

Architecture Program Report

University of Colorado
Denver Department of
Architecture

07 September 2022



National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	University of Colorado Denver
Name of Academic Unit	Department of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: Undergraduate degree with architecture major + 60 credit hours graduate semester credit hours Track: Undergraduate degree non-architecture major + 105 credit hours graduate semester credit hours <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2015
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Marc Swackhamer
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Nan Ellin, PhD
Chief Academic Officer of the Institution	Constancio Nakuma, PhD
President of the Institution	Todd Saliman
Individual submitting the APR	Marc Swackhamer
Name and email address of individual to whom questions should be directed	Marc Swackhamer marc.swackhamer@ucdenver.edu

Submission Requirements:

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



INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

Conditions not Met

B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

2015 Team Assessment: Evidence relating to a consistent student ability to incorporate principles of accessibility into student work could not be located within the work provided.

This unmet SPC is addressed by the required Studio VI and Integration Seminar. In re-writing our curriculum coincident with the 2015 NAAB accreditation visit, we moved the Integrative (Comprehensive) Studio to the end of the studio sequence (now Studio VI) and created a three-credit-hour Integration Seminar as a required co-requisite for Integrative Studio. In the Integration Seminar students develop the necessary integration and documentation of accessibility issues.

B.6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

2015 Team Assessment: While the assignments from Arch 6150 and Arch 6151 documented in the team room demonstrated a reasonable level of integration, all work was presented in the form of team projects; therefore, it was not possible to establish each student's individual ability to meet the intent of this criterion.

This unmet SPC is addressed by the required Studio VI and Integration Seminar. Beginning in 2015, we shifted the focus of Studio VI and developed a new Integration Seminar to address the topics of integration and comprehensive design. Those two courses cover all eleven of the SPC's listed above, for each student, through individual assignments. With the shift in the 2020 NAAB Conditions to allow for PC's and SC's to be covered by teamwork, Studio VI and the Integration seminar have, just in the past year, moved to a team-based approach. Students now work in teams of two in both courses. This work has been deemed so successful that two projects from spring of 2022 won and received honorable mention in the [ACSA 2022 Habitat Competition](#).



B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

2015 Team Assessment: Evidence for this SPC was not consistently documented.

This unmet SPC is addressed by the required Professional Practice course. A key focus in this newly redesigned course is the financial parameters that shape both the development and the design of a project. Regarding development, these include underwriting, equity and construction financing, and pro forma analysis. Regarding design, the financial parameters include construction operating costs in the context of life-cycle cost analysis. In addition, firm finances are addressed in the course. These include office expenses and revenue, and the investment and distribution of profits.

C. 9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

2015 Team Assessment: Evidence for this SPC was not consistently presented in the courses as documented in the team room.

This unmet SPC is addressed by the required Social Context of Design course. In the re-writing of the curriculum at the time of the 2015 accreditation visit, we included a new course titled Social Context of Design (ARCH 5430) that focuses on the ethical, social, cultural, and psychological principles, which people bring to the perception and design of the built environment. Its major topics include ethical values, cultural patterns and values, social, cultural and personal rituals, and pre-design and programming.

Program Response:

Causes of Concern

1. Identity: The Department continues to struggle with defining its identity, as noted in the 2009 VTR. While significant positive change has occurred since the split with the Boulder campus and consolidation onto the Denver campus, the Department is having difficulty determining a vision for its future. The Department is currently working on developing a long-term vision and strategy for implementation as evidenced by four internal focus group discussions and the completion of two phases of strategic planning with an outside consultant.

This cause of concern is addressed through the department's new Five-Year Vision. Between fall of 2021 and summer of 2022, the Department of Architecture engaged in a strategic visioning process. With a new chancellor, Michelle Marks, and her new [University of Colorado Denver 2030 Initiative](#) in place, the department needed to understand better how its strengths and its vision for the future aligned with the aspirations of the university. We also needed to better understand how the department aligned with the College of Architecture and Planning's Strategic Plan. To solicit feedback on this, we first developed and distributed a survey to all departmental stakeholders (faculty, staff, students, alumni, and practitioners). The department chair then held stakeholder conversations with each group. In total, over 200 stakeholders provided feedback. During summer of 2022, the department drafted its new Five-Year Vision, which faculty, students, and all other stakeholders have reviewed and edited. [Here](#) is a link to that vision, which will shape the department's identity and inform its priorities over the next five years.



2. Student Representation: The College does not appear to include student representation in key administrative decision-making roles related to faculty searches, appropriate committees, studio culture policy revisions, etc. During the student meeting, most students seemed unaware of the representative roles that they could play within the administration of the College. However, it was also clear that students had not, to date, taken advantage of the administration's invitation for their participation.

This cause for concern is addressed by several new initiatives, both faculty and student driven, described as follows.

Since the last accreditation in 2015, the department has made significant progress in student representation in the department, college, and on the campus. A student representative from both the Bachelor of Science and the Master of Architecture program attends every departmental faculty meeting. Student representatives participate as members of all faculty search committees, including the search for a new department chair. A student from the Master of Architecture program was on the selection committee for CU Denver's new chancellor in 2019. The department's American Institute of Architecture Students (AIAS) has remained an active chapter in both the undergraduate and graduate programs, and we have now established a new National Organization of Minority Architecture – Students (NOMA-S) and All for Women in Architecture Students (AFWIAS) chapters. Finally, the students in the department elect "Studio Representatives" every semester who meet monthly with the associate department chairs.

Before the start of the global pandemic, the school had instituted a "Chair Chat" session where any interested students could meet over lunch with the department chair to hear about ongoing changes and activities in the department and express any concerns to the chair. We will relaunch this program in the fall of 2022. Further, we are exploring student involvement in the M. Arch admission process.

3. Strategic Planning: While the level of critical reflection at a time of incredible change is admirable, the Department has not yet reached the strategic planning phases of its work. At the time of our visit, it was not clear to the team how the current analysis and planning effort will unfold and be implemented.

This cause for concern is addressed by the department's new Five-Year Vision. Described under "Causes of Concern" question 1, regarding identity, the department has undergone a year-long strategic planning process. Called a "Five-Year Vision," this strategic plan is brief but ambitious and clear. Please refer to question 1 for insight into how the department solicited input from stakeholders. Read the Five-Year Vision at this [link](#).

4. Curriculum Concentration and Certificates: The Department appears to have ample opportunities for future growth in curriculum concentration and the possible development of additional certificate programs. Faculty, however, seem to lack consensus regarding the future focus of certificates.

This cause for concern is addressed by the College's seven certificate programs. CU Denver College of Architecture and Planning now offers seven certificate programs to graduate students: Integrated Construction, Management, and Leadership (ICML), Geospatial Information Science (GIS), Design Build, Historic Preservation, Interior Design, Classical Studies, and Landscape Architecture. This breadth of certificates offers students a wide range of opportunities to study allied disciplines related to design of the built environment and specialized areas within architecture itself. Each of the programs is described in depth on the college's website, [here](#).



5. Resource Strain: M. Arch. students expressed concern that resources previously available to their Program are being strained by the rapid growth of the B.S. Arch. program. Specific areas of concern involve access to the woodshop, the digital fabrication tools, and the computer lab. Adequate faculty and staff support and growth for the emerging programs are also a concern.

These causes for concern have all been addressed since the program's previous accreditation. We will address each concern separately, below:

M. Arch Program being strained by the rapid growth of the B.S. Arch. Program: The Bachelor of Science program has now matured and stabilized. It is no longer in need of additional resources and is no longer growing. It now steadily enrolls between 400 and 500 students. The B.S. Arch program now generates a large portion of college income and is no longer a financial burden on the department. The number of students in need of physical resources and the number of faculty required to teach those students are legitimate concerns that the department has addressed below.

Access to the woodshop, digital fabrication tools, and the computer lab: The college has expanded the woodshop and fabrication labs to now include the Annex, in the building adjacent to the main CAP building, with two new CNC routers, a new CNC plasma cutter, and new welding equipment, among other tools. On the fourth floor, the existing fabrication lab added ten 3D printers and six laser cutters. In addition to this, in 2019, with the establishment of [LoDo Lab](#), a lab dedicated to faculty research, there is now available to students and faculty an additional three 3D printers, a new clay extrusion printer, a vacuum-forming machine, and equipment for growing bio-based materials like mycelium and algae.

Since the previous accreditation, we added a second permanent photo studio and a second computer lab to the 5th floor of CAP. The college has since doubled its plotting capacity and in the department, we have started purchasing inexpensive printers to pilot in-studio printing at 11x17 size for several undergraduate studios. During the pandemic, the college purchased about a dozen flat screen monitors for students to present their work remotely and/or digitally. There is also a very large, interactive touchscreen monitor with tiered seating located in the second-floor studio for remote guest lectures and interactive presentations. Every studio floor incorporates in-studio presentation pods where students can present to guest reviewers in a sound-isolated environment.

Finally, the University of Colorado Board of Regents has just approved CAP for deferred maintenance of its building. This may allow us to further expand our fabrication shop by moving it to the first floor of the building where it will be larger, more functional, and more accessible to more students. The deferred maintenance also involves major electrical, MEP, and life safety upgrades. Plans around this are still evolving.

Here is a link describing all of CAP's [lab facilities and research resources](#).

Adequate faculty and staff support and growth: This remains an ongoing concern for the Department of Architecture. Since 2019, the department has hired four new tenured/tenure-track faculty members: Professor and Department Chair, Marc Swackhamer, Assistant Professors Sarah Hearne, Assia Crawford, and José Ibarra, and two Visiting Assistant Professors with an emphasis on Justice, Equity, Diversity, and Inclusion: Sarah Aziz (now departed) and Leyuan Li, who starts in January of 2023. We have also hired one new Assistant Professor Clinical Teaching Track in Mira Woodson, who serves as one of the department's associate chairs. This adds up to a total of 20 full-time faculty members in the department.

The college has approved hiring five new tenure-track/tenured faculty members in the department over the next two years. This will bring the department's full-time faculty roster to 24 or 25, depending on whether an ongoing visiting professor is provided. While we remain grateful for the



allocation of these new faculty members, this number is marginally on par with peer institutions, and does not represent a robust enough number of full-time faculty members to catapult the school into the territory of excellence it aspires to reach. Instead, it represents the bare minimum the department needs to remain competitive.

6. Facility Improvements: Great progress has been made with facility improvements, but the team is concerned that the facility improvements will be unable to keep pace with anticipated growth and meet the intent of Phases I and II as presented.

This cause of concern has been addressed by several new facilities projects, described as follows.

Since the previous accreditation, the college has expanded upon and renovated its studio spaces on floors two, six, and seven. Floor two has been upgraded with new Herman Miller furniture and custom-built breakout countertops for conducting in-studio discussions and working in small teams. The flexible second floor lobby includes a medium-sized classroom space with a moveable wall that can accommodate a large gathering for lectures and exhibitions. It also includes a smaller exhibition space and a student lounge where we provide coffee for students.

The Dean's Suite on the third floor of the building has been recently renovated to include a small conversation area with coffee, a small conference room, a meeting table, and a suite of offices for department chairs, the dean, and other college leaders. Adjacent to the dean's suite, on the third floor, a space known as "the Octagon" has been expanded and cleaned up over the summer of 2022 to accommodate larger exhibitions. Both the Dean's Suite and the Octagon will house upcoming exhibitions curated by the Exhibition and Events Committee.

Also on the third floor, the college created a new, large, shared research space called the DEN. This new space includes three conference rooms of various sizes to accommodate in-person and remote participants, a large pin-up space, hot-desk faculty research tables, a new dedicated area for doctoral students, and a kitchen for hosting luncheons, conferences, and symposia.

Finally, as mentioned, the State Board of Regents has just approved CAP for deferred maintenance of its building. Again, this may allow CAP to further expand its fabrication shop and to upgrade its electrical, MEP, and life safety services. Plans around this are still evolving.

7. Faculty Diversity: The team noted a lack of diversity among the tenured and tenure-track faculty. A university policy does exist in this regard, but the team could not find evidence of a Departmental or College plan to address this issue.

This cause for concern has been and continues to be addressed through active college and departmental changes to policies and hiring practices.

The College of Architecture and Planning now follows a robust and inclusively developed Justice, Equity, Diversity, and Inclusion (JEDI) policy, which can be found [here](#). Goal number three of that policy is to "Enhance representation on our faculty and staff." It includes the following sub-goals:

- a. Intentionally recruit and hire faculty and staff with diverse backgrounds, skills, and experiences at all ranks.
- b. Continue to diversify search committees, keeping an eye to equitable distribution of service loads.
- c. Ensure that all search committee members are trained on avoiding bias in their evaluations of candidates.
- d. Intentionally recruit lecturers and adjunct faculty with diverse backgrounds, skills, and experiences



- e. Intentionally recruit guest lecturers, guest reviewers, community partners, and other non-academic contributions to educational delivery with diverse backgrounds, skills, and experiences
- f. Foster an environment that promotes a non-tolerance policy on overt racism as well as more subtle forms of racism such as microaggressions
- g. Support faculty and staff with training on microempowerments and their role in overcoming histories of overt racism and sexism

The last two searches redacted the personal information of all applicants, limiting unconscious bias and forcing decisions to be made solely on the merits of the applicants. All faculty sitting on the search committee are required to enroll in training at the university level to ensure a fair and equitable search process. As a result, the last three hires to the tenured/tenure-track faculty have come from diverse, international backgrounds. The college has established a two-year JEDI visiting professorship, rotated between departments in the college. This important position was occupied by Sarah Aziz, and will soon be occupied by Leyuan Li. Over the next two years, we will hire five more tenured/tenure-track faculty members, who, with our newly implemented search practices that seek to minimize bias, will further diversify the full-time faculty.

Among our part-time lecturers, we have sought to hire more women and more people of color. Our gender balance among lecturers has vastly improved. In fall of 2021, women comprised 48% and people of color comprised 21% of our lecturer/part-time faculty. In spring of 2022, those percentages were 45% and 13%, respectively. The university considers “people of color” to include faculty members who identify as Black, Latinx, Asian/Pacific Islander, Indian, and Indigenous.

Program Changes

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

This section is limited to 5 pages, total.

The 2020 NAAB Accreditation Conditions changed significantly from the 2009 Conditions under which the department was evaluated in 2015. With the drastic changes to the NAAB Conditions, along with shifts in the profession and challenges across the globe, the department has adapted its M. Arch program in response, both at a high-level, through documents including its [Five-Year Vision](#) and its new [Learning and Teaching Culture Policy](#), and through individual course changes. Below is a summary of the changes that directly respond to the 2020 NAAB Conditions, but as is documented throughout the APR, the department remains dynamic and adaptable in all areas of its operations. Reading the APR in its entirety is necessary to gain a full picture of the department’s changes.

Major Changes in response to the 2020 NAAB Conditions:

Five-Year Vision

One key, high-level strategy for addressing changes to the 2020 NAAB Conditions was to revisit the department’s strategic plan. As mentioned above, under “Causes for Concern” item 1, Identity, we conducted surveys, met with key stakeholders, and drafted our new Five-Year Vision through iterative drafts involving faculty and leadership feedback. The current version of our [Five-Year Vision](#) addresses several important new NAAB Conditions.

As described below, under the “Shared Values” section of this report, each of NAAB’s six listed values is addressed by at least one of the Vision’s five stated goals. For example, lifelong learning is central to our Mission Statement and is embedded in virtually every goal. As another



example, design is central to goal one: Prioritize Intellectual Engagement, through our emphasis on lighting a fire of curiosity in all students. Please reference the Shared Values section below to understand how each of NAAB's identified values is addressed by the five goals of the department's Five-Year Vision.

Learning and Teaching Culture Policy

Another key, high-level strategy for addressing changes to the 2020 NAAB Conditions was to develop and disseminate the department's new [Learning and Teaching Culture Policy](#) (LTCP). Our Faculty Affairs Committee and our Student Affairs Committee drafted this document collaboratively, and through feedback from the faculty, students, and the department chair.

We will include the LTCP in every syllabus. The document sets the tone for establishing a community of belonging, respect, and compassion, on one hand, with a parallel emphasis on accountability, high expectations of student achievement, and curricular excellence, on the other hand. The LTCP posits that these goals are tied together; not in opposition to one-another, but instead supportive and reinforcing of one-another.

The LTCP is described in greater detail below, under the shared value "Equity, Diversity, and Inclusion." However, it generally supports all six of the NAAB's Shared Values in the student and faculty expectations it outlines.

Expansion of history survey courses to include a more global scope

In the spring of 2022, the department voted to expand the M. Arch program's history curriculum to three required history survey courses. This expanded history survey course offering allows for the history and theory faculty to present students with an expanded, non-western perspective on the history of architecture, including regions like India, China, Africa, South America, and other global regions with non-Western traditions. This change addresses NAAB's Shared Value, Equity, Diversity & Inclusion, and its Program Criteria PC.4, History and Theory and PC.8 Social Equity and Inclusion.

Addition of research and innovation criteria in design studios

New to all graduate design studios, we now specifically assess every student with regards to their capacity to fold research and innovation into their studio projects. This is now a separate learning outcome in Graduate Studios I-VI and plays a role in the evaluative process. This curricular change addresses NAAB's Shared Value, Knowledge & Innovation, and its Program Criteria PC.5, Research & Innovation.

Greater focus on social equity and inclusion

A big focus of the changes to the curricular and non-curricular operations in the department is a focus on creating an environment that is more equitable and inclusive, and presenting a wider, more inclusive perspective on the discipline of architecture and its community. Numerous departmental changes address NAAB's heightened focus on social equity and inclusion: Many workshops and trainings on unconscious bias and inclusive pedagogy for faculty and similar trainings for students; rethinking course syllabi, rubrics, bibliographies, and precedents; the formation of new student groups including the National Organization of Minority Architecture Students (NOMA-S) and All for Women in Architecture Students (AFWIAS); and the drafting of the department's new Five-Year Vision and its Learning and Teaching Culture Policy.

Additionally, the redesign of the Social Context of Design Course and the addition of a third history survey course, both mentioned above and expanded on in sections 2 and 3, aimed to



provide a better understanding of how architecture is involved in creating a more just and equitable world for all.

Sustainability curriculum and incorporation

Since the last accreditation, we have modified and improved our offerings in sustainable design and stewardship of the natural environment to address NAAB's 2020 Conditions. Sustainable Systems 1 and 2 have now both been reimagined and overhauled to offer students advanced, cutting-edge instruction on where sustainable design practice currently stands in architecture and where it is headed. These courses are taught by a leading thinker and practitioner in the realm of resilience and sustainability, Tom Hootman of [Form & Flow](#), who is also our Gideon LaFarge Professor in Practice. Additionally, all students are now required to take Sustainable Design Practices, which has similarly been redesigned and overhauled by a new Assistant Professor in the department with internationally recognized expertise in this area, Assia Crawford. Finally, the department offers elective courses with emphasis in resilience and sustainable design taught by Professors Julee Herdt, Osman Attmann, Miles Dake, and Rick Sommerfeld.

Redesign of Professional Practice course

With NAAB's new emphasis on leadership, collaboration, community engagement, and lifelong learning, the department has overhauled its Professional Practice course to focus as much on how one acts as an architect as what one does as an architect. This involves more discussion and exercises on interpersonal skills, collaborative skills, listening skills, leadership skills, ethics, judgment, and empathy. The course is now taught by a leader in the practice community, [Rick Pedersen, FAIA, LEED AP](#), Principal at Oz Architects, with collaborative input from one of the department's associate chairs, Mira Woodson, who brings extensive practice experience from her many years in the office of Antoine Predock Architect PC.

Visualization workshops in Studios II and III

To address the 2020 NAAB Condition's shared value of "Design," we incorporated two new visualization workshops, which are embedded in Graduate Studios II and III. These workshops have sought to improve the design output of our two foundational studios through inculcating students with the understanding that design quality is directly linked to an ability to think visually and explore through the medium of drawing.

Visualization Coordinator

To further address the 2020 NAAB Condition's shared value of "Design," we have also incorporated a "Visualization Coordinator," currently Professor Kevin Hirth, to oversee our representation and visualization curriculum at both the undergraduate and graduate levels. His oversight plays a key role in tracking and improving student capacity for using drawing as a way of thinking in the larger design process.

Co-requisite of Studio I and Architectural Graphics

New to the Master of Architecture program since the last accreditation, and again in response to the 2020 NAAB Condition's shared value of "Design," students enrolled in Studio I are required, as a co-requisite of that course, to enroll in Architectural Graphics. The faculty has since seen an improvement in the quality of Studio I design output and the output of subsequent studio levels. This, in combination with our new visualization workshops and the new visualization coordinator position, seeks to continuously improve the quality of design in the department.

Co-requisite of Studio VI and Integration Seminar (6171)



Also new to the Master of Architecture program since the last accreditation, and in response to the 2020 NAAB Condition's Student Criteria SC.1, Health, Safety, and Wellness in the Built Environment, SC.2, Regulatory Context, SC.5, Design Synthesis, and SC.6, Technical Knowledge, is the co-requisite of the program's new Integration Seminar alongside Studio VI. This important seminar walks students through the important technical dimensions of project development, from both a perspective of understanding and ability, with regards to life safety, mechanical, electrical, plumbing, conveyance, accessibility systems, and material assemblies.

NARRATIVE TEMPLATE

1—Context and Mission

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

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

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

Program Response:



The University of Colorado (CU) Denver is a public urban research institution in the heart of downtown Denver. It is one of four campuses in the CU System. The other campuses are Boulder, Colorado Springs, and the Anschutz Medical Campus in Aurora, Colorado. CU Denver shares a 126-acre campus with Metropolitan State University of Denver and the Community College of Denver and includes three buildings located in the downtown district. CU Denver enrolls 14,995 students (2020), of which 11,670 are undergraduates.

The College of Architecture and Planning includes three departments: Architecture, Landscape Architecture and Urban and Regional Planning. Both the Landscape Architecture and Urban and Regional Planning departments offer master's degrees. The Department of Architecture offers both a four-year pre-professional Bachelor of Science in Architecture and the only professional Master of Architecture in the state of Colorado. In addition to the departmental degrees, the college offers master's degree programs in Urban Design and Historic Preservation.



In the 2021/22 academic year, CAP enrolled 732 students. The Department of Architecture enrolled 559 students; 177 students in the accredited Master of Architecture program and 382 in the Bachelor of Science program. The other programs in CAP enrolled the following numbers: 52 in Landscape Architecture, 92 in Urban and Regional Planning, 5 in Urban Design, 7 in Historic Preservation, and 17 in the PhD program.

When she began her role as Chancellor of CU Denver in 2020, Michelle Marks immediately organized a team of faculty and staff leaders to serve on Strategic Plan Vision Teams, with a goal of quickly and efficiently developing a 2030 Vision for the Campus. Many faculty and staff members from CAP chaired or served on these working groups, including CAP's Dean, Nan Ellin, and Architecture's Chair, Marc Swackhamer. CU Denver's 2030 Vision is now in place and serves to guide and focus the direction of the academic units within the University.

Five overarching goals comprise the Chancellor's [2030 Vision](#). Each goal aligns directly with the Department of Architecture's [Five-Year Vision](#) or is reflected in its community ethic and operational approaches. Below is an overview of the intersections between the Chancellor's 2030 Vision and the Department of Architecture's Five-Year Vision:

1. **"Equity Serving Institution:** CU Denver will be the first equity-serving institution in the nation." The Department of Architecture is proud of its efforts to support this aspect of the Chancellor's vision. With a diverse undergraduate program that enrolls between 50% and 60% minority students, we value the breadth of perspectives our community uniquely brings to the field of architecture. In 2019, we started a new NOMA-Student chapter, and in 2021, a Women in Architecture student organization within the department, which have both been active and impactful. In 2020, CAP developed a comprehensive justice, equity, diversity, and inclusion (JEDI) set of goals as part of its broader strategic vision. Architecture works continuously to achieve the lofty aspirations of this vision. For example, we have dramatically increased the diversity of both our full-time and part-time faculty since 2019. We now offer teaching workshops for faculty every August that provide guidance and strategies for teaching and engaging with students with an eye towards equity and diversity. We offer unconscious bias and intercultural competency workshops every year to every upper level undergraduate and graduate student in the department. We expanded our history course offerings to provide a global, more diverse perspective on the history of the discipline. We implemented a new course called the Social Context of Design, which positions the work we do as architects as intrinsically tied to and embedded within issues around social equity. The BS in Architecture program is proudly transfer-friendly, embracing its status as a "commuter school," to gain invaluable enrichment from its diverse community of voices. And finally, the college launched a JEDI Fund in 2020, that supports our students through scholarships and provides resources for an annual JEDI Visiting Assistant Professor in the college, to engage issues of equity and diversity as they relate to the built environment and highlight opportunities for growth around equity and diversity in the college.
2. **"University For Life:** CU Denver will become known as a university for life, providing access to educational excellence over a lifetime." As part of the Department of Architecture's Five-Year Vision, we emphasize our role as an institution that champions inquiry, life-long learning, risk-taking, and curiosity. Above all else, our goal is to "light the fire of curiosity" in our students. The Five-Year Vision positions the department as a resource and an intellectual leader in the community, challenging the status quo of the architecture profession and promoting continual change through its role as a thought leader. This amplification of our intellectual rigor, through our hiring strategies, our ongoing curricular improvement, our emphasis on heightened research quality, and our communication plan, will position us as an important part of Chancellor Marks' University for Life. When students see us as a locus of intellectual activity, they will want to return. They will want to keep informed. And they will want to give back.

3. **“Research Grand Challenges:** CU Denver will be internationally known for its research and creative work impacting five of society’s grand challenges.” The second goal of the Department of Architecture’s Five-Year Vision is to “Passionately Address Societal Challenges.” When paired with our fourth goal, which is to “Support Research and Creative Work,” one can see that we will play a key role in addressing issues like social equity, climate change, housing access, and health and well-being. We will work to advance our research through an aggressive five-year hiring plan that will bring new, high-caliber, diverse voices into our community, through cultivating a culture of sharing, collaboration, and constructive feedback in our labs, working groups, and faculty meetings, through investing more resources into our PhD program, and through improvements to our research infrastructure. We recognize that today’s students want to know that their work will have an impact, that it will make a difference in the world. Few disciplines have the capacity to impact the world like architecture, and we take this role in addressing global challenges seriously, through both our teaching and research.

4. **“Open Innovation District:** Owning our role as an anchor institution, CU Denver will build and sustain an ‘open’ innovation district in downtown Denver.” The College of Architecture and Planning has been involved increasingly in shaping the Auraria Campus over the last few years. The Department of Architecture has been involved through several initiatives: In 2020, our Design Build Certificate Program built two new permanent bike shelters on the campus. We are improving our own building through the construction of a new security desk and the design of a new Alumni and Donor Recognition Exhibition on the first-floor lobby. Through the Bixler BioDesign Initiative, we are developing design proposals and full-scale prototypes that aim to improve the campus and offer innovative suggestions for how CU Denver can develop as an open innovation district. So, as Chancellor Marks and the University invest in connecting to the City of Denver through newly built infrastructure, the Department of Architecture will continue to play a pivotal role in conceptualizing that connection and even designing and constructing some of that built environment.

5. **“Best Place to Work:** CU Denver will be recognized as a people-centered “Best Place to Work,” attracting and retaining exceptional people who reflect the rich diversity of our community and are passionate about our people.” The faculty, staff, and students who comprise the Department of Architecture in the College of Architecture and Planning strive to be second-to-none. The community is rich, diverse, and supportive. In conversations with stakeholders to develop the department’s Five-Year Vision, the Department Chair heard repeatedly that a strength of the department is that it is supportive and tight knit. Students feel cared for, and faculty members feel that they are part of an environment where they can freely speak their minds and where their perspectives are valued. We actively dispel the myth that in order to be a successful architect or faculty member, one must sacrifice sleep, health, personal life, and mental well-being. In our department, everyone’s voice is heard and is valued equally. Inclusivity, empathy, respect for differences, and kindness are spoken of frequently as base-line values in the department and, anecdotally, indications are that the climate in the department is continually improving. So, while being considered a “best place to work” is a lofty goal for an institution as big and dynamic as CU Denver, in the Department of Architecture, we are doing our part to champion the values that push it towards this goal.

Like Chancellor Marks, when Dean Ellin first arrived in 2017, she organized a team and engaged in a series of listening sessions to identify a [mission](#) and strategic vision for the College of Architecture and Planning. The mission is to “Ignite evolution that enriches places for people and the planet,” and underpinning this mission is the motto: “Real People + Real Projects = Real Difference.” This people-first approach infuses its way into everything the department does, from how we engage our community as a team to how we approach teaching and research. Foundationally, as is stated in our Five-Year Vision, we assert that architecture can substantively address emerging societal challenges—issues that impact people and the planet. We instill in our students the curiosity and judgment to meaningfully impact the future of the planet over a lifetime of learning. Our faculty also very much believe that architecture should benefit all people, not just



the wealthy and the corporate clients who can traditionally afford the services of an architect. Through our Five-Year Vision, our community-engaged Design Build program, our commitment to equity and diversity in the discipline, and our focus on continually improving our curriculum, we believe our students and faculty continually enrich places for people and the planet.

Curriculum Delivery

To address the question of curriculum delivery asked above, we primarily are back to delivering our curriculum through in-person, on-site courses. A few courses are still delivered remotely, where appropriate and where they meet student demand and faculty needs, but most of our courses are delivered through the traditional, in-person modality.

