National Architectural Accrediting Board, Inc.

2024 Visiting Team Report

University of Idaho
Department of Architecture

M.Arch.
Track: Undergraduate degree with UI architecture
major (123 credits + 45 graduate semester credit hours

Track: Undergraduate degree with non-UI architecture
major + 45 graduate semester credit hours

Track: Undergraduate degree with non-architecture
major + 96 graduate semester credit hours

Continuing Accreditation
February 7-9, 2024

I. Summary of Visit

a. Acknowledgments and Observations

The visiting team would like to thank Randy Teal and Hannah Baker for their responsiveness and help with requests for information and clarification. Additional thanks to the faculty, students, staff, administration, and university leadership for their time and willingness to meet and answer questions while the team was on-site. The team observed pride in the program, unique educational opportunities in the context of Idaho, and an acknowledgement to continue working toward implementing changes to address the NAAB 2020 Conditions. The team felt a sense of community and love for architecture and education.

While on campus, the team found that the program provides virtual courses to and from the Boise Center. The dean and chair are on the Moscow campus and the associate chair is in Boise. Courses offered virtually are all lecture courses and not studio courses. Each lecture course is taught by a single instructor from a single syllabus to retain continuity. The expansion to the Boise location may constitute a substantive change, which may require review and approval from the NAAB Board in accordance with the NNAB 2020 Procedures.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

Condition 2: Shared Values of the Discipline and Profession
Equity, Diversity, and Inclusion

Condition 3.1: Program Criteria
PC.7 Learning and Teaching Culture

Condition 5: Resources
5.1 Structure and Governance: 5.1.2 Governance

II. Progress Since the Previous Site Visit

2009 Conditions Not Met
B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

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

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

2024 Team Analysis:
Arch 553: Integrated Architecture - Includes reading assignments and resources in HSW standards and code requirements which then culminates in a building design. There is a shared template for this course which ensures that all students have the same experience. Arch 575: Professional Practice - Includes a module at the end of the course schedule that addresses code analysis. The program reports that they moved this course into a single course for both campuses.

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

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

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

2024 Team Analysis: The program has several modules in Arch 575: Professional Practice which address financial considerations. The program reports that Arch 454 and 554 include projects which consider building costs in their Design/Build work. While on site, the team observed the Design/Build projects and discussed with the students how they worked with construction cost estimating. The students showed understanding of this condition.

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

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

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

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

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

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

2024 Team Analysis: The program has several modules in Arch 575: Professional Practice which include lectures from outside stakeholders. The mid-term was a "Response to RFP" and the final was a "Presentation/Interview to Win a Project". The program reports that Arch 454 and 554 include projects which interact with clients and stakeholders in their vertical studio Design/Build work.

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

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

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

2024 Team Analysis: The program has several modules in Arch 575: Professional Practice which include roles in the practice of architecture. Exercises include “Creation of a Firm Profile, “Creation of a Profit/Loss Statement”, “Creation of an Invoice” and the mid-term was a “Response to RFP” and the final was a “Presentation/Interview to Win a Project”.

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

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

In the version offered on the Moscow campus, student understanding of the criterion is demonstrated in the final exam for the course. However, students taking the Boise course demonstrated an inconsistent understanding of the criterion in the final course reports.

2024 Team Analysis: The program has several modules in Arch 575: Professional Practice which discuss licensing requirements, business organization, legal and ethical responsibilities, insurance and disputes and claims. In Arch 553: Integrated Architectural Design, students are required to produce a “light” set of construction documents to understand how they are affected by the legal obligations of the permitting and inspection process.

Part Two (II): Section 3 – Evaluation of Preparatory Education: The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student’s prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its

implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

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

2024 Team Analysis: The program has an established framework and process of review for admitting students. With the assistance of syllabi, work examples must be provided by the student applying. Students collaborate with their advisor to submit a substitution waiver form to make this adjustment if an equivalent is found and accepted. Furthermore, compared to students with degrees unrelated to architecture, some students who obtain a "not quite" pre-professional degree nevertheless take far more general design courses and specialized architecture training.

2020 IPR Board Review: Pursuant to the NAAB Board of Directors' Five-Year Interim Progress Report (IPR) Decision Letter dated May 20, 2020, the IPR was rejected "as not having corrected or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. SPC D.1 and D.3 are still Not Met. Student work samples submitted with the five-year IPR do not demonstrate achievement at the prescribed levels for SPC D.1 Stakeholder Roles in Architecture and D.3 Business Practices.

Consistent with the 2015 Procedures, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year, thereby shortening the term of accreditation, and is now scheduled for spring 2024. The Architecture Program Report (APR) is due September 7, 2023."

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2024 Team Analysis: The program focused primarily on SC.5 and SC.6 to define the key evidence needed to meet these conditions. It located the best places to focus the 2020 Conditions criteria within their curriculum and set up frameworks that would yield consistent learning objectives. Assessment practices were created through evaluation forms, tracking results of assignments and consulting outside reviewers.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

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

Program Summary Statement of 1 – Context and Mission
"The Architecture Department's Mission is to provide a dynamic professional design education aimed at building capacity in students for attuned and creative architectural response; this capacity is informed by historical and theoretical inquiry, empowered by the deployment of affective material assemblies, and driven to create environmentally conscious regenerative architecture. Graduates of the program will be prepared to think and make architecture in ways that: promote principles of sustainability and earth stewardship; advocate quality of life for people of diverse backgrounds beliefs and means; cultivate habitat for all living beings; respond to evolving global, political, economic, and ecological forces and needs."

Team Findings:

☒ Met

2024 Team Analysis:
The University of Idaho is a publicly supported land-grant institution. It sits within the small college town of Moscow, Idaho. Washington State University is nearby, and the two universities collaborate on events. The University emphasizes engaged learning and community outreach, which are also strengths of the M.Arch. program.

The University of Idaho Department of Architecture described its mission as one of professional education that includes mastery of the history and theory of architecture, the materials and methods of architecture, and the environmental systems that create regenerative architecture. The program emphasizes both thinking and making. Its core principles include sustainability; diversity; rights of all living beings; and responsiveness to global, political, economic, and ecological forces and needs.

The curriculum includes design/build opportunities, collaborations with the Engineering and the Natural Resources departments outside the college, and research in sustainable materials and other research through the Integrated Design Lab (IDL) in Boise. Although studio courses often select sites in Moscow, ID, there are regular field trips to Spokane; Seattle; Portland; and on occasion, Chicago; San Francisco; Los Angeles; San Diego; and Washington, DC. There is a lecture series with a diverse array of speakers, and extracurricular activities, such as an AIA student chapter.

