarded the M.Arch. and B.S. Arch simultaneously.

Table 3-1
M.Arch. Program Minimum Credit Distribution

General (non-architecture) Studies		Professional Studies	
Freshman Year		Freshman Year (pre-professional)	
Math 143 Pre-Calc Algebra/Analytical Geom	3cr	Arch 151 Intro to the Built Environment	2cr
Math 160 Survey of Calculus (or alternative)	4cr	Arch 154 Intro to Arch Graphics	2cr
Eng 101 Intro to College Writing	3cr		
Eng 102 College Writing Rhetoric	3cr		
Core Discovery I	4cr		
Core Discovery II	3cr		
Core Requirement	3cr		
Art 110 Visual Communication	2cr		
Art 111 Drawing I	2cr		
Art 121 Design Process	2cr		
Art 100 Visual Art	3cr		
Sophomore Year		Sophomore Year (pre-professional-application required)	
Phys 111 General Physics I	4cr	Arch 253 Architectural Design I	3cr
Core Requirement	3cr	Arch 254 Architectural Design II	3cr
Core Requirement	3cr	Arch 266 Materials and Methods	3cr
Core Requirement	3cr	VTD 244 3D Modeling	3cr
Junior Year (Professional Program)		Junior Year (Professional Program-application req'd)	
		Arch 353 Arch Design III	5cr
		Arch 354 Arch Design IV	5cr
		Arch 385 History of Arch. I: Pre Modern	3cr
		Arch 386 History of Arch II: Modern	3cr
		Arch 366 Concrete Building Technology	3cr
		ForP 365 Wood Building Technology	3cr
		VTD 244 Computer Aided Design	2cr
		Larch 383 Arch Site Design/Lab	3cr

Senior Year		Senior Year	
		Arch 453 Arch Design V	5cr
		Arch 454 Arch Design VI	5cr
		Arch 463 Environmental Control Systems	4cr
		Arch 464 Environmental Control Systems	4cr
		Arch 465 Building Tech, Steel Structures	3cr
		Arch 466 Building Tech, Masonry-Seismic	3cr
		Arch 483 Urban Theory & Issues	3cr
		Arch 450 Arch Programming	2cr
Graduate Year 1		Graduate Year 1	
		Arch 553 Arch Design VII	5cr
		Arch 554 Arch Design VIII	5cr
		Arch 575 Professional Practice	3cr
Graduate Year 2		Graduate Year 2	
		Arch 510 Graduate Project Seminar	3cr
		Arch 556 Architectural Design IX	6cr
Total required non-architecture		Total required architecture credits	94 cr
Undergraduate electives non arch/college		Undergraduate electives arch/college	
Non-College Elective 300 Level and Above	3cr	College Elective 200 Level and Above	3cr
Non-College Elective 300 Level and Above	3cr	College Elective 200 Level and Above	2cr
Graduate electives non arch/college		Graduate architecture electives	
Elective 300 Level and Above	2cr	Arch Elective 400 Level and Above	3cr
Elective 300 Level and Above	3cr	Arch Elective 400 Level and Above	2cr
Elective 300 Level and Above	3cr	Arch Elective 400 Level and Above	2cr
		Arch Elective 500 Level and Above	2cr
		Arch Elective 400 Level and Above	3cr
		Arch Elective 400 Level and Above	3cr
Total electives non arch/college		Total electives arch/college	20 cr
Total Non-Architecture		Total Architecture	114 cr

Selected Minors

- **Art Minor.** Many Architecture majors choose this minor because 9 of the 20 credits are required in their freshman year.