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

Program Response:

In the Department of Architecture at CU Denver, we engage meaningfully with the university, at the level of our vision and in our daily operations. We benefit from the university's location and its resources in several important ways, and we similarly offer the university exposure and reputational benefits through the work we do in the department. Below is a summary of how we benefit and benefit from the University of Colorado Denver, as well as a description of the unique opportunities for multidisciplinary relationships we foster in our broader community.

HOW THE DEPARTMENT OF ARCHITECTURE BENEFITS FROM CU DENVER:

Urban Setting

The Department of Architecture thrives in the urban setting of the CU Denver campus. This affords opportunities to hire accomplished part-time lecturers from thriving architectural practices in a rapidly growing city. The setting translates into opportunities to attract students from broadly diverse backgrounds. Especially in our undergraduate degree program, we enroll a relatively high percentage of students who are from underrepresented racial or ethnic backgrounds, are first-generation college students, are transfer students from a community college, or are from an underserved socio-economic background. In comparison to peer institutions in non-urban settings, our undergraduate program is markedly more diverse, fluctuating between 50% - 60% students who identify as non-white.

Disciplinary Breadth

CU Denver is a relatively small university, with about 15,000 students. Despite its size, it houses a diverse array of disciplines, distributed across seven schools and colleges, offering 112 different academic degrees and hundreds of certificates and specialty programs. This intellectual breadth means that faculty members and students can collaborate with experts across many disciplines and can meaningfully explore areas of interest outside the discipline of architecture.

Three-Institution Campus

And while CU Denver is relatively small in terms of enrollment, all the schools and colleges on the campus, including architecture, benefit from the larger campus, of which they are a part, referred to as AHEC (Auraria Higher Education Campus). This single campus is shared between CU



Denver, Community College of Denver, and Metropolitan State University of Denver. Together, these three universities and colleges occupy 150 acres, enroll 38,000 students, and employ 5,000 faculty and staff members. This also affords the three universities and colleges the opportunity to pool resources and to offer students the on-campus benefits of a much larger university. Shared resources on AHEC include the Auraria Library, the Campus Recreation Center, the LGBTQ Resource Center, the Health Center at Auraria, the Phoenix Center (providing free and confidential resources to survivors of interpersonal violence), and the Tivoli Station Bookstore.

Leadership

Finally, CU Denver is led by a dynamic and progressive new Chancellor, Michelle Marks, who started in 2020 and brings to the institution a clear vision (described above in her 2030 Initiative) and an inspiring leadership team. This team includes a new Provost, Constancio Nakuma, a new Vice Chancellor for Diversity, Equity, and Inclusion, Antonio Farias, a new Senior Vice Chancellor for Strategic Enrollment and Student Success, Monique L. Snowden, and a new Vice Chancellor for University Communications, Marie Williams, among many others, available to review [here](#). The values and goals expressed by Chancellor Marks' leadership team, as you will see throughout this document, align closely with those of the Department of Architecture, and serve to inspire and drive our future efforts and goals.

HOW THE DEPARTMENT OF ARCHITECTURE BENEFITS CU DENVER:

Architecture Faculty Reputation

Faculty members in the Department of Architecture enjoy an exceptional national and international reputation as cutting-edge scholars and award-winning designers. Their ongoing, distinguished research and creative work benefits CU Denver by advancing its reputation as a leading research institution.

For example, Kevin Hirth recently won the prestigious Progressive Architecture Award from Architect Magazine. Rick Sommerfeld wins AIA (American Institute of Architects) and ACSA (Association for Collegiate Schools of Architecture) National Design Awards regularly for the design-build work he leads in the Colorado Building Workshop. Assia Crawford regularly earns large research grants and was recently awarded ACSA's Top TAD (Technology, Architecture, and Design) Journal Article of the year. José Ibarra won the 2022 ACSA/AIA New Faculty Teaching Award. Marc Swackhamer won the 2020 Architect Magazine R+D Award and the 2022 ACSA Faculty Design Award. Kat Vlahos and Sarah Hearne contributed to and curated regionally and nationally recognized exhibitions over the past year, at the Canyons of the Ancients Visitors Center in Colorado and the MAK Center in Los Angeles, respectively. Julee Herdt garners significant funding, recognition, and U.S. patents for her sustainable materials research. Amir Ameri just published a new book called *Architecture, Aesthetics, and the Predicaments of Theory* that contributes substantially to national and international discourse on architectural theory. Michael Jenson was a keynote speaker at the EAAE (European Association for Architectural Education) Dean's Conference in Glasgow in 2022. And Matt Shea recently earned a significant teaching grant and was awarded the top scholar from PCI (Precast/Prestressed Concrete Institute).

Design Build

CU Denver also benefits in its reputation from the Department of Architecture's Colorado Building Workshop, which operates our Design Build Certificate Program. This program is award-winning and recognized globally as one of the most well-established and high-quality programs of its kind. While design build programs are not ranked in any official way, the program at CU Denver is widely known as one of the best in the country. Many graduate students report that they attend CU Denver just to enroll in its exceptional design build program.



The work has been recognized with over 40 design awards, been featured in 19 books, and exhibited in museums in Paris, Munich, Vienna, Vancouver, and the US.

Hiring

Through support from Dean Ellin, we are starting to hire a new cohort of world-class faculty members, who will inevitably benefit the reputation of the university and have, so far, contributed to the university's goal to become the nation's first equity-serving institution. With three new faculty hires over the past two years (2020/21 and 2021/22) and five more over the next two years, the department's diversity and research profile continually improve.

Connection to Denver industry

Many of the lecturers/part-time faculty members who teach in our programs are leaders of industry in and around Denver. For example, [Steve Dynia](#) is an architect whose firm has designed significant portions of the RiNo district of Denver and is well-connected to some of the biggest developers in the city. Steve Turner is the former Director of the [History Colorado Museum](#) and now Directs the College's Historic Preservation program and is a faculty member in the Department of Architecture. Lilly Djanants is the Principal City Planner in Urban Design in the City and County of Denver. [Brad Tomecek](#), [Brian Dale](#), [Kae Donahue](#), [Patricia Joseph](#), and others represent significant, critical practices in Denver designing important work throughout the region.

Connections to Local and National Organizations

Several faculty members sit on boards of directors, advisory boards, executive committees, or steering committees of local and national organizations, including JAE (Journal of Architectural Education), ACSA (Assoc. for Collegiate Schools of Architecture), NAAB (National Architectural Accrediting Board), NCARB (National Council of Architectural Registration Boards), AIA (American Institute of Architects), the TAD (Technology, Architecture, and Design) Journal, the National Conference on the Beginning Design Student, and the PCI (Precast/Prestressed Concrete Institute) Foundation. This involvement brings further exposure and recognition to the University of Colorado Denver.

Chancellor's Strategic Planning Team

Several faculty members from the Department of Architecture led or participated in the brainstorming, stakeholder meetings, planning, and development of the Chancellor's 2030 Initiative in the spring and summer of 2021. Important initiatives, like "Research Grand Challenges" and "Open Innovation District" came from Vision Teams that included members of the Department of Architecture or the College of Architecture and Planning. The wisdom of the faculty members in the college brought tremendous value and guidance to the chancellor's inspiring initiative.

University Governance

Architecture faculty members serve on and contribute to several important university committees, like select committees under the Faculty Assembly and others under the Faculty Campus. This is yet another example of Department of Architecture faculty members' commitment to shared governance at CU Denver.

HOW THE DEPARTMENT OF ARCHITECTURE FOSTERS MULTIDISCIPLINARY OPPORTUNITIES:



LoDo Lab

In 2019, upon arrival as Chair of the Department of Architecture, Marc Swackhamer founded [LoDo Lab](#) in the College of Architecture and Planning. The Lab's Mission states, "We are a post-disciplinary, trans-institutional research and teaching collaborative that challenges traditional design authorship through emergent making informed by natural growth and decay." Lab members include Assia Crawford, Kevin Hirth, Matt Shea, Rick Sommerfeld, Chris Koziol (all from CU Denver Architecture), and Brian Buma (CU Denver Biology), [Karen Lutsky](#) (Univ. of Minnesota Landscape Architecture), [Jamie Vanucchi](#) (Cornell University Landscape Architecture), [Diane Willow](#) (Univ. of Minnesota Art), [Blair Satterfield](#) (Univ. of British Columbia Architecture), [Jonathan Dessi-Olive](#) (Univ. of North Carolina Charlotte Architecture), [Kyounghee Kim](#) (Univ. of North Carolina Charlotte Architecture), and [Blaine Brownell](#) (Univ. of North Carolina Charlotte Architecture), as well as several graduate students from Architecture. LoDo Lab's current research focuses primarily on research that involves deep collaboration with a forestry biologist ([Brian Buma](#)) and a mycologist ([Sara Bronco](#)).

Museum Collaboration

Since arriving at CU Denver in 2021, Sarah Hearne has fostered interdisciplinary collaboration with several internationally recognized museums and institutions, including the MAK Center in Los Angeles, the Denver Art Museum, and the Getty Foundation. Her research, exemplified by a recent opening at the [MAK Center at the Schindler House](#), involved interdisciplinary collaboration with historians, curators, and artists.

Preservation Research

As the Director of the Center of Preservation Research (CoPR) from 2008-2019, Professor Ekaterini Vlahos developed an interdisciplinary, collaborative, and self-sustaining organization focused on preserving the region's built environment and cultural landscapes. She continues to research the application of leading-edge technologies by working closely with colleagues in public and private sectors of design, archeology, history, and physics. Professor Vlahos explores theoretical and applied research, the delivery of preservation education, and the benefits of outreach to various communities engaged in sustainable preservation.

National Oceanic and Atmospheric Association and National Parks Collaboration

Professors Rick Sommerfeld and Will Koning, in their design-build work with M. Arch students, have collaborated with massive government agencies, including scientists and biologists within those agencies. This work includes a new [research facility](#) in Antarctica for NOAA (the National Oceanic and Atmospheric Association) and new environmentally sensitive [privies](#) on Longs Peak for hikers in Rocky Mountain National Park for the National Parks Service. This design work and research prioritizes interdisciplinary collaboration by students and faculty members alike, with leading, globally recognized scientists, like forestry and oceanic biologists.

Bixler Bio Design Initiative

Developed by Dean Ellin and alumnus and supporter of the College of Architecture and Planning, Don Johnson, the Bixler BioDesign Studio undertakes interdisciplinary design build projects with a focus on biodesign for the Auraria campus and environs, through studios in architecture, landscape architecture, urban design, historic preservation, interior design, and other programs. Examples include pavilions and small outdoor amphitheaters, environmental wayfinding, arboretum designation (like the Harvard campus) and/or gardens and tree-planting, and innovative playgrounds, among others. Expected outcomes from the inaugural studio, to take place in the fall of 2022, include an improved setting for CU Denver, excellent hands-on experiences for students and something they can be proud of, great marketing for CU Denver



and CAP, enhanced connections on campus and between the campus and surrounding neighborhoods.

Innovation District

One of Chancellor Marks' five 2030 Initiatives is for CU Denver to build and sustain an "open" innovation district in downtown Denver. As mentioned above, this important project naturally involves the Department of Architecture as well as all the departments inside the College of Architecture and Planning. It is an interdisciplinary effort that will join entrepreneurs from across disciplines through the design and development of new infrastructure both on the AHEC Campus and in Downtown Denver.

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

Program Response:

A major focus of the Department of Architecture's new Five-Year Vision is instilling in students and faculty the value of lifelong, adaptive learning. We view this as one of the most important tasks of a college education, and of higher education more generally. The establishment of this value occurs, or is impeded, while a student is in college. So, we take the work of learning both inside and outside the classroom seriously, for both students and faculty.

Outside the classroom, the university, college, and department offer many activities in which students and faculty can become involved.

University

At the university level, students can participate in [RaCAS](#) (Research and Creative Activities Symposium). This event occurs every spring semester at the university and is an opportunity for over 200 presenters to share research and creative projects from throughout the academic year. Together with peers, faculty, family, and friends they celebrate the pursuit of knowledge and new ideas.

For faculty at the university level, [CETL](#) (Center for Excellence in Teaching and Learning) is an excellent resource for extended learning. CETL at CU Denver has now partnered with [ACUE](#) (Association of College and University Educators) to provide a targeted initiative aimed at providing support for educators and faculty to learn about and apply proven teaching techniques. These two organizations offer 8-week courses to help faculty improve their teaching. CETL offers many other faculty resources to help with syllabi development, grading rubrics, effective exercises, classroom management, student relationship building, and many other valuable topics. CETL is an invaluable resource for faculty development.

Additionally, many faculty and staff members participate annually in the University of Colorado's [ELP](#) (Excellence in Leadership Program). This highly selective and well-established program provides training and resources to "become more effective at managing key challenges of a dynamic CU system." The program runs annually and many in the College of Architecture and Planning have benefited from it.

College

In the College of Architecture and Planning, we offer several supplemental activities in which both faculty and students can be involved. Many of these are covered in the "Shared Values" section



below, and so they won't be described in detail here. These include [CAP's annual lecture series](#), its newly revamped exhibition program, and its [University Technical Assistance Program](#) (UTAP, funded by the State of Colorado). All three of these programs offer opportunities for students and faculty to learn about emerging research and creative work in the disciplines that shape the built environment, and ways in which members of our community can become more engaged with underserved communities in and around Colorado.

The college also offers several valuable career service resources to students. These are summarized [here](#). Central to these resources is our Director of Professional Development & Internships, Jen Skidmore. Jen is charged with running and operating the college's career fair, employer spotlight program, portfolio review night, and firm tours. These programs are well-attended by firms and students alike and are an invaluable opportunity for students to connect with the practice community.

And finally, Dean Ellin offers a New Faculty Seminar for all new tenure-track and tenured faculty members. This seminar meets about eight times over the course of the year. You can review this seminar syllabus [here](#).

Department

In the Department of Architecture, we offer many opportunities for students and faculty members to extend their learning. [Student organizations](#) including [AIAS](#) (American Institute of Architecture Students), [NOMA-S](#) (National Organization of Minority Architecture Students), [AFWIAS](#) (All for Women in Architecture Students), [FBD](#) (Freedom by Design), [Students for Classical Architecture](#), and [DBIA](#) (Design-Build Institute of America-CU Denver Chapter) offer numerous resources, events, and learning opportunities throughout the academic year. One series of valuable events, for example, that AIAS offers is their firm tours. These provide opportunities for architecture firms in and around Denver to host students and for students to learn more about what it's like to be a professional architect.

The department also offers many opportunities for community engagement through its ongoing elective coursework. For example, the [CBW](#) (Colorado Building Workshop) offers opportunities for students to design, fabricate, and build full-scale projects for non-profit organizations and communities around the State of Colorado and beyond. This kind of learning-through-doing catalyzes a lifelong passion in students for serving others and for making a difference in the world. Many other elective studios and seminars engage with underserved communities through both real and hypothetical projects.

The department offers new summer Teaching Workshops to all faculty every August. These workshops, now in their second year, serve to communicate our vision for the next five years and beyond, our learning and teaching culture, our approach to student engagement, and best practices in writing syllabi, grading rubrics, reading lists, precedents, lectures, and effective, impactful student exercises. The workshops have been an invaluable way for us to continually improve the quality of teaching in the department and the learning experience for students. Here is a [link](#) to the schedule for this four-day workshop.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The University of Colorado Denver Department of Architecture draws strength from its relationship to the University of Colorado four-campus system and its position in the heart of Denver, one of the fastest growing metropolitan areas in North America. Our student community



grows stronger and more diverse every year through a purposeful connection to the city and an improving national reputation. With a new President, Chancellor, and Provost in place, alongside strong college and departmental leadership, we benefit from and contribute to a dynamic and progressive vision for the future. Our faculty and students care deeply about the challenges facing the region and the world. A genuine desire to make the planet a better place for all people guides everything we do. In coming years, as we continue to recruit exceptional, diverse faculty members and students, we will see our national reputation rise even higher and our connection to the local community strengthen.

We envision our role as producing future thinkers and leaders of the architecture profession. Our aspirations have never been higher. We continuously aim to ask bigger questions, to produce more impactful work, to grow better as teachers, to contribute more meaningfully to emerging research, and to more widely broadcast our work. There are tangibly great things happening at CU Denver and in the Department of Architecture. We enjoy a strong reputation already, built on a legacy of talented graduates and faculty members, and we see our department only reaching higher levels of achievement in the years ahead.



2—Shared Values of the Discipline and Profession

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

Under each of the following “Shared Values,” we describe our overall approach to the value, including examples. Then we discuss how we address the value in our new [Five-Year Vision](#). To avoid repetition, we then briefly list how each value is supported through our curricular and non-curricular activities. A more expansion description is found in Section 3—Program and Student Criteria.

The Program and Student Criteria Matrix, which can be found [here](#) also lists the ways in which each Shared Value is supported.

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

Program Response:

OUR APPROACH

We believe that a student’s capacity to question, explore, think critically, make unlikely connections, and take risk can be measured by the quality of that student’s drawing and making, or design ability. The product is the process. Central to our approach is a commitment to helping our students develop into adaptable, nimble, lifelong learners. Design instruction is our primary vehicle for cultivating these values. If, as architects, our currency is the work we put into the world, then the design of buildings, as a discursive practice, is the foundation around which we scaffold all other skills necessary to be impactful agents of change.

We scaffold scale and complexity, balancing the practical with the conceptual throughout our studio curriculum. While Studio VI culminates with a large, comprehensively designed building project, our students develop the skills necessary to conceptualize, develop, and document that project throughout our studio curriculum, beginning in Studio I. At each step, students learn from a balance of full-time academics and practicing architects. This exposure to diverse perspectives, approaches, and attitudes allows them to critically evaluate the full breadth of architectural discourse and to thereby cultivate their unique voices as they enter the profession.

We consider Denver a living laboratory where students investigate the uncertainties of urban growth at the edge of a dynamic ecosystem. Through working on challenging sites with diverse community stakeholders, students learn to negotiate real constraints and needs with conceptual ideas to yield work that is intellectually positioned, equitably considered, environmentally resilient, and situationally appropriate. For us, this kind of richness and balance leads to meaningful, impactful design.

An example of the depth and quality of our student design work can be seen in Graduate Studio VI students Ryan Bramlett and Nikolas Makela winning South Region First Place in the [ACSA 2022 Habitat Competition for Climate Positive Concrete Housing](#), and students Lucas Wylie and Jason Kennell winning honorable mention. Rigor and recognized quality in our faculty design research and creative work can be noted by them winning recent national design awards, like Kevin Hirth’s [Progressive Architecture Award](#), Marc Swackhamer’s [Architect Magazine R+D](#) and [ACSA Faculty Design Awards](#), and Rick Sommerfeld’s [AIA](#)



[Colorado Design Award](#) and [National AIA Design Award](#), among many other design awards and accolades.

Our Mission Statement, Goal 1, and Goal 3 of our Five-Year Vision specifically address how the thinking skills responsible for good, innovative, impactful design will play a significant role in the evolution of our program.

Mission Statement

In a rapidly changing world where unprecedented challenges emerge with ever-increasing frequency, the education of an architect must remain adaptive. University of Colorado Denver Department of Architecture fosters the capacity to ask bold questions, take risks, think independently, and approach the work of architecture with curiosity. In doing so, we strive to be agile, flexible, visually adept thinkers and makers who contribute to addressing global challenges over a lifetime of active, inquisitive learning.

GOAL 01: Prioritize Intellectual Engagement: *Advance the intellectual quality of the department by prioritizing education over vocation. Foreground questioning, curiosity, risk-taking, synthetic thinking, and analytical judgment. Technical skills accrue over time and are ever-changing. Architecture school must light a fire of curiosity.*

To prioritize intellectual engagement, the Department of Architecture will continue to shift its focus to intellectually rigorous courses, and away from purely vocationally focused courses. This will privilege visual thinking skills that advance students' capacity to design from a position of inquiry, curiosity, risk-taking, and exploration.

In developing the department's Five-Year Vision, this priority came up again and again among stakeholders. Faculty, practitioners, and students want our graduates to be seen as future design leaders, competitive nationally as exemplary design thinkers, and not just as office-ready workers who are only prepared to carry out other people's visions.

GOAL 03: Foster Learning and Teaching Excellence: *Foster effective teaching and curriculum delivery to improve the quality of student output and prepares students to play a leading role in improving the built environment for all. Continuously evaluate curriculum and systematically improve it.*

To keep our eye on design quality, we will continue to prioritize regular curriculum reviews with clear action items. This is the best way to advance our pedagogical approach with consistency. The faculty is committed to articulating clear learning outcomes as related to design pedagogy, beyond NAAB requirements, for each studio level. Further we will implement regular studio coordination meetings to discuss expectations and facilitate connections across studio levels, thereby improving the quality of design output. We have already begun to ensure that all studios, moving forward, are coordinated by a full-time faculty member. Again, this is to establish design consistency and quality at all studio levels.

By creating more overlap between the graduate program and the undergraduate program, especially in design studio, the department will ensure that all students can learn from one another in an engaging, collaborative, mutually beneficial environment. We will do this by developing new vertical studios where undergraduate and graduate students learn together in cross-program courses.

CURRICULAR ACTIVITY



Curricular activities that support Design are primarily our Design Studios I-VI. Expanded descriptions of these courses and links to their content are found in Section 3—Program and Student Criteria, below.

SUPPLEMENTAL EXPERIENCES

While design thinking is supported in virtually everything we do as a department, two primary supplemental experiences that support design thinking include the College of Architecture and Planning lecture series and exhibitions program, the AIA Colorado Design + Practice Conference, and external design reviews. Expanded descriptions of these activities and links to their content are found in Section 3—Program and Student Criteria, below.

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

Program Response:

OUR APPROACH

Environmental stewardship and professional responsibility are both areas in which the University of Colorado Denver Department of Architecture is well positioned to excel. With our location in Denver, one of the quickest growing metropolitan areas in the country, and in the foothills of the Rocky Mountains, one of the country's most valuable and delicate natural resources, we organically merge these areas. We invest in addressing climate change through the practice of architecture, as we experience its impact in our backyards through forest fires, drought, and other climatological phenomena specific to the region. Similarly, architecture firms in Denver bring a passion for environmental stewardship in their approach to professional work. One must look no further than [AIA Colorado's](#) top three imperatives, which include environmental stewardship. With new, nationally recognized architects and researchers teaching our sustainability courses and our professional practice courses, like Tom Hootman, Miles Dake, Assia Crawford, Osman Attmann, Julee Herdt, and Rick Pedersen, we have never been better positioned to lead and to heighten our reputation for excellence in environmental stewardship and professional responsibility.

And we expose students to these values throughout our curriculum. From our beginning studios, which focus as much on ecological context as on program and material considerations, to our intermediate studios, which focus on medium-scale projects situated, often, in sensitive landscapes with ecologically related programs, to our advanced studios, which often present sustainability competitions as design briefs, the topic of environmental stewardship is central to our work. Additionally, our required and elective building technology courses all present the technical dimensions of architecture through the lens of environmental stewardship. Students arrive in our program, already, with a heightened awareness of and passion for our collective need to address climate change. Our courses, lectures, exhibitions, and conversations only serve to amplify this commitment to improving how architecture impacts the natural world.

Our commitment to environmental stewardship can be seen in the research and creative work of faculty members like Julee Herdt, whose BioSIPs research has received [U.S. patents](#) and is now being developed into an innovative startup company. Students in her EcoFAB green build course turn backyard salvage into [bespoke furniture](#). As another example, faculty member Tom Hootman, who teaches Sustainable Building Systems, has consulted, through his firm [Form & Flow](#), on over 35 LEED projects, including the first LEED v4 Platinum project in Colorado, over 15 Zero Energy projects, and 3 WELL Building projects. And Assia



Crawford, through [LoDo Lab](#) and [Wild Futures LAB](#), develops innovative biomaterials using mycelium, algae, kombucha, and other bio-based grown and printed products.

New this fall semester (2022), Julee Herdt has invited Tom Hootman, who is our Gideon Lafarge Professor in Practice (both mentioned above), to join her Studio V to critique the student work in terms of renewable energy systems concepts, tectonics for achieving high-level energy efficiency in building design/operation, passive conditioning techniques, net zero construction, and other topics. This semester will provide an important benchmark in determining overall skill levels of the third-year graduate studio students in net zero design. The collaboration will provide a basis for discussion with architecture faculty on the topic of how and where we can strengthen our program's net zero educational offerings.

Goal 2 of our Five-Year Vision specifically addresses how environmental stewardship and professional responsibility will play a big role in the evolution of our program. Below is a summary and further explanation of that goal.

FIVE-YEAR VISION

GOAL 02: Address Societal Challenges: *Passionately address the systemic, messy, current and emergent planetary issues we face as a society, and that architecture can impact. Help students see how architecture can engage with impending global challenges including social justice, climate change and other environmental issues, public health, and emergent, unforeseen issues.*

As a demonstration of our commitment to these topics, Goal 2 of our Five-Year Vision guides the Department to improve existing courses and offer new elective courses that intersect critical thinking with global challenges, like environmental stewardship. We also commit to offering one lecture per year on the topic as part of the college's regular series. And, at the end of five years, we will publish a critical examination of how well our faculty and students have advanced the issue in their teaching, learning, and research/creative activities.

CURRICULAR ACTIVITY

Curricular activities that support Environmental Stewardship and Professional Responsibility include our Professional Practice course, our Sustainable Systems I & II courses, and our Sustainable Design Practice course. Expanded descriptions of these courses and links to their content are found in Section 3—Program and Student Criteria, below.

SUPPLEMENTAL EXPERIENCES

Supplemental experiences that support environmental stewardship and professional responsibility include the department's environmentally and sustainability focused elective courses, LoDo Lab, the Design Build Certificate program, and various faculty research projects and creative work. Expanded descriptions of these activities and links to their content are found in Section 3—Program and Student Criteria, below.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:



OUR APPROACH

Equity, Diversity, and Inclusion are topics about which our faculty and students feel passionately. If architecture as a discipline aspires to have a greater impact on the world, on all people, it must grow more equitable, diverse, and inclusive, internally and externally. This is one of the most pressing challenges of our time, only heightened by events over the past several years. With a very diverse undergraduate program, and growing diversity in our graduate program and faculty, at CU Denver Department of Architecture, we put in the work, every day, to evolve our coursework, to learn, to improve our community, and to create an environment of belonging for all—from the students we teach, to the faculty and staff we employ, to the communities we serve.

We reinforce these values through workshops, lectures, faculty support, and changes throughout our curriculum. In terms of workshops, we now expose all undergraduate and graduate students to unconscious bias and intercultural competency training through studio courses each semester. We also offer an inclusive pedagogy workshop to faculty members as part of our annual teaching workshops every August. Our lecture series includes broadly diverse guest speakers, many of whom directly address EDI issues in architecture. Our Social Context of Design course and history survey sequence has been overhauled to address EDI and to introduce a more inclusive, global perspective on the history of the discipline. We have instituted important changes to our hiring processes that have yielded new, more diverse faculty hires. We recently launched the National Organization of Minority Architecture Students and All for Women in Architecture Student groups. And finally, we fully fund any faculty member who enrolls in AIA Minnesota's highly regarded [Intercultural Development Program](#), a year-long course aimed at advancing one's capacity to thrive in diverse environments.

Through these big-picture and everyday efforts in both our courses and our co-curricular activities, we aim to make the department and the practice of architecture more equitable, diverse, and inclusive, now and in the years ahead.

Goal 2 of our Five-Year Vision specifically addresses how equity, diversity, and inclusion will play a big role in the evolution of our program. Below is a summary and further explanation of that goal.

FIVE-YEAR VISION

GOAL 02: Passionately Address Societal Challenges: *Passionately address the systemic, messy, current and emergent planetary issues we face as a society, and that architecture can impact. Help students see how architecture can engage with impending global challenges including social justice, climate change and other environmental issues, public health, and emergent, unforeseen issues.*

One way we will meet Goal 2 is to improve existing courses and offer new elective courses that intersect critical thinking with global challenges, like equity, diversity, and inclusion. Another strategy is to offer one lecture per year on the topic as part of the college's regular series. A third strategy is, at the end of five years, to publish a critical examination of how well we have advanced the issue in our teaching, learning, and research/creative activities.

CURRICULAR ACTIVITY

Curricular activities that support Equity, Diversity and Inclusion include our Social Context of Design course and our History I, II, and III sequence. Expanded descriptions of these courses and links to their content are found in Section 3—Program and Student Criteria, below.



SUPPLEMENTAL EXPERIENCES

Supplemental experiences that support Equity, Diversity, and Inclusion include the department's Learning and Teaching Culture Policy (LTCP), its JEDI (Justice, Equity, Diversity, and Inclusion) Workshops, its student organizations NOMA-S (National Organization of Minority Architecture Students) and AFWIAS (All for Women in Architecture Students), its Teaching Workshops, its Landing Sites Symposium, and CAP's Visiting Assistant Professor in Justice, Equity, Diversity, and Inclusion. Expanded descriptions of these efforts and activities and links to their content are found in Section 3—Program and Student Criteria, below.

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

Program Response:

OUR APPROACH

At CU Denver, we believe a significant contribution higher education makes to society is the development and dissemination of new forms of knowledge. Innovation sometimes happens quickly, sometimes slowly, sometimes purposefully, and sometimes by accident. Universities benefit from their ability to work slowly, when necessary, circuitously, as is often required, and collaboratively, across a wide spectrum of disciplines.

In the Department of Architecture, we partner with colleagues and students across campus to develop and broadcast a diverse set of research and creative work agendas. We take pride in the breadth of our faculty research and know that it will play a pivotal role in the future direction of the department, and in amplifying the reputation of the University of Colorado as a top-tier research institution.