2—Shared Values of the Discipline and Profession (*Guidelines*, p. 6)

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

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

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

the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings:
☒ Not Met

2024 Team Analysis:
Design: The program has encompassed the meaning of design in their Arch 454/554: Vertical Studio. The course allows for all facets of design to occur simultaneously while providing students with hands-on experience. The complexity of the studio also challenges students in a positive manner to embrace what they have learned and studied thus far allowing them to continue building on their experience throughout the program.

Environmental Stewardship and Professional Responsibility: The program responds to environmental stewardship through required courses in Environmental Technology, Systems Integration, and Integrative Design. The 2023-25 Strategic Plan describes Goal 1: Objective D to "help students understand and embrace the professional responsibilities of environmental stewardship" through three strategies. The strategies include guest lecture and critic topics, studio projects and seminars which practice these aspects, and a plan to redesign Arch 463: ECSI to center on Ecological Building Practices.

Equity, Diversity, and Inclusion: The program has in place a series of measures and physical resources to allow for an environment where students have equal opportunity for achievement; however, while on site students expressed that the program was made aware of an incident from one of the students.

Knowledge and Innovation: The student education culminates at Arch 510: Graduate Project Seminar, in which students are asked to demonstrate basic competencies in knowledge and innovation in a project of their own definition. The program promotes research to deploy strategies using wood as a primary structural material. The IDL is also a hub for innovation and research working with regional utility programs. The 2023-25 Strategic Plan describes Goal 2 Objective B: to "enable faculty and student engagement in interdisciplinary scholarship and creative activity" through three strategies. The strategies include expanding opportunities, partnering with other outside resources, and expertise and to facilitate proposals to obtain funding.

Leadership, Collaboration, and Community Engagement: In Arch 554: Vertical Studio, students met with municipal leaders and collaborated with non-governmental organizations on designs for an educational campus for women in Notse, Togo. In the Idaho Design/Build studio, students are involved in every phase of the projects from initial client meetings, design, budget development and procurement, fundraising and stakeholder meetings, working with consultants and government officials, creating construction documents, and the eventual construction of the project.

Lifelong Learning: The makeup of the program has allowed not only students, but faculty as well, to enter an engaging atmosphere that promotes the idea that architecture does not stop with a degree license or title. Students and faculty alike should embrace a long-term commitment to improve the world around them in various contexts. Understanding that architecture can be used as a medium to explore, challenge, discuss, and even solve complex issues. Arch 575: Professional Practice course contains a variety of lectures that describe the path to licensure and the importance of continuous learning.

3—Program and Student Criteria (*Guidelines*, p. 9)

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

3.1 Program Criteria (PC) (*Guidelines*, p. 9)

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

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

Team Findings:

☒ **Met**

2024 Team Analysis:

The course syllabus for Arch 575: Professional Practice describes three modules which include Career and Procurement of Work, Services and Practice, and Regulations and Legal Responsibilities. Guest speakers are licensed architects and licensed construction management professionals. Course materials cover firm profiles and practice styles in Assignment #2. Outside of the course, the College Advisory Board visits interact with professionals, take field trips to offices/studios, and serve as guest critics. The program curriculum offers variable credit courses which allow a flexible range of employment/internship opportunities. The Networking Nights program is a college-specific opportunity offered each semester and the College Student Congress sponsors spring portfolio reviews to better prepare the students for internship.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reports that the grades indicate 100% of students understand the content. The chair, tenured faculty, and assigned course instructor meet regularly to review objectives, ensure pedagogical clarity, and outline improvements.

Through interviews conducted during the visit, the team heard about a career fair that was taking place while they were on site and how the faculty help students find opportunities for internships with program alumni or visiting critics. Students described their experiences working in firms and how the faculty and program helped them find opportunities to meet their interests.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

Team Findings:

☒ **Met**

2024 Team Analysis:
The structure of the coursework outlined for students prepares them for how to tackle the design challenges they face not only in an academic setting, but in a professional setting. The program has fine-tuned its curricula to enhance the typical learning experience for students and how they adapt to new modes of design by introducing a complex series of challenges, scales, and settings. The breakdown is evident in their studio courses, but more dominantly demonstrated in Arch 454/554: Vertical Studio, as it forces students to quickly adapt on how to answer the design challenge being asked of them. The assignments are complimentary in nature but do not repeat themselves, which allows students to refer to previous iterations of an assignment or studio course and assess what works, and how to fine tune what did not work, to achieve the outcome necessary.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reports that the grades indicate 100% of students understand the content. Improvements include expanded lectures on approaches and understandings in architectural design, knowledge, research, and innovation. Additionally, the program plans to build on collaboration with the National Science Foundation and in person discussions from alumni projects.

To verify this information, the team met with the students at the Design/Build site and observed the design solutions and process of construction that they worked in every day.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

Team Findings:
☒ Met

2024 Team Analysis:
The basic understanding of the architect's responsibility for mitigating climate change comes through the two-semester Environmental Control Systems lecture and lab sequence and is reinforced in upper-level studio projects, such as Arch 553: Integrated Architectural Design. All topics are reinforced and developed by the Systems Integration course and the Integrative Studio. Many students further explore these issues in their independent graduate projects and/or through graduate elective seminars. The culturally focused Arch 454/554: Vertical Studios have taken part in the "Printimber Grant."

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reports in Arch 553; 90% of students demonstrated an understanding of HSW. The improvements include scheduling more time for reviews and development of solutions relating to the reviews. In Arch 454/554, the findings indicates that 100% of students understand the content.

While on site, the team observed projects that utilized timber, which is a regional resource for Idaho, and the creation of tools to make masonry units out of sand that can be recycled. This was used in the Chamber Design/Build project where the team interviewed students who described how they used the masonry material on a wall that could be moved in the future due to programmatic changes.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Team Findings:
☒ Met

2024 Team Analysis:
The program demonstrates a foundational curriculum in architectural history through four courses. Its Arch 385: Global History of Architecture I and Arch 386: Global History of Architecture II, courses provide a foundational history of architecture beyond the dominant western cannon. Arch 388: Architecture Theory course engages students in a critical examination of historic and contemporary architectural theory. The Arch 483: The Urban Theory and Issues course discusses how cities have evolved over time and how urban environments can foster a healthy environment for all people. The course emphasizes analysis across time.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning, and reports that based on final grades, 87% of the students achieved a C or higher (21% achieved A's and 39% achieved B's). The program provided evidence that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, both globally and nationally, through Arch 385, 386, and 388. The program assesses learning outcomes through a listing of homework, exams, and research papers provide evidence of fulfillment.