Art 100 World Art and Culture (3 cr)
Art 110 Visual Communication (2 cr)
Art 111-112 Drawing I-II (5 cr)
Art 121-122 Design Process I-II (5 cr)
200- and 300-level art studio classes and/or art history (9 cr)

- **Landscape Minor**

LArc 156 Intro to Landscape Architecture II (1 cr)
LArc 389 History of Landscape Architecture (3 cr)
LArc 480 The Emerging Landscape (3 cr)
Courses chosen from the following (13 cr):
LArc 155 Introduction to Landscape Architecture I (1 cr)
LArc 210 Computer Applications in Landscape Architecture (2 cr)
LArc 245 Landscape Graphics I (2 cr)
LArc 246 Landscape Graphics II (2 cr)
LArc 256 Landscape Architecture 1.1 (3 cr) (with instructor's permission)
LArc 257 Landscape Architecture 1.2 (3 cr) (with instructor's permission)
LArc 268 Landscape Construction I (2 cr)
LArc 269 Landscape Construction II (2 cr)
LArc 288 Plant Materials I (3 cr)
LArc 289 Plant Materials II (4 cr)
LArc 299 (s) Directed Study (3-6 cr)
LArc 356 Landscape Architecture 3.1 (3 cr) (with instructor's permission)
LArc 357 Landscape Architecture 3.2 (3 cr) (with instructor's permission)
LArc 364 Summer Study Abroad Design Studio (6 cr) (with instructor's permission)
LArc 368 Landscape Architecture Construction III (2 cr)
LArc 369 Landscape Architecture Construction IV (2 cr)
LArc 382 Landscape, Language and Culture (2 cr) (with instructor's permission)
LArc 383 Architectural Site Design (3 cr)
LArc 390 Italian Hill Towns and Urban Centers (3 cr) (with instructor's permission)
LArc 395 GIS in Land Planning (3 cr)
LArc 456 Landscape Architecture 5.1 (3 cr) (with instructor's permission)
LArc 457 Landscape Architecture 5.2 (3 cr) (with instructor's permission)
LArc 495 Computer-Aided Regional Landscape

- **Interior Design Minor**

FCS 123 Textiles (3 cr)
ID 151 Introduction to Interior Design (3 cr)
ID 281 History of Interiors I (3 cr)
ID 282 History of Interiors II (3 cr)
ID 368 Materials and Specifications (3 cr)
ID 478 Professional Practice for Interior Design (3 cr)
Directed electives as approved by ID advisor (5 cr)

- **Business**

Acct 201 Introduction to Financial Accounting and Acct 202 Introduction to Managerial Accounting (6 cr)

Econ 202 Prin of Economics or Econ 272 Foundations of Econ Analysis (3-4 cr)
 Stat 251 Prin of Statistics or Stat 271 Statistical Inference and Decision Analysis or Stat 301
 Probability and Statistics (3-4 cr)
 Five of the following courses (or Bus 340-345) (15 cr)
 Bus 101 Introduction to Business Enterprises (3 cr)
 Bus 301 Financial Management (3 cr)
 Bus 311 Introduction to Management (3 cr)
 Bus 321 Marketing (3 cr)
 Bus 350 Management Information Systems or Bus 351 Introduction to Electronic Commerce (3
 cr)
 Bus 370 Introduction to Operations Management (3 cr)

Minimum credit hours per semester. The number of credits in fall semester of first year is quite high. Revisions in the foundation design sequence should reduce the first semester to 16 credits in future years.

Year	Semester	Credits	Semester	Credits
1	Fall	18	Spring	18
2	Fall	16	Spring	15
3	Fall	16	Spring	16
4	Fall	15	Spring	14
5	Fall	13	Spring	11
6	Fall	10	Spring	11

M.Arch. required *professional* courses

Freshman Pre-Professional Courses

Arch 151 Intro to the Built Environment 2cr
 Arch 154 Intro to Arch Graphics 2cr

Sophomore Pre- Professional Courses

Arch 253 Architectural Design I 3cr
 Arch 254 Arch. Design II 3cr
 VTD 244 3D Modeling 3cr
 Arch 266 Materials and Methods 3cr

Junior Professional Courses

Arch 353 Architectural Design III 5cr
 Arch 354 Arch. Design IV 5cr
 Arch 385 History of Arch I: Pre-Modern 3cr
 Arch 386 History of Arch II: 3cr
 ForP 365 Wood Building Technology 3cr
 Arch 366 Building Technology (concrete) 3cr
 LArch 383 Arch Site Design/Lab 3cr