We support the values of knowledge and innovation throughout our curriculum, particularly in the design studio, where we recently incorporated a separate research grade. Further, many of our required and elective courses expose students to new forms of knowledge and innovation in faculty research. This can lead to research assistantships where students can directly collaborate on faculty research. CU Denver faculty members now lecture on their research each semester as part of our regular lecture series.

Our faculty members model the values of knowledge and innovation in their world-class research. See the Design Shared Value for examples of award-winning research, and the Environmental Stewardship and Professional Responsibility Shared Value for examples of faculty innovation in that area. Other examples of faculty advancing knowledge in architecture and improving the discipline through innovation include a recently published book by Professor Amir Ameri called [Architecture, Aesthetics, and the Predicaments of Theory](#) on Routledge Press, 2022, an exhibition co-curated by Professor Sarah Hearne at the MAK Center in Los Angeles called ["Schindler House: 100 Years in the Making"](#), a recent book co-edited by Professor José Ibarra called [Werewolf: The Architecture of Lunacy, Shapeshifting, and Material Metamorphosis on Oro Editions](#), 2022, and a recent paper in the journal TAD (Technology, Architecture, and Design) called ["Architectural Laboratory Practice for the Development of Clay and Ceramic-Based Photosynthetic Biocomposites"](#) by Professor Assia Crawford and others, that was given the 2022 ACSA TAD Research Contribution Award.

Goals 1, 4, and 5 of our Five-Year Vision specifically address how the department will support knowledge and innovation through efforts over the next five years.

FIVE-YEAR VISION

GOAL 01: Prioritize Intellectual Engagement: *Advance the intellectual quality of the department by prioritizing education over vocation. Foreground questioning, curiosity, risk-taking, synthetic thinking, and analytical judgment. Technical skills accrue over time and are ever-changing. Architecture school must light a fire of curiosity.*

To prioritize knowledge and innovation, we commit to shifting our focus to high-level thinking courses, and away from purely vocationally focused courses. This will privilege visual thinking skills that advance students' capacity to design from a position of inquiry, curiosity, risk-taking, and exploration. All of these are essential to upholding the values of knowledge, discovery, and innovation.

GOAL 04: Support Research/Creative Work: *Advance architecture by exploring new frontiers, creating new knowledge, and adjusting curriculum content in accord with new developments in the field. Generously share, collaborate, and debate research.*

To advance new knowledge, drive innovation, and improve the discipline of architecture, we will amplify the quality and quantity of our research output. We will do so by hiring five new tenured or tenure-track faculty members over the next five years with exemplary, nationally or internationally recognized work in their areas of expertise. We will also work to institute two permanent, rotating fellowships, each two years in length to stay abreast of emerging topics and techniques in architecture. We will seek to formalize two Professors in Practice Positions to keep well-connected to issues impacting practice.

We will also invest in areas of our program that strengthen and support faculty research, like the college's PhD program (through tuition remission, PhD stipends, guaranteed teaching positions, and enhanced recruitment efforts). We will also invest in labs, shops, and equipment that provide stronger support for faculty research and creative work.

GOAL 05: Disseminate: *Disseminate research, creative work, and student work through an active communication program. Effectively present ourselves to the world to attract the highest caliber and most diverse faculty and student applicants, who will help advance our departmental goals and objectives.*

To disseminate knowledge focused on design and the built environment in response to ever-changing conditions, we will focus on communicating our research and student work to a broad audience more frequently and effectively.

The first of these publications is a booklet featuring the work of the "Anticlinical" graduate studio V taught by Professor Marc Swackhamer and another featuring the exhibition of "Drawing Im/Proper," curated by Professors Kevin Hirth and Anca Matyiku. A third publication is a short pamphlet outlining the department's five-year vision. Several other publications will follow, including an annual student work publication and a program description booklet for student recruitment.

CURRICULAR ACTIVITY

Curricular activities that support Knowledge and Innovation include our Design Studio sequence and our Integration Seminar. Expanded descriptions of these courses and links to their content are found in Section 3—Program and Student Criteria, below.

SUPPLEMENTAL EXPERIENCES



Supplemental experiences that support Knowledge and Innovation include the department's lecture and exhibition series, LoDo Lab, Design Build Certificate program, and faculty research. Expanded descriptions of these efforts and activities and links to their content are found in Section 3—Program and Student Criteria, below.

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

Program Response:

OUR APPROACH

In our experience, the current generation of architecture students is more passionate about addressing global challenges and about making the world a better place than most of the recent past. We see our students striving to make environments more accessible and equitable, to lessen the impact of architecture on the planetary climate, to create architecture that promotes health and wellbeing, and to innovatively design new kinds of affordable housing. As such, our students are ready and willing to engage meaningfully with a diverse community of stakeholders to help solve the complex issues they face.

To be impactful agents of change in the world, we must help students grow as effective leaders and collaborators. In the Department of Architecture, we do this by respectfully treating all students in the same ways we want them to treat professional collaborators and community members as they embark on their careers. We engage with them as adults, and we listen deeply to their concerns and ideas for the future of our department. We do this through the community engagement and professional readiness courses we teach, through myriad opportunities for them to practice leadership skills in extracurricular activities, and through welcoming them to the decision-making table in all departmental affairs.

Specific examples of how we promote the values of leadership, collaboration, and community engagement include, first, our Studio VI curriculum, where we ask students to work collaboratively, in teams. To prepare them for this, we expose them, in Studio V, to Intercultural Competency training, which provides them with the necessary skills to work through differences in a team setting, to listen, to compromise, and to recognize the value of diverse perspectives. Throughout our curriculum, many studios engage with diverse communities in their projects, visiting those communities through field trips or inviting those communities to in-class discussions. There is a long history of this kind of engagement at CU Denver, and it is embedded as a value in the Chancellor's 2030 Initiative, mentioned in Part 1: Context and Mission, above. We also offer students many leadership opportunities, through student organizations like AIAS, NOMA-S, AFWIAS, or FBD, as well as through student representative positions in faculty meetings, as studio liaisons, and as student mentors.

In our Five-Year Vision, we foreground the importance of addressing global challenges, and the need for deep student involvement in that work through Goal 2.

FIVE-YEAR VISION

GOAL 02: Address Global Challenges: *Passionately address the systemic, messy, current and emergent planetary issues we face as a society, and that architecture can impact. Help students see how architecture can engage with impending global challenges including social justice, climate change and other environmental issues, public health, and other currently unforeseen issues.*



As part of goal 2, the department commits to working closely with student organizations already in place, like AIAS, NOMA-S, AFWIAS and FBD to support student growth in the realms of collaboration, inclusivity in the built environment, and community engagement as they relate to emerging societal challenges. The department is committed to providing students with the resources and support to develop and grow as not just architects, but also as engaged citizens who can leverage their education to make a difference in the world.

CURRICULAR ACTIVITY

Curricular activities that support leadership, collaboration, and community engagement include our Social Context of Design Course, our Professional Practice Course, and our Design Studio VI. Expanded descriptions of these courses and links to their content are found in Section 3—Program and Student Criteria, below.

SUPPLEMENTAL EXPERIENCES

Supplemental experiences that support leadership, collaboration, and community engagement include our JEDI student and faculty workshops, the Design Build Certificate, the University Technical Assistance Program (UTAP), Studio Representative Positions, AIAS, Freedom by Design, professional internships, and Research and Teaching Assistantships. Expanded descriptions of these activities and links to their content are found in Section 3—Program and Student Criteria, below.

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

Program Response:

OUR APPROACH

The American philosopher and cognitive scientist, Noam Chomsky famously said that “the purpose of an education is to help people determine how to learn on their own.” At CU Denver Department of Architecture, we agree with Dr. Chomsky, and we endeavor to cultivate in all our students, in every course we teach, a passion for inquiry and the creativity it catalyzes. We believe that many social, cultural, political, and environmental challenges we face as a planet would be eliminated, or at least diminished, if all citizens approached life through the lens of curiosity and learning.

We believe in this higher purpose so much that it drives our mission statement, the summarizing narrative of our Five-Year Vision. We include this narrative below.

FIVE-YEAR VISION

MISSION STATEMENT: *In a rapidly changing world where unprecedented challenges emerge with ever-increasing frequency, the education of an architect must remain adaptive. University of Colorado Denver Architecture fosters the capacity to ask bold questions, take risk, think independently, and approach the work of architecture with curiosity. In doing so, we strive to be agile, flexible, and visually adept thinkers and makers who contribute to addressing global challenges over a lifetime of active, inquisitive learning.*



With this mission statement in mind, all five goals of the department's Five-Year Vision align with the shared value of building in students a habit of learning that lasts well beyond their time in school. As stated above, the faculty in the department of architecture believe that this may be the number one goal of a college education. An effective, impactful college education is one that yields students who ask bold questions, take risks, and think independently, so that they can enter the profession with a sense of curiosity that endures over a lifetime of learning.

CURRICULAR ACTIVITY

Every course in the Master of Architecture curriculum strives to inculcate students with the value of lifelong learning. The faculty ensures this through several of the strategies mentioned earlier in this document: its multi-day curriculum reviews held at the end of every semester, the values foregrounded in its learning and teaching policy, which will be embedded in every syllabus, and through ongoing conversations among students, faculty, and staff catalyzed by its Five-Year Vision.

As is stated in Goal 1 of the Five-Year Vision, the department's course offerings will move gradually away from a vocational focus and towards an educational focus. This means that every course will work to instill curiosity, questioning, self-learning, synthetic thinking, research, and risk taking. The faculty in the department has committed to this shift.

SUPPLEMENTAL EXPERIENCES

Director of Professional Development and Internships

The position of Director of Professional Development and Internships in the College of Architecture and Planning fulfills many roles in the Department of Architecture. Most of all, the person in this role, currently [Jen Skidmore](#) who started in the summer of 2022, serves to connect students and the school to the profession. This ensures that students are regularly connected to practice and that professional architects thoroughly understand the role they play in encouraging a life of continuous learning among their employees. The department takes seriously its responsibilities to serve as a resource for continuous learning, well beyond a student's time in school.

Lecture and Exhibition Series

Another significant way the department cultivates lifelong learning is through its annual lecture and exhibition series. In Professor Sarah Hearne's role as chair of the college's Exhibition and Events Committee, she has curated an excellent lineup of speakers for the fall 2022 lecture series and a compelling future lineup of planned exhibits across the college's five gallery spaces, which will provide an emerging program that exceeds previous standards. More information on this is in Section 3—Program and Student Criteria, below.

The department leverages this lecture and exhibition series as key opportunities for graduates and practitioners in the community to extend their learning beyond school and to grow their awareness of emerging issues in the discipline of architecture. All lectures and exhibits are free and open to the public, are streamed over social media, are recorded, and are advertised widely.

Symposia and conferences



Like our lecture and exhibition series, the department or college generally sponsors a larger symposium or hosts a conference about once a year. We find this to be an invaluable way for students to build a habit of lifelong learning and curiosity. In all our symposia and conferences, students play a pivotal role. Beyond attendance, which we always work to make free, we encourage students to get involved with the planning and administration of events.

Recent events have included the Drawing Im/Proper Exhibition and Symposium by Professors Kevin Hirth and Anca Matyiku, the Landing Sites Symposium by Professors Sarah Hearne and Sarah Aziz, the National ACSA Conference, and the National Conference on the Beginning Design Student. In 2023, we will host the Association for Computer Aided Design (ACADIA) National Conference.

Study Abroad Programs

Study abroad inculcates in students the value of exploration, curiosity about cultures different from their own, foreign languages and cultures, and most of all, lifelong learning. It is a formative experience in the education of any architecture student. Study abroad emphasizes humility; that as Americans, we don't have all the answers, and that to address many of the global challenges we face, we must lead with curiosity and be open to contradictory perspectives. Study abroad does all this better than just about activity in which a student can engage.

To date, we have sent students to Japan, Turkey, Italy, Spain, Thailand, Guatemala, Finland, Morocco, and Denmark, with proposals in the works to send students to Mexico and South America. More on the college's study abroad program can be found [here](#).



3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

Under each of the following “Program Criteria,” we describe how we meet the criterion, through 1.) our general approach, 2.) our curricular activities, and 3.) the supplemental experiences we offer. We follow this with a description of the outcomes we seek and how we assess those outcomes. We finish each section with a description of current and anticipated changes.

Please review a specific list of how we support each Program Criterion in the Program and Student Criteria Matrix, [here](#). The narrative below describes in specific detail how the curricular and non-curricular items listed in the matrix meet each Program Criterion.

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

Program Response:

OUR APPROACH

To impact the profession positively, with a sense of agency, we believe it is important for students to actively pursue professional licensure. Licensure enables students and architect interns to effectively operationalize their work in the discipline and accelerate its influence on societal challenges.

Our department connects meaningfully to the profession through both curricular and non-curricular activities, and it maintains this connection through important staff positions internally, through its hiring practices, and through its physical location in Denver.

Our Professional Practice course is central to the support that every graduate student receives. Taught by a leading architect in Denver, Rick Pedersen, FAIA, LEED AP, Principal of Oz Architecture, and Associate Department Chair, Mira Woodson, this course effectively prepares students to pursue licensure and to effectively enter the practice of architecture upon graduation.

In addition to general encouragement and advice to pursue licensure from all faculty and staff members, students receive valuable support from our Director for Professional Development and Internships, Jen Skidmore. In this role, Director Skidmore provides resources like an active college mentorship program ([CAP MP](#)), and [events](#) like a career fair, employer spotlights, a portfolio review night, and firm tours.

REQUIRED CURRICULAR ACTIVITY

ARCH 5410 - Professional Practice

This course explores the professional practice of architecture, both as it stands today and its evolution. Rather than a strict “one-way” lecture format, students and faculty together discuss the broad range of issues under the following realms: the architecture profession, architectural practice, and the life of an architectural project. During this exploration, students



gain an understanding of the various roles they can play in the profession and an understanding of themselves and how they can positively contribute to the profession. The course emphasizes the critical role communication plays in the profession. As such the course provides students with an opportunity to hone their written, verbal, and visual communication skills.

SUPPLEMENTAL EXPERIENCES

Career Services

As mentioned above, the College of Architecture and Planning's Director of Professional Development and Internships, Jen Skidmore, provides a long list of wide-ranging resources to students. An overview is included in Section 5.4.2 of this document.

As examples of the general impact and reach of the college's career service effectiveness, at CAP's 2022 Career Fair, 63 employers attended, 174 students attended, and the total number of one-on-one sessions between employers and students was 634. This was an impactful day for our students, filled with fruitful interviews. At CAP's 2022 Portfolio Day, 21 employers sent 32 representatives, who met with 36 different students. This event represented a helpful day of advice from practitioners regarding portfolio best practices and improvement.

Regarding employment numbers, in 2021, we surveyed our M. Arch students, and of those who responded, nearly 70% were employed soon after graduation. This is a strong placement number for recent graduate students and is indicative of the program's success rate with job placement upon graduation. Similarly, student ARE pass rates are higher than the national average on most metrics. Our pass rates are published on our website [here](#).

Internships

Many of our students work as architect interns while in school and successfully secure employment upon graduation. Our Denver location helps facilitate a strong relationship with the practice community. With over 400 architecture firms in the Denver area alone, Colorado boasts the second highest concentration of architecture jobs among states. Please reference [this website](#) for more information on architecture employment in Colorado.

Adjunct/Part-Time Faculty

Approximately 60% of our faculty are practicing architects, at large and small firms, in and around Denver. Their involvement helps to strengthen our relationship with the practice community and allows students to feel meaningfully connected. These faculty members regularly lecture as part of our lecture series and teach in many of our core studios and required non-studio courses.

AIA Colorado Connection

Finally, the Chair of the Department of Architecture, Marc Swackhamer, has served on the [Board of Directors](#) of [AIA Colorado](#) for the past three years. His monthly connection to this important professional organization, and its CEO, Mike Waldinger, is an invaluable conduit of communication, benefiting the department, its faculty, and most importantly, its students. As part of this connection, we encourage students to participate in AIA Colorado's [Practice + Design Conference](#) each all. This is an invaluable opportunity for students to learn about practice, to meet architects, and to engage in conversations impacting architecture.

OUTCOMES SOUGHT



- Heighten student awareness of paths to licensure and alternative career paths accessible with an architecture degree.
- Maintain or increase the percentage of graduates who obtain licensure.
- Improve the reputation of CU Denver Architecture graduates among practitioners.
- Increase the number of applicants with desire to become licensed architects.

OUTCOMES ASSESSMENT

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this Program Criterion include:

- Track the number of students participating in one-on-one meetings, career fairs, internships, and workshops.
- Track the number of firms participating in the annual career fair.
- Continue to track ARE (Architect Registration Exam) pass rates of CU Denver graduates.

CURRENT AND ANTICIPATED CHANGES

In our Professional Practice course, we will expand instruction on the soft skills required to be an effective architect: interpersonal skills, awareness of unconscious bias, interview skills, communication skills, and time-management skills. Professional Practice will also expand to include the role of design innovation in practice and the issue of equity as it relates to sustainable design practices and strategies.

We will solicit firms with a greater diversity, in terms of employee demographics, work types, sizes, locations, and clientele to participate in the annual career fair and sponsor internships.

We will adjust and update our communication approaches regarding important career development services and events to reach more students, through channels they find more accessible, like direct conversation, video, text, and social media. Related to this, we will also adjust our modes of delivery for advising, workshops, and the career fair. Particularly over the past two years, we have adjusted our communication approach to these services and will endeavor to strike a balance between remote and in-person options to make career services more accessible to more students.

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

Program Response:

OUR APPROACH

In the Department of Architecture, we believe that design is inextricably linked to the cultural context from which it arises. As such, architects must not only bring to their practice a capacity to draw and build well, but also a broad understanding of people, politics, economics, and culture. The design studio is where students learn to negotiate their decisions as shapers of form and space with the complex, often invisible forces that productively inform and constrain their individual willfulness. How the will of the designer coalesces with the constraints of site, program, material, and circumstance is an exercise in judgment. Judgment, then, which is tied to decision making, critical thinking, ethics,



compassion, and listening, forms the foundation of what we endeavor to cultivate in our students. With this as a foundation, we describe what we do in the realm of design studio as follows:

Given that Architecture is a language, in the broader sense of the term, of form and space, and individual designs are complex cultural statements (promoting and sustaining specific values, beliefs, and ideals in space and time), the broader objectives of the design studio sequence are:

1. Teaching students the language of form and space and expanding their vocabulary over time.
2. Teaching students how to:
 - a. Decipher, evaluate, and form ideas understood as a complex set of values, beliefs, and ideals (requiring analytical skills and an understanding of the link between form and ideology).
 - b. Express and communicate ideas in form and space (requiring formal and visual communication skills).

The primary objective of the studio pedagogy is to promote a heightened understanding of the complex dialogue between architecture and culture, and along with that a spirit of exploration, experimentation, critical engagement, creative thought and innovation. To this end, the sequence of studios is divided into three broad categories: elemental studios, analytical (intermediate) studios, and reflective (advanced) studios.

Elemental Studios: Design Studio I and II

Pedagogical Outcomes

The pedagogical goals of the elemental studios may be summarized as learning:

- The language of architecture, its formal elements and their expressive potential
- Learning how to speak this language willfully and effectively.

Learning Outcomes

- Students should have a clear understanding that to design means forming an idea in relation to the specifics of the problem at hand and then to realize and express that idea in architectonic form through deliberate and successive assemblage or composition of parts.
- Students should come away with a clear understanding of the crucial interplay between analysis and design as two complementary processes. They should understand analysis as a process of moving from realization to abstraction (e.g., from form to principle, to intent) and design as a process of going from abstraction to realization (e.g., from intent to form).
- Students should be able to conceive and construe a willful and detailed architectural composition that incorporates structure, light, and material as expressive elements of an experiential composition.

Analytical Studios: Design Studio III and IV

Pedagogical Outcomes

The pedagogical goals of the analytical studios may be defined as developing a thorough understanding of architecture as the spatial dimension of culture, and buildings as ideological constructs. This entails learning how to design in deference to specific ideologies or world-

views. The latter, of course, requires the ability to analyze and decipher the complex relationship between architectural form, function, and ideology.

Learning Outcomes

- Students should develop an understanding of program as a cultural interpretation of function and aesthetics as a mode of cultural appropriation of form, in keeping with specific cultural agendas, presuppositions, or worldviews.
- Students should develop a greater appreciation for experiential progression and the significance of relationships; emphasizing that culture primarily communicates through architecture experientially and not merely statically.
- Students should develop greater appreciation for compositional hierarchies leading to detail, i.e., understanding the role of primary, secondary and tertiary elements of the composition and clarification of intent in each subsequent layer of the hierarchy.
- Students should clearly understand how design ideas are formed through the analysis of the program as a cultural recipe for action and perception and how to transform those ideas into formal strategies and specific architectural experiences.

Reflective Studios: Design Studio V and VI

Pedagogical Outcomes

The pedagogical intent of the reflective studio sequence is twofold. The goal is to foster and further develop the type of analytical skills essential to deciphering the complex relationship between architecture and the culture industry it perpetually serves, i.e., the skills essential to the formation and evaluation of design ideas and programs. It is also the goal of these exercises to promote a conscious re-evaluation of all the subconscious assumptions regarding spatial organization, the relationship of parts to whole, the inside to the outside, the particulars of volume and mass, solid and void, path and place, structure and material, ornamentation, proportion, scale, and others. A building that speaks silently of the designer's ability to willfully manipulate the language of architecture as opposed to faithfully re-produce its various speech acts.

Learning Outcomes

- Develop and articulate a design intent that expresses the cultural and theoretical foundation for the project.
- Design an architectural project that demonstrates the synthesis of user requirements regulatory requirements site conditions accessible design consideration of the measurable environmental impacts
- Design an architectural project that demonstrates the integration of: building envelope systems and assemblies structural systems environmental control systems life safety systems measurable outcomes of building performance

REQUIRED CURRICULAR ACTIVITY

ARCH 5110 - Design Studio I

The first of two elemental design studios focuses on the language of design, organizational and spatial systems and principles as well as on analog and digital methods of visualizing architectural ideas and forms.

ARCH 5120 - Design Studio II



The second of two elemental design studios focuses on translating organizational and spatial systems, principles and concepts into architectural systems. Through a number of small scaled design exercises students learn how organizational and spatial systems can be leveraged in the design of their buildings.

ARCH 5130 - Design Studio III

This first of the two analytical design studios addresses how design ideas are formed. Through an analysis of context, program, and precedents, students learn to use formal strategies to transform their research into specific architectural experiences.

ARCH 5140 - Design Studio IV

The second of the two analytical studios will build upon ideas developed in the previous studio concerning how design ideas are formed. Through an analysis of context, program, and precedents, students learn to use formal strategies to transform their research into specific architectural experiences.

ARCH 6150 - Design Studio V

The first of two reflective studios assumes a reflective/critical stance towards programmatic issues or rather cultural presuppositions and critically explores the ways in which architecture can play a critical as well as an affirmative role within the broader cultural context.

ARCH 6170 - Design Studio VI

The second of two reflective studios focuses on the comprehensive design of an architectural project including considerations of structural systems, environmental systems, life safety concerns, regulatory considerations, wall sections, building assemblies and significant detail.

ARCH 6171 - Integration Seminar

In this seminar students develop and document the technical aspects of their Design Studio VI design projects including life safety, mechanical, electrical, plumbing, conveyance, accessibility systems and material assemblies.

SUPPLEMENTAL EXPERIENCES

Lecture Series

The quality of a program's design output is commensurate with its exposure to high-quality, diverse design voices who are leading design discourse globally. For many years, the College of Architecture and Planning has invested in 5-8 high quality lectures per semester that span a range of disciplines and prioritize exposing students to diverse voices within design of the built environment disciplines. With the hire of new faculty member, Sarah Hearne, whose background is in architecture history and design curation, and who has taken on the role of Chair of the Exhibition and Events Committee, the quality of the lecture series will continue to elevate.

For fall of 2022, here is [CAP's Lecture Series](#).

Note that several of the college's lectures are now supported with donor sponsorship funds, like the Mark Outman Lecture, the Luisa DeMin Lecture and the Feldberg Rourke Lecture. This sponsorship ensures that CAP's lecture series will remain a robust source of design inspiration for students and faculty members for years to come.

Exhibition Program

The quality of a program's design output is also tied to the quality of its exhibitions. Again, with the hire of new faculty member, Sarah Hearne, who has taken on the role of Chair of the Exhibition and Events Committee, the quality of the planned exhibits across the college's five gallery spaces will be elevated above previous standards. This new focus will only benefit students and the quality of design output in the department.

For fall of 2022, here is [CAP's Exhibition Series](#).

Conferences and Symposia

National Association of Collegiate Schools of Architecture (ACSA) Conference – 2018

CU Denver hosted the 2018 ACSA Conference. The intellectual positioning of that conference was to study the relationship between two competing purposes in architecture, problem solving and cultural advancement. This rift, or chasm, set up a rich array of papers, debates, and projects that served to not only advance the academic community in Denver, but nationally. It contributed to advancing the quality of design discourse for years to come. Please review the conference and its proceedings [here](#) as evidence of this activity.

National Conference on the Beginning Design Student (NCBDS) - 2019

In 2019, CU Denver Department of Architecture hosted the National Conference on the Beginning Design Student. This excellent conference offered faculty and students alike opportunities to hear from exceptional design studio academics about current and emerging practices in beginning design pedagogy, elevating the level of discourse in the school community and aspiring students to achieve new heights in their work.

***Drawing Im/Proper* Symposium and Exhibition - 2020**

"Drawing Im/Proper" was co-curated by Assistant Professor Kevin Hirth and Visiting Assistant Professor Anca Matyiku and featured two drawings (one proper and one improper) by architects and designers from all over the world. A book on the exhibition and symposium is scheduled to be published by the end of 2022. It will further demonstrate to students, faculty members, and the practice community the importance that the department places in design excellence.

Landing Sites Symposium – 2022

This symposium brought together four organizations that practice site-specific research and demonstrate new theories of learning and knowing about land. Beyond their convergence in geographic inquiry, we invited guests whose very ways of working challenged and foregrounded the roles of researchers, methods of researching, and the politics of accessing and publicizing research. Please visit the Landing Sites page [here](#) as evidence of this activity.

Association for Computer Aided Design in Architecture Conference (ACADIA) - 2023:

CU Denver Architecture Professors Marc Swackhamer, Assia Crawford, and Kevin Hirth, with Joern Langhorst from Landscape Architecture, and many other faculty members from around the world, will host the 2023 Association for Computer Aided Design in Architecture



Conference in the fall semester of 2023. This conference has emerged as one of the premier academic conferences in the world and CU Denver competed with several other excellent universities to host it. It will deepen ongoing design conversations in our academic community and further solidify CU Denver as an exceptional, design focused architecture program.

OUTCOMES SOUGHT

- Improve the quality of coursework and student abilities in the area of design.
- Improve practitioner opinion of student design work.
- Improve the reputation of CU Denver Architecture as a design-focused program at a national level among peer institutions.

OUTCOMES ASSESSMENT

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this Program Criterion include:

- Track practitioner comments in end-of-semester studio reviews.
- Produce annual student work publication with follow-up questionnaire regarding quality of work.
- Launch a Department of Architecture Advisory Board to solicit feedback from key practitioners on how graduates are performing in the area of design.

CURRENT AND ANTICIPATED CHANGES

Part-time faculty have historically taught many of our design studios. Recent years and future efforts see a rebalancing of the ratio of full-time/tenured/tenure-track faculty to part-time lecturers. We now distribute more full-time faculty members across teaching design studio at all levels of the program. Soon, all studio levels, in both the graduate and undergraduate programs, will be coordinated by a full-time faculty member.

A critical evaluation process for all our required graduate and undergraduate courses, including design studio, occurs through our institutionalized curricular reviews every semester. All full-time and many part-time faculty members attend these two-day discussions, contributing constructive feedback. Based on the feedback, the department's Curricular Affairs Committee (CAC) recommends changes to advance the quality of design studio pedagogy and student design output. These recommendations are brought before the faculty and incorporated into the following year's courses. This cycle happens every semester and has already advanced the quality of design in graduate and undergraduate studios.

Please review a diagram of this process [here](#), and see Section 5.3 Curricular Development, as evidence of this activity.

We invest every semester in high-quality external reviewers who evaluate student design work and offer critical feedback on our studio pedagogy. Over the past three years, four to six external faculty members from other universities around the country have attended final studio reviews. Their presence raises the level of discourse and heightens expectations around the quality of design work from studios.

Please review the department's end-of-semester [reviewer bios and schedules](#) as evidence of this activity.



We are exploring the introduction of a graduate thesis for students who want to engage at this level (will necessitate a 4-year undergraduate degree + a 1.5 graduate degree pathway). We will also introduce vertical studios between graduate and undergraduate programs over the next five years.

The department will hire five new tenured/tenure-track faculty members over the next two years. The faculty is committed to prioritizing strong design candidates in its hiring process, to advance the quality of design pedagogy overall in the department.

New faculty member, José Ibarra, is planning a program to boost student participation in our lecture series, which the department has funded with \$30,000 over the next two years, called “Table Manners.” This program promises to expose more students to globally recognized design thinkers and boost the conversation in the college and department around critical design issues. Below is the description of this exciting new program:

“Table Manners” will be a series of academically engaging events tied to the Department of Architecture’s (CAP’s) lecture and exhibition series, as well as other in-house activities. The series will host 2-3 events per semester. It will prioritize bringing all constituents of the school together in unexpected ways that foster connection and interaction. Together, faculty and students will partake in discussions through formats including, but not limited to dinner parties, picnics, games of musical chairs, and more. The hope is that this will promote conversations in a playful and unrestricted manner, “trading in the sobriety of academic rhetoric for a cocktail-party mood [as] the first tactic in the shift from theory to criticism” (Crib Sheets, Sylvia Lavin). Additionally, an annual closed-doors session between faculty and a few guests will also be held as an intimate roundtable discussion to be recorded and later released online. This should allow for a less structured conversation, encouraging all guests to touch upon ideas that are not typically discussed in public.”