The team confirmed evidence of this condition being met in curricular discussions. The team noted improvements and desired improvements in discussions.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Team Findings:
☒ Mets

2024 Team Analyses:
PC.5 Research and Innovation is achieved in a variety of places in the curriculum and at a variety of skill levels. It occurs in the broad context of studio work in Arch 354: Architectural Design IV, in Arch 510: Graduate Project Seminar which helps students define a research agenda and Arch 556: Graduate Project which has students design a project that demonstrates the impact of this research.

The largest focus of research and innovation opportunities available to students is in the topic of material testing and innovation – timber and concrete. Most of these opportunities occur at the Boise campus at the Innovation Design Lab.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The courses Arch 354: Architectural Design IV, Arch 510: Graduate Project Seminar, and Arch 556: Graduate Project contain evidence that research and innovation content is being successfully delivered to students. The program prepares students to engage in architectural research to test and evaluate innovations in the field.

The program uses course grades to assess the student learning, and it reports 100% of the students gained knowledge of the preparation, engagement, and participation in architectural research to test and evaluate innovations in the field. Some 30% of the students struggled with research methods. Improvement opportunities include to provide, explain and discuss more examples of research methods.

The site visit, particularly studio visit to Arch 556: Graduate Project and discussions with faculty, confirmed this program criteria was met. Further, evidence was seen that assessment was completed among faculty and modifications were made.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Team Findings:
☒ Met

2024 Team Analyses:
Arch 454/Arch 554: Vertical Studios demonstrate how students are tackling complex situations and scenarios within the design world. By allowing students to enter leadership roles via their collaborative efforts with third party initiatives such as the Moscow Affordable Housing Trust, their projects begin to sift through the complexities of real-world clients who require assistance identifying needs of design. Other collaborative initiatives include the IDL (Integrated Design Lab) and the Idaho Architecture Collaborative, all which harbor opportunities to explore leadership.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reports 100% of students understand the content.
3. While on site, the team observed the students presenting their Design/Build projects and they shared their experiences with the diverse stakeholders and how they used their collaboration skills.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

Team Findings:
☒ Not Met

2024 Team Analyses:
In the architecture department, the faculty, staff, and students understand that a respectful and professional culture with a spirit of collaborative competition creates the most productive and enjoyable working environment for the students. The program feels it is a culture that prioritizes learning, builds confidence, encourages creativity, fosters collaboration, and promotes excellence in both thinking and making. Regardless of the studio level and focus, the school undertakes pedagogical approaches that promote asking questions, experimentation, individual reflection, and discovery. All syllabi include the University of Idaho Classroom Learning Civility Clause, and the program reports that learning culture directly aligns with the university's Office of Equity. Studio culture, collaboration, risk, and critical thinking are essential for the student's growth.

The program identified Arch 353: Architectural Design III and Arch 354: Architectural Design IV as courses where students would achieve an understanding of this condition; however, the student learning outcomes were not relevant to this condition. The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they

are working with the university assessment department to create a process that can be used at the university level, too. All employees complete the required annual training as part of the University of Idaho's Compliance Program. The staff is expected to offer various ways of collaboration to the students. The staff should be supporting the students in their discoveries and experiences that promote risk and growth.

While on site, the team interviewed students who shared their experiences of student-to-student incidents which resulted in students lacking confidence that the program is ensuring a positive and respectful environment. The team observed that the program encourages sharing, engagement, and innovation among its faculty, administration, and staff. Although these topics are discussed by staff with the students to promote awareness and a safe environment, students reported to the team that student to student incidents and concerns related to a respectful and safe environment have not been addressed. Students voiced concern that the Learning and Teaching Culture was not encouraging respect. Students cited that the AIAS Chapter was not inclusive, and a large group of students formed their own student organization to address this.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Team Findings:
☒ Met

2024 Team Analyses:
Arch 385: Global History of Architecture I focus on lecture content from Indigenous Americas, Asia, and Africa. Arch 386: Global History of Architecture II presents recent developments in positive psychology and well-being, as it contains content on Modern Architecture Movement's attempts at social equity. Through experience in Arch 454: Vertical Studio and Arch 554: Vertical Studio, the students focused on diverse communities and worked with external stakeholders on "An Indigenous Gathering Center for the University of Idaho Campus" in the Spring of 2023. Students are exposed to a variety of contexts through study abroad opportunities and studio field trips.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The students are to learn to think critically about the diverse cultural and social contexts of architecture. Through homework, exams, a research paper and final project, final grades for 2023 showed 87% of the students achieving C grade or higher. The program assessment showed improvements could be made in opportunities for students to synthesize information into a focused analysis and to include more writing-process assignments and peer review workshops. Future versions of the course will include these opportunities so that synthetization and writing can be further developed.

While on site, the team heard from faculty who described courses that contain diverse cultural and social contexts.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Team Findings:
☒ **Met**

2024 Team Analyses:
Arch 553: Integrated Architecture includes reading assignments and resources in HSW standards and code requirements, then culminates in a building design. Arch 575: Professional Practice includes a module at the end of the course schedule that addresses code analysis.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. In Arch 553, 90% of students demonstrated an understanding of HSW. Improvements include scheduling more time for reviews and development of solutions relating to the reviews. In Arch 575, improvements include a goal to make changes to the delivery method to ensure all students are getting the same information regardless of whether they are at Boise Center or not.

While on site, the program chair described how Arch 575: Professional Practice has been improved in its structure so that one instructor teaches the course from Boise with Moscow students participating virtually. The program has improved all lecture courses given virtually in this way.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

Team Findings:
☒ **Met**

2024 Team Analyses:
The Program has fortified the understanding and the fundamentals of professional practice in Arch 575: Professional Practice. The course has ensured that students not only comprehend the material presented but allows for execution as well. The course syllabus describes three modules which include Career and Procurement of Work, Services and Practice, and Regulations and Legal Responsibilities. Guest speakers are licensed architects and licensed construction management professionals. Course materials cover firm profiles and practice styles in Assignment #2. Outside of the course, members of the College Advisory Board interact with professionals, take field trips to offices/studios, and serve as guest critics. The program curriculum offers variable credit courses which allow a flexible range of employment/internship opportunities. The Networking Nights program is a college-specific opportunity offered each semester and the College Student Congress sponsors spring portfolio reviews to better prepare the students for internship.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning, and it reported that the grades indicate 100% of students understand the content. The chair, tenured faculty and assigned course instructor meet regularly to review objectives, ensure pedagogical clarity, and outline improvements.