Senior Professional Courses

Arch 453 Arch Design V 5cr

Arch 454 Arch Design VI	5cr
Arch 463 Environ. Control Syst.	4cr
Arch 464 Environ. Control Syst.	4cr
Arch 465 Bldg. Tech II Steel	3cr
Arch 466 Bldg. Tech II: Masonry/Seismic	3cr
Arch 483 Urban Theory & Issues	3cr
Arch 450 Programming	2cr

Required Architecture or College Electives
200 level or above 5cr total

Graduate Professional Courses

Arch 553 Arch Design VII	5cr
Arch 554 Arch Design VIII	5cr
Arch 575 Professional Practice I	3cr
Arch 510 Graduate Thesis Seminar	3cr
Arch 556 Architectural Design IX	6cr

Required Architecture Electives
400 level or above 16 cr total

(See 4.7 School Catalog for course descriptions and prerequisites).

General Education *Program* Requirements

The following courses are not specifically required by the university, but count toward the University Core Requirements

Math 143 Pre-Calc Algebra/Anal. Geom	3cr
Math 160 Survey of Calc (or alternative*)	4cr
Physics 111 General Physics	4cr
Art 110 Visual Communication	2cr
Art 111 Drawing 1	2cr
Art 121 Design Process	3cr

General Education University Core Requirements

University of Idaho Core, is flexible and complex. The following university documents outline the required number and proportion of general education credits requirements. These are available in greater detail at: <http://www.registrar.uidaho.edu/classes/core-curriculum.html>

University of Idaho Core Requirements (2008+)

Communication (5-7 cr) English 102 plus 1 additional course

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 209 Inquiry-Based Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

Natural and Applied Science (7-8 cr) To include two courses and their accompanying labs, or a CORS course and another course with its accompanying lab.

Biol 102 Biology and Society (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 116 Organisms & Environments (4 cr)
Chem 101 Introduction to Chemistry I (4 cr), OR Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 or 4 cr)
EnvS 101 Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)
Geog 100 Physical Geography (4 cr)
Geol 101 Physical Geology (4 cr)
Geol 102 Historical Geology (4 cr)
MMBB 154, 155 Introductory Microbiology and Lab (4 cr)
MMBB 250, 255 General Microbiology and Lab (5 cr)
Phys 100 Fundamentals of Physics (4 cr)
Phys 103, 104 General Astronomy and Lab (4 cr)
Phys 111 General Physics I (4 cr)
Phys 112 General Physics II (4 cr)
Phys 211 Engineering Physics I (4 cr)
Phys 212 Engineering Physics II (4 cr)
Soil 205, 206 The Soil Ecosystem and Lab (4 cr)

Mathematics, Statistics, or Computer Science (3 cr)

CS 101 Introduction to Computer Science (3 cr)
CS 112 Introduction to Problem Solving and Programming (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

General Core Studies (18 cr)

Students must complete at least one upper division course, and must complete courses from at least three different disciplines. Core Discovery courses may not be counted towards the three discipline requirement.

(1) Core Discovery (7 cr): One course from CORE 103-149 (open to freshmen only) and one course from CORE 153-199 (open to freshmen and sophomores only).

(2) Humanities (3 cr): One course chosen from the approved humanities courses listed below.

(3) Social Sciences (3 cr): One course chosen from the approved social science courses listed below.

(4) International Course: One course chosen from the approved international courses listed below.

Students are required to complete one International course. If a student takes a Core Discovery, Humanities or Social Science course that also appears on the list of approved International courses then this requirement is considered to be completed. This requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

(5) Additional Course(s) (2-5 cr): Additional coursework to total 18 credits chosen from the approved capstone, humanities, social sciences, or international courses listed below.

Approved Humanities Courses:

AmSt 301 Studies in American Culture (3 cr)

Art 100 World Art and Culture (3 cr)

Art 202 Early Modern Art and Aesthetics (3 cr)

Art 205 Visual Culture (3 cr)

Art 213 History and Theory of Modern Design I (3 cr)

Art 302 Modern Art and Theory (3 cr)

Art 382 History of Photography (3 cr)

Art 407 New Media (3 cr)

Dan 100 Dance in Society (3 cr)

Engl 175 Introduction to Literary Genres (3 cr)

Engl 257 Literature of Western Civilization (3 cr)