Through ongoing partnerships and conversations, faculty members Sarah Hearne, Kevin Hirth, Rick Sommerfeld, Assia Crawford, José Ibarra, Kat Vlahos, Julee Herdt, and Marc Swackhamer are all actively discussing potential partnerships and exhibitions of their research and creative work at museums like History Colorado, the Denver Art Museum, the MAK Center, and others. This exposure of faculty research further demonstrates the department’s commitment to design excellence.

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

Program Response:

OUR APPROACH

The Department of Architecture at CU Denver deems ecological knowledge and responsibility so important that we have identified it as one of our two most pressing global challenges for the discipline in coming years (social justice, equity, diversity, and inclusion being the other). The urgency of this is emphasized by our position in the foothills of the Rocky Mountains, a delicate ecosystem with growing water, temperature, and fire challenges. We believe that architecture plays a significant role in either exacerbating or solving these issues, and so as a department, we take our responsibility to lead and innovate on this topic seriously.

The specific objective of this area of study is to introduce students to current and emerging sustainable building technologies and strategies. We aim to grow students’ awareness of technology not as a technique per se but as a problem-solving process that mandates logical



analysis and creative, context-specific solutions. A vigorous investigation of sustainable building practices pertinent to the health and welfare of the built environment and the cultures that use them are at the core of this area of study.

This work requires ongoing effort, in not just our sustainability-focused courses, but in all our design studios and related technology courses. More so than ever, we are committed to leading conversations and innovating around resilience and stewardship of the ecological environment. This is evident in all we do, from our high-level strategic planning down to our everyday teaching and non-curricular activities.

Please reference Section 2: Shared Values above, under “Environmental Stewardship and Professional Responsibility” to understand how our [Five-Year Vision](#) addresses Ecological Knowledge and Responsibility.

REQUIRED CURRICULAR ACTIVITY

ARCH 5330 - Sustainable Systems I

This course is the first in a two-course series that introduces concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems in architecture. The series considers the design of the invisible—the architectural implications of heat, air, light, sound, data, water, and energy.

This course focuses on heat and air. Design excellence requires a high level of building performance that delivers high occupant comfort and wellness with low-energy and carbon-neutral operation. High-performance building environmental design is based on a foundation of climate science, human physiology, building science, sustainability, and design integration. This course develops this foundation and introduces methods for climate-responsive design, passive design strategies, high-performance envelopes for load reduction, and HVAC integration.

ARCH 5340 - Sustainable Systems II

This course is the second in a two-course series that introduces concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems in architecture. The series considers the design of the invisible—the architectural implications of heat, air, light, sound, data, water, movement, safety, and energy. This course, part two, focuses on light, sound, data, water, movement, safety and energy.

Design excellence requires a high level of building performance that delivers occupant comfort and wellness with low-energy and carbon-neutral operation. High-performance building environmental design is based on a foundation of climate science, human physiology, building science, sustainability, and design integration. This course works from this foundation and introduces methods for climate-responsive design, passive design strategies, and systems integration.

ARCH 5450 - Sustainable Design Practices

This course highlights environmental issues pertaining to the built environment and helps students develop an understanding of sustainability issues and strategies for mitigating the anthropogenic impacts of the architecture industry upon the environment. The course seeks to cultivate a sense of responsibility and to enable informed decision making on the part of



the design practitioner. The course is lecture based and contains activities such as short exercises, student discussions, a series of guest lectures, student presentations and group written assignments designed to foster collaborative thinking related to solving global environmental challenges.

ELECTIVE CURRICULAR ACTIVITY

ARCH 3804 - Green Tech Eco-Furniture Fabrication I

Green Tech I is the first of two courses that are a "real build" course in which students advance their knowledge of environmental design through full-scale construction of architectural elements, furnishings, accessories, finishes, outdoor gear, or even clothing.

ARCH 3806 - Green Tech Eco-Furniture Fabrication II

Green Tech II is the second of two courses that are a "real build" course in which students advance their knowledge of environmental design through full-scale construction of architectural elements, furnishings, accessories, finishes, outdoor gear, or even clothing.

ARCH 6310 – Green Building Technology

This seminar advances student knowledge of environmental building and construction methods through studies in material resources, innovative green systems, alternate green technology, energy efficiency, and affordability in "green architectural design."

ARCH 6313 – LEED Certification, Greenbuilding Seminar

This rigorous course uses the LEED Certification process to provide a framework for assessing building performance and meeting sustainability goals, following the 1st step in a two stage Professional Accreditation process, focusing on LEED GA, Green Associate Accreditation.

Colorado Building Workshop Design Build Certificate and Coursework

Professors Rick Sommerfeld and Will Koning teach a suite of four courses for the M. Arch program's Design Build Certificate. These courses foreground issues like sustainable design, resilience, public health, safety, and welfare, as well programming, code analysis, materials research, detailing, and other topics essential to preparing students to be professionally and environmentally responsible designers of the built environment.

Please review the Colorado Building Workshop's [website](#) as evidence of this activity.

SUPPLEMENTAL EXPERIENCES

LoDo Lab

Since 2019, LoDo Lab has expanded from a space for one faculty member, Marc Swackhamer, and one research assistant, to a lab with about a dozen faculty members from CU Denver and beyond, and about half a dozen student research assistants. With a stated mission to focus on "natural growth and decay," the lab is committed to foregrounding issues around ecological knowledge and responsibility. It works with landscape architects, forestry biologists, and mycologists, among others, to ensure that both students and faculty explore research that advances discourse in resilience and sustainable design.



LoDo Lab will play a significant role in hosting and facilitating workshops for the 2023 [ACADIA](#) (Association for Computer Aided Design in Architecture) Conference. Three of the lab's members, Assia Crawford, Kevin Hirth, and Marc Swackhamer, will serve as chairs of the conference and participants will use its space for conference workshops. As the department works to expose the conference to as many students as possible, LoDo Lab will play an important role in championing the role architects can play in advancing ecological knowledge and responsibility in our students.

Please review LoDo Lab's [website](#) and the department's proposal to host the 2023 ACADIA conference [here](#) as evidence of this activity.

Faculty Research

Several current faculty members conduct research in the area of ecological knowledge and responsibility, including Julee Herdt (biomaterials and construction), Assia Crawford (biodesign, bio fabrication and grown materials), Marc Swackhamer (growth and decay in the design process), Rick Sommerfeld (passive and active sustainability in construction), Osman Attmann (green materials and sustainability) José Ibarra (research at the intersection of geology and architecture), and Cynthia Fishman (biomimicry).

Regarding professional responsibility, Rick Sommerfeld's research in the area of Integrated Project Delivery exposes students in the Design Build Certificate program to project delivery innovations of which they would be otherwise unaware. As his students move from site and program research, to feasibility studies, to schematic design, to design development, to construction documentation, to prefabrication, and then finally to on-site construction, in only about six months, they are exposed to every facet of professional responsibility. The speed of this work is central to Professor Sommerfeld's research and students enrolled in the design build certificate benefit substantially from it.

OUTCOMES SOUGHT

- Improve quality of coursework and student abilities in the areas of ecological knowledge and responsibility.
- Improve practitioner opinion of student sustainable/resilient design work.
- Improve the reputation of CU Denver Architecture as a program focused on ecological knowledge and responsibility at a national level among peer institutions.

OUTCOMES ASSESSMENT

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this Program Criterion include:

- Track practitioner comments in end-of-semester studio reviews with regards to focus on sustainable design and environmental stewardship.
- ZEDD (Zero Energy Design Designated) certifies CU Denver Architecture as an official program of study.
- Track number of CU Denver Architecture graduates who pursue LEED certification.
- Launch a Department of Architecture Advisory Board to solicit feedback from key practitioners on how graduates are performing in the areas of ecological knowledge and responsibility.

CURRENT AND ANTICIPATED CHANGES



The improving quality of our courses in sustainable design and resilience has encouraged a group of invested faculty members and students to investigate the possibility of the department becoming certified as a [ZEDD](#) (Zero Energy Design Designated) program of study. The program is aiming to be certified in this important designation by the fall of 2023.

Our faculty have agreed that the department needs full-time, tenured or tenure-track faculty members teaching our sustainable building technology courses. In their pursuit to find faculty members at the forefront of sustainability and resilience, we have recently hired a new tenure-track Assistant Professor, Assia Crawford, to teach the Sustainable Design Practices class. We have also hired Tom Hootman of [Form and Flow](#) and Miles Dake of [Branch Patterns](#), who both are architects and engineers who work at the forefront of sustainability in architectural systems.

Our Design Build Certificate Program, with its 2022 and 2023 projects for the National Oceanic and Atmospheric Association, located in Antarctica, is increasingly focusing on issues of resilience and climate change. The NOAA project is completely “off-the-grid” and represents the most sustainably focused project to date. This will continue to be an emphasis on all design build projects.

[LoDo Lab](#) will expand its activities to include teaching integration and student involvement. The lab is in the early stages of collaborating with biology and bioengineering to develop a jointly managed certificate or minor in the area of biodesign.

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

Program Response:

OUR APPROACH

In the Department of Architecture at CU Denver, we understand the historical and theoretical context of the discipline to be integrally tied to student capacity for design thinking and approaching the discipline through a lens of social equity, diversity and inclusion. While the study of histories and theories of the discipline is a valuable pursuit in its own, it is also essential to a broad and well-rounded education, informing all dimensions of an architect's skillset. As mentioned under PC.2 Design, we believe architects must understand design as inextricably linked to the culture from which it emerges, including its historical context. And as is described under PC.8 Social Equity and Inclusion, we believe that an expanded, more inclusive historical context of the discipline is essential for the discipline to grow more just, equitable, and accessible to all. For us, history and theory are not stand-alone subjects, present in the curriculum to meet accreditation standards, but otherwise marginal. Rather, they are central to our aspirations of cultivating in students the values of inquiry, compassion, and inclusivity, in all they do.

The History and Theory Program Criteria at CU Denver, then, is addressed primarily through the history survey courses ARCH 5220, ARCH 5230, and ARCH 5240. These courses focus on the history of Architecture as a history of ideas, realized through form. They offer lessons in formal and spatial composition as they explore the inextricable link between specific historical examples and the broader social, political, economic, and ideational context of their production.

The objective of this area of study is to help students see the intricate and complex link between culture and design. This requires a deliberate focus on developing effective formal



and conceptual analytical skills. The former enables students to decipher the formal and compositional intricacies of the object of study, while the latter enables them to decipher its conceptual and ideational underpinning.

CURRICULAR ACTIVITY

ARCH 5210 – Introduction to Architecture

Introduces important ways of looking at architecture and acquaints students with the various perspectives that they will later find in the rest of the curriculum.

ARCH 5220 - History and Theory Architecture I

This course traces the history of Architecture from the early developments in the Paleolithic Age (Early Stone Age) to the 15th Century. The various theories and formal languages (styles) that shaped the history of Architecture within the specified time span will be explored through the close examination of a select group of buildings and the specific cultural, social, political, and economic contexts of their design and construction. Our coverage will encompass the architectural achievements of the cultures of Europe, the Middle East, South, Southeast, and East Asia, the Americas, and Africa.

ARCH 5230 - History and Theory Architecture II

This course traces the history of Architecture from the 15th Century to the late 19th Century. The various theories and formal languages (styles) that shaped the history of Architecture within the specified time span will be explored through the close examination of a select group of buildings and the specific cultural, social, political, and economic contexts of their design and construction. Our coverage will encompass the architectural achievements of the cultures of Europe, the Middle East, South, Southeast, and East Asia, the Americas, and Africa.

ARCH 5240 - History and Theory Architecture III

This course traces the history of Architecture from the mid-19th century to the turn of the 20th century. The various theories and formal languages (styles) that shaped the history of Architecture within the specified period will be explored through the close examination of a select group of buildings and the specific cultural, social, political, and economic contexts of their design and construction.

Emphasis is on the concept of Modernity, the cultural, technological, political, and economic context of its development, and the theoretical, spatial, temporal, and experiential ramifications of Modernity worldwide. Students explore the diverging and heterogeneous body of goals and objectives, ideas and ideals that constituted the Modern Movements in architecture and follow their aftermaths.

SUPPLEMENTAL EXPERIENCES

Lecture Series

One non-curricular way the department ensures that students understand the histories and theories of architecture and urbanism is through its annual lecture series. More information on this is above under PC.2 Design.

The department leverages this lecture series as a key opportunity for graduates and practitioners in the community to learn about previously under-studied and unknown histories



and theories of architecture, as presented through a diverse set of invited voices. The lecture series grows in its scope and diversity every semester.

Please review CAP's lecture series and exhibitions page [here](#) as evidence of this activity.

Exhibition Series

Another non-curricular way the department ensures that students understand the histories and theories of architecture and urbanism is through its annual exhibition series. More information on this is above under PC.2 Design.

The department leverages its exhibition series as a key opportunity for graduates and practitioners in the community to learn about previously under-studied and unknown histories and theories of architecture, as presented through a diverse set of invited exhibition work and voices. Like our lecture series, the exhibition series grows in its scope and diversity every semester.

Please review CAP's lecture series and exhibitions page [here](#) as evidence of this activity.

Symposia and conferences

A third, but related, non-curricular activity is the presence of sponsored and hosted symposia and conferences in the college and department, every year. We view these opportunities, whether one-off inventions by faculty or nationally recurring events that we host, as essential forms of growth and development in students and faculty regarding the histories and theories of architecture.

Study abroad

Many of our students take advantage of the department and college's study abroad curriculum. This is another opportunity for students to expand their knowledge of the histories and theories of architecture, through direct, in-the-field experience. We send or have sent students to Japan, Turkey, Italy, Spain, Thailand, Guatemala, Finland, Morocco, and Denmark, with proposals in the works to send students to Mexico and South America.

Please review the college's study abroad program [here](#) as evidence of this activity.

OUTCOMES SOUGHT

- Improve the quality of coursework and student abilities in the areas of architectural history and theory.
- Improve practitioner opinion of student history and theory knowledge.
- Improve the reputation of CU Denver Architecture as a program with an exceptional capability in history and theory at a national level among peer institutions.

OUTCOMES ASSESSMENT

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

CURRENT AND ANTICIPATED CHANGES

From the discussion following the Fall semester of 2021, a question arose as to whether the History and Theory of Architecture courses could adequately address a more global

perspective in the existing two-course sequence and if not, what would need to change in the curriculum to do so. As a result, the Curricular Affairs Committee proposed extending the History and Theory survey sequence to three courses, allowing enough time to adequately address global architectural traditions. This change will be made to the curriculum and to the program catalog in the fall of 2022 and will take effect in the spring of 2023.

The department and college will commit to sponsoring one symposium or conference per year to advance key areas of faculty research and creative work. With a growing history/theory faculty roster in the department, this will inevitably yield opportunities for students and faculty to learn more about new, diverse histories and theories of architecture.

Through the Bixler Travel Initiative, we are working to identify locations abroad that expand our students' exposure to non-Western cultures and histories. Our first of these efforts is a new study abroad collaboration in Mexico City and Guadalajara, Mexico with the Tecnológico de Monterrey and the National Autonomous University of Mexico. This effort started with exploratory travel in 2022 and will continue with an official study abroad experience in 2023. Other future study abroad sites are currently being explored.

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

Program Response:

OUR APPROACH

In the Department of Architecture at CU Denver, research is what connects faculty scholarship to teaching. Design studio, whether required or elective, then, is the place where students gain exposure to cutting edge faculty scholarship. We find these opportunities mutually beneficial. Students enthusiastically learn more about faculty scholarship and faculty gain invaluable opportunities to test, develop, and discuss their work with students.

We define research as an analytic and synthetic process of systematically investigating a certain area of knowledge, issues, or conditions in order to discover underlying facts or principles. In our curriculum students primarily engage in research in design studios. In the studios, specific time and assignments are allotted for research activities. There are four primary areas on which students' research focuses: conceptual/theoretical, material/tectonic, program/functionality, and context/site. Each level of studio (Elemental, Analytical and Reflective) approaches these areas of investigation from a different perspective, emphasizing each to different ends.

CURRICULAR ACTIVITY

ARCH 5110 - Design Studio I

The first of two elemental design studios focused on the language of design, organizational and spatial systems and principles as well as on analog and digital methods of visualizing architectural ideas and forms.

ARCH 5120 - Design Studio II

The second of two elemental design studios focused on translating organizational and spatial systems, principles and concepts into architectural systems. Through a number of small



scaled design exercises students learn how organizational and spatial systems can be leveraged in the design of their buildings.

ARCH 5130 - Design Studio III

This first of the two analytical design studios addresses how design ideas are formed. Through an analysis of context, program, and precedents, students learn to use formal strategies to transform their research into specific architectural experiences.

ARCH 5140 - Design Studio IV

The second of the two analytical studios will build upon ideas developed in the previous studio concerning how design ideas are formed. Through an analysis of context, program, and precedents, students learn to use formal strategies to transform their research into specific architectural experiences.

ARCH 6150 - Design Studio V

The first of two reflective studios assumes a reflective/critical stance towards programmatic issues or rather cultural presuppositions and critically explores the ways in which architecture can play a critical as well as an affirmative role within the broader cultural context.

ARCH 6170 - Design Studio VI

This is the second of two reflective studios, which focuses on the comprehensive design of an architectural project including considerations of structural systems, environmental systems, life safety concerns, regulatory considerations, wall sections, building assemblies and significant detail.

ARCH 6171 - Integration Seminar

In this seminar students develop and document the technical aspects of their Design Studio VI design projects including life safety, mechanical, electrical, plumbing, conveyance, accessibility systems and material assemblies.

SUPPLEMENTAL EXPERIENCES

Lecture Series:

One significant way the department ensures student exposure to new research and innovation in architecture is through its annual lecture series. More information on this is above under PC.2 Design.

Please review CAP's lecture series and exhibitions page [here](#) as evidence of this activity.

Exhibition Series:

Student exposure to research and innovation is also tied to the quality of its exhibition program. More information on this is above under the "Design" shared values section.

Please review CAP's lecture series and exhibitions page [here](#) as evidence of this activity.

LoDo Lab:



Through its diverse array of researchers across several universities, LoDo Lab advances and highlights emerging forms of research and innovation in all its work. Currently, about six student research assistants work in the lab and grad studio V conducts experiments related to Professor Assia Crawford's algae and mycelium scholarship. LoDo Lab publishes its work widely, through conferences, awards programs, exhibitions, social media, and its website.

Please review LoDo Lab's [website](#) as evidence of this activity.

Colorado Building Workshop Design Build Certificate and Coursework:

A suite of four courses comprises the M. Arch program's Design Build Certificate. These courses represent effective and impactful opportunities for students to understand, firsthand, how the practice of architecture can create new forms of research and lead to innovation. Whether in the area of sustainability, materials innovation, advancements in efficient project management and delivery, prefabrication, or interdisciplinary collaboration, students gain important insights into the role architects can play in advancing knowledge and innovation.

Please review the Colorado Building Workshop's [website](#) as evidence of this activity.

Faculty Research:

Faculty members in the Department of Architecture are key to advancing new forms of research and creating advancements that innovatively address pressing global challenges. Their ongoing, distinguished research and creative work benefits the reputation of the university and its students. Examples of their exemplary research activities can be reviewed in the faculty CV's, appended at the end of this document, in a brief summary in Section 1: Context and Mission, and in Section 2: Shared Values.

OUTCOMES SOUGHT:

- Improve the quality of coursework and student abilities in the areas of research and innovation.
- Improve practitioner opinion of student abilities in the areas of research and innovation.
- Improve the reputation of CU Denver Architecture as a program focused on research and innovation at a national level among peer institutions.
- Develop a culture of curiosity around advancing new forms of research, innovation, and knowledge to address global challenges.

OUTCOMES ASSESSMENT:

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this Program Criterion include:

- Track and share faculty research via annual publication and social media/website.
- Track the number and reach of research publications, conference presentations, books written, design awards won, exhibitions participated in/curated, to measure the impact of knowledge generation and innovation.

CURRENT AND ANTICIPATED CHANGES

Following the fall 2021 curricular assessment, the Curricular Affairs Committee formalized research as an integral part of studio. As a result, we now split six-credit hour studios into two



co-enrolled courses: one four-credit hour course dedicated to studio and one two-credit hour seminar dedicated to research.

CU Denver will host the National 2023 ACADIA (Association for Computer Aided Design in Architecture) Conference to expose students, faculty, and our practice community to cutting edge, emerging research in computation.

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

Program Response:

OUR APPROACH

We aspire for all our graduates to grow into future leaders of the discipline, regardless of their role or chosen pathway. Some are formal leaders, as recognized by their job title, whereas others are thought leaders, informal leaders, or leaders in a specific area of practice. We recognize that leadership is broad, and that everyone brings their personal strengths to bear on the type of leader they can become. What does not change about leadership is one's ability to communicate, collaborate, listen, negotiate, and compromise. Empathy is at the heart of leadership, and we are committed to building in our students a heightened capacity to listen first in order to build the trust required to be an effective leader.

To build student empathy and thereby their capacity to grow into effective leaders and collaborators, we offer two courses that address leadership from two different perspectives. In the Social Context of Design, we expose students to the ever-changing variables of designing in the public realm, with underserved communities and for the greater good of society. In Professional Practice, we expose students to the fundamentals of architecture as a profession and discuss with them the multifaceted factors that shape management and the regulatory realms in which one must work, lead, and collaborate.

Students also practice and develop their leadership, particularly their collaborative skills, in Design Studio VI, where they work in teams throughout the semester.

CURRICULAR ACTIVITY

ARCH 5430 - Social Context of Design

This course examines the intersection between anthropology, design, ecology, and ethics. The class entails a multi-scalar investigation considering objects, beings, spaces, cities, environments, and atmospheres as the subjects onto which social and cultural values are imposed, and from which they originate. This class reviews several cultural and social phenomena that have changed the formal and spatial characteristics of the built environment. In this way, students analyze cases in which design succeeds or fails to address culture, class, geography, and time. Through a combination of reading discussions, lectures by the instructor and guests, as well as punctuated assignments, this course studies material forces—such as buildings and infrastructure—and immaterial norms—like local and global policies—that impact, and are impacted by, design and architecture.

ARCH 5410 - Professional Practice

This course explores the professional practice of architecture, both as it stands today and its evolution. Rather than a strict “one-way” lecture format, students and faculty together discuss



the broad range of issues under the following realms: the architecture profession, architectural practice, and the life of an architectural project. During this exploration, students gain an understanding of the various roles they can play in the profession and an understanding of themselves and how they can positively contribute to the profession. The course emphasizes the critical role communication plays in the profession. As such the course provides students with an opportunity to hone their written, verbal, and visual communication skills.

ARCH 6170 - Graduate Design Studio VI

Studio VI recently implemented a team-based approach to its comprehensive building design curriculum. This move was purposefully made to highlight the importance of developing effective communication, time-management, and conflict resolution skills. Students must work closely with one another on their studio projects and must acknowledge that, in some cases, they will play a leadership role, while in other cases, their teammate will play that role, depending on each other's strengths and weaknesses. This is a process of understanding one's biases, blind spots, capacities, and areas of growth, all central to strong leadership, communication, and engagement with those who think differently than you.

SUPPLEMENTAL EXPERIENCES

JEDI (Justice, Equity, Diversity, and Inclusion) workshops

We have developed two mandatory Justice, Equity, Diversity, and Inclusion Workshops for both our graduate and undergraduate students to help them become more effective collaborators and leaders. The workshops address Unconscious Bias in one and Intercultural Competency in the other. Dr. Adriana Medina facilitates these workshops, which are funded through a gift from Stantec, Inc. Our B.S.Arch. students attend the Intercultural Competency workshop in their Design Studio IV and the Unconscious Bias workshop in Design Studio V. The M.Arch. students attend the Unconscious Bias workshop during Design Studio III and the Intercultural Competency during Design Studio V. The Intercultural Competency workshop is scheduled into the curriculum so that it coincides with or precedes a studio in which the students are required to work in teams.

Colorado Building Workshop Design Build Certificate and Coursework

We teach a suite of four courses in the M. Arch program's Design Build Certificate program. These courses offer students opportunities to grow their capacity to become effective leaders, to collaborate with others, and to work well with community stakeholders. In the Design Build Certificate program, all enrolled students, at various times, take on leadership roles, are required to work through conflict and discuss disagreements with peers, manage their time and the time of others effectively, manage a construction project from beginning to end, and work to communicate with community stakeholders on projects like a community pedestrian bridge, a university bike shelter, or a research station in Antarctica for NOAA.

Please review the Design Build Certificate [curriculum](#) as evidence of this activity.

University Technical Assistance Program (UTAP)

The University Technical Assistance Program is a clinical teaching practice at the University of Colorado Denver, College of Architecture and Planning. Its work has been funded by the Colorado Department of Local Affairs for several decades and has provided technical services to rural and small local government units in nearly every county of the state. Please



review the project profiles [here](#) to see the wide range of projects on which we work.

Students in the Department of Architecture who work at UTAP hone their leadership, communication, and, especially, their community engagement skills. Many students who work at UTAP go on to work in areas of community engagement as part of their careers or even stay on with UTAP to work as research fellows for years after graduation.

Please review the UTAP [program](#) as evidence of this activity.

Studio Representative Positions

An important aspect of departmental decision-making is input from students. At every studio level, we elect two studio representatives each year who meet with our associate chairs to offer advice, share concerns, and represent the voices of students. This an invaluable opportunity not just for the department to hear from students, but also for students to practice their leadership and communication skills.

American Institute of Architecture Students (AIAS)

This active student organization at the University of Colorado Denver represents yet another opportunity for students to grow as leaders, develop in their capacity to communicate, and to engage with external stakeholders. AIAS students demonstrate keen leadership skills and are always active contributors to the culture of the school.

Please review the AIAS program [website](#) at CU Denver for evidence of this activity.

Freedom by Design (FBD)

Now part of AIAS, Freedom by Design is one of the most visible and active student organizations in the department. It describes itself as “AIAS’s non-profit community service program that works to impact the lives of people in their community through modest design and construction solutions. Freedom by Design allows anyone to volunteer regardless of their skills or ability. It is designed to give students of all levels experience in the design build process.” They worked on an important project in 2021/22, as an example of their leadership-building efforts, to design a new persons-currently-without-a-home shelter prototype to be used by local municipalities.

This active and impactful student organization brings myriad leadership growth, communication improvement, collaboration, and community engagement opportunities to all students. Its shelter project for the Colorado Village Collaborative was one of its most impactful to date, demonstrating CU Denver students’ ongoing passion for making a difference in the world through the skills they develop in architecture school.

Please review the [FBD portion](#) of AIAS’s website for evidence of this activity.

Research Assistantships

Our faculty members often receive grants, start-up funds, or institutional support that allows them to hire a graduate assistant to help with their research and creative work. This is an accessible resource for faculty, and a meaningful opportunity for student learning and growth. Students are often tasked with responsibilities, challenges, and leadership opportunities, in



ways that they are not in their normal coursework. Many students share that their research assistantships were the most meaningful and formative experiences of their education.

Teaching Assistantship

Another clear opportunity for student growth in leadership and collaboration is teaching assistantships. Almost all studio levels and large lecture courses are now supported by teaching assistants, and in 2022, several sections of undergraduate Studio I were taught, for the first time, by graduate teaching assistants. In these roles, graduate students must lead in ways they have never encountered before, they must generously share and collaborate, and they must work with students from many diverse backgrounds. This is another opportunity for tremendous growth for students, even if they never pursue teaching as a career path.

Integrated Construction, Management, and Leadership (ICML) certificate

The College of Architecture Planning offers a joint certificate program in Integrated Construction, Management and Leadership (ICML) with the College of Engineering, Design and Computing. This program is an interdisciplinary program designed for working or aspiring professionals and upper-level students interested in expanding their knowledge base in the fields of engineering, architecture, business and their intersections.

Specifically, within that certificate's four course sequence, we offer ARCH 6413, Construction Leadership, which is an integrated architecture, engineering, and construction business course bringing together executives, principals, and managers to current industry topics and providing students with opportunities to apply management and leadership principles from various architecture and construction fields to case study projects.

Please review the ICML's [website](#) as evidence of this activity.

OUTCOMES SOUGHT

- Improve quality of coursework and student abilities in the areas of leadership and collaboration.
- Improve practitioner opinion of student abilities in the areas of leadership and collaboration.
- Improve the reputation of CU Denver Architecture as a program focused on leadership and collaboration at a national level among peer institutions.

OUTCOMES ASSESSMENT

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this Program Criterion include:

- Continue to track graduate ARE pass rates and rates of promotion to firm leadership to understand student capacities to serve as firm leaders and community collaborators.
- Launch a Department of Architecture Advisory Board to solicit feedback from key practitioners on how graduates are performing in the areas of leadership, collaboration, and community engagement.

CURRENT AND ANTICIPATED CHANGES

As a result of our curriculum assessment in fall of 2021, we redesigned Social Context of Design and assigned Assistant Professor, José Ibarra to teach it. In Professional Practice, a question arose concerning the balance between “firm readiness” and “general professional readiness.” No formal change or proposal was made, but we anticipate changes will grow out of this conversation

We will continue to work to expose the work of our Design Build Certificate to a more international audience. This will further help students develop their capacities to engage with communities with which they are unaccustomed to working, in challenging and unfamiliar environments.