Through interviews conducted during the visit, the team heard students describe their experiences and understanding of the path to licensure and their desire to practice. They described the lectures that they attended, which discussed all phases of practice.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the

United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

Team Findings:
☒ Met

2024 Team Analyses:
Arch 553: Integrated Architecture includes reading assignments and resources in HSW standards and code requirements, then culminates in a building design. Arch 575: Professional Practice includes a module at the end of the course schedule that addresses code analysis.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning, and reported that in Arch 553, 90% of students demonstrated an understanding of HSW. Improvements include scheduling more time for reviews and development of solutions relating to the reviews. In Arch 575, the grades indicate 100% of students understand the content. Improvements include a goal to make changes to the delivery method to ensure all students are getting the same information regardless of Boise Center or not.

While on site, the team observed the students presenting their Design-Build project at the Chamber and they described their experiences with the regulatory reviews and how those conversations translated into the solution.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Team Findings:
☒ Met

2024 Team Analyses:
Arch 553: Integrated Architectural Design and Arch 568: Technical Integration include projects which address engineering systems, wall sections, structural solutions, and details of building materials which demonstrate an understanding of the performance objectives.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reports that in Arch 553 and Arch 568, 90% of the students demonstrated understanding. Improvements include additional time for qualitative analysis of daylighting and building energy.

While on site, the team observed models studying historic precedents utilizing and celebrating technical aspects of the buildings and innovative ways to use wooden stick frame construction which is a dominant form of construction in the Idaho region.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Team Findings:
☒ **Met**

2024 Team Analyses:
Arch 553: Integrated Architectural Design has become the primary place where students unite and synthesize the various threads of learning developed throughout the program. Students use a single material system for this project, wooden stick frame construction. This helps them become familiar with the predominant type of construction in this area and fosters more opportunities for group learning. The creation of an integrated architectural design project in a particular material prioritizes technical detail in support of a methodical material assembly deployment in support of spatial affect, compositional sensory resolution, and tectonic expression. The studio advances student skills within the design process toward the development of an architectural design that synthesizes user needs, regulatory requirements, site conditions, principles of accessible design, and consideration of the measurable environmental impacts of their design decisions. In this studio, students develop a clear program of spatial and user requirements, are required to review national and local code requirements, provide analysis of site conditions, and demonstrate the accessibility and environmental impacts of their design solutions.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reports 90% of the students achieved ability to synthesize user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. Evidence of student work showed watershed solutions on the site, life safety plans, and daylighting studies. Improvements include additional time for qualitative analysis of daylighting and building energy.

While on site, the team observed the student work for this condition. The program chair sat through one of the project examples and gave the team an overview of what they were observing.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Team Findings:
☒ **Met**

2024 Team Analyses:
Arch 553: Integrated Architectural Design Studio is the course where students are expected to demonstrate their ability to deploy the interrelated technical systems required for the execution of a well-resolved building. The course focuses on the role of technique in architecture and the interdependent nature of decision-making in resolving building designs. This course, which is taught by instructors who have experience making buildings, proceeds in similar ways that a building project would go: understanding zoning and basic building code requirements in relation to site, developing a schematic proposal, and then—in rapid succession—overlays of structure, building envelope, material composition, MEP, building regulations and climactic performance are superimposed to expose the required negotiations necessary for the execution of a given design scheme. The objective of the Arch 553 studio is to force the negotiations of simultaneous system demands by way of a persuasive conceptual agenda and a well-reasoned architectural approach.

The assessment process in this small program is informal and includes peer to peer discussions among faculty to evaluate student outcomes and continuous improvement. The program acknowledged that a

more formal process should be implemented, and they are working with the university assessment department to create a process that can be used at the university level, too. The program uses course grades to assess the student learning and reported that 90% of the students achieved ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. Evidence of student work showed the use of "Cove Tool" analysis on building envelope performance. Improvement includes more consistent student training for the "Cove Tool", more time using tools outside of REVIT for students to explore design intentions and more practice on verbal presentations.

While on site, the team observed the student work which demonstrated satisfaction of the learning outcomes associated with this condition. The program chair sat through one of the project examples and gave the team an overview of what they were observing.

4—Curricular Framework (*Guidelines*, p. 13)

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

4.1 Institutional Accreditation (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Team Findings:

☒ Met

2024 Team Analyses:

The program included the letter from NWCCU in the Appendix addressed to President C. Scott Green dated July 25, 2022.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

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

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience

relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

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

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

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Team Findings:
☒ Met

2024 Team Analyses:
4.2.1 - The complete B.S.Arch/M.Arch. program details can be located via the link provided. All one specified Architecture courses are mandatory. Transcripts of new graduate students with an undergraduate pre-professional architecture degree (BA or BS.Arch) are generally considered equivalent to the BS.Arch., but are checked for deficiencies. Incoming students with a non-architecture degree, follow the prescribed path outlined in the linked document, with all named architecture courses required:

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

4.2.2 -The University of Idaho requires 36 credits of general education courses in the following areas:

- Humanities, 6 cr. taken from two different disciplines. Architecture's Arch 151 Intro to the Built Environment serves as the required intro class that counts towards a humanities course.
- Social Sciences, 6 cr. taken from two different disciplines.
- Natural and Applied Sciences, 8 cr. with labs from two different disciplines
- (Architecture requires General Physics Phys III + Lab)
- Math, 3 cr. (Architecture requires Math 143 College Algebra)
- Written Communication 3 – 6 cr. (Depends on placement level)
- Oral Communication 3 cr.
- American Diversity 3 cr.
- International 3 cr.
- Capstone Experience 6 cr. (Arch 454 Architecture Design: Vertical Studio satisfies
- this requirement)

4.2.3 - The initiative offers diverse learning opportunities to address the demand for flexible curricula, enabling students to cultivate additional expertise. For undergraduate students, the university offers electives albeit with stringent requirements in order to allow for students to truly absorb a well-rounded degree. The university also offers minors where students have the option to pursue alongside their primary academic degree. Students can also pursue the Virtual Technologies Undergraduate Certificate Program by completing certain courses of 12 credits in the designated area. To achieve diverse educational, career, and life objectives, students can pursue an honors degree by completing 21 honors credits with a GPA of 3.3 or higher. Additionally, they must fulfill one approved Engaged Learning Experience through the University Honors Program and submit either an Honors Thesis or an Honors Portfolio. For graduate students, the university offers the opportunity for them to nurture their unique interests and skills in architecture by completing a minimum of 18 elective credits. Those demonstrating enthusiasm for specific architectural or urban design issues can propose an Arch 552 Alternate Graduate Design Experience (6 credits). This opportunity allows for distinctive learning experiences, often off-campus, such as internships, international exchanges, or self-directed research and can replace one graduate-level studio requirement.