Engl 258 Literature of Western Civilization (3 cr)

Engl 342 Survey of British Literature (3 cr)

Engl 344 Survey of American Literature (3 cr)

Engl 345 Shakespeare (3 cr)

Engl/RelS 375 The Bible as Literature (3 cr)

Engl/FLEN 481 Women's Literature (3 cr)

Engl 484 American Indian Literature (3 cr)

FLEN 313 Modern French Literature in Translation (3 cr)

FLEN/TheF 315 French Cinema (3 cr)

FLEN 324 German Literature in Translation (3 cr)

FLEN 363 Literature of Ancient Greece and Rome (3 cr)

FLEN 364 Literature of Ancient Greece and Rome (3 cr)

FLEN 394 Latin American Literature in Translation (3 cr)

FLEN/TheF 420 International Cinema and National Literatures (3 cr)

MusH 101 Survey of Music (3 cr)

MusH 201 History of Rock and Roll (3 cr)

Phil 103 Ethics (3 cr)

Phil 201 Critical Thinking (3 cr)

Phil 240 Belief and Reality (3 cr)

Phil 351 Philosophy of Science (3 cr)

Phil 361 Professional Ethics (3 cr)

The 101 Introduction to the Theatre (3 cr)

The 468 Theatre History I (3 cr)

The 469 Theatre History II (3 cr)

WmSt 201 Women, Culture, and Society: Introduction to Women's Studies (3 cr)

Approved Social Science Courses:

AmSt 201 Introduction to Ethnic Studies (3 cr)

Anth 100 Introduction to Anthropology (3 cr)

Anth 220 Peoples of the World (3 cr)

Anth 329 North American Indians (3 cr)
 Comm 233 Interpersonal Communication (3 cr)
 Comm 331 Conflict Management (3 cr)
 Comm 335 Intercultural Communication (3 cr)
 Econ 201 Principles of Economics (3 cr)
 Econ 202 Principles of Economics (3 cr)
 Econ 272 Foundations of Economic Analysis (4 cr)
 For/CSS 235 Society and Natural Resources (3 cr)
 Geog 165 Human Geography (3 cr)
 Geog 200 World Regional Geography (3 cr)
 Geog 365 Political Geography (3 cr)
 Hist 101 History of Civilization (3 cr)
 Hist 102 History of Civilization (3 cr)
 Hist 111 Introduction to U.S. History (3 cr)
 Hist 112 Introduction to U.S. History (3 cr)
 JS 101 Introduction to the Justice System (3 cr)
 PolS 101 Introduction to Political Science and American Government (3 cr)
 PolS 205 Introduction to Comparative Politics (3 cr)
 PolS 275 American State and Local Government (3 cr)
 PolS 338 American Foreign Policy (3 cr)
 Psyc 101 Introduction to Psychology (3 cr)
 Soc 101 Introduction to Sociology (3 cr)
 Soc 230 Social Problems (3 cr)
 Soc 250 Social Conflict (3 cr)
 The 386 Documentary Film (3 cr)

Approved International Courses:

AgEc 481 Agricultural Markets in a Global Economy (3 cr)
 Anth 220 Peoples of the World (3 cr)
 Anth 261 Language and Culture (3 cr)
 Anth 462 Human Issues in International Development (3 cr)
 Art 100 World Art and Culture (3 cr)
 Art 202 Early Modern Art and Aesthetics (3 cr)
 Art/ReIS 208 Italian Renaissance Art and Culture (3 cr)
 Art 213 History and Theory of Modern Design I (3 cr)
 Art 302 Modern Art and Theory (3 cr)
 Art 303 Contemporary Art and Theory (3 cr)
 Art 313 History and Theory of Modern Design II (3 cr)
 Chin 201 Chinese Third Semester (4 cr)
 Chin 202 Chinese Fourth Semester (4 cr)
 Comm 335 Intercultural Communication (3 cr)
 Core 107 Cultural Encounters: The Latino Story (4 cr)
 Core 113 Globalization (4 cr)
 Core 116 The Sacred Journey: Religions of the World (4 cr)
 Core 117 The Movies, The World, and You (4 cr)
 Core 127 War and Our World (4 cr)
 Core 157 Cultural Encounters: The Latino Story (3 cr)
 Core 163 Globalization (3 cr)
 Core 166 The Sacred Journey: Religions of the World (3 cr)
 Core 167 The Movies, The World, and You (3 cr)
 Core 177 War and Our World (3 cr)
 Econ 446 International Economics (3 cr)
 Econ 447 Economics of Developing Countries (3 cr)