We will continuously seek new and innovative ways for students to become involved in department decision making and governance, to create the most inclusive environment possible, and to extend student leadership and collaboration growth.

Freedom by Design will continue to work on homeless shelter designs and fabrication as part of a larger departmental effort to address justice, equity, diversity and inclusion in the built environment. Students will play a key leadership role in advancing this work.

CU Denver Architecture’s Five-Year Vision sets a goal of growing funding for both research assistantships and teaching assistantships, to expand the number of opportunities we offer students for this kind of supplemental learning, and to further advance opportunities for leadership growth in the department.

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

Program Response:

OUR APPROACH

Learning and teaching have evolved significantly since most of the faculty teaching architecture were educated. Traditionally, many architecture students experienced unhealthy learning environments where, in order to succeed, they needed to sacrifice their mental and physical health, endure days, weeks, even months with little to no sleep, commit to having no outside relationships and no outside employment, and endure abusive treatment, often at the hands of a faculty monoculture. For many, to successfully navigate through architecture school required the privilege of not needing to work or care for others.

As we strive to introduce more diversity to the profession and to create a learning and teaching environment that is more equitable and accessible to more people, we recognize that we must address the long unquestioned and unchallenged culture of architecture school. At CU Denver, we are committed to challenging the old ways of doing things. We believe that we can make architecture school respectful, positive, engaging, equitable, accessible, and healthy, without losing its timeless strengths and invaluable attributes. This shift necessitates a deep, hard look at how we learn and teach.

The faculty at CU Denver has been committed, for many years, to addressing these questions, and to rethinking its approach to teaching architecture. As part of this ongoing effort, which pervades faculty discussions and is central to our mission, we have drafted a powerful new document called our Learning and Teaching Culture Policy. This document, which has been vetted and approved by our faculty and students, reinforces our shifting attitude towards learning and teaching architecture.



The document, which can be reviewed in its entirety [here](#), articulates the expectations students have of the faculty teaching their courses and the expectations faculty have of students taking their courses. It is a positive evolution of the department's old "Studio Culture Policy," that sets the stage for a more just and equitable learning and teaching culture, for everyone in our community.

CURRICULAR ACTIVITY

We build all our courses around the values and principles addressed above. To this end, the LTCP (Learning and Teaching Culture Policy) will be present in every M.Arch. and B.S.Arch. course syllabus starting in spring of 2023.

SUPPLEMENTAL EXPERIENCES

We foster a positive and respectful learning and teaching environment among faculty, students, administration, and staff in the four following ways.

Learning and Teaching Culture Policy:

First, as mentioned, our Learning and Teaching Culture Policy offers guidelines for:

1. Collaborative Community: Faculty-Student Relations
2. Expectations of Faculty
3. Expectations of Students
4. Time Management, School-Life-Work Balance, and Health & Wellbeing
5. Constructive Evaluations and Instruction
6. Diversity and Solidarity
7. Respectful Stewardship and Space Management
8. Promotion and Maintenance of the Studio Culture Policy

Please review the LTCP in its entirety [here](#) as evidence of this activity.

Teaching workshops:

Second, we require attendance from all lecturers and new full-time faculty, and we invite all full-time faculty to attend our annual teaching workshops at the beginning of every fall semester. The workshops introduce faculty members to the department's Five-Year Vision, its Learning and Teaching Culture Policy, resources available in the college, common issues that arise in the classroom/studio, and unconscious bias training.

Please review the [agenda](#) and [presentations](#) for these workshops as evidence of this activity.

Studio representatives:

Third, we hold monthly meetings with student representatives from each design studio section. In these meetings, students bring issues to the administration's attention, formulate action plans, and report back to the students in their studio section on how the issues will be addressed. This system creates an open and regular path of communication between students and administration, empowering the students to shape their educational environment and experience.

JEDI (Justice, Equity, Diversity, and Inclusion) workshops:



Fourth, the department holds two mandatory Justice, Equity, Diversity, and Inclusion (JEDI) Workshops for both our graduate and undergraduate students. The workshops address Unconscious Bias in one and Intercultural Competency in the other. These workshops are facilitated by Dr. Adriana Medina and are funded through a gift from Stantec, Inc. The Intercultural Competency workshop is scheduled into the curriculum so that it will coincide or precede a studio in which the students are required to work in teams.

OUTCOMES SOUGHT

- Improve the learning and teaching culture within the school.
- Improve student opinion of the learning and teaching culture.
- Improve the reputation of CU Denver Architecture as a program with an exceptional, progressive learning and teaching culture at a national level among peer institutions.

OUTCOMES ASSESSMENT

(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this program criterion include:

- The primary form of assessing the department's learning and teaching culture from the students' perspective is through student representative meetings. Through these, we can assess the overall quality of the learning and teaching culture and can address issues affecting it. We see these issues as ranging from simple things like schedule conflicts between course assignments and studio deadlines to larger systemic issues like discrepancies in the levels of preparedness of instructors.
- Monthly "Chair Chats" between the department chair and students will reveal the successes and areas of growth in the learning and teaching culture.
- The primary form of assessment of the learning and teaching culture from the faculty's perspective is discussions in the bi-weekly faculty meetings. One meeting a month is reserved for full-time faculty (all voting faculty) and the other meeting is for all faculty including all full-time and part-time faculty.

CURRENT AND ANTICIPATED CHANGES

Through student representative group meetings, it was brought to the administration's attention that there was a discrepancy between the levels of preparedness of different faculty to use the facilities in the college or the course management software. Additionally, through these meetings, it became apparent that many of the issues that were being brought to the administration could be averted through some simple adjustments in the preparation of course materials, syllabi, and communication with the student. In response to this information, the administration developed the four-day teaching workshops in summer of 2021.

As our B.S.Arch. program has grown over the past eight years, it has become dramatically more racially, ethnically, socially, and economically diverse. There is a broader spectrum of abilities, preparation, experiences, beliefs, identities, and expectations. These differences have brought a welcome richness to the program. In some instances, however, they have also produced conflict and tension among students and instructors. We attribute this to a general lack of knowledge around equity and diversity issues and a general unawareness, that we are addressing, of unconscious biases in our pedagogical approaches. To shift thinking and to see difference as an asset, rather than a liability, we developed the two JEDI



Workshops for students with Dr. Adriana Medina as mentioned above, and inclusive pedagogy training for our faculty through our four-day teaching workshops.

We also recognize that culture change is a long, slow process. We commit ourselves to working every day to improve how we teach and to approach our work as teachers with humility, openness, and a willingness to adapt.

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

Program Response:

OUR APPROACH

Social equity and inclusion represents one of the most pressing issues of our day. Architecture plays an important role in terms of both its inward and its outward facing practices. Internally, it has long been dominated by a homogeneous majority, largely excluding participation from women, people of color, and other marginalized voices. Still today, women and people of color are underrepresented in leadership roles and as licensed architects. Externally, architects continue to primarily serve wealthy and corporate clients. At CU Denver, we ask questions like how can we create a sense of belonging within the discipline of architecture so that all who want to participate can? How can architecture serve communities that most desperately need their services, regardless of their ability to compensate in traditional ways? How can we demonstrate to our underrepresented students, meaningfully and honestly, an ongoing commitment to allyship and solidarity?

CU Denver Department of Architecture enjoys a wonderfully diverse undergraduate student enrollment. In any given semester, students of color comprise 50% to 60% of our student body. Our graduate program grows more diverse every year. Our faculty has grown more diverse in recent years, too, and through modified hiring practices, promises to see further progress as we hire five new faculty members over the next two years. Our key effort now is to create an atmosphere of belonging, where all feel welcome, heard, and a sense of agency; where all feel like they can bring their whole selves to their teaching and learning every day.

This is work we take seriously. It requires ongoing effort, every day, in our courses, our daily activities, our policies and procedures, our training, and our attitude. More so than ever, CU Denver Department of Architecture is committed to being a place where all are welcome, and all are served equally by our institution and our profession. This is evident in all we do, from our high-level strategic planning down to our everyday practices.

Please reference Section 2: Shared Values above, under “Equity, Diversity, and Inclusion” to understand how our [Five-Year Vision](#) addresses Social Equity and Inclusion.

CURRICULAR ACTIVITY:

Social Context of Design

Social Context of Design is a class examining the social, cultural, political, technical, and theoretical contexts of design through a deep commitment to issues of diversity, equity, and inclusion. By engaging with narrow and pointed case studies, the course conducts a broad survey of topics such as biopolitics and embodied subjectivity, disability and access, sexuality



and intersectionality, race, homelessness, climate crisis and environmentality, governmentality, and more. These investigations offer a chance for critical reflection, dialogue, and action as individuals and as a community. The pedagogical approach to this course decenters privileged perspectives and offers students ways to think beyond them. To do this, the course: (a) foregrounds voices that have historically been underrepresented, misrepresented, and marginalized; and (b) incorporates notions of alterity into direct conversations and abstract design prompts. Over the next few years, this class will continue its commitments to justice by tackling these topics and expanding into other contemporary social, cultural, and political concerns.

Architectural History I, II, and III

Social Equity and Inclusion is also addressed through the courses ARCH 5220, ARCH 5230 and ARCH 5240, our three history survey course sequence. These courses in the historical studies area focus on the history of Architecture as a history of ideas, realized through form. They offer lessons in formal and spatial composition as they explore the inextricable link between specific historical examples and the broader social, political, economic, and ideational context of their production.

The objective of this area of study is to make students keenly aware of the intricate and complex link between culture and design. This requires a deliberate focus on developing effective formal and conceptual analytical skills. The former enables students to decipher the formal and compositional intricacies of the object of study, while the latter enables them to decipher its conceptual and ideational underpinning.

ELECTIVE COURSEWORK:

ARCH 6290: Special Topics in Cultural Studies: “Disturbing Behavior”

Disturbing Behavior is a graduate research seminar that asks students to conduct weekly expeditions to different constructed landscapes in the region and experience firsthand how they are both affecting and being affected by complex phenomena such as race, social class, and climate change. Site visits range from the very small, such as isolated markers that retell contemporary constructions and experiences of history through the eyes of previously marginalized historical actors, to the very large, like terraformed snow caves and relocated indigenous dwellings. Each environment highlights the ways that the human-made landscape is a cultural inscription that can be read at different scales of resolution to form a measured understanding of who we are and where we’re heading.

SUPPLEMENTAL EXPERIENCES:

CAP’s Justice, Equity, and Diversity statement, goals, work plan, and progress reports

The College of Architecture and Planning underwent an extensive strategic planning process around the topics of justice, equity, diversity, and inclusion in spring of 2021. The results of that process have impacted much of what we do in the college and department, from student engagement, to faculty hiring, to our relationship with the practice community, to our communication activities, to our facilities management, to the development of a stronger internal community.

Please review CAP’s goals, plan, and progress [here](#) as evidence of this activity.

Learning and Teaching Culture Policy (LTCP)



As mentioned above in multiple sections, in the fall of 2021, the Department of Architecture set out to rewrite its previous “Studio Culture” document as a new “Learning and Teaching Culture Policy.” This new document is written with an eye towards equity, diversity and inclusion in all our coursework, exercises, invited guests, and teaching procedures.

Please review the LTCP in its entirety [here](#) as evidence of this activity.

JEDI (Justice, Equity, Diversity, and Inclusion) Workshops

Also, as mentioned above in multiple sections, we offer two workshops to undergraduate students and two to graduate students on the topics of “Intercultural Competency,” and “Unconscious Bias.” These two workshops exposed every student in our department to important skills and tools to work across cultural divides, to get curious about difference, and to recognize one’s own blind spots when it comes to equity and diversity.

NOMA-S (National Organization of Minority Architecture Students)

The CU Denver chapter of [NOMA-S](#) (National Organization of Minority Architecture Students) was started in spring of 2020. It is an active student organization with membership including both undergraduate and graduate students. The group is ongoing and continues to support underrepresented and marginalized students in the Department of Architecture through lectures, social gatherings, firm events, exhibitions, and other programming, all of which is strongly supported by the department and college.

AFWIAS (All for Women in Architecture Students)

Graduate student, Izna Manzoor, launched the new CU Denver student organization [AFWIAS](#) (All For Women in Architecture Students) in 2021. This student group is committed to supporting women and other genders in the department through their educational and professional journeys.

Teaching Workshops

As mentioned earlier, starting in August of 2021, we now require all new full-time faculty members and all part-time faculty members to participate in four, 90-minute teaching workshops. The workshops cover a range of topics, including the Five-Year Vision of the department, development of syllabi, rubrics, teaching resources, physical resources, introductions of personnel, and many other topics.

One of the “other topics” covered is one entire 90-minute session that is dedicated to unconscious bias. This session is led by Adriana Medina (mentioned above). Its goal is to familiarize faculty members with their own personal blind spots and to ensure that in writing their syllabi, collecting their reading lists, organizing their precedents, inviting their outside speakers, and conducting their course discussions, they are keeping at the front of their minds the importance of equity and diversity, both in terms of the students they teach and the topics they cover.

These workshops are an important element in setting the tone in the department around how it prioritizes creating an atmosphere where all belong and all are welcome, including students, faculty, staff, and members of the community we serve.

Please review the [agenda](#) and [presentations](#) for these workshops as evidence of this activity.

Landing Sites Symposium



Held in the spring semester of 2022, CAP's Landing Sites Symposium, organized and curated by our Visiting Assistant Professor, Sarah Aziz, was a two-day symposium with keynote speakers, panel discussions, and field trips to contested sites in and around Denver. Professor Aziz described the symposium as follows:

"Landing Sites is a two-day symposium featuring four JEDI Symposium Talks, a bus tour, and a roundtable discussion. Day one, Thursday, April 21, includes talks by MARS Group, Jeffrey Nesbitt, Victoria McReynolds and a bus-tour led by Priyanka deSouza. Day two, Friday, April 22, features a roundtable panel bringing all together to discuss the stakes of contemporary research practices.

We bring together four organizations that practice site-specific research and demonstrate new theories of learning and knowing about land. Beyond their convergence in geographic inquiry, we have invited guests whose very ways of working challenge and foreground the roles of researchers, methods of researching, and the politics of accessing and publicizing research."

Please review the Landing sites [website](#) as evidence of this activity.

Visiting Assistant Professor in JEDI (Justice, Equity, Diversity, and Inclusion)

In 2021, the College of Architecture and Planning launched a new Visiting Assistant Professor position, with a research emphasis on justice, equity, diversity, and inclusion. The first two of these positions were granted to the Department of Architecture. The inaugural faculty member in the role was Professor Sarah Aziz, who joined us over the 2021/22 academic year. The second hire in this role will be Professor Leyuan Li, who will join us from January 2023 through the spring semester of 2024.

The faculty members in this position play an important role in foregrounding issues of equity and diversity in the college. Professor Aziz, for example, organized the symposium mentioned above and co-taught a seminar on the topic of JEDI with Department Chair, Marc Swackhamer, called "Disturbing Behavior." Leyuan Li will investigate China Town, which no longer exists in Denver, and why it disappeared.

These investments in visiting faculty members committed in their research and creative work to JEDI issues demonstrate the importance, to our faculty, students, and professional stakeholders, of advancing the profession creating an academic and professional community that is open to all.

Please review our [position announcement](#) as evidence of this activity.

OUTCOMES SOUGHT:

- Improve the quality of coursework, departmental community, and student abilities in the areas of equity, diversity, and inclusion.
- Improve practitioner opinion of student abilities, efforts, awareness, and work in the area of equity, diversity, and inclusion.
- Improve the reputation of CU Denver Architecture as a program focused on equity, diversity, and inclusion at a national level among peer institutions.
- Increase the number of applicants to the program from underrepresented backgrounds.
- Increase the gender, racial, and ethnic diversity of the faculty.

OUTCOMES ASSESSMENT:



(Please see Section 5.3 Curricular Development below for an in-depth description of the department's curriculum assessment process.)

Additional assessment metrics for this program criterion include:

- Survey students regarding quality of equity, diversity, and inclusion culture in the department.
- Student chapters of NOMA-S and AFWIS are healthy and well-enrolled.
- Reduce and eliminate the number of student and faculty complaints/grievances around issues of bias and discrimination.
- Track the diversity of the faculty.
- Track the diversity of students.
- Track to ensure that every student, faculty member, and staff member enrolls in unconscious bias and intercultural competency training.
- Launch a Department of Architecture Advisory Board to solicit feedback from key practitioners on how graduates are performing in the areas of equity, diversity, and inclusion.

CURRENT AND ANTICIPATED CHANGES

The Social Context of Design course is being taught for the first time in fall semester 2022 by new Assistant Professor José Ibarra. It will evolve over time to address emerging issues in equity, diversity, and inclusion.

A third course in the Master of Architecture history survey sequence is being taught for the first time in spring semester 2023 by Professor Amir Ameri. The intention behind this change is to more effectively expose students to non-Western histories of architecture, thus offering a more global, equitable, and inclusive perspective on the history of the discipline of architecture.

As the department develops and refines its new Learning and Teaching Culture Policy, it will increasingly play a large role in our teaching workshops. The workshops will serve as a key opportunity for sharing this important document with the broader faculty and implementing it to advance the quality of teaching through the lens of equity and diversity.

The LTCP will be included as part of the CANVAS shell for every course, and it will be included in every syllabus.

In the fall of 2022, the department will offer four JEDI workshops, two to undergraduate students, for the second time, and two to graduate students, for the first time. For graduate students, the workshops will be offered in Studio III (Unconscious Bias) and Studio V (Intercultural Competency). Just this summer, the department secured funding from the architecture firm Stantec to cover the cost of these workshops, this year and beyond.

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

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

Under each of the following "Student Criteria," we describe how we meet the criterion, through 1.) our general approach, and 2.) our required curricular activities. This is followed by a description of how we assess learning outcomes. We finish each section with a description of current and anticipated changes.



A specific list of how we support each Student Criterion can be reviewed in the Program and Student Criteria Matrix, [here](#). The narrative below describes in specific detail how the curricular and items listed in the matrix meet each Student Criterion.

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

Program Response:

OUR APPROACH

At CU Denver, we view an architect's responsibility to ensure the health, safety, and welfare of the public as their most fundamental service. We also recognize that by providing this service, the built environment produces more greenhouse gas emissions than any other sector of the global economy (approximately 28%). It is from this perspective that our required courses addressing health, safety, and welfare also focus on meeting those needs in the most environmentally responsible ways possible.

The integration between health, safety and welfare and design culminates in our Integrated Studio (ARCH 6170) and the co-enrolled Integration Seminar (ARCH 6171), where students apply what they have learned in Sustainable Systems I (ARCH 5330) and II (ARCH 5340) to a comprehensive building design.

CURRICULAR ACTIVITY

ARCH 5330 - Sustainable Systems I

This course is the first in a two-course series that introduces concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems in architecture. The series considers the design of the invisible—the architectural implications of heat, air, light, sound, data, water, and energy.

This course, part one, focuses on heat and air. Design excellence requires a high level of building performance that delivers high occupant comfort and wellness with low-energy and carbon-neutral operation. High-performance building environmental design is based on a foundation of climate science, human physiology, building science, sustainability, and design integration. This course develops this foundation and introduces methods for climate-responsive design, passive design strategies, high-performance envelopes for load reduction, and HVAC integration.

ARCH 5340 - Sustainable Systems II

This course is the second in a two-course series that introduces concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems in architecture. The series considers the design of the invisible—the architectural implications of heat, air, light, sound, data, water, movement, safety, and energy. This course, part two, focuses on light, sound, data, water, movement, safety and energy.

Design excellence requires a high level of building performance that delivers high occupant comfort and wellness with low-energy and carbon-neutral operation. High-performance building environmental design is based on a foundation of climate science, human physiology, building science, sustainability, and design integration. This course works from



this foundation and introduces methods for climate-responsive design, passive design strategies, and systems integration.

ARCH 6170 - Design Studio VI

This is the second of two reflective studios, which focuses on the comprehensive design of an architectural project including considerations of structural systems, environmental systems, life safety concerns, regulatory considerations, wall sections, building assemblies and significant detail.

ARCH 6171 - Integration Seminar

In this seminar students will develop and document the technical aspects of their Design Studio VI design projects including, life safety, mechanical, electrical, plumbing, conveyance, accessibility systems and material assemblies.

ASSESSMENT

At the curricular level this criterion is assessed through the cycle of assessment described in section 5.3 of this report.

CURRENT AND ANTICIPATED CHANGES

Two primary changes have emerged from assessment of this curricular area.

First, we developed the Integration Seminar, where all students co-enroll with Integration Studio. This seminar provides support and time for students to thoroughly research, analyze, and integrate systems, assemblies, etc. into their design process and final project.

Second, we decided that the two lecture courses meeting this student criterion must be taught by either a full-time faculty member whose area of research would advance and improve the courses, or by an instructor who is at the forefront of meeting health, safety and welfare needs in a holistic and sustainable way. As a result, there is an open search for a full-time, tenure-track Assistant Professor and Tim Hootman and Miles Dake, who are both nationally recognized architect-engineers working in this area, have been hired to teach the courses.

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

Program Response:

OUR APPROACH

As the only accredited school of architecture in not just Colorado, but in the central Rocky Mountain Region (the nearest neighboring school is 420 miles away), The University of Colorado Denver carries a heavy responsibility to educate architects across a wide territory of the United States. Our downtown Denver location focuses our attention on serving the city's urban practice community, but we must also serve many other varied regions like the suburbs of Colorado Springs, Fort Collins, and Cheyenne, the rural areas of Salida and Moab, and the resort communities of Aspen and Jackson Hole.



Given this context, if the objective of a professional practice curriculum is to introduce students to project management, client relationships, legal, ethical, and professional responsibility, financial management, community and social responsibility, and programming and apply them to the diverse markets, settings, needs, constraints, and scales of a region, then we are well-positioned to deliver on that objective.

Within this broad setting, we primarily address Professional Practice in our curriculum through our Professional Practice class, which is expertly co-taught by Mira Woodson, one of the department's associate chairs and the previous Graphics Director for Antoine Predock Architect PC, and Rick Peterson FAIA, LEED AP, Principal at OZ Architects, and John B. Rogers Professor of Practice. Together, these two exceptional faculty members bring a wide range of life and practice experiences, from a diverse set of backgrounds, to enrich our students' learning around practice issues that are concrete and measurable, on one hand, and soft skill/interpersonally focused, on the other hand.

We also view as a strength that CU Denver can rely on its extensive network of licensed architects in Denver to teach throughout the studio sequence, always bringing a professionally focused approach to the education we offer. Engaging with the thriving professional community of Denver provides our students with extensive opportunities for internships, collaboration, firm and job site visits, and professional participation in design reviews.

CURRICULAR ACTIVITY

ARCH 5410 - Professional Practice

This course explores the professional practice of architecture, both as it stands today and its evolution. Rather than a strict "one-way" lecture format, students and faculty together discuss the broad range of issues under the following realms: the architecture profession, architectural practice, and the life of an architectural project. During this exploration, students gain an understanding of the various roles they can play in the profession and an understanding of themselves and how they can positively contribute to the profession. The course emphasizes the critical role communication plays in the profession. As such the course provides students with an opportunity to hone their written, verbal, and visual communication skills.

ASSESSMENT

At the curricular level this criterion is assessed through the cycle of assessment described in section 5.3 of this report.

CURRENT AND ANTICIPATED CHANGES

Curricular and teaching assignment changes emerged from faculty discussions of Professional Practice. On a curricular level, we moved to strike a better balance between preparing students to be "firm ready" and "general profession ready." This is an ongoing adjustment, now in its third version, which has improved the course over the past three fall semesters.

Staffing for Professional Practice is challenging. Because of a university rule stating that full-time faculty members cannot commit more than one-sixth of their time to non-university activities, it is impossible for those faculty members to maintain a thriving architectural practice. Yet, we believe it is essential that the required Professional Practice be taught by an active, practicing architect. As a solution, the course is now collaboratively taught by a full-



time faculty member and a practitioner, which has successfully facilitated clear progress on several course learning outcomes.

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

Program Response:

OUR APPROACH

At CU Denver, we understand that architecture is a regulated field of practice, where issues like life safety, land use, assembly ratings, contracts, and business practices are all tightly controlled. We informally address these stringent architectural regulations in as many curricular contexts as possible, including energy use regulations in Sustainable Systems I and II, façade assembly regulations in Building Construction I and II, and structural regulations in Structures I and II.

To formally address regulatory compliance issues, we offer two required courses: Social Context of Design and Professional Practice. Additionally, in our Integration Seminar, students holistically research and address specific regulatory issues for their comprehensive design projects in Studio VI.

Finally, we offer our students several opportunities to understand the regulatory context of architecture through our certificates, dual degree programs, professional networking and career service resources, and our annual lecture and exhibition series.

CURRICULAR ACTIVITY

ARCH 5430 - Social Context of Design

Social Context of Design is a class examining the social, cultural, political, technical, and theoretical contexts of design through a deep commitment to issues of diversity, equity, and inclusion. By engaging with narrow and pointed case studies, the course conducts a broad survey of topics such as biopolitics and embodied subjectivity, disability and access, sexuality and intersectionality, race, homelessness, climate crisis and environmentalism, governmentality, and more. These investigations offer a chance for critical reflection, dialogue, and action as individuals and as a community. The pedagogical approach to this course decenters privileged perspectives and offers students ways to think beyond them. To do this, the course: (a) foregrounds voices that have historically been underrepresented, misrepresented, and marginalized; and (b) incorporates notions of alterity into direct conversations and abstract design prompts. Over the next few years, this class will continue its commitments to justice by tackling these topics and expanding into other contemporary social, cultural, and political concerns.

ARCH 5410 - Professional Practice

This course explores the professional practice of architecture, both as it stands today and its evolution. Rather than a strict “one-way” lecture format, students and faculty together discuss the broad range of issues under the following realms: the architecture profession, architectural practice, and the life of an architectural project. During this exploration, students gain an understanding of the various roles they can play in the profession and an understanding of themselves and how they can positively contribute to the profession. The course emphasizes the critical role communication plays in the profession. As such the



course provides students with an opportunity to hone their written, verbal, and visual communication skills.

ARCH 6171 - Integration Seminar

As a culmination to the graduate experience in architectural education, students in this class must be able to demonstrate the knowledge they have accumulated by incorporating all of the conceptual and technical requirements necessary for a complete and comprehensive building design.

The Integration Seminar is a stand-alone course consisting of seven 2-week phases. Each phase will provide background, technical information and resources, adding greater depth and specificity to the comprehensive design of the Studio VI project.

ASSESSMENT

At the curricular level this criterion is assessed through the cycle of assessment described in section 5.3 of this report.

CURRENT AND ANTICIPATED CHANGES

Curricular and staffing changes to the required courses listed above grew from our regular assessment process. In terms of the curriculum, we developed the Integration Seminar, which covers the regulatory contexts of life safety, zoning, building code, and ADA for student design projects in the required co-enrolled Integration Studio. In terms of staffing, new faculty members now teach both Social Context of Design and Professional Practice who are committed to more thoroughly and comprehensively addressing regulatory context.

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

Program Response:

OUR APPROACH

We see Technical Knowledge as a core competency for all graduating students and foundational for any practicing architect. Technical Knowledge stretches across multiple areas of study, from building construction, to environmental systems, to structures. Broadly, our objective here is to familiarize students with scientific methodology and to position technical knowledge as generative within the design process. In other words, we believe good design emerges from a synthetic approach to materials (technology), program, site, and circumstance. Technology, from our perspective, should never be “figured out by the engineer,” once the design is set, but rather, centrally considered as a design catalyst early in any project.

Our specific goal within technical knowledge is to introduce students to current and emerging sustainable building technologies. Here, we encourage students not to consider technology as a technique per se, but rather as a problem-solving process that mandates logical analysis and creative, context-specific solutions. A vigorous investigation of sustainable building practices pertinent to the health and welfare of the built environment and the cultures that use them are at the core of this area of study. To fulfill our goal of graduating technically knowledgeable and proficient students, we have dedicated a large portion of our required curriculum to addressing Technical Knowledge in architectural education.



CURRICULAR ACTIVITY

This criterion is jointly met by the following courses:

ARCH 5310 - Building Construction I

The first of a two-course sequence that provides an overview of the structure, systems, assemblies and processes that make a building. Provides a broad view of building technology and an understanding of the interrelationship of all the parts.

ARCH 5320 - Building Construction II

This course focuses on principles and processes of building construction and introduces major constructional systems. It stresses the relationship between architectural concepts and building technology and assemblies.

ARCH 5330 - Sustainable Systems I

This course is the first in a two-course series that introduces concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems in architecture. The series considers the design of the invisible—the architectural implications of heat, air, light, sound, data, water, and energy.

This course, part one, focuses on heat and air. Design excellence requires a high level of building performance that delivers high occupant comfort and wellness with low-energy and carbon-neutral operation. High-performance building environmental design is based on a foundation of climate science, human physiology, building science, sustainability, and design integration. This course develops this foundation and introduces methods for climate-responsive design, passive design strategies, high-performance envelopes for load reduction, and HVAC integration.

ARCH 5340 - Sustainable Systems II

This course is the second in a two-course series that introduces concepts and design methods for high-performing, healthy, resilient, net zero, and regenerative approaches to environmental controls and building service systems in architecture. The series considers the design of the invisible—the architectural implications of heat, air, light, sound, data, water, movement, safety, and energy. This course, part two, focuses on light, sound, data, water, movement, safety and energy.