Independent Study: Arch 502 Directed Study is designed for students interested in exploring subjects not covered in the existing curriculum or delving deeper into specific topics. Collaborating with faculty supervisors, students have the freedom to shape their study plan, determining content, format, and learning outcomes. Arch 502 provides flexibility with credits ranging from 1 to 16.

Special Topics Courses: Arch 504 Special Topics offers elective courses on emerging architecture issues, special study areas, or faculty research-related topics. Like Arch 502, Arch 504 provides flexibility with credits ranging from 1 to 16.

Interdisciplinary Opportunities: Program facilitates collaboration between undergraduate and graduate students who share common interests in architecture.

Study Abroad Programs:

Rome Program: A fall semester in Rome focuses on urban spaces, architectural sketches, history, and culture through seminars and a studio.

China/Asia Program: This summer program explores urban transformations in China, Malaysia, and Singapore, fostering understanding of global architectural practices.

UK Program: Based in Edinburgh and London, this program emphasizes green building design through a vertical studio experience and research visits.

International Exchange: Upper-level undergraduates and graduate students can spend a semester or academic year studying architecture at Tampere University in Finland or Chulalongkorn University in Thailand (limited activity in the past 10 years and now discontinued).

4.2.4 - The program does not have a Bachelor of Architecture track.

4.2.5 The program has M.Arch. degree that consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework.

4.2.6 - The program does not have a Doctor of Architecture track.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

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

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

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

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

Team Findings:

☒ **Met**

2024 Team Analyses:

4.3.1 The program assesses transfer applicants for eligibility to commence studies either as M.Arch. students or as third-year undergraduates in the pre-professional program. Direct admission to the professional M.Arch. path (years five and six) is granted exclusively to those with a B.S./B.A. Arch degree. Baccalaureate holders without pre-professional degrees follow the 3+ path. Other students must meet one of three criteria: completion of the design foundations sequence, previous foundations experience, or participation in the Summer Design Bootcamp for those with advanced standing. Once any of these criteria are met, students undergo evaluation (portfolio and GPA review) for admission into the pre-professional degree courses starting in year three.

4.3.2 The program has an established framework and process of review for admitting students. With the assistance of syllabi, work examples must be provided by the student applying. Students collaborate with their advisor to submit a substitution waiver form to make this adjustment if an equivalent is found and accepted. Furthermore, compared to students with degrees unrelated to architecture, some students who obtain a "not quite" pre-professional degree take far more general design courses and specialized architecture training.

4.3.3 The program mandates that if a student goes through one of the prescribed degree paths, then the official sheet articulates the education/time required to achieve a professional degree; when a student does not meet their matriculation requirements through one of their prescribed paths, the program requires that students provide a copy of the seamless degree path with strikethroughs of all satisfied

courses. The university records and saves all information in their official records of the students, which is posted to their UI Degree Audit system.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

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

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

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

Team Findings:

☒ Not Met

2024 Team Analyses:

5.1.1 The Architecture program is situated within the administrative structure of the greater university. The program described that during 2023, the college was restructured from five programs to three departments and Architecture sits in its department by itself. The heads of each department serve together as the Academic Core Team (ACT), which is an advisory body to the dean. There is a newly created associate chair position which became official in January.

5.1.2 Faculty and staff governance was met. For faculty in the college, influence over decision-making starts at the program and department level primarily through faculty meetings. Discussion is then filtered into the college processes via dialogue between department heads and the dean in ACT meetings. The college interfaces with university shared governance through university-level committees and faculty senate. Alternatively, there is not a clear pathway for students to voice concerns in a clearly outlined process where they have a representative voice and can expect an outcome to a raised issue by the program or college. In informal conversations, there were issues raised with access to needed educational resources (e.g. printers) and at a shared values level where student governance seemed in need. There is no clear oversight to the AIAS Chapter and due to inclusivity concerns, a separate student-led Design Community has formed outside of AIAS to offer an alternative.

5.2 Planning and Assessment (*Guidelines*, p. 18)

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

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

5.2.2 Key performance indicators used by the unit and the institution.

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

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

5.2.5 Ongoing outside input from others, including practitioners.

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

Team Findings:

☒ Met

2024 Team Analyses:

5.2.1 Approximately ten years ago, formal assessment at the university level was implemented. Due to challenges to collect concrete data, the program created a program-level assessment process with four strategic goals. The goals include NAAB criteria as a baseline for their strategic objectives.

5.2.2 The university assessment process uses “measures,” “benchmarks,” and “findings.” Data is collected through direct measures and indirect measures. Examples of direct measures include design studio evaluation forms and indirect measures include course final grades, exams and project grades. Indirect Measures include student design critiques and ARE pass rates of alumni.

5.2.3 The program maintains a Strategic Action Plan that addresses teaching and learning, scholarly and creative activity, outreach and engagement, and community & culture. This action plan parallels the University of Idaho Strategic Plan. Goals and objectives are developed and refined by faculty approximately every three to five years in response to inputs such as: NAAB Interim Program Reports; strategic initiatives of the college; annual university assessment process; annual faculty evaluations; feedback from advisory board members, guest critics practitioners; informal observations; and anecdotal information, such as requests or ideas from students. This action plan helps record successes, see where improvements are needed, and mark out future goals. In August 2023, the program updated the strategic action plan to include accomplishments and to add new goals.

5.2.4 The program has the advantage of a small, yet diverse, faculty with complementary interests and expertise, reinforced by two new junior faculty who joined in Fall 2023. Additionally, with the success and growth and of the design-build endeavors the program has seen increased visibility and appreciation in both the community at large, as well as the university itself with one prominent donor funding the six Lupine Flats houses and the president pledging a $250,000 endowment to support design-build into the future. Additionally, the program boasts the recent AIA Northwest and Pacific Region Student Design Awards 2019-2022.

Perhaps one of the biggest challenges to the program’s ability to continually improve learning outcomes and opportunities is *also* the small size of their faculty and the lack of dedicated assessment support. This means that faculty, who already have full position descriptions, must spearhead efforts of assessment, accreditation, and the processes associated with them. The challenges of the university budget crisis, hiring issues after COVID, and remote work preferences have created a difficult environment to bring in affective administrative help; however, two new hires in the dean’s office have been working out well. Another challenge is that the financial differences between University of Idaho architecture and other land-grant based programs mean their ability to easily maintain a high levels of exposure and engagement can be difficult.