Engl/FLEN 481 Women's Literature (3 cr)
 FCS 411 Global Nutrition (2 cr)
 FCS 419 Dress and Culture (3 cr)
 FLEN 307 The European Union (3 cr)
 FLEN/TheF 315 French Cinema (3 cr)
 FLEN 324 German Literature in Translation (3 cr)
 FLEN/TheF 391 Hispanic Film (3 cr)
 FLEN/TheF 392 Contemporary European Fiction Film (3 cr)
 FLEN 394 Latin American Literature in Translation (3 cr)
 FLEN/TheF 420 International Cinema and National Literatures (3 cr)
 FLEN/TheF 421 Women in Cinema: The International Scene (3 cr)
 Fren 201 Intermediate French I (4 cr)
 Fren 202 Intermediate French II (4 cr)
 Geog 165 Human Geography (3 cr)
 Geog 200 World Regional Geography (3 cr)
 Geog 350 Geography of Development (3-4 cr)
 Geog 360 Population Dynamics and Distribution (3-4 cr)
 Geog 365 Political Geography (3 cr)
 Germ 201 Intermediate German I (4 cr)
 Germ 202 Intermediate German II (4 cr)
 Ital 201 Intermediate Italian I (4 cr)
 Ital 202 Intermediate Italian II (4 cr)
 Japn 201 Intermediate Japanese I (4 cr)
 Japn 202 Intermediate Japanese II (4 cr)
 LARc 390 Italian Hill Towns and Urban Centers (3 cr)
 PolS 205 Introduction to Comparative Politics (3 cr)
 Russ 201 Third Semester Russian (4 cr)
 Russ 202 Fourth Semester Russian (4 cr)
 Span 201 Intermediate Spanish I (4 cr)
 Span 202 Intermediate Spanish II (4 cr)
 The 221 History of World Cinema I (3 cr)
 The 222 History of World Cinema II (3 cr)
 The 467 Asian Theatre History (3 cr)

Approved Capstone Courses:

AgEc 478 Advanced Agribusiness Management (3 cr)
 Art 490 BFA Art/Design Studio (6 cr, max 12)
 Art 491 Information Design (3 cr, max 9)
 Art 495 BFA Senior Thesis (2 cr, max 4)
 BAE 478 Engineering Design I (3 cr)
 BAE 479 Engineering Design II (3 cr)
 Bus 490 Strategic Management (3 cr)
 CE 493 Senior Design Project (1-3 cr, max 4 cr)
 CE 494 Senior Design Project (1-3 cr, max 4 cr)
 ChE 452 Environmental Management and Design (3 cr, max arr)
 ChE 454 Chemical Process Analysis and Design (3 cr)
 ECE 481 EE Senior Design II (3 cr)
 ECE 483 Computer Engineering Senior Design II (3 cr)
 EnvS 497 (s) Senior Research and Thesis (3 cr)
 ForP 495 Product and Process Development and Commercialization (3 cr)
 LARc 480 The Emerging Landscape (3 cr)
 ME 424 Mechanical Systems Design I (3 cr)
 ME 426 Mechanical Systems Design II (3 cr)