Design excellence requires a high level of building performance that delivers high occupant comfort and wellness with low-energy and carbon-neutral operation. High-performance building environmental design is based on a foundation of climate science, human physiology, building science, sustainability, and design integration. This course works from this foundation and introduces methods for climate-responsive design, passive design strategies, and systems integration.

ARCH 5350 - Structures I

The first course in the structures sequence introduces the analysis and design of structural elements and focuses on the principles of statics and the strength of materials. Topics include stress determination, deflection and the behaviors of tension, compression and shear in various structural elements.

ARCH 5360 - Structures II

Focuses on the relationship between architectural concepts and the selection of structural systems. Addresses the qualitative and quantitative analysis of reinforced concrete, steel and wood structural systems and members.

ASSESSMENT

At the curricular level this criterion is assessed through the cycle of assessment described in section 5.3 of this report.

CURRENT AND ANTICIPATED CHANGES

In addition to the change of instructors in Sustainable Systems I and II (see SC.1 – Current and Anticipated Changes section), the process of assessment ignited a conversation in the faculty about the best sequencing of technical classes and design studios so that the technical knowledge could be integrated more thoroughly and robustly into students' design projects. This raised questions about which technical courses should be prerequisites for which studios, limiting students to studios where they have first taken the proper and required level of technical knowledge to complete the studio. This change will help studio instructors to confidently understand the level of technical knowledge for each student entering the studio, thus setting project scale and technical complexity to that level appropriately. As a result of these conversations, the Curricular Affairs Committee has been charged to take this issue up in the fall semester of 2022 and to present a proposal to the faculty before the spring of 2023. The CAC will work with the Coordinator of Technical Studies to develop the proposal.

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

Program Response:

OUR APPROACH

The design studio sequence is the backbone of our curriculum. It serves as the space for students to synthesize what they learn from courses in other areas of study: conceptual and theoretical intentions, programmatic complexity, environmental stewardship, accessibility, regulatory requirements, and integration of technical knowledge. These considerations often compete. When considered individually, students produce elemental, simplistic, and reductive work. When considered together, analyzed and synthesized through a methodical and iterative process, students produce rich, complex, and multi-dimensional work—by definition, synthesis leads to a more complex whole. Moreover, students must negotiate these competing factors at multiple scales ranging from the detail, to the building, to the site, to the city, broadening the impact of their decisions and further emphasizing the importance of judgment and ethical comportment.

The M.Arch studio sequence is scaffolded to gradually build complexity and scale over time. The studio sequence culminates in the sixth and final Integrative Studio. In addition to the knowledge, methods, and techniques that each student must bring to this studio, they are also required to work in pairs and to synthesize their ideas with others'. We believe collaboration is an indispensable skill for working professionally on design teams in the field of architecture. All Integrative Design Studio students must also co-enroll in the Integration Seminar. This seminar provides supplemental instruction on researching, analyzing, and



applying zoning, building code, programming, and accessibility. This research is then directly applied to the work in Integrative Studio.

CURRICULAR ACTIVITY

This criterion is met in the curriculum by the two following required, co-requisite courses:

ARCH 6170 - Design Studio VI

This is the second of two reflective studios, which focuses on the comprehensive design of an architectural project including considerations of structural systems, environmental systems, life safety concerns, regulatory considerations, wall sections, building assemblies and significant detail.

ARCH 6171 - Integration Seminar

As a culmination to the graduate experience in architectural education, students in this class must be able to demonstrate the knowledge they have accumulated by incorporating all of the conceptual and technical requirements necessary for a complete and comprehensive building design.

The Integration Seminar is a stand-alone course consisting of seven 2-week phases. Each phase will provide background, technical information and resources, adding greater depth and specificity to the comprehensive design of the Studio VI project.

ASSESSMENT

At the curricular level this criterion is assessed through the cycle of assessment described in section 5.3 of this report.

CURRENT AND ANTICIPATED CHANGES

As a result of the assessment process and in response to the 2014 Conditions for Accreditation, the faculty made two significant changes to the M.Arch curriculum.

First, the Integrative Studio, formally called the Comprehensive Studio, was moved to the end of the studio sequence. This change ensured the successful completion of required courses necessary for students to absorb the knowledge, methods, and techniques necessary to realize a well-synthesized design proposal. We also frame this studio to more closely replicate a professional practice process, better preparing students for graduation and their subsequent career journeys.

Second, we created the Integration Seminar where we cover the regulatory contexts of life safety, zoning, building code, and ADA required for the co-enrolled Integrative Studio. Additionally, through our assessment process, we transformed the Integration Seminar into an asynchronous online class allowing students to absorb the course content at their own pace and on their own terms, making it most helpful to their studio project.

In fall semester of 2022, we will deploy a visiting guest reviewer questionnaire to actively gather data on how well our studio courses are covering their stated learning outcomes. This data will supplement our internal assessment process described in section 5.3 of this document.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of



building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

OUR APPROACH

A guiding principle in our Integrative Design Studio is that buildings are assemblages of thousands of parts organized into discrete systems (structural, mechanical, electrical, plumbing, enclosure) and that these systems must ensure the health, safety and welfare of a building's occupants. To become architecture, systems must coalesce into a resolved and unified whole, expressing a clearly articulated design intent.

We scaffold the M.Arch studio sequence to offer increasing depth and understanding of the interrelationship between the performative and expressive qualities of architectural elements and their integration into a resolved design project. Students begin with the investigation of the expressive potential of architectural elements (planes, surfaces, columns, beams, walls, etc.) and how they combine to produce architectural space. As the studio sequence progresses, students increasingly apply and incorporate knowledge from the required technical studies courses into their design projects.

This scaffolding culminates in the sixth and final studio of the sequence, the Integrative Studio. In this studio students' integration of architectural and environmental systems is supported by the required co-requisite Integration Seminar and by in-class presentations and desk critiques by consultants and experts in architecture and its allied fields.

CURRICULAR ACTIVITY

This criterion is met in the curriculum by the two following required, co-requisite courses:

ARCH 6170 - Design Studio VI

This is the second of two reflective studios, which focuses on the comprehensive design of an architectural project including considerations of structural systems, environmental systems, life safety concerns, regulatory considerations, wall sections, building assemblies and significant detail.

ARCH 6171 - Integration Seminar

As a culmination to the graduate experience in architectural education, students in this class must be able to demonstrate the knowledge they have accumulated by incorporating all of the conceptual and technical requirements necessary for a complete and comprehensive building design.

The Integration Seminar is a stand-alone course consisting of seven 2-week phases. Each phase will provide background, technical information and resources, adding greater depth and specificity to the comprehensive design of the Studio VI project.

ASSESSMENT

At the curricular level this criterion is assessed through the cycle of assessment described in section 5.3 of this report.

CURRENT AND ANTICIPATED CHANGES



As a result of the assessment process and in response to the 2014 Conditions for Accreditation, the faculty made two significant changes to the M.Arch curriculum.

First, the Integrative Studio, formally called the Comprehensive Studio, was moved to the end of the studio sequence. This change ensured the successful completion of required courses necessary for students to absorb the technical knowledge, methods, and techniques necessary to realize a well-integrated proposal.

Second, we created the Integration Seminar where students research, analyze, and apply necessary and pertinent information to the documentation of architectural and environmental systems. This research is directly applied to the student's design project in the Integrative Studio. Additionally, through our assessment process, we transformed the Integration Seminar into an asynchronous online class allowing students to absorb the course content at their own pace and on their own terms, making it most helpful to their studio project.

In fall semester of 2022, we will deploy a visiting guest reviewer questionnaire to actively gather data on how well our studio courses are covering their stated learning outcomes. This data will supplement our internal assessment process described in section 5.3 of this document.



4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

As an important part of the University of Colorado Denver's commitment to teaching excellence, the institution is accredited every ten years by the Higher Learning Commission (HLC). A statement of the university's most recent accreditation status can be reviewed at the following link: [Statement of Accreditation Status](#)

4.2 Professional Degrees and Curriculum

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

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

Program Response:

Please see 4.2.5 below.

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

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

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

Program Response:

Please see 4.2.5 below.



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

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

Program Response:

Please see 4.2.5 below.

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

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

Program Response:

Degree programs, and minors offered by the College of Architecture and Planning include:

Undergraduate Minor of Landscape Architecture
Undergraduate Minor of Interior Design
Bachelor of Science in Architecture
Master of Landscape Architecture
Master of Urban and Regional Planning
Master of Urban Design
Master of Historic Preservation
Doctor of Philosophy in Geography, Planning, and Design

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

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

Program Response:

Not Applicable

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

professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

Required Courses Credits

Design Studies

ARCH 5110 – Design Studio I	6
ARCH 5120 – Design Studio II	6
ARCH 5130 – Design Studio III	6
ARCH 5140 – Design Studio IV	6
ARCH 6150 – Design Studio V	6
ARCH 6170 – Design Studio VI	6
ARCH 6171 – Integration Seminar	3

Historical/Cultural Studies

ARCH 5210 – Introduction to Architecture	3
ARCH 5220 – History and Theory of Architecture I	3
ARCH 5230 – History and Theory of Architecture II	3
ARCH 5230 – History and Theory of Architecture III	3

Technological Studies

ARCH 5350 – Structures I	3
ARCH 5360 – Structures II	3
ARCH 5310 – Building Construction and Materials I	3
ARCH 5320 – Building Construction and Materials II	3
ARCH 5330 – Sustainable Systems I	3
ARCH 5330 – Sustainable Systems II	3

Professional Studies

ARCH 5410 – Professional Practice	3
ARCH 5420 – BIM: Principles and Practices	3
ARCH 5430 – Social Context of Design	3
ARCH 5450 – Sustainable Design Practices	3

Representational Studies

ARCH 5510 – Architectural Graphics	3
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Total M.Arch Required Credit Hours **84**

Required Electives

ARCH 62XX - Historical/Cultural Studies Required Elective	3
ARCH 63XX - Technological Studies Required Elective	3
ARCH 65XX – Representational Studies Required Elective	3
ARCH 6XXX – Architectural Electives	6
XXXX 5/6XXX – Open Graduate Elective	6



Total M.Arch Elective Hours	21
Total M. Arch Credit Hours	105

Required General Education (Prerequisites)

MATH 1120 - College Trigonometry	3
PHYS 2010 - College Physics I	4
General Studies from accredited undergraduate degree	56

Total undergraduate general education	63
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Total Required Credit Hours	168
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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.

Program Response:

Not Applicable

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

All advanced standing is evaluated on a case-by-case basis as all students are technically admitted to the 105-credit hour Master of Architecture Program and there are two different studio tracks (the four-studio track and the six-studio track). Students admitted to the four-studio track must hold a pre-professional degree from an accredited university and must have completed four (five or six credit hour) studios with a grade of a B or better. If either of these criteria are not fulfilled the applicant is considered for the six-studio track. Please, refer to the [Advanced Standing Policy](#).

Once an applicant is admitted to the four-studio track, the course work from their pre-professional degree is evaluated for courses that would fulfill required courses in the M.Arch curriculum. The courses that can potentially qualify for pre-professional course work are:



University of Colorado Denver
Eligible M. Arch Course Title

Credits hours

Introduction to Architecture	3
History and Theory of Architecture I	3
History and Theory of Architecture II	3
History and Theory of Architecture III	3
Building Constructions and Methods I	3
Building Constructions and Methods II	3
Structures I	3
Structures II	3
Sustainable Systems I	3
Sustainable Systems II	3
Social Context of Design	3
Sustainable Design Practices	3
BIM: Principles and Practices	3
Architectural Graphics	3

Students in the four-studio track receive advance standing in the following studios:

Design Studio I	6
Design Studio II	6

Maximum Advance Standing credit hours **45**

Any advanced standing that exceeds the maximum of 45 credit hours will be given advanced standing without credit and would need to full fill those credit hours with elective courses.

Pass/fail courses are not counted for advanced standing. Additionally, if a student in either track feels that they have taken a course that has not been counted they may fill out an "Architecture Program- Request for Course Waiver" form that is available [online](#).

These courses are evaluated case-by-case by the Associate Chairs of the Architecture Department and the Academic Advisor. Students from the same pre-professional program are evaluated by the same person so there is consistency between evaluations. Most courses and their course descriptions from a pre-professional program are descriptive enough to map them onto CU Denver's M.Arch required courses. For those courses that do not directly map to a required course, the evaluator will research the course online or request a digital copy of the course's syllabus from the applicant. When courses do not map completely to one of our required courses, portions of multiple courses from the applicant's pre-professional degree can be combined to fulfill the requirements for one of our required courses.

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

Program Response:

As mentioned above, the review and evaluation of advanced standing, which gives students credit for courses that fulfill certain accreditation criteria, is carried out on a case-by-case basis and every course that fulfills a criterion must have been passed with a grade of B or better to be considered. If a student does not gain a B or better or if the course proposed for advanced stand for a CU Denver course does not meet the standards that are held for our



courses meeting the NAAB accreditation criteria, the incoming student is required to take the required course at CU Denver.

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

Program Response:

As stated on our [website](#), there are two paths in our M.Arch Degree. The first path is the six-studio track that is for applicants with a non-pre-professional degree from an accredited institution. This track requires students to complete 105 credit hours and is usually completed in three calendar years. Students in this track are eligible for advanced standing in required M.Arch courses thus allowing them to graduate with fewer credit hours. The second track is the four-studio track. This track is for students who hold a pre-professional degree in architecture or environmental design. Students in this track must complete a minimum of 60 credit hours at CU Denver and are usually completed in two calendar years. However, if a student has not completed the courses listed [here](#) with a B or better or the course does not meet CU Denver's standards, then the student is required to complete these courses in addition to the minimum 60 credit hours, which could extend the length of time it takes to complete the M.Arch curriculum.



5—Resources

5.1 Structure and Governance

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

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

Program Response:

UNIVERSITY

The chancellor, [Michelle Marks](#), is the chief academic and administrative officer for the University of Colorado Denver. She reports to the CU system president, [Todd Saliman](#), for the conduct and affairs of CU Denver. Vice Chancellors and Cabinet Members support the Chancellor by overseeing various aspects of university administration. The Provost and Executive Vice Chancellor oversee the academic, faculty, and student programs at the University of Colorado Denver and collaborate with Anschutz Medical campus on academic programming and accreditation. The full roster of CU Denver Leadership can be reviewed [here](#). Please review the organizational chart of the University of Colorado Denver [here](#).

COLLEGE

The Deans at CU Denver are responsible for academic operations and administration of their respective schools and colleges, and report to the provost. There are seven colleges within the University of Colorado Denver. The Department of Architecture is situated within the College of Architecture and Planning, whose dean is [Nan Ellin](#). Please review the organizational chart of the College of Architecture and Planning [here](#).

Within the College of Architecture and Planning, there are three academic departments: Architecture, Landscape Architecture, and Urban and Regional Planning. The department chair is designated the administrative leader of each department.

DEPARTMENT

It is recognized at CU Denver that the department chair is first and foremost a member of the faculty, a teacher and scholar of the highest order, contributing to the academic and scholarly missions of the department. As chair, this faculty member is also the designated administrative leader of the department and the leader of the faculty, staff, and students who comprise the department. The full list of department chair roles and responsibilities for CU Denver can be found [here](#).

[Marc Swackhamer](#) is the chair of the Department of Architecture. [Jo Vandenburg](#) and [Mira Woodson](#) serve as associate chairs. The department follows a system of shared governance, described in greater detail below, under 5.1.2, Governance.

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

Program Response:

FACULTY



At the university level, faculty governance exists and derives its power from the authority delegated to it by the Colorado Board of Regents. The University of Colorado Faculty Senate Constitution identifies the organizations of faculty government as the Faculty Senate and its committees, the Faculty Council and its committees, the faculty governing bodies at the four campuses and their committees, which at CU Denver is the Denver Faculty Assembly, and finally, the faculty members in each college or school in the university. Please review a clear description of this organization and an organizational chart, [here](#).

At the college level, faculty members regularly sit on several standing committees. Included in these is the college executive committee, which is comprised of the dean, associate dean, and assistant deans, the department and program chairs, and the director of development. Also, the chairs and the dean meet regularly as a chair committee. Other committees include the Dean's Advisory Committee (DAC), which is made up of faculty and the dean, the Justice, Equity, and Diversity Committee (JEDI), and various college-level search committees, as needed.

At the department level, as mentioned above, bylaws outline the faculty shared governance structure in the Department of Architecture. This document represents a system of governance that is transparent, equitable, collaborative, and participatory. It depends on regular communication among faculty members in the form of monthly faculty meetings and monthly standing committee meetings. Each faculty member sits on one of the three departmental committees: the Curricular Affairs Committee (CAC), the Faculty Affairs Committee (FAC), or Student Affairs Committee (SAC). The chair of each committee, appointed by the members of the committee, sits on the fourth committee, the Academic Affairs Committee (AAC), which is comprised of the department chair, the two associate department chairs, and the chair of each committee.

These committees are responsible for coordination of executive tasks (AAC), the development and implementation of policies and procedures for faculty appointment (FAC), the evaluation and reappointment, the development and implementation of academic policies pertaining to student admission and academic progress (SAC), and curriculum oversight and implementation (CAC). The responsibilities of the chair and these four standing committees are outlined in the Department of Architecture's [bylaws](#).

In the Department of Architecture, our faculty span across the following ranks and categories:

Full-time faculty (% responsible for teaching/research/service):

Professor with tenure (40/40/20)

Associate Professor with tenure (40/40/20)

Assistant Professor, tenure-track (40/40/20)

Clinical Teaching Track (CTT) Asst. Professor, Assoc. Professor or Professor (60/20/20)

Instructor or Senior Instructor (80/0/20)

50% or less faculty:

Clinical Teaching (CT) Faculty

Lecturer

Per university policy, the Primary Unit Evaluation Committee (appointed by the chair in consultation with the candidate for promotion and the faculty at large) is comprised of faculty members who are "at rank or above" for the purposes of evaluating faculty candidates for promotion or initial appointment to the tenured ranks of Associate Professor and Professor.



Finally, the chair of the department sets time aside every month to meet with every full-time faculty member for a one-hour one-on-one meeting. These regular check-ins help to improve overall communication, address small problems before they become big, empower faculty members to directly express ideas and concerns to the chair, and create an atmosphere of trust and belonging in the department. The chair of the department also sends out an internal newsletter called the “Friday Flash” about twice per month that communicates news, events, deadlines, and ideas driving the direction of the department. These meetings and documents, while time-consuming, are ultimately essential to building trust and a sense of community within the department.

STAFF

In the College of Architecture and Planning, all staff are appointed at the college level. There are no staff appointments in the departments. As such, all staff report to one of the two assistant deans in the college, [Leo Darnell](#), Assistant Dean of Academic Services and [Stephanie Kelly](#), Assistant Dean of Finance and Administration. Please review staff appointments [here](#).

The assistant deans meet weekly with college staff and department chairs work regularly with staff, particularly student advising and recruitment staff, to coordinate curricular changes and to discuss student admissions and enrollment.

At the university level, staff participate in governance formally through the [CU Denver Staff Council](#) and the [University of Colorado Staff Council](#). The University of Colorado Staff Council (UCSC) serves as the university-wide representative body for communicating matters of interest to classified staff and university employees to CU administration and the CU Board of Regents. The Staff Council is regularly on Board of Regents agendas to share reports, just like the Faculty Council. They provide input on policies and advocate for new initiatives

CAP staff are dedicated, engaged, and capable members of the college community. They place student needs first and communicate effectively with faculty and department leadership. In developing the Department of Architecture’s new Five-Year Vision, the staff were a key stakeholder group, offering thoughtful and insightful advice. This stakeholder meeting was the most well-attended of all meetings and it helped the Five-Year Vision to be as inclusive of student needs as possible.

STUDENTS

Students are formally included in many of the Department of Architecture’s operational meetings and conversations. Below are the primary mechanisms for student involvement with departmental governance:

- Student representatives are selected to attend all faculty meetings: one undergraduate student and one graduate student.
- Faculty search committees always include one student.
- Students elect two studio representatives from every level of undergraduate and graduate studio who meet monthly with the associate chairs of the department.
- Students meet monthly with the department chair, Marc Swackhamer, through his regular Chair Chats, where he discusses emerging opportunities, changes, concerns, and challenges within the department.



The department also provides students with opportunities to join multiple student organizations. Our American Institute of Architecture Students (AIAS), Freedom by Design (FBD), National Organization of Minority Architecture Students (NOMA-S), All for Women in Architecture Students (AFWIAS), Design Build Institute of America (DBIA), and our Students for Classical Architecture groups all meet regularly, elect officers, and provide programming for students to engage with the practice and academic communities.

Informally, the department administration and faculty are very student-centric in their approaches to teaching and governance. Faculty members in the department get to know their students very well and provide valuable, informal mentorship. The administration emphasizes an open-door approach with students at beginning-of-semester events and works tirelessly to establish a strong relationship with every student in the program. CU Denver is a student-focused, student-success driven university. This is one of its true strengths and an often-cited reason for students deciding to attend.

At the university level, students can belong to the Student Government Association. The Intercampus Student Forum is also regularly on Board of Regents agendas to share reports, like the Staff and Faculty Councils. They, too, provide input on policies and advocate for new initiatives

5.2 Planning and Assessment

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

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

Program Response:

Since CU Denver Department of Architecture's last accreditation in 2016, the university system, campus, college, and department have experienced leadership changes. This eight-year period has been an exciting and dynamic time; one that the senior faculty in the department have navigated gracefully and embraced. The aspirations of the department have always been high, and the recent changes have served to catalyze its long-term vision for the future.

This started in 2018 with the arrival of Dean [Nan Ellin](#). She brought with her a fresh vision and the lofty aspiration to advance the college and its departments, to help grow its relevance on the national stage, to approach the design of the built environment in such a way that it meaningfully serves all people, to boldly address global challenges, and to produce work that impacts the world. This vision permeates through much of what we do in the department.

In 2019, the department conducted a national search for a new chair. This yielded the department's current chair, [Marc Swackhamer](#). He follows the previous department chair, [Ekaterini Vlahos](#), who expertly improved the department's operations, policies, and procedures, and successfully oversaw the emergence and growth of the department's new Bachelor of Science in Architecture program. Professor Swackhamer brings a focus on community building through an emphasis on communication, transparency, collegiality, and shared governance. He has focused on growing the department through advocacy for new faculty lines. These efforts have yielded five new faculty members in the department over the past three years, with an expected five more over the next two years, to further improve the reputation, quality, and diversity of an already excellent department.



Then, in 2020, the University of Colorado Denver hired a new chancellor, [Michelle Marks](#). She brings an ambitious vision for the future of CU Denver and its impact as a leading urban public research university. She is dedicated to making higher education equitable for the good of society, and believes the urgent national need for equitable education, amplified in this time of great societal challenge, demands long-term solutions.

Finally, in 2021, [Todd Saliman](#) became the 24th President of the University of Colorado system. He brings a focus on deep community engagement across the State of Colorado, ensuring that CU reflects Colorado's diverse population and needs, and helping students to succeed in their efforts to graduate, then go on to serve their communities, the state, and the world.

With four new leaders over four years, all impacting the Department of Architecture, and with the department's upcoming NAAB accreditation visit in 2023, the timing was right for the department to engage in a process of developing its vision for the future. We call this our Five-Year Vision, and we view it as a dynamic, living document that will set our collective direction and inspire us to be a nationally recognized architecture program.

The process of developing this vision, through inclusive data gathering, listening, and conversation, is described in greater detail below, in section 5.2.5.

This Five-Year Vision represents the Department of Architecture's set of multiyear strategic objectives. The vision includes a Mission Statement, which reads:

In a rapidly changing world where unprecedented challenges emerge with ever-increasing frequency, the education of an architect must remain adaptive. University of Colorado Denver Department of Architecture fosters the capacity to ask bold questions, take risks, think independently, and approach the work of architecture with curiosity. In doing so, we strive to be agile, flexible, visually adept thinkers and makers who contribute to addressing global challenges over a lifetime of active, inquisitive learning.

We support this mission through five overarching goals that we aim to achieve over the next five years. Those goals are:

PRIORITIZE INTELLECTUAL ENGAGEMENT - Advance the intellectual quality of the department by prioritizing education over vocation. Foreground questioning, curiosity, risk-taking, synthetic thinking, and analytical judgment. Technical skills accrue over time and are ever-changing. Architecture school must light a fire of curiosity.

ADDRESS GLOBAL CHALLENGES – Passionately address the systemic, messy, current and emergent planetary issues we face as a society, and that architecture can impact. Help students see how architecture can engage with impending global challenges including social justice, climate change and other environmental issues, public health, and emergent, unforeseen issues.

FOSTER LEARNING AND TEACHING EXCELLENCE - Foster effective teaching and curriculum delivery to improve the quality of student output and prepare students to play a leading role in enhancing the built environment for all. Continuously evaluate curriculum and systematically improve it.

SUPPORT RESEARCH/CREATIVE WORK – Advance architecture by exploring new frontiers, creating new knowledge, and adjusting curriculum content in accord with new developments in the field. Generously share, collaborate, and debate research.



BROADCAST OUR WORK – Broadcast our research, creative work, and student work through an active communication program. Effectively present ourselves to the world to attract the highest caliber and most diverse faculty and student applicants, who will help advance our departmental goals and objectives.

The Five-Year Vision, along with its Mission Statement and Five Goals, is followed by specific strategies, which operationalize the aspirations and provide a roadmap of action over the next five years. Please review the entire Five-Year Vision document [here](#).

The document was drafted, with input from all key stakeholders, over the summer of 2022. It has also been developed and packaged into a piece of printed collateral material for distribution to other architecture schools, local and regional architecture firms, and prospective students and faculty. It will also be present in the standard departmental Canvas shell for every class so that students can review and understand it.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

To monitor our success in moving towards the Five-Year Vision, we will use the following key performance indicators:

- Monitor and improve student performance in key areas of curriculum, in Five-Year Vision, and reinforced by NAAB shared values, program criteria, and student criteria.
- Monitor student satisfaction. Specifically, reduce the volume of student grievances, complaints, and grade disputes, and increase the general level of satisfaction in the program to determine if students and faculty are benefiting from the Learning and Teaching Culture Policy.
- Monitor awards, publications, and other indicators of research and creative work productivity among students and faculty for each calendar year.
- Monitor and increase the amount of scholarship funding, teaching and research assistantship funding, and employment opportunity in the department for students to offset cost of education and allow students to focus on studies.
- Monitor and increase our media presence. Determine how effectively we are using social media, websites, print media, and other forms of communication to better reach prospective students, faculty, stakeholders, practitioners, and competing programs.
- Monitor and improve diversity of students and faculty. This includes monitoring the quality of our community and satisfaction with creating a sense of belonging.
- Monitor and improve our reputation and distinctiveness as a department that is recognized for its excellence across the country.

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

Program Response:

The Department of Architecture's Five-Year Vision, summarized under 5.2.1 above, and available to review in its entirety [here](#), is ambitious. We are committed to accomplishing all its stated objectives but have already laid the foundation for much of it. Some of what we have done is qualitative, some quantitative. Below is a summary of where our efforts currently stand:

Goal 1: Prioritize Intellectual Engagement:

General approach: More than any other goal, all stakeholders in the department supported this goal. Faculty, students, and practitioners alike envision a program that prioritizes



thinking, risk taking, and asking questions over rote memorization of facts and blind technical competence. By discussing this goal openly and concretizing it in our Five-Year Plan, we ensured that it will drive many of our departmental efforts. More concrete efforts include:

CURRICULAR ACTIVITIES:

Introduce a graduate thesis: This is a multi-stepped goal that we have partially completed. Step one was to vote on the development of a 1-year pathway through our Master of Architecture program for students who complete our Bachelor of Science 6-Studio Track. We voted on this and approved it in the fall of 2021. The next step will be to implement this pathway and then to introduce a one-and-a-half-year option for students who wish to pursue a thesis. This will be further explored once the one-year option is officially offered.

Vertical studios: Related to introducing a graduate thesis, above, this is a multi-stepped goal that we have partially completed. Step one was to vote on the development of a 1-year pathway through our Master of Architecture program for students who complete our Bachelor of Science in Architecture 6-Studio Track and a 2-year pathway for students who complete our BS in Architecture 4-Studio Track. We voted on this and approved it in the fall of 2021. The next step will be to create vertical studio opportunities where Graduate Studio 3 is combined with Undergraduate Studio 5, and Graduate Studio 4 is combined Undergraduate Studio 6. There are logistics to work through with this, but we are in the process of creating these vertical opportunities for our students who want them.

NON-CURRICULAR ACTIVITIES:

Fabrication facility improvement: A big part of improving our physical environment, in order to promote intellectual engagement and support research and creative work, will be the improvement of our fabrication facilities by relocating them to the first floor of our building. This has not happened yet, but we are hopeful that with the Board of Regents' recent approval of our building's deferred maintenance proposal, we will reorganize and expand our building to take occupancy of some of the first floor. This shift will make our fabrication lab more accessible and more appropriately sized to the population of our programs.

Stronger student engagement: This year, we will implement a new program, developed by Professor José Ibarra, called "Table Manners" that facilitates conversation in a more intimate setting between students and guest lecturers and exhibitors. This program is funded by the department and will offer refreshments for students in a roundtable discussion setting to engage them with emerging topics related to emerging, important issues in architecture.

Scholarship funding: Through a new JEDI (Justice, Equity, Diversity, and Inclusion) Scholarship fund, and through an overall push to increase available scholarship funds at the college level, we have, over the past four years, increased funding available to students from \$33,729 in academic year 2018/19 to \$261,300 in academic year 2022/23. There are more student assistant positions than ever in the past, especially in the area of teaching assistants, and there are more opportunities for students to work in the college as computer lab and fabrication lab assistants. This is a top priority of the department, in an ongoing effort to reduce the cost of education and make it more accessible to more students.