5.2.5 As a stated integral aspect of the program's assessment plan, they rely on external design critics who typically visit for reviews at both the midterm and final critiques each semester. The program has attempted to have these critics complete surveys after the reviews, but this has proven to be less than effective as the surveys do not capture the nuances of the design critiques and are often not treated as seriously as the critiques themselves (often becoming a distraction). Thus, with most critics being invited and managed by the department chair, it is a fairly fluid process for the chair to solicit descriptive feedback and evaluations that include strengths and weakness of particular students as well as the course, the project, and the pedagogical agenda. The program presents an impressive list of 40 reviewers that have recently provided critiques to work produced at the school.

5.3 Curricular Development (*Guidelines*, p. 19)

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

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

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

Team Findings:
☒ Met

2024 Team Analyses:
5.3.1 The program states that prior to the 2020 conditions much of their course assessment was based on NAAB SPCs. The student performance criteria influenced both what courses they taught and which courses were assigned to produce evidence for the SPC's. However, the 2020 conditions led to new discussions. Although in their infancy, discussions have included more strategic definition about the program values and goals. One goal, that is common with the NAAB criteria, is to create a robust professional education that is *experimental*, informed by critical *conceptual* thinking, and energized by the understanding that *technical knowledge is architectural power*—it enables the very language that one will speak for years to come. To achieve this goal, the faculty who have taught integrated design studio Arch 553 for the past several years, have joined in on each other's reviews and had discussions. The program reports the Arch 553 is the focus of much of the curricular development and where the evidence for this aspect can be found.

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

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Team Findings:
☒ Met

2024 Team Analyses:

5.4.1 The program demonstrates typical workload to include two courses, two studios, production of two pieces of peer-validated research and hold two- three UI service obligations per year. Balance is maintained through annual evaluations with the department chair and if one of these assignments carries more workload due to faculty focus, assignments will be shifted to available resources.

5.4.2 Associate Professor Phil Mead in Moscow and Assistant Professor Dwaine Carver in Boise serve as advisors for the Architecture program. They stay updated on AXP and ARE requirements, ensuring students in undergraduate and graduate programs are informed about the three E's (Education, Experience, and Exam) for licensure. Additionally, Professor Dwaine Carver oversees NCARB AXP professional internships in Boise and Moscow, offering variable credit courses for undergraduates and graduates. Students can earn up to six credits for internship experience, supported by the professional communities in both areas.

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

5.4.4 Students have access to various support services both within and outside the program. Academic and personal advising is provided, with a dedicated advisor for first- and second-year students, while architecture students in their third year are automatically assigned a faculty advisor. Career guidance is offered through semester meetings, Career Services, networking events, career fairs, and Handshake job listings. Faculty actively assist students with internships, job placement, and portfolio development. The department chair shares professional opportunities, sometimes resulting in direct connections or recommendations.

In terms of mental well-being, faculty advisors and studio instructors offer limited assistance with time management and work/life balance. For more complex issues, students can be referred to the Counseling and Mental Health Center or the Office of the Dean of Students. VandalCARE allows faculty to submit care reports for students experiencing concerns such as poor attendance, changes in performance, bias, or inappropriate behavior.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Team Findings:
☒ Met

2024 Team Analyses:
5.5.1 The program pledges their commitment to diversity via numerous avenues whether it be physical or financial. Within the physical realm, their commitments begin at the university level where programs dedicated to social equity, diversity and inclusion have been put in place, programs such as The President's Council on Diversity, the College Assistance Migrant Program (CAMP), The Women's Center, the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Asexual, and Ally Office (LGBTQA). The program also indicated that at the university level, resources were allocated to devising a new diversity plan. At the departmental level, The University of Idaho's Center for Disability Access and Resources (CDAR) ensures that all faculty and students have access to studio and classroom facilities, as well as appropriately accommodated office spaces for faculty members.

Graduate teaching assistantships offer financial aid to students, with the graduate school providing full and half-awards. Annually, there are 10-12 TA-ships, granting a stipend (approx. $12,000) and tuition waiver. The department chair and graduate admissions committee oversee the allocation, with three full TA-ships reserved for international student attraction. Recent recruitment efforts targeted countries like Nepal and Iran, while also having teaching assistants from India, Africa, and Southeast Asia.

Faculty diversity is promoted through financial support initiatives, particularly through Visa application sponsorship. The current cost per Visa process is $6,000 (two processed this year), aiding five of the twelve faculty members at the University of Idaho.

5.5.2 Diversity has been an aim in faculty searches for the past five years since the resignation and retirement of two female faculty members. Since 2016, seven searches have resulted in the hiring of four male and three female faculty. The advertised position descriptions result in a wide variety of applicants. While on site, the team observed diversity in the faculty represented by gender and ethnicity.

5.5.3 The population in Idaho, and Moscow more specifically, is predominantly white. The program participates in the Western Undergraduate Exchange (WUE) for first-time freshman and transfer students from surrounding states. Faculty, academic coordinators and student ambassadors attend recruitment events such as UI Bound, Summer Design Days, and High School Design Day.

5.5.4 - The program website provides access to Recruitment Guides and Toolkit, as well as listing EO/AA coordinators for each college. The policies and initiatives can be found at https://www.uidaho.edu/governance/equal-employment-opportunity-affirmative-action

5.5.5 - The University of Idaho's Center for Disability Access and Resources provides resources and procedures that allow for service of different mental and/or physical abilities. Bridges between students, faculty, and staff to ensure proper accommodations are made according to differing abilities and capacities; CDAR informs instructors of these documented accommodations for students in their classes at the beginning of each semester.