Seamless B.S./M.Arch. Advising Checklist

PROGRAM LEADING TO A PROFESSIONAL DEGREE IN ARCHITECTURE at the University of Idaho									
Pre-Professional Program									
First Year - Fall Semester					First Year - Spring Semester				
	Arch 151 Intro to the Built Environment	2	cr			Arch 154 Intro to Arch Graphics	2	cr	
	Art 110 Visual Communication	2	cr			*Art 100 Visual Art	3	cr	
	Art 111 Drawing I	2	cr			*Eng 102 College Writing Rhetoric**	3	cr	
	Art 121 Design Process	2	cr			*Math 160 Survey of Calc (or Alternative^)	4	cr	
	*Math 143 Pre-Calc Algebra/Anal.Geom	3	cr			*Core Requirement	3	cr	
	Engl 101 Intro to College Writing**	3	cr			*Core Discovery/Core Requirement	3	cr	
	*Core Discovery/Core Requirement	4	cr			Total credits		18	
	Total credits		18						
Professional Program - Application Required									
Second Year - Fall Semester					Second Year - Spring Semester				
	Arch 253 Architectural Design I	3	cr			Arch 254 Architectural Design II	3	cr	
	*Phys 111 General Physics I	4	cr			Arch 266 Materials & Methods	3	cr	
	VTD 244 3D Modeling	3	cr			*Core Requirement	3	cr	
	*Core Requirement	3	cr			*Core Requirement	3	cr	
	Elective	3	cr			Elective	3	cr	
	Total credits		16			Total credits		15	
Portfolio & Application Required									
Third Year - Fall Semester					Third Year - Spring Semester				
	Arch 353 Arch Design III	5	cr			Arch 354 Arch Design IV	5	cr	
	ForP 365 Wood Building Technology	3	cr			Arch 366 Building Technology I (concrete)	3	cr	
	Arch 385 History of Arch I: PreModern	3	cr			Arch 386 History of Arch: Modern	3	cr	
	VTD 344 - Computer Aided Design	2	cr			Elective	3	cr	
	L Arc 383 Arch Site Design/Lab	3	cr			Elective	2	cr	
	Total credits		16			Total credits		16	
Fourth Year - Fall Semester					Fourth Year - Spring Semester				
	Arch 453 Arch Design V	5	cr			Arch 454 Arch Design VI	5	cr	
	Arch 463 Environ Control Syst I/Lab	4	cr			Arch 464 Environ Control Syst II/Lab	4	cr	
	Arch 465 Bldg Tech II: Steel	3	cr			Arch 466 Bldg Tech II:Masonry/Seismic	3	cr	
	Arch 483 Urban Theory & Issues	3	cr			Arch 450 Architectural Programming	2	cr	
	Total credits		15			Total credits		14	
						Sum of undergraduate credits		128	
Application to the College of Graduate Studies: February 1 deadline									
Fifth Year - Fall Semester					Fifth Year - Spring Semester				
	Arch 553 Arch Design VII	5	cr			Arch 554 Arch Design VIII	5	cr	
	Arch 575 Professional Practice I	3	cr			Graduate Architecture Elective	3	cr	
	Graduate Architecture Elective	3	cr			Graduate Architecture Elective	3	cr	
	Graduate Elective	2	cr						
	Total credits		13			Total credits		11	
Sixth Year - Fall Semester					Sixth Year - Spring Semester				
	Arch 510 Graduate Thesis Seminar	3	cr			Arch 556 Architectural Design IX	6	cr	
	Graduate Architecture Elective	2	cr			Graduate Elective	3	cr	
	Graduate Architecture Elective	2	cr			Graduate Architecture Elective	2	cr	
	Graduate Elective	3	cr						
	Total credits		10			Total credits		11	
						Sum of graduate credits		45	

Advising Notes:

- * Indicates University Core Requirements. (see Center of Academic Advising at <http://www.uidaho.edu/advising/students.html>)
- ** Degree-seeking students must be enrolled in Engl 090, 101, or 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102.
- ^ Math 160 Alternatives: Philosophy 202 (Intro to Symbolic Logic 3 cr), Statistics 251 (Principles of Statistics 3 cr) or Computer Science 112 (Intro to Problem Solving and Programming 3 cr).

The **B.S.Arch degree** requires a minimum of 128 credits, at least 6 credits of 300-level or above courses taken outside the disciplines of architecture, art, landscape architecture, interior design or virtual tech design and 6 credits of 200-level or above courses within these disciplines. (credits earned in completion of an academic minor may be substituted for these 12 credits)

The **M.Arch degree** requires a minimum of 45 credits. 24 of these credits must be at the 500-level; others may be from 400-level courses in Architecture and 300- or 400-level courses in supporting areas.