Goal 2: Address Societal Challenges:

CURRICULAR ACTIVITIES:

In the Master of Architecture Program, several key curricular initiatives address societal challenges about which students and faculty feel passionate. For example, to address the global challenge of climate change, through an effort from our Sustainable Building



Technology Course instructors and students, our school is now set to apply for a new certification program called ZEDD (Zero Energy Design Designation). We plan to apply for this in the fall of 2023. To address the societal challenge of social justice and equity, we have expanded our history survey offerings to include a more global perspective, we have rewritten our Social Context of Design course to more precisely address JEDI issues in practice, and we have incorporated required JEDI workshops for all students. In addition to this, we commit to continually improving our courses through an increasingly robust curriculum evaluation process, described below, in section 5.3, Curriculum Development.

NON-CURRICULAR ACTIVITIES

In addition to these new initiatives, we commit to conducting new faculty searches with these global challenges in mind, to broadcasting our student and faculty work in this area, and to maintaining or even increasing our support of student organizations that address societal challenges, like NOMA-S (National Organization of Minority Architecture Students) and AFWIAS (All for Women in Architecture Students).

Goal 3: Foster Learning and Teaching Excellence:

CURRICULAR ACTIVITIES:

Here, much of what has already been described above drives our progress. These initiatives include our regular curriculum reviews, an active reexamination of our graduate curriculum over the next five years, the implementation of studio coordinator meetings (which began in 2021 and will become more organized and robust in fall of 2022), the introduction of vertical studios between the graduate and undergraduate programs, the ensurance that all full-time faculty members teach in both the graduate and undergraduate programs, and an effort, already underway, to ensure that every studio level is coordinated by a full-time faculty member.

NON-CURRICULAR ACTIVITIES:

Our non-curricular activities include hiring exceptional faculty members who consistently improve the quality of our teaching, a commitment by faculty to more formally mentor younger faculty members as they work through the tenure and promotion process, the encouragement of faculty to enroll in professional development programs like teaching workshops (this is already underway with our four-part teaching workshops offered every August), and working with Dean Ellin and the university to more fairly compensate part-time faculty members (this is also already happening through pay increases that were made permanent during the pandemic).

Goal 4: Support Research and Creative Work:

CURRICULAR ACTIVITIES:

In general, we have discussed that faculty members will commit to more actively sharing their research in coursework. This will necessitate that every faculty member is allotted at least one elective course, out of their four required courses, in which they can explore their research with students. This system is already in place and will continue to be supported. In addition, the department and the college are committed to investing in areas of curricula that support research, like our certificate programs and our PhD program.

NON-CURRICULAR ACTIVITIES:



Here, we are again focused on hiring exceptional new faculty members to improve our research and creative work output. We have already hired five new faculty members over the past two years and will hire five more over the next two. As a community, we have committed to more robustly sharing our research and creative work with one another. We have started doing this through LoDo Lab meetings, which involve about six of our faculty members who regularly share and receive feedback on their work. In the spring of 2022, we initiated a program where one faculty member presents his or her research as part of the college's regular lecture series. In fall of 2022, Sarah Hearne will share her research in CAP's lecture series.

Beyond these initiatives, we commit to increasing research and creative work funding and improving physical resources (a new research space was just completed on the third floor of CAP and LoDo Lab is an open resource, established in 2019, for all faculty members interested in making), creating a more robust publication program for research and creative work (with Carmen New, our new Communications Director, this is underway, with two publications in the works), and increasing funding for support of research assistants (which will also help other goals).

Goal 5: Broadcast our Work:

NON-CURRICULAR ACTIVITIES:

All of what we are doing and will do with regards to better broadcasting and communicating our work is non-curricular in nature. There is substantial work being done already in this area. For example, our new Communications Director, Carmen New, has heightened our social media presence and made substantial improvements to our website in her short time in the college. With an outside graphic design consultant, Luke Bulman of Luke Bulman Office in Brooklyn, New York, she, Department Chair Marc Swackhamer, and several other faculty members, are developing new print publications that will broadly distribute the research of the faculty. We are also in the early stages of developing a student work publication and more robust online presence of student work.

Since 2019, we have elevated the profile of our final studio reviews in the department, inviting, typically five or six high-level academics from other architecture schools around the country and a dozen or more high-level practitioners from the Denver area. This has helped to boost our reputation and further disseminated the work of our students. We will continue to raise the expectations of these reviews. Related to this, we plan to hold an end-of-year student work exhibition, off-campus, open to the public this coming academic year.

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

Program Response:

STRENGTHS

The Department of Architecture at CU Denver enjoys a fifty-year history as an exceptional, professional architecture degree program, serving the State of Colorado and its surrounding regions. It draws strength from its history of excellent faculty members, its committed, diverse student body, its location in Denver, in the foothills of the Rocky Mountains, and its access to strong natural and financial resources.

We draw strength from our exceptional faculty. This has been true historically and remains true today. Our 20 full-time faculty members along with 30 part-time faculty members include nationally recognized designers, architects, scholars, and researchers. Our faculty members



have published important books, designed award-winning, nationally recognized buildings, have won teaching, pedagogy, research, and writing awards, have curated major exhibitions, and have published their work widely in peer-reviewed journals, nationally and internationally. Our faculty community is truly exceptional, as is evidenced by the record of work in their CV's. We attract incredibly accomplished faculty candidates through our searches and continue to raise the bar for scholarly excellence at our university and nationally.

The corollary to our faculty strength is that of our students. We enjoy an incredibly diverse student body at CU Denver, in terms of race, ethnicity, gender, economic, and geographic backgrounds. With a relatively new undergraduate architecture program, CU Denver Department of Architecture serves a population of students the university did not serve particularly well prior to its existence, when the only option to study architecture as an undergraduate was at CU Boulder. CU Denver is a much more transfer-friendly, commuter-friendly, and diverse university, and the Department of Architecture benefits from this accessibility. Our students are passionate about their studies and very determined to become practicing, licensed architects.

Located in Denver, one of the fastest growing cities in the Midwest, we benefit from exclusive connection to a high-quality practice network, from which we draw our part-time faculty instructors and through which we maintain a strong connection to practice. We are also connected to a set of non-urban and ecologically diverse environments through our position at the interface of the high planes of Eastern Colorado and the front range of the Rocky Mountains. This location, within the larger ecological system of the U.S. Mountain West, provides a vital connection to the natural habitat and all the climatological issues that this brings into focus, like water access, drought, flooding, forest fires, and wind. As a result, our students and faculty are highly tuned to the ways in which architecture impacts our natural environment and how we must, as a profession, serve as its stewards.

Another strength of CU Denver is its facilities. The College of Architecture and Planning is in the CU Building, which sits on the boundary between the Auraria Campus and Larimer Square, which is one of the most active and vital parts of Lower Downtown (LoDo) Denver. Within our building we enjoy amenities like big, open studio spaces that are in the process of being renovated and newly furnished, a recently renovated research center that is open to all faculty, five exhibition spaces, computer labs, printing labs, visualization labs, faculty offices, conference rooms, and fabrication/maker spaces like our woodshop, annex space, and LoDo Lab, all of which, again, are open and accessible to students and faculty. On CU Denver's campus, we have access to large auditorium spaces, a central library, a student and faculty recreation center, restaurants, and engineering, biology, and art and media research labs.

Finally, an obvious strength of our department is its graduate Design Build Program. Approximately two-fifths of our students participate in this program in the second year of the M. Arch program. It remains one of the strongest design build programs in the country and a model for other similar programs. Many of our students accept our offer to attend CU Denver exclusively because of the strength and reputation of this program.

CHALLENGES

While we stated above that the facilities and resources are a strength of CU Denver, one area we need to improve is our fabrication facilities. Our shop is undersized for the size of our department, and it is not accessible via freight elevator. Further, it is lacking the latest technologies other architecture schools enjoy, like robot arms, large-scale 3D printers, kilns for clay work, and a large, open bay, full-scale making space where we can construct building fragments, prototypes, and mock-ups. If we want to take our design build program and our faculty research to the next level of excellence, we will need to address this shortcoming soon.

We still operate our department with the same number of full-time faculty members that we had before we started our undergraduate B.S. in Architecture program. While we are grateful for recent faculty hires, we still need more faculty members to be as competitive as possible and grow into the program we aspire to be. Since we started our B.S. in Architecture program about ten years ago, we have tripled in size without a commensurate increase in faculty numbers. This is a problem that also needs to be addressed soon.

If we want to improve the quality of our program, to “prioritize intellectual engagement,” (goal 1 of our Five-Year Vision), and to “foster learning and teaching excellence” (goal 3 of our Five-Year Vision), we must first make a stronger commitment to increasing the availability of scholarship funding for our students. We often lose our top-tier applicants to peer institutions because they offer those candidates more scholarship funding. To truly recruit the highest quality, most diverse students, we must first make our institution as financially accessible as possible. We have increased scholarship funding, especially for underrepresented students, in recent years, but we still have much work to do in this area.

As has been mentioned many times in this report, we are proud of the diversity of our students. Many come from backgrounds that are underrepresented in the field of architecture, financially, geographically, racially, and ethnically. In order to best support our students, many of whom are first-generation college students, we must provide them with resources necessary to succeed. The university offers many important student services but is severely understaffed in several key areas. For example, the university lacks sufficient mental health support, support for students who are underprepared educationally, time management skill building support, trauma management support...the list goes on. CU Denver Department of Architecture plays an important role in serving a vastly underserved population of students, but this work requires more resources for student success than the university currently offers.

Finally, while our student population has grown increasingly diverse over the past ten years, our faculty diversity has not grown at the same rate. We are doing better through recent hires to amplify full-time faculty diversity and have made big strides in terms of the diversity of our part-time faculty, but still have a long way to go. Our past five recent full-time faculty hires have included three women and all five are from outside the United States. But in terms of gender balance, we still only have six women on our full-time roster out of 19 total full-time faculty members. This is only about 32% in a discipline where we graduate about 50% women. We also do not currently have any Black full-time faculty members and only one of our full-time faculty members identifies as Latino.

OPPORTUNITIES

The Department of Architecture identified several opportunities for growth in its Five-Year Vision. Those have been discussed numerous times in this report, so a simple list here will suffice:

- Prioritize intellectual engagement
- Address societal challenges
- Foster learning and teaching excellence
- Support research and creative work
- Broadcast our work

Beyond these, we see our opportunities as:

On a campus like Auraria with its breadth of disciplines and its three distinct universities and colleges, there is tremendous opportunity for us to partner with other disciplines. While we do collaborate in a limited way with a few faculty members from other universities, like



engineering, biology, arts and media, and others, we do not take full advantage of the opportunities to learn from other disciplines. It would be relatively easy to do on this campus and as we see architecture growing more interdisciplinary over time, and as students grow increasingly more interested in interdisciplinary approaches to their work, this would be a strong potential area for growth in our department.

As a result of our Five-Year Vision and our plans for growth, there is an opportunity to vastly improve our regional and national reputation. We know that the Department of Architecture is strong already, perhaps considered a “hidden gem,” once people visit us and learn more about our community. But we would like to be better known and here, we see an opportunity for growth.

Currently, there are many minors, for undergraduate students, and certificates, for graduate students, available at CU Denver. In addition to the primary degrees offered by the three departments in our college, we offer three other degree programs, a PhD program, seven certificate programs, fourteen dual-degree programs (college-wide), and CU Denver offers dozens of minors across the campus for undergraduate students. Yet, we see an opportunity for further expansion of our academic offerings, including new majors, minors, and certificates in the college and department, like interior design, biodesign, and undergraduate design build, among others. We will always approach the development of these new offerings with care and caution, to avoid negatively impacting our already-established programs. But we nonetheless see opportunities here.

The Department of Architecture is not as strongly connected to other parts of Colorado, like the Western Slope, Colorado Springs, Boulder, and Fort Collins, as it could be. We see opportunities for growth here. This could take the form of satellite programs in these locations, partnerships, articulation agreements, or other kinds of collaborations.

Related to this, we would like to expand our current MOU's (Memorandums of Understanding) with local and regional community and technical colleges. We currently enjoy strong relationships with Community College of Denver (on the Auraria Campus) and Arapaho Community College. These agreements bring talented, diverse students into our B.S. in Architecture Program, and subsequently, into our M. Arch Program. There is a big opportunity to establish similar articulation agreements with other community colleges and universities to build stronger pipelines and partnerships.

More broadly, we see tremendous opportunity for growth in our efforts to recruit the best students possible. In our undergraduate program, we draw primarily from a regional territory. Almost all our undergraduate students are from the State of Colorado. In our graduate program, we pull from a broader, more diverse geographic area, but our students are not as ethnically, racially, or financially diverse as our undergraduate program. Within both programs, we see opportunities for enhanced recruitment strategies to help our school gain awareness from a wider, more diverse, bigger pool of potential students.

While we enjoy a strong relationship with the Denver and Colorado practice communities, COVID negatively impacted it. We see opportunities to strengthen our relationship with the practice community through the creation of advisory panels, in-office reviews, discussions, and field trips, practice community salons, collaborative lectures, partnerships with professional organizations, and of course through our ongoing mentorship and internship programs. The practice community is a tremendous asset in Denver, and we see our department as contributing strongly to it in the future.

Finally, we see opportunities to engage more with the ongoing planning and design of the CU Denver campus. Already, architecture faculty members and students have designed and built two permanent bike shelters on the Auraria Campus. We have also participated in planning



efforts to make CU Denver the hub of a larger innovation district in the City of Denver. And members of our community sit on CU Denver's Design Review Board, influencing the future development of the Auraria Campus. Yet, we see opportunities for growth and expansion in this area. We would love the university to see the Department of Architecture as its go-to resource for consultation, idea generation, and advice on future development of its campus.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

To develop our Five-Year Vision, we first distributed a survey to all our stakeholders, which included faculty, staff, students, practitioners, and alumni. Then, we held stakeholder meetings with each group, over the course of three months. Finally, we drafted our vision with continuous input from full-time and part-time faculty. Currently, we are developing our Five-Year Vision into a publication that we will circulate to all stakeholders, within Colorado and nationally, to share and solicit feedback.

To further solicit input from practitioners, we rely on our adjunct faculty members, most of whom are active practitioners. They are invited to our department faculty meetings where they engage in strategic and operational conversations regarding the direction of the department. Additionally, all full-time faculty searches include an adjunct faculty member who brings a practitioner perspective to our search conversations.

The chair of the department meets regularly with practitioners in their offices, is a member of the AIA Colorado Advisory Board, and attends the annual AIA Colorado Practice + Design Conference (as do many other faculty members), where he meets with practitioners and shares the faculty's vision for the future of the department. Every department chair in the college also attends every College Advisory Board meeting, including the architecture chair, where practitioners provide feedback on the direction of the department.

Finally, practitioners from the community and academics from around the country attend CU Denver's mid and final studio reviews every semester. Here, they offer feedback directly to students and to faculty on what they see as the strengths and weaknesses of the department. This is an invaluable form of receiving input from key stakeholders and faculty members from peer and aspirational institutions.

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

Program Response:

The Department of Architecture at CU Denver conducts its ongoing self-assessment in several different ways. Its chair, associate chairs, and all its full-time faculty members undergo annual evaluations through a department approved annual merit evaluation process, which is facilitated by the department's Faculty Affairs Committee. Our Curricular Affairs Committee and our department chairs and associate chairs facilitate our semester curriculum reviews (read below for more details on this process). Faculty meet twice per month in regular faculty meetings and several times per year in faculty retreats to discuss ongoing departmental challenges and opportunities for growth. And of course, we hold end-of-semester studio reviews with outside critics who offer valuable feedback on the department's performance. All these mechanisms, taken together, form a robust set of checks and balances that maintain important progress in the department.

For example, after a comprehensive curricular review in the fall of 2021, the faculty recommended a set of changes to the Master of Architecture curriculum that would better prepare



the department for its upcoming accreditation and would address changes we saw in the discipline. In summary, the changes included the following questions, which were taken up by the Curricular Affairs Committee, which then returned to the faculty with recommendations.

- What is the max number of certificate credits that can be counted towards M. Arch degree (question of double-dipping)? What is the best balance?
- General - How many courses are elective versus required? What is the right ratio? Are we balanced in the way we want?
- Studio - What is the balance between demanding the most of students/having high expectations, on one hand, and understanding/empathizing with real, contemporary mental health, physical health, and financial issues students face? Is balance the right question?
- Representation - Do we offer required for-credit representation courses in studios 2 and 3? What is our approach to required representation in studios 4 and 5?
- History - Do we offer three history courses instead of 2 to provide a broader global perspective?
- Theory - Should theory be required, or is it enough that it is covered in history and studio?
- Building technology - Building technology sequencing needs to be addressed with studio. How do we reorganize to ensure that building tech courses are pre-requisites or co-requisites for studios? Which studios?
- Pro Practice - What is the balance between firm-readiness and general professional readiness? Beyond NAAB what do we cover? What is the total sum of professional studies and how do all the courses add up? Which of those courses are required? Which are electives?
- Studio - In general, is there a need to revisit, study, and edit learning outcomes for studios from the curriculum document? Are ours the right learning outcomes for studio? Can/should they be updated? What is the process for doing so?
- Studio/representation - Can/should we amplify mapping and diagramming skills of students? Better/more diagramming instruction will help students visualize the non-visual, to translate from research (invisible/non-visual) to design (concrete/visual).
- Studio/representation - Should students present on boards or monitors (printing vs screen)? How does this impact the pedagogical approach to studio - monitors may mean we may need to change our approach if students no longer need to compose boards.
- Studio - How do we use precedent critically and thoughtfully? Is it a point of departure or a point of return? Do we learn from and copy it, or do we critique and question it?
- Studio - What is the role of physical modeling in the design process? Relative value of creating finished models (finished basswood models –vs- modeling to iterate, using the modeling process as an opportunity to think through making).
- Studio - What is the importance of developing a thesis in students' work - a large idea that drives the work? Do we plant the seed for this early on and then develop students' capacity to do it later in their academic career?

This list is not comprehensive, but rather a sampling from one two-day session of curriculum conversations. We include it here to demonstrate the kinds of conversations these meetings sponsor and how they dynamically impact our curriculum. From this discussion, not every question above was addressed, but many were. For example, we added a third architectural history survey course to our sequence that allows more room to address non-western traditions in architecture. We also embedded new representation workshops in studios II and III to better prepare students for the rigors of advanced studios and practice.

In addition to our internal curricular assessment, the Department of Architecture participates in CU Denver's university-level assessment process, which is overseen by Professor Kenny Wolf.



This partnership provides us with valuable feedback on how well we are meeting our goals and improving our curricula.

5.3 Curricular Development

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

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

Program Response:

The Curricular Assessment Cycle is a process by which we assess all required courses in the curriculum on an annual basis. Every semester, the department holds a two-day review of courses and student work with all faculty members. Each section/class presents course outcomes, teaching materials, means of student assessment, and examples of student work. All faculty then assess the course and student work, quantitatively and qualitatively. We gather qualitative data using this form ([Fall 2021](#) and [Fall 2022](#)) to generate an annual program outcomes assessment report ([Fall 2021](#) and [Spring 2022](#)). We gather qualitative data from the ongoing conversations about the efficacy of the course material and its pedagogical approaches to course delivery. Please see the [Curricular Review Diagram](#)

The intent of the assessment process is two-fold. First, it improves teaching and the alignment of course content to the existing curriculum. Second, it assesses and adjusts the curriculum to respond to changing pedagogical, logistical, and societal challenges, to emerging trends in practice, and to NAAB's Conditions. The following phases comprise our assessment cycle:

Course Assessment

1. **Identify** – (mid-summer) Identify, enumerate, and operationalize the learning outcomes from the curriculum as well as the suggestions from the previous assessment.
2. **Distribute** - (beginning fall + spring) Learning outcomes inform syllabi and course content - distributed from coordinators to section/course instructors.
3. **Integrate** - (beginning summer) Based on areas of growth, faculty incorporate lessons learned and effect changes.
4. **Assess** - (end fall + spring) At the end of each semester, coordinators present to faculty in a two-day-long curriculum assessment event.
5. Cycle begins again.

Curricular Assessment

1. **Identify** – (mid-summer) Identify and enumerate curricular questions from the assessment discussions from the previous academic year. Information from the assessment is collated and condensed into areas that need to be addressed by the faculty and the committees.
2. **Distribute** - (beginning fall + spring) The faculty determines the best committees to address specific issues, and the issues are forwarded to those committees. The committees are charged with researching and developing proposals to address the issues. The proposals are brought to the whole faculty for discussion and approval.
3. **Integrate** - (beginning summer) Based on accepted changes, faculty and administration incorporate curricular changes and adjustment.
4. **Assess** - (end fall + spring) At the end of each semester, coordinators present to faculty in a day-long curriculum assessment event.
5. Cycle begins again.

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

Program Response:

In the Department of Architecture, there is a close relationship between course assessment and curricular development. As mentioned in the previous section (5.3), the faculty and administration engage in an annual assessment of the courses that fulfill the NAAB program and student criteria. The NAAB criteria and our program's response to them serve as the basis for our assessment. All courses include additional learning outcomes, but the NAAB criteria serve as a scaffolding for these other outcomes.

This assessment is twofold. First, we assess the course itself, considering how it interprets NAAB criteria and other curricular outcomes, and to what degree it responds to those outcomes with its course content and structure. If we find deficiencies, the department chair forwards them to the Curricular Affairs Committee to address. Second, we assess student learning. Here, faculty review student work to determine the extent to which the instructor's pedagogical approach and approach to the course in general foster student learning. If we find deficiencies in the students' work, the department chair forwards them directly to the coordinator of the subject area who then works with the faculty teaching in that area to address the deficiencies.

Additionally, the university administers Faculty and Course Questionnaires (FCQs) at the end of each semester. Though incomplete in themselves to function as a tool to evaluate a course's efficacy, they can be used by the department administration to further understand and assess a course.

As a part of CU Denver's on-going accreditation with the Higher Learning Commission each primary unit on the campus is required to submit an annual assessment report to the Director of Assessment, Kenneth Wolf, PhD. The qualitative and the quantitative data and information that is collected through the assessment process at the end of each semester is collected, collated, and analyzed for the report ([Fall 2021](#) and [Spring 2022](#)). As a part of the report, deficiencies are reported, and action plans are proposed to address them.

The 2014 NAAB Conditions for Accreditation were used for this assessment up until the fall of 2021 when they were changed to the 2020 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.

Program Response:

Chair – Per the University of Colorado's [Administrative Policy Statement 1026](#), “[t]he chair has the responsibility for providing leadership toward the achievement of the highest possible level of excellence in the teaching, research/creative work, and leadership and service activities of the department. The chair is expected to articulate the goals of the department, both within and outside the department, to articulate the department's actions or requests in pursuit of these aims...” As such, the department chair is responsible for coordinating the assessment of courses and teaching annually and for gathering, collating, and analyzing the qualitative and quantitative data and information from the assessment process. The chair is responsible for bringing this information to the faculty for discussion. Furthermore, following the conversation with the faculty, the chair is responsible for distributing the charges to the appropriate committees, in this case, the Curricular Affairs Committee.

Curricular Affairs Committee – Per the Department of Architecture's [Bylaws](#), [t]he role of the Curricular Affairs Committee is curriculum oversight and implementation. The Committee is responsible for the coordination and implementation of the Department's curricular vision, as well as curricular implementation, oversight, evaluation and modification of Undergraduate, Graduate, Post-Professional, Certificate and Continuing Education programs. The Curriculum Committee's charge includes the oversight and coordination of required and elective course offerings to ensure broad and balanced coverage, development of policy and procedure for the evaluation and approval of new courses, coordination of Learning Outcomes and National Architecture Accrediting Board (NAAB) Criteria compliance, and the management and oversight of the accreditation process." The Curricular Affairs Committee primarily fulfills these roles by accepting the charges of the department chair and researching and developing proposals to be presented to the faculty for discussion and approval or disapproval.

Curriculum Coordinators – There are four curriculum coordinators in the Architecture Department for each area of concentration in the curriculum: Associate Professor Osman Attmann for Technical Studies, Associate Professor Rick Sommerfeld for Professional Practice, Assistant Professor Kevin Hirth for Architectural Visualization, and Professor Amir Ameri for History and Theory. This role intends to create continuity within the areas of study and between the required courses in the B.S. Arch and M.Arch programs. The role of the curriculum coordinators is twofold. First, the curriculum coordinator is responsible for operationalizing the approved curriculum in the course content and structure of the faculty (full-time and adjunct) teaching within that area of concentration; in this role, the coordinator functions as a resource for the other faculty. Second, the curriculum coordination oversees the implementation of faculty-approved changes to the curriculum in their area of study. They work with faculty to adjust their course content and pedagogical approach to meet the curricular changes.

Studio Coordinators – The role of the studio coordinators is like the above-described Curriculum Coordinators. Due to the large number of studios taught in the B.S.Arch and M.Arch programs, the studio coordinators are assigned to each studio level. The studio coordinator's role varies depending on the studio level they coordinate. Still, in all instances, their primary role is to disseminate the NAAB program and student criteria, and curricular learning outcomes associated with their studio level to the faculty teaching at this level. In some instances, such as Design Studio I, II, and III, all sections of studios are highly coordinated and share assignments, exercises, sites, programs, schedules, etc. In these cases, it is the role of the coordinator, in conjunction with the faculty teaching in that level, to develop and produce the course content for the studio. In Design Studio IV, V, and VI, the role of the coordinator is to disseminate the NAAB program and student criteria to the faculty teaching at that studio level and oversee their implementation throughout the semester. In both cases, the studio coordinator is responsible for disseminating and operationalizing faculty-approved curricular changes to their studio level.

Faculty – The full-time faculty play a central role in setting the curricular agenda for the department. The faculty vote to approve the curriculum as a whole and to adjust or amend it as needed. Through faculty discussions in the annual assessment process, the faculty direct the agenda of the curriculum by identifying deficiencies as they relate to the NAAB program and student criteria or to desired learning outcomes not addressed in the curriculum. As described above, identifying these deficiencies or desires sets off a process where they are sent to the Curricular Affairs Committee, which then develops a proposal to address them. The faculty then discuss, amend, and approve or reject the proposal sending the proposal either to the curricular and studio coordinators for implementation or back to the Curricular Affairs Committee for reconsideration and adjustment.



CAP Academic Affairs Committee – All significant curricular changes are reviewed by the college-level Academics Affairs Committee, which comprises the chairs of the three departments in the college and the Associate Dean. The role of the Academic Affairs Committee is to ensure that there is no duplication between the college's three departments.

5.4 Human Resources and Human Resource Development

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

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

Program Response:

In the College of Architecture and Planning at CU Denver we appoint faculty with five distinct titles, offering a wide range of opportunities for department engagement. Tenure and tenure-track (T/TT) faculty workloads are evenly distributed between teaching and research, whereas clinical teaching track (CTT) faculty workloads are weighted more towards teaching, and instructor/senior instructor workloads are exclusively focused on teaching. Part-time faculty are responsible for teaching and, in some cases, service. All full-time faculty appointments include service expectations.

Tenured and Tenure-Track (T/TT) appointments are full-time academic appointments at CU Denver. Faculty members in these positions hold the titles of Professor, Associate Professor, or Assistant Professor. The typical work distribution for these positions is 40% teaching, 40% research and creative work, and 20% service. This equates to four courses per academic year. These positions include full benefits (health, life, and dental insurance and retirement) and \$2000 per academic year for professional development. T/TT faculty are granted full voting rights with a 50% or greater appointment. The time frame for starting and completing tenure is seven years, with a comprehensive review in the summer of the third year. Tenured faculty are subject to a post-tenure review every fifth year after receiving tenure. T/TT faculty members fall under the university's [1/6th rule](#), limiting the time that they can dedicate to work outside of the university.

Clinical Teaching Track (CTT) appointments are full-time academic appointments emphasizing teaching and include a typical work distribution of 60% teaching, 20% research and creative work, and 20% service. Faculty members in these positions hold the title of Professor CTT, Associate Professor CTT, and Assistant Professor CTT. This equates to a course load of six courses per academic year. These positions include the same full benefits package as the tenured/tenure track faculty positions, which include health, life, and dental insurance and retirement contributions, and receive \$1500 in professional development funds. CTT faculty are granted full voting rights with a 50% or greater appointment, except in cases where the vote directly pertains to personnel or hiring issues above their rank (Tenured/Tenure Track). These are one-year renewable positions, however, a proposal for multi-year contracts is presently being developed. CTT faculty members are not required to follow the university's 1/6th rule.

Instructor/Sr. Instructor appointments are full-time instructional appointments focused primarily on teaching. They include no research expectations. These appointments carry a work distribution of 80% teaching and 20% service. This equates to a teaching load of eight courses an academic year. These positions include the same full-time benefits of health, life



and dental insurance, retirement and \$1500 for professional development funds. Instructors and senior instructors are granted full voting rights with a 50% or greater appointment, except in cases where the vote directly pertains to a personnel issue above their rank (Tenured/Tenure Track or Clinical Teaching Track). These are one-year renewable positions, however, a proposal for multi-year contracts is presently being developed. Instructors and senior instructors are not required to follow the university's 1/6th rule.