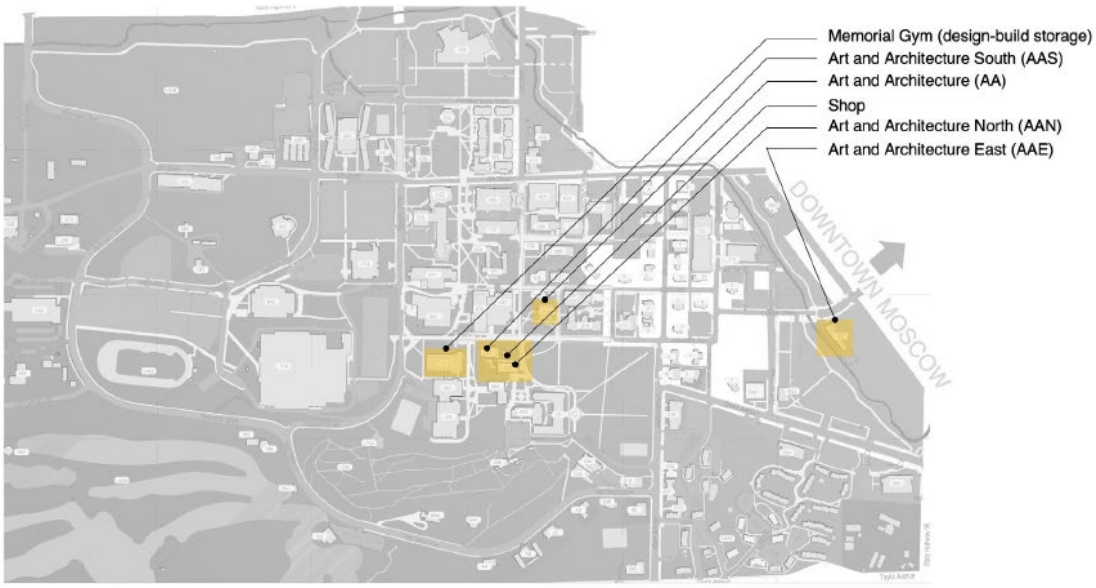
5.6 Physical Resources (*Guidelines*, p. 21)
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.
5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

Team Findings:
☒ Met

2024 Team Analyses:
5.6.1 - Most of the architecture program facilities are located on the Moscow Campus; however, there are two educational/research/outreach facilities in downtown Boise, Idaho. In Moscow, the College of Art and Architecture facilities are located advantageously in the heart of campus near the university classroom center, the library, administrative offices, recreational facilities, and the University Commons. Students, staff, faculty, and resource centers for the college are housed across six buildings. Two gallery spaces, three critique spaces, a technical shop, design resource center, and computer studio also supports college units. The Architecture Program has had a physical presence in Boise since 1998. Currently located at the Idaho Water Center at 322 E Front St, Suite 390, Boise, Idaho, the program has expanded with the addition of a M.Arch. 3+ program and first- and second-year undergraduate coursework. The UI-Boise undergraduate programming also serves the Interior Architecture and Design and Landscape Architecture programs. Access to a shop space with table saw, band saw, drill press, hand tools and ample work area is arranged cooperatively with the UI-Boise Engineering program as is supervised access to a CNC router. Access to 3-D printers is provided by the Integrated Design Lab at the Water Center.



5.6.2 For lectures, most classes are scheduled in the Teaching and Learning Center, the Education Building, Life Sciences, and Renfrew Hall. The program also regularly converts one of the third year studio spaces into a small temporary lecture hall for welcome events, lectures, and presentations. There are three dedicated architecture breakout rooms - Red Room, Sky Crit, and AAS 208 that can be utilized by students. The Technical Design Studio (TDS) of the College of Art & Architecture is a student access shop that serves all students in the College. The TDS provides a collaborative environment for the development of material literacy and process knowledge. The TDS provides a full complement of power and hand tools for the manipulation of wood, plastics and composites. In addition to traditional shop tooling, there is also digital fabrication equipment including CNC milling, laser cutting and 3D printing. The Design Resource Center (DRC) houses a comprehensive collection of leading industry periodicals and material and product samples to keep students, faculty, and staff current on the latest developments in

the interior design, architecture and related design industry. The Computer Studio provides digital technology resources for students of the college 23 hours a day including weekends.

The University of Idaho Integrated Design Lab (IDL) in Boise is dedicated to the development of high performance, energy-efficient buildings in the Intermountain West. The UI-IDL has one faculty member, two full-time research scientists, and five student research assistants. It includes a conference room, open office area, and 8 private offices. The IDL maintains a library of over 900 devices for measurement and data logging of energy efficiency and human comfort parameters.

5.6.3 Main Campus, Moscow: Nine full-time faculty are provided with private offices, one shared office for Emeritus faculty, access to the university internet, software, and onsite university IT support.

Outreach Facilities, Boise: Three full-time faculty and one adjunct faculty are each provided with private offices access to the University internet, software, and onsite university IT support.

5.6.4 Two lounges, including kitchenette, library, studio spaces, hybrid and remote, have not affected them negatively but are available for a decent number of classes except studio

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Team Findings:
☒ Met

2024 Team Analyses:
The funding for the architecture program is derived from two main sources. The first is the state general education allocation, which contributes to the salaries of full-time faculty members. The second is the College Professional Fee, a charge applicable to all CAA students. A portion of these fees is designated to address instructional requirements, supporting temporary faculty, while 25% of the fees collected from architecture students are allocated to the architecture program's operating budget.

Despite thoroughly depicting the allocation of all funds available to the program and seeing an improvement within the Program's operating budget, in comparison to similar programs on their size, they believe they are under financed, with some competing programs having a 2-3x the operating budget. Nevertheless, this appears to be a broader concern within the realm of the College and University, and as of now, there have been no noteworthy advancements in this area.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

Team Findings:
☒ Met

2024 Team Analyses:
The University of Idaho library contains a total of over four million items. In addition, the library has many online article and image databases that serve the Architecture Department. Librarians are also available to provide workshops for classes and meet individually with faculty and students who request assistance

in finding resources for their research projects. The library provides course reserves and e-reserves to support courses, and the library's special collections allow faculty and students to conduct research using primary sources, including sources about Northwest architecture. The library is good at acquiring new books that are requested by the faculty.

The UI librarians are accessible and make themselves available whenever they are needed. Evidence of this is seen in the "ask-us" information provided on the UI library website: https://www.lib.uidaho.edu. The only significant problem with the library's physical collections is that they are not more visible to students. The attempt to address this issue is the new architecture lobby lounge and the periodicals available at the Design Resource Center.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)

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

Team Findings:

☒ Met

2024 Team Analyses:

The following information regarding all of the degree options is available online to find and read the understanding of each's credits and tracks:
https://www.uidaho.edu/caa/programs/architecture/accreditation
At the University of Idaho, College of Art & Architecture, the Architecture Department offers the following:
NAAB-accredited degree program:
M. Arch seamless path (123 credits of B.S. Arch program + 45 graduate credits)
M. Arch 2-year path (pre-professional B.S. Arch or B.A. Arch degree + 45 graduate credits)
M. Arch 3+ path (B.S. or B.A. degree + 96 credits)

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

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

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

Team Findings:

This information is available on the department website:
https://www.uidaho.edu/caa/programs/architecture/accreditation