Customarily, the B.S.Arch degree and the M.Arch degrees are awarded simultaneously after five+ years of study.

2005-06 catalog

International Programs

Rome Summer Program. The facilities in Rome are rented from US institutions, most recently from the Pratt Institute, and are typically located just across the Tiber River from the historic center in the Trastevere neighborhood. Students stay in apartments, and work in a studio space with drafting tables, a small library, a few computer terminals, basic printers, and wireless internet access.

Architecture and Art History professors have an extensive knowledge of the city and are contracted to provide guided walking tours. These include professors from Cornell University, Northeastern University, the American Institute for Roman Culture, and the American University of Rome. Also, local Italian professors from the Sapienza University of Rome serve as critics for student design presentations.

Students are required to take 9 academic credits while in Rome – a 5-credit Architectural Design Studio, a 2-credit course on Roman Art, Architecture, and Urban History, and a 2-credit Sketching and Painting course. The program is 8 weeks long, though some students choose stay longer for independent travel.

London Summer Program. The London Program actually takes place in London and in Wales. In London, Students are housed in London School of Economics dorms with other international students. In Wales students live in an off-the-grid eco-cabin at the Center for Alternative Technology.

In London, the city is considered to be the laboratory with many field trips and analyses of significant buildings. These resources include sites, buildings, cultural venues, and architectural offices. In addition to explorations of the city, students participate with staff from four offices (Arup Associates, Anne Thorne Architects & Planners, Grimshaw Architects, and Hopkins Architects in 2009) on a one-day charette that is later presented to the public. The 2009 charette presentation was at the Building Centre on Store Street. In Wales, students worked with MSc and Diploma Students in architecture and shared their teaching facilities. Resources include an artificial sky, materials assembly lab, water treatment lab, and the built examples of alternative energy systems on the CAT site.

During the 4-week London program, students enroll Arch 554 (the 5-credit Transformational Design Studio) and a 1-credit seminar. A journal is also required at the end of the program.

3.13 Student Performance Criteria

Overview of curricular goals and content. The curricular goals are stated in the Department Strategic Plan, and excerpts from that document are provided below. “Mission,” “Vision and Values,” and “Teaching and Learning Goals” provide the department a strategic direction for developing and refining course and program content. The following statements are taken from the Strategic Plan (See 1.5)

Vision and values. *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 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.*

Mission. *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, design fabrication and materiality, 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.*

Overview of teaching and learning goals and strategies. *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.*

Satisfaction of student performance criteria. The following matrix lists required courses in the professional program along the vertical axis with each of the 34 student performance criteria listed along the top horizontal axis. The matrix is used to identify courses that most completely satisfy the required learning outcomes and highlight courses with the greatest evidence of achievement.

Catalog descriptions of required classes

Arch 151 Introduction to the Built Environment (2 cr)

Introduction to the built environment and the role of architecture, interior design, landscape architecture, urban design and planning in helping to shape its layers. Lectures, guest speakers, and readings will discuss the power of design to nourish the human spirit, support functional needs, and contribute to ecological and cultural sustainability. Attendance required at evening lectures by guest speakers and (3) topical seminars during the semester.

Arch 154 Introduction to Architectural Graphics (2 cr)

Intro to the process of graphic communication; studio projects to explore graphics through projects, lec, and readings. Two 2-hr studios per wk and assigned work.

Arch 253 Architectural Design I (3 cr)

Same as ID 253. Exploration and design of basic architectural components and ordering systems and creative resolution of basic architectural design problems while developing and refining presentation techniques. Two 2-hr studios a wk for the semester, accompanied by two 1 hr lectures/recitations a wk for the first quarter of the semester. **Prereq:** Arch 154 or Permission

Arch 254 Architectural Design II (3 cr)

Same as ID 254. Basic architectural integration of spatial ordering systems. Two 3-hr studios a wk and assigned work. **Prereq:** Arch 253 or Permission

Arch 266 Materials and Methods (3 cr)

Introduce physical and performance characteristics of materials; and concepts, conventions and processes of construction methods. Provide a foundation for subsequent courses in architectural technology and design.