6.3 Access to Career Development Information (*Guidelines*, p. 23)

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

Team Findings:
☒ Met

2024 Team Analyses:
The University of Idaho Career Development Center provides students with career development services, from resume development to job fairs and mock interviews.
https://www.uidaho.edu/caa/programs/architecture/m-architecture
https://www.uidaho.edu/current-students/career-services

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public via the program's website:

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

Team Findings:
☒ Met

2024 Team Analyses:
This information is available on the department website under the subsection on

6.5 Admissions and Advising (*Guidelines*, p. 24)
The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

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

Team Findings:
☒ Met

2024 Team Analyses:
All resources for all five categories are available online for the public.
a) One link is available
b) Three links are available

c) Two links are available
d) Eight links are available
e) One link is available

6.6 Student Financial Information (*Guidelines*, p. 24)

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

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

Team Findings:

☒ **Met**

2024 Team Analyses:

6.6.1: There are several resources available to students at the University of Idaho on their website.

https://www.uidaho.edu/financial-aid
https://govandals.com/sports/2016/7/13/eada_report.aspx
https://www.uidaho.edu/financial-aid/questions/code-of-conduct
https://www.uidaho.edu/financial-aid/types-of-aid/loans
https://www.uidaho.edu/financial-aid/appeals
The link to Student Financial Aid Services is also highlighted on the architecture website:
https://www.uidaho.edu/caa/programs/architecture/accreditation

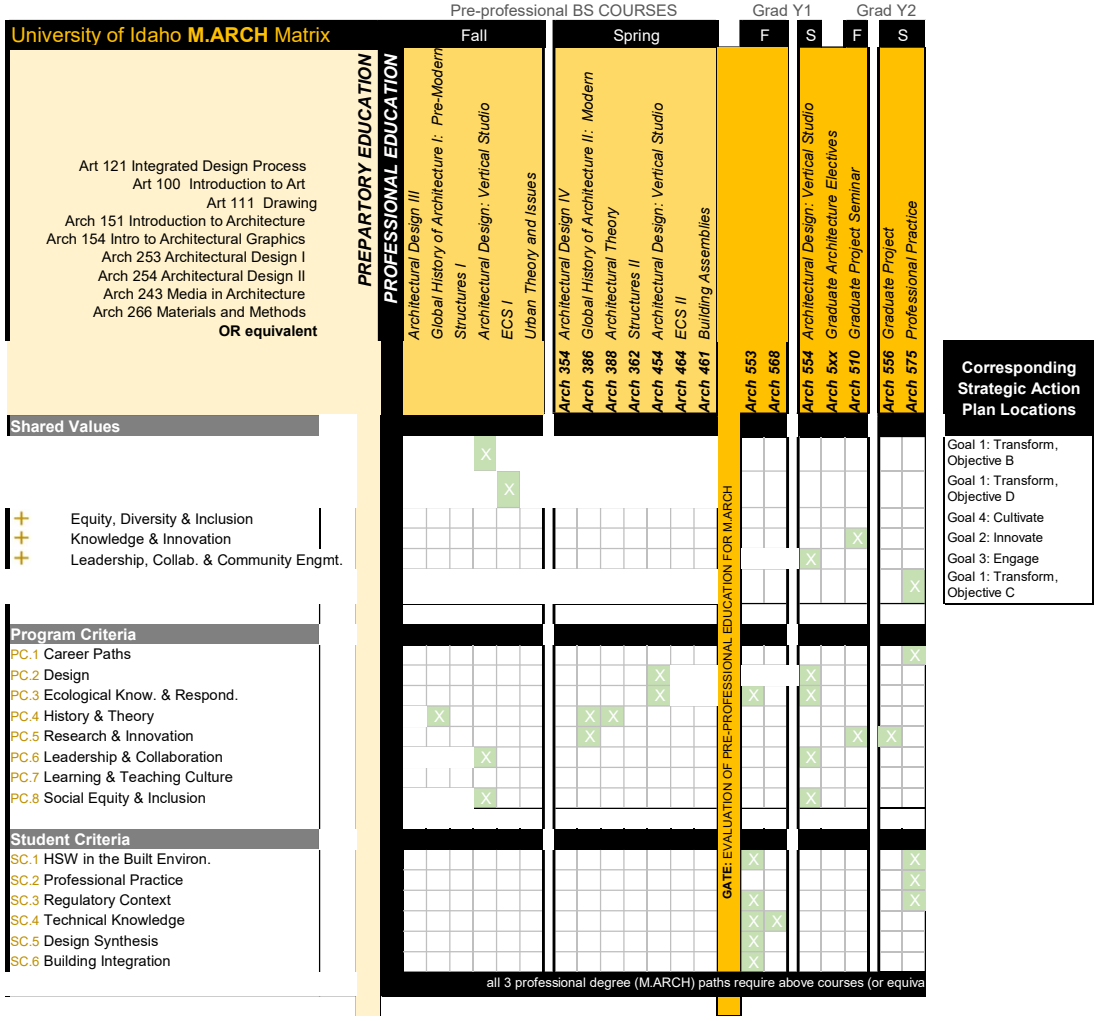
6.6.2: The following information is listed in the MArch Degree prep; the link is accessible on the department's main page.

https://www.uidaho.edu/caa/programs/architecture/m-architecture
https://www.uidaho.edu/financial-aid/cost-of-attendance

V. Appendices

Appendix 1. Team PC/SC Matrix

PROGRAM AND STUDENT CRITERIA MATRIX



Appendix 2. The Visiting Team

Team Chair, Regulator Representative
Kristine Harding, FAIA, NCARB
Sr. Vice President & Group Manager
KPS Group
Huntsville, AL
kharding@kpsgroup.com

Team Member, Practitioner Representative
Adiel Quiteno, Assoc. AIA
Assistant Project Manager
Parette Somjen Architects
West New York, NJ
adielquiteno@outlook.com

Team Member, Educator Representative
Courtney Crosson
Associate Professor and Director of the Drachman Institute
University of Arizona
Tucson, AZ
ccrosson@email.arizona.edu

Team Member, Student Representative
Elizabeth Raymond
M.Arch. Student, The Ohio State University
Columbus, OH
elizabethraymond0115@yahoo.com

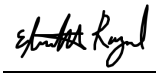
VI. Report Signatures

Respectfully Submitted,

Kristine Harding, FAIA, NCARB
Team Chair

Adiel Quiteno, Assoc. AIA
Team Member

Courtney Crosson
Team Member



Elizabeth Raymond
Team Member