Arch 353 Architectural Design III (5 cr)

Architectural building design process with emphasis on structural technology, historic influences, universal design, basic code and site related issues. Three 3-hr studios a wk and assigned work; field trips will be reqd at student expense; some class jury sessions will meet outside of scheduled hours. **Prereq:** Arch 254 and 266

Arch 354 Architectural Design IV (5 cr)

Continued development of architectural projects and design process that cultivate understanding of the properties of materials and building tectonics. Three 3-hr studios a wk and assigned work; field trips will be reqd at student expense; some class jury sessions will meet outside of scheduled hours.

Prereq: Arch 254 and 266

Arch 366 Building Technology I (3 cr)

Principles and technology of structural reinforced concrete building design problems by integrating solutions with Architectural Design studio. Recommended Preparation: Phys 111, Math 143.

Arch 385 History of Architecture I: Pre-Modern (3 cr)

A survey of Western and non-Western architecture from prehistory through the seventeenth century in Africa, Asia, Europe, and the Americas. The course addresses architecture within its diverse social, cultural, and physical contexts. Recommended Preparation: Arch 151.

Arch 386 History of Architecture II: Modern (3 cr)

A history of Modern architecture from the late Eighteenth and Nineteenth-centuries to the development of the Modern Movement in the Twentieth-Century in relation to rapid industrialization and the intellectual culture of the Enlightenment, Romanticism, Historicism, Modernism, and Post-Modernism; Topics include: the architecture of Neoclassicism, Victorian Gothic, industrial technology, the Arts & Crafts movement, and the Modern Movement.

Arch J411/J511 Native American Architecture (3 cr)

Same as AIST 411. An exploration of Native American architecture in North America, including ancient, historic, and contemporary buildings and settlements within their diverse social, cultural, and physical contexts. Additional assignments required for graduate credit. (Spring only)

Arch ID412 Environment and Aging (3 cr) WSU Aging 412

Exploration of the relationship between the processes of aging and the physical environment within an environment and behavior perspective.

Arch 450 Architectural Programming (2 cr)

Introduction to basic principles and techniques of building programming. Recommended Preparation: Fourth-year standing.

Arch 453 Architectural Design V (5 cr)

Design in the urban and/or community context. Application of urban theory and appropriate responses to climatic factors to the resolution of architectural and planning problems in community or urban contexts. Collaborative and/or interdisciplinary design encouraged. Three 3-hr studios a wk and assigned work; field trips will be reqd at student expense; some class jury sessions will meet outside of scheduled hours. Field trips at student expense are required.

Prereq: Arch 353 and Arch 354; or Permission

Arch 454 Architectural Design VI (5 cr)

Large architectural and/or urban design projects that explore and integrate urban theory and/or concepts for sustainable design, environmental control systems technology, human and cultural factors, and construction assemblies. Design in team/collaborative settings encouraged; some class presentation sessions will meet outside of scheduled hours. Field trips at student expense are required. **Prereq:** Arch 353 and Arch 354; or Permission

Arch 463 Environmental Control Systems (4 cr)

Principles and design of solar and mechanical heating and cooling systems, natural and artificial lighting, water and waste systems, and acoustics. Three 1-hr lect and one 2-hr lab a wk.

Arch 464 Environmental Control Systems (4 cr)

Principles and design of solar and mechanical heating and cooling systems, natural and artificial lighting, water and waste systems, and acoustics. Three 1-hr lect and one 2-hr lab a wk.

Arch 465 Building Technology II (3 cr)

Structural design with steel in buildings; principles and technology of steel design applied to practical building problems by integrating solutions with Architectural Design studio.

Recommended Preparation: ForP 365, Arch 366.

Arch 466 Building Technology II (3 cr)

Structural design of buildings with seismic analysis; principles and technology of masonry design.

Recommended Preparation: ForP 365, Arch 366.

Arch 467 Wellness and Design (2 cr)

Principles and exploration of the designed environment's impact on our sense of wellness.

Special focus on how light, air, views and exercise can be promoted or degraded through design.

Recommended preparation: Arch 463-464 and Architecture Site Design. (Fall only)

Arch 483 Urban Theory and Issues (3 cr)

History and theory of city planning and problems associated with urban growth.