Clinical Track (CT), distinct from the Clinical Teaching Track (CTT), is a part-time teaching position reserved for distinguished practitioners. Clinical faculty can perform teaching, research, or clinical services part-time. The focus of their appointment is determined on a case-by-case basis and articulated in their contract. CT positions carry the titles of Professor CT, Associate Professor CT, and Assistant Professor CT. CT faculty members can teach up to four courses a year. CT faculty members do not receive any benefits and do not receive any professional development funds. They are non-voting members of the faculty and must have 49% or lower appointments. These are one-year renewable positions, however, a proposal for multi-year contracts is presently being developed. CT faculty members are not required to follow the university's 1/6th rule.

Lecturer positions are part-time appointments exclusively focused on teaching. Contracts for this appointment are course by course. Lecturers do not have any research or service requirements. They are allowed to teach up to two courses per semester. They do not receive benefits or professional development funds. Lecturers are non-voting members of the faculty and are not under the university's 1/6th rule.

Though Clinical Track and Lecturer appointments do not typically include service requirements, nor faculty meetings attendance requirements, CT and Lecturer faculty members are always invited to and welcomed at our all-faculty meetings and the teaching workshops mentioned under PC.7, Teaching and Learning Culture.

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

Program Response:

Jen Skidmore is the College of Architecture and Planning's Director of Professional Development and Internships, and Architectural Licensing Advisor for the Department of Architecture at the University of Colorado Denver College of Architecture and Planning. The Director of Professional Development and Internship's job duties include:

Licensure/ALA

Director Skidmore hosts an annual presentation on licensure in collaboration with AIA Colorado and AIA-S. They deliver an annual lecture in the undergraduate and graduate Introduction to Architecture courses on licensure. They host presentations by NCARB representatives on licensure, discuss licensure requirements with students and recent graduates in individual meetings, coordinate with administrators to determine if opportunities at CAP are eligible for AXP hours (like students in the University Technical Assistance Program, or UTAP), and attend the annual NCARB ALA conference.

Professional Development Activities

Director Skidmore implements and maintains CAP's online job board, called Handshake, which can be accessed [here](#). They administer CAP's Mentorship Program, identify and procure internship opportunities for students, administer M.Arch internship-for-credit courses, develop and distribute bi-weekly newsletters regarding professional opportunities and career guidance, and deliver professional development workshops, including resume, cover letter, portfolio, interviewing, and networking training.

Two of the biggest professional development opportunities for students every year are the annual portfolio review with the practice community, where we host a portfolio competition, and our annual CAP-specific career fair. These events draw dozens of, sometimes over one hundred, architecture firms from around Colorado and beyond and serve all architecture students in the undergraduate and graduate architecture programs. Director Skidmore is directly responsible for these events.

Additionally, Director Skidmore organizes firm tours and professional panel discussions regarding employment-related topics, hosts employer-engagement/networking events, collaborates with department to increase practice community participation in studio reviews, assists in alumni engagement to foster greater employment opportunities for students, and supports professional activities with student organizations (AIA-S, NOMA-S, FBD, AFWIAS, and SCA).

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

Program Response:

The University of Colorado Denver provides CAP faculty and staff multiple opportunities and resources to pursue professional development that advances the department.

In the College of Architecture and Planning, tenured, tenure-track, clinical teaching track, and, in some cases, instructional faculty members receive professional development funds to enhance their research, creative work, and teaching. These funds support travel to conferences, technology and equipment purchases, supplies, and research assistance. In addition to these funds, Dean Nan Ellen has provided additional professional development funds to add further support to faculty following the COVID-19 pandemic. Additionally, Dean Ellen has developed the EVOLVE Seed Grant program that provides faculty the opportunity to apply for grants worth up to \$10,000 for research and creative projects. CAP also supports sabbaticals for tenured faculty and teaching buyouts for all full-time faculty providing time and space to pursue larger scale research and creative activities.

At the campus level, The University of Colorado Denver [Office of Research Services](#) (ORS) provides funding and professional development opportunities to faculty. ORS internally funds Small Grants (up to \$5000), Large Grants (up to \$25,000), New Faculty Grants, Travel Grants and Publication Grants that faculty can apply for and are administered directly by ORS. ORS also provides faculty with external grants and funding search services and with grant writing support. Additionally, the Office of Global Education has started a new Study Abroad Ambassador program. This allows academic advisors to shadow a study abroad program that they support for ten days.

At the university system level, the University of Colorado supports the Tuition Assistance Benefit that provides each faculty member, staff, and their dependents with nine waived credits per academic year. This benefit can be used to further education in support of research and creative work or to pursue additional degrees. Multiple staff members in CAP have utilized this benefit to earn graduate degrees.

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

Program Response:

Multiple services at CU Denver support student well-being and academic success.

Academic Advising - Faculty and [staff advisors](#) work closely with individual students to assist them in setting personal goals and to advise them on elective choices and career directions and the advising staff can help students find the appropriate resources to reach their academic goals. Additionally, students often seek informal advice from faculty, as well. The Graduate Academic Advisor (staff) and the Associate Chairs (faculty) advise M.Arch. students on all aspects of the curriculum, certificate and extra-curricular options, and any issues that might affect student performance in the program. The Undergraduate Academic Advisor (staff) and the Associate Chairs (faculty) advise undergraduate students. Generally, each student meets with an advisor throughout the academic year as needed, to advise on issues of academic course planning. In addition, they assist students with information and advice about graduate schools and employment possibilities available to them upon completion of their academic program. The Graduate and Undergraduate Advisors, the Chair, and the Associate Chair(s) meet regularly to discuss student issues and concerns and to review department policies that affect students.

[Counselling Center](#) – The counseling center at CU Denver provides all fee-paying students with counselling services at no cost and student family members can also receive services for a nominal fee. The services provided are intake sessions, crisis sessions to address acute mental health crises, and regular individual therapy sessions with an ongoing counselor.

[Learning Resource Center](#) - (LRC) is a campus wide resource open to all CU Denver students that offers a wide array of services to support student educational success. The LRC offers students peer-to-peer tutoring in which students drop into the LRC to review course concepts with academic guides. In addition to this in-person option, the LRC provides students with access to TutorMe, a 24/7 online tutoring service. The LRC also supports Supplemental Learning, a program for traditionally difficult courses in which students study in groups with an instructor-approved leader. RISE is a program that provides services to CU Denver students who are English language learners. Additionally, the LRC provides Intensive Preparation seminars to CU Denver students at the beginning of the semester in traditionally difficult courses. These seminars prepare the students for the semester. In addition to these services the LRC offers individual coaching and workshops to improve study habits and wellness practices.

[Wellness Center](#) - This is a brand-new state of the art facility that provides a wide array of wellness and recreational activities to fee-paying students for free. The Wellness Center has three court gyms, a climbing wall, endurance area, pool, weight room and demonstration kitchen. Additionally, students can rent outdoor recreational equipment at a nominal fee. Non-fee-paying students, faculty, and staff have access to these facilities for a fee.

[Lynx Connect](#) is a one-stop-shop for enhancing student experience, expanding global perspective, researching the world, discovering internships, finding campus employment, and exploring career options. The brand new 15,000 square foot center is focused on providing students with experiences outside the classroom, making them more marketable as they prepare for their next chapter in life, career and job search. Students can make an appointment or drop in to meet with an expert who can help them tackle their questions and gain hands-on, real-world experience.

The [Health Center at Auraria](#) specializes in college health, offering comprehensive medical services to all three institutions on the Auraria Campus (The University of Colorado Denver, The Metropolitan State University of Denver, and The Community College of Denver). These include onsite lab testing, digital X-ray services, and a medication dispensing outlet where patients seen at the health center can purchase their medications at the time of their visit. Additionally, they offer mental health care, transgender care, and telehealth care.

[Disabilities Resources and Services](#) provides staff and students with an educational environment that is inclusive and embodies equality of opportunity. They are dedicated to the full participation of students with disabilities in the university environment. As such, they work with students, faculty and staff to coordinate accommodations, refer to on-campus and off-campus resources, assist with advocacy, and address any attitudinal and/or architectural barriers that might impede participation in curricular and/or co-curricular activities.

[Veteran and Military Student Services](#) (VMSS) is military friendly and committed to providing service members and their families with a high-quality education, catering to their distinct needs. The VMSS supports veteran, active duty, reservist, national guard and dependent students. They provide educational benefits counselling, Boots-to-Suits professional development program, priority registration, and military service credit evaluation.

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

As previously discussed in this report, in Section 2, Shared Values, under the value “Equity, Diversity, and Inclusion,” and again in Section 3, Program Criteria, under the criterion PC.8, “Social Equity and Inclusion,” in CU Denver’s Department of Architecture, we place this issue at the very top of our priority list. Much of our work over the past eight years has focused on addressing inequity in the academy and in the discipline of architecture. We focus on this issue with our students, faculty, and staff, through our spaces, and in our financial priorities. It is our view that architecture must benefit all people on the planet, and as such, those who practice it must reflect the society in which they are situated. The culture of the architecture profession must change and the communities we serve must expand. And, as stated earlier, this is work we take seriously, in our daily operations, policies, practices, communication, learning, and teaching. It is work that requires commitment, diligence, and consistent effort.

Further, it is work that must be supported at the level of the profession, the university, the college, and the department. And it is supported comprehensively, in these ways, by [AIA Colorado](#), the [University of Colorado Denver](#), the [College of Architecture and Planning](#), and the Department of Architecture, in our [Five-Year Vision](#) and in our [Learning and Teaching Culture Policy](#). For more information on the AIA Colorado’s Imperatives, one of which is Equity, Diversity, and Inclusion, the University of Colorado Denver’s 2030 Initiative, Goal 1, which is to become the country’s first “equity serving institution,” and the College of Architecture and Planning’s Justice, Equity, Diversity, and Inclusion initiatives, please click on the links above.

The Department of Architecture pursues and supports equity, diversity, and inclusion through all its available resources in the following ways:



Human Resources:

Our student body is much more diverse than it was during our last accreditation, due in large part to a purposeful expansion of our department to include an undergraduate B.S. in Architecture degree. With an undergraduate enrollment of about 400 students, and 50% to 60% of those students identifying as non-white, we have significantly increased the number of minority students we serve. Some of those students go on to enroll in our M. Arch program, but not as many as we would like. This is an opportunity for growth in our graduate program.

In terms of faculty diversity, we still have work to do, but have made progress since our last accreditation. We have hired five new faculty members over the past two years. Three are women and all are originally from outside the United States. In hiring five new faculty members over the next two years, and with new search processes that reduce unconscious bias, we hope to further increase our full-time faculty diversity in that time period. We have done well to increase the diversity of our part-time faculty, which, in any given semester, sits at about 50% women and about 25-30% people of color.

Physical Resources:

CU Denver Department of Architecture's building is highly accessible to differently abled students, faculty, and staff. It is an eight-story building with a bank of three elevators and all spaces are accessible, with a couple of exceptions. One exception is our annex building where the design build certificate program holds its studios. This space is not accessible via elevator but should be made so in the future. The other exception is the fabrication lab and wood shop. While this space is accessible to all students, not all the equipment is, and for the lab to be more usable for larger projects, it is not accessible via freight elevator. This is an ongoing major facility issue that we will need to address in the future.

At the university, there are abundant [disability resources and services](#) available for students with physical and mental health disabilities. As mentioned above, under "challenges" in section 5.2.4, however, the university is understaffed in these support areas for students. This is a growing need at virtually every university in the country, and CU Denver is no exception.

Financial Resources:

In the college and the department, we have committed significant resources to addressing equity, diversity, and inclusion. For example, we recently started a JEDI scholarship fund, which quickly grew to offer not only scholarship funds to underrepresented students, but to also fund the hiring of two Visiting Assistant Professors with an emphasis in Justice, Equity, Diversity, and Inclusion. The first was Professor Sarah Aziz, who recently took a tenure track position at the University of New Mexico, and the second is Leyuan Li, who will join our department in January of 2023.

In 2020 and 2021, the department provided financial resources to support the launch of two new student organizations that focus on equity, diversity, and inclusion, NOMA-S (National Organization for Minority Architecture Students) and AFWIAS (All for Women in Architecture Students). These two organizations are strongly supported by the college and department.

In summer of 2022, the architecture firm Stantec provided a new gift to support faculty and student workshops in the architecture department focused on equity, diversity, and inclusion. We now offer four required workshops to all our students, one in unconscious bias and one in intercultural competency, and we offer a faculty workshop on the topic of inclusive pedagogy. These are taught by Dr. Adriana Medina, a professor at Denver University and Metropolitan State University Denver who specializes in this kind of training.

Beyond these efforts, we support any faculty member who wants to expand his or her competency and knowledge in the areas of equity, diversity, and inclusion through attending conferences, symposia, or workshops. In 2022/23, for example one senior faculty member has enrolled in the AIA Minnesota's excellent, [National Intercultural Leadership program](#), with the department covering the cost.

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

Program Response:

Since the department does not employ staff (all staff work directly for the college), the focus here will be on faculty diversity. In the Department of Architecture, we have benefited from international diversity for quite some time. However, there has not been an equitable gender balance, nor a strong percentage of domestic diversity (considered by the university to be Black, Latino, or Indigenous faculty members) on our full-time faculty roster for much of the last eight years, since our previous accreditation. For most of that time, there have been only two tenured faculty members who identify as women. Since 2019, and including all full-time faculty members, we have increased the number of women on our roster to six. During that time, we have also added a faculty member who identifies as Latino.

What this means, especially in a department with as much student diversity as ours, is that we are making progress in terms of our faculty diversity, but we have a lot of work ahead. For example, about 30% of our undergraduate students identify as Latino. Yet, Latino representation on our full-time faculty is at about 5%. Similarly, Black students make up about 5% of our student population, yet we currently do not have any full-time Black faculty members. Nor do we have any Indigenous full-time faculty members.

To address this, we have instituted several measures to ensure that unconscious bias does not impact our search processes. For example, every member of the search committee must enroll in unconscious bias training at the university. Additionally, we take measures to remove all personal information from every faculty application. We discuss the need for greater diversity of our full-time faculty in our launch meetings to every search. As a result of these measures, our last two searches have yielded a much broader pool of applicants than previous searches.

On our part-time, adjunct faculty roster, the diversity is much stronger, and it continues to improve every year. In fall of 2021, women comprised 48% and people of color comprised 21% of our lecturer/part-time faculty. In spring of 2022, those percentages were 45% and 13%, respectively. The university considers "people of color" to include faculty members of Black, Latinx, Asian/Pacific Islander, Indian, and Indigenous origins.

As we hire new part-time lecturers, we always do so with an eye towards diversity and an equitable representation on our faculty roster, approximating the diversity of our student body and that of the City of Denver.

Finally, Goal #3 of our College of Architecture and Planning [JEDI action plan](#) is to “Enhance representation on our faculty and staff.” This goal identifies the following strategies for accomplishing it:

- Intentionally recruit and hire faculty and staff with diverse backgrounds, skills, and experiences at all ranks.
- Continue to diversify search committees, keeping an eye to equitable distribution of service loads.
- Ensure that all search committee members are trained on avoiding bias in their evaluations of candidates.
- Intentionally recruit lecturers and adjunct faculty with diverse backgrounds, skills, and experiences
- Intentionally recruit guest lecturers, guest reviewers, community partners, and other non-academic contributions to educational delivery with diverse backgrounds, skills, and experiences
- Foster an environment that promotes a non-tolerance policy on overt racism as well as more subtle forms of racism such as microaggressions
- Support faculty and staff with training on microempowerments and their role in overcoming histories of overt racism and sexism

As we work to improve faculty and staff diversity, it is reassuring that the college and the department, as well as the university, hold the goal of maintaining and increasing the diversity of its faculty and staff in equally high importance. In the Department of Architecture, we anticipate that for our next accreditation, in 2031, our faculty roster will match the diversity of our students and of the City of Denver.

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

Program Response:

The launch of the department’s Bachelor of Science in Architecture degree program greatly increased the diversity of our students. In general, CU Denver is the most diverse of the four universities within the University of Colorado system. As we developed our undergraduate program, architecture became more attractive to students who are typically underrepresented in the profession. As mentioned earlier, this is due to its position in the urban heart of the city, to its legacy as a strong commuter school and a school that serves first-generation college students, and to its embrace of transfer students from local community and technical colleges.

In the Department of Architecture, we have embraced the student diversity that is sponsored by this ethos of the university. For example, we maintain Memoranda of Understanding with two local community colleges, Community College of Denver (CCD) and Arapaho Community College (ACC), that allow students to complete two years of coursework at those institutions, and then enter and complete our B.S. Architecture degree program with only two additional years.

Additionally, the college recently launched a new staff position called the B.S. in Architecture Admissions Counselor, Summer Camp Coordinator, and Bixler Initiative Coordinator. This staff member, currently [Jeana Delamarter](#), is responsible for connecting with local high schools to recruit students into our B.S. Program and for operating and overseeing our summer camps. This new position has enhanced our exposure to local high schools and

helped to expose more grade school students to the discipline of architecture as a viable college pursuit.

Our plan to maintain and increase student diversity includes the following efforts:

- Enhance MOUs with CCD and ACC to ensure that students can complete B.S. Arch degree in two years and enter our 4-studio M. Arch path.
- Establish new MOUs with similar technical and community colleges around Denver and beyond to further boost student diversity.
- Spend more time and resources on recruitment of our undergraduate students into our graduate program. Currently only a small percentage of our undergraduate students enroll in our graduate program.
- Spend more time and resources on recruitment of undergraduate students at diverse universities in our region and around the country.
- Grow our JEDI Scholarship fund to allow more underrepresented students to attend our graduate program by eliminating the barrier of tuition cost.
- Continue to support and grow student organizations like NOMA-S and AFWIAS so that our community is built on a sense of belonging and is welcoming to all.
- Continue to grow the diversity of our faculty so that students of color can see themselves in the profession of architecture.
- Continue to improve our courses in terms of syllabi, precedents, bibliographies, invited guests, invited jurors, and general classroom practices, to create a community of belonging that is welcoming to all and offers a diverse, global perspective.
- Continue to host ACE mentorship and summer camp programming to interest grade school and high school students from local and regional schools in pursuing architecture.
- Continue to actively recruit at the high school and middle school levels, especially in Denver Public and Aurora Public School Districts where student diversity is highest.

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

Program Response:

The University of Colorado Denver's policies that seek to further Equal Employment Opportunity/Affirmative Action are located [here](#). Within this general section of CU Denver's website, specific policies include discrimination and harassment, sexual misconduct, intimate partner violence, and stalking, and retaliation. The university also offers "services, resources, and guidance to enhance diversity university-wide and foster a culture of equity and inclusion". More can be read about the office of equity, diversity, and inclusion, their resources, programs, and events, [here](#). This office at CU Denver is quite robust and growing every year. Finally, CU Denver offers extensive equity, diversity, and inclusion training, which faculty and staff can access [here](#). Much of this training is required of every faculty and staff member in the college and department. It is continuously updated and reflects ever-evolving attitudes and approaches to the topics covered.

Mentioned earlier, the College of Architecture and Planning has developed its own justice, equity, diversity, and inclusion statement, committee, policy and goals, for its internal operations and in support Chancellor Marks strong position on the topic. Please read more about the college's robust statement and action plan [here](#).

Finally, in the Department of Architecture, as previously referenced, we recently drafted our new [Learning and Teaching Culture Policy](#) (LTCP) in consultation with our Faculty Affairs Committee and Student Affairs Committee. Faculty and students consulted on the document, which was approved in fall of 2022. In the preamble to this important new document, it states



that its purpose “is to establish a standard of understanding and respectful relationships between faculty and students in order to create a rich, ethical, healthy, and collaborative learning environment. This document is based on our shared values which include collaboration, mutual respect, health & well-being, as well as a commitment to diversity and inclusion”.

As a department, we are committed to following the guidance and policies of the university, and to upholding the agreements outlined in the LTCP in our daily operations and all our procedures and policies. We work to build a community of belonging for all in our department, from how we speak with our students to how we hire new faculty. This is certainly evident in the documentation above but is also part of the everyday culture we work to establish.

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

Program Response:

The Department of Architecture is actively engaged with the CU Denver [Disability Resources & Services](#) office in support of any faculty, staff, or students in need of such services. To determine which services a student, for example, might need, he or she first visits the [website](#) to complete the Register for an Accommodation Form. Within a business day, that student receives communication from, and an appointment with, a Coordinator. Then, any supporting documentation is shared with the office. And finally, the student meets with a Coordinator to discuss the impact of their condition/disability and how it will specifically impact their education. This results in specifically recommended accommodation.

After accommodation is determined, the Disability Resources & Services offices work directly with faculty and staff in the department to communicate the required accommodation. Our faculty and staff then correspond regularly with the office to ensure that the students' needs are being met. We work through this process every semester on behalf of our students. Whether a student needs sign language support, note-taking support, additional test-taking time, or mental health services, in addition to the many other accommodations CU Denver offers, we stand in support of all our students, faculty, and staff to help them succeed regardless of their physical and/or mental abilities.

In terms of our physical building accommodations, CAP's building, known as the CU Building, has been made entirely accessible through elevators and ramps. The one exception to this is the annex building studio space, on the second floor of the joined building. Equivalent studio space is available for any students who cannot reach this space in the main building. CU Denver's campus is kept accessible and monitored for accessibility issues in its physical environment through its [Campus Accessibility](#) group. Here, any kind of barrier that impedes access to CU Denver, physically, mentally, or educationally, can be reported and addressed. The university is committed to ensuring that it is in full compliance with ADA Accommodation expectations. This group also monitors all email interfaces and websites on campus to ensure that all communication is accessible.

At an instructional level, accessibility is taught at all studio levels after the beginning design sequence and accessibility is specifically required to be addressed in all student projects in Studio VI, the final studio in our graduate sequence.

5.6 Physical Resources

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:

For a full list of spaces and their square footage please refer to this [list](#). For a plan drawing of CAP's facilities please refer to this [link](#).

5.6.1 Space to support and encourage studio-based learning.

Program Response:



CU Denver College of Architecture and Planning second floor studio.

In the College of Architecture and Planning all spaces that support studio-based learning are located in the CU Building at 1250 14th Street in Downtown Denver. Studio spaces are located on the second (10,386 sq. ft.), fifth (9215 sq. ft.), sixth (11494 sq. ft.), and seventh (11190 sq. ft.) floors and can accommodate 575 students. The second, sixth and seventh floor studios spaces have all been renovated since 2017 and the second-floor studio space received all new furniture, donated by Herman Miller, in 2019. All studios are contiguous open spaces that foster a creative environment. Each studio space includes between one and three digital, mobile pods that allow for in-studio presentations, remote connection, or Zoom meetings with students, consultants, or guests. One of the studio spaces on the second floor has been developed as a digital interactive studio for remote collaboration. We provide each student with a drafting table or desk and a modeling table, a stool or chair and personal locker. All our studios are ADA accessible with an ADA accessible restroom. Each studio space includes adjacent crit rooms or pinup spaces. All studio spaces are equipped with student kitchenettes (microwave, sink, counter space and refrigerator). In addition to studio spaces, CAP offers two large crit spaces, seven smaller crit rooms adjacent to the studio spaces and a large gallery space to support the pedagogical practice of crits and reviews.

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



Program Response:

CAP provides a broad array of classrooms, study rooms, lounges, galleries and labs that support didactic and interactive learning. All of Cap's space and labs are in the CU Building and Annex and are located north of Auraria Campus across Speer Boulevard from Auraria Campus.

In the CU Building, CAP includes a total of seven medium and large classrooms that can accommodate between 35 and 100 students. All classrooms are equipped with either a large LCD screen or High-Definition projector and screen. CAP has just recently renovated one of the classrooms on the third floor and installed digital hubs for remote collaboration and hands-on technical learning. In addition to the classrooms in the CU Building, CAP can access classrooms and lecture halls in other CU Denver buildings on the Auraria Campus.

CAP's two [fabrication facilities](#) in the CU Building support our dedication to making as a pedagogical practice in the Architecture Department. To gain access to these labs students must participate in safety training that familiarizes them with the wide array of available tools. All of CAP's fabrication labs are ADA accessible. All labs are card-access controlled and students have access to them six days a week. Hours are posted on the website link above. All fabrication labs are monitored by trained student employees at all hours of operation and are managed by two full-time staff members, Matt Gines, Director of Design Fabrication Laboratories and Nick Stawinski, Design Fabrication Laboratories Professional.

The primary lab (3,647 sq. ft.) is located on the fourth floor of the CU Building and includes a wood working lab, fabrication space, 3D printing lab, laser cutter lab, and spray booth. The woodworking lab includes a complete dust collection system, table saw, multiple band saws, planer, joiner, sanders, and an array of smaller wood working equipment and tools. The fabrication space offers multiple large heavy-duty worktables that students can use to put larger projects and mockups together. The laser lab is equipped with seven laser cutters, and the 3D printer lab is equipped with fourteen 3D printers. Students can use laser cutters and 3D printers for free. Common filament is provided for the 3D printers. The second fabrication lab (5,400 sq. ft.) is on the lower level of the CU Denver Annex Building, directly adjacent to the CU Building. This lab includes two CNC routers, a CNC plasma cutter, welding equipment, and a large fabrication area. Students access the laser cutters and 3D printers through Papercut, a scheduling platform used by the Fabrication and Printing Labs.

The chief limitation of CAP's primary fabrication lab is that it is located on the fourth floor of the CU Building, which does not have a freight elevator. This situation limits the scale of material that can be processed in the lab.

For information technology support, CAP provides two computer laboratories and a printing facility, which are managed by the Information Technology Manager, Mike Harring. The primary computer lab is located on the fourth floor of the CU Building. This lab is staffed Monday through Friday, 8am – 8pm and weekends from 10 a.m. – 6 p.m. This lab also functions as our technology teaching classroom and has 27 workstations and a projector. The second lab is located on the fifth floor of the CU Building. It provides 24 computers and functions exclusively as workstations for students. Students can access the room with their ID cards when the building is open between 6 a.m. – 1 a.m. Both labs are equipped with the latest computing technology and are loaded with the most recent versions of software that students need such as Adobe Creative Suite, Rhinoceros, Revit, AutoCAD, etc. Additionally, both labs provide small-scale black and white printing for students at no charge and small-scale color printing for a nominal cost. The large-format printing facility is connected to the fourth-floor computer lab. Large format printing is provided at below-market cost for the students. Students can access this printing through Papercut, the same scheduling platform used by the Fabrication Labs.

In addition to the above spaces dedicated to didactic and interactive teaching and learning, CAP provides two study lounges and flexible spaces that support student learning. The student study lounges are located on the second and fourth floors of the CU Building. The student lounge on the second floor is equipped with three semi-enclosed study booths for four students each and a bar with stools. It is also furnished with reconfigurable furniture allowing the students to adjust the space as they see fit. This study lounge also has free coffee and tea for the students that is provided personally by Dean Ellen. The study lounge on the fourth floor is furnished with large tables, task chairs and reading chairs. This lounge also has a small kitchenette (sink, counter, microwave, and refrigerator) for the students' use. In addition to these lounges CAP has three flexible spaces (two large and one medium) on the second and third floor that can be used as gallery space, presentation and lecture space, event space and impromptu discussion space.

Students at CAP also have access to the study and support space on CU Denver campus. Students can use the study spaces and meeting rooms in the newly renovated (2018) [Auraria Library](#) and the learning commons spaces in the newly constructed (2021) [City Heights Residence Hall](#).

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

Program Response:

To support the full spectrum of faculty roles and responsibilities CAP provides each full-time faculty member with a personal office and personal computer. Offices are furnished with desks, task chairs, and visitor chairs to support teaching preparation, research, mentoring, and student advising. All faculty offices are in the CU Building on the third and fifth floors. There is a dedicated office, room 490A, for all part-time lecturers and emeritus faculty to use as needed. These faculty members are also able to use the drop-in offices that are in our University Technological Assistance Program research center on the third floor of the CU Building. The offices of all three departments in the college are interspersed to provide cross-disciplinary interaction. Additionally, we provide multiple conference rooms throughout the CU Building for all full-time and part-time faculty to meet with students individually or in small groups. The crit/breakout spaces connected to the studios on the second, sixth and seventh floors can be used to meet with students one-on-one or in small groups as well. All faculty have access to two work rooms with office supplies and printer/copiers on the second and third floor of the CU Building. Additionally, all faculty have access to secure high-speed internet and free printing.

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

Program Response:

In addition to the rich array of teaching and learning resources listed above, CAP provides faculty and students with a wide range of teaching spaces that are equipped with the latest technologies. Most recently, in response to the COVID-19, CAP equipped all studio spaces with mobile remote teaching and broadcasting stations. These stations allowed access to students who chose to remain remote during the pandemic and to students who were in quarantine. These technologies have been incorporated into the faculty members' pedagogies, allowing them to easily connect to remote students, reviewers, and consultants in the studio and for impromptu in-studio presentations.



Since the pandemic, CU Denver and CAP have provided licenses to Rhino and the Adobe Creative Suite free of charge to the students. CAP also developed and maintains a loaner computer program for students who need a computer to complete their studies or need to be remote but do not have the resources to acquire one.

A latent resource that CAP provides is its open-plan studio spaces. The studio spaces on the second, fifth, sixth, and seventh floors are completely open and flexible allowing them to be rearranged as studio instructors see fit. This organization accommodates a large discussion and worktable arrangement that meets the continuously evolving needs of studio. This space flexibility also allows for full scale mock-ups and prototypes to be constructed directly in the studios.

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

Program Response:

Not Applicable

5.7 Financial Resources

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

Program Response:

Process for allocating financial resources to M. Arch Program

The University of Colorado Denver uses an incentive-based budget model to allocate tuition revenue and state funding appropriations to schools and colleges, which are then allocated to specific degree programs within the schools and colleges. This model is based on projected revenue from student credit hours, considering central support unit allocations (admissions, facilities, academic and student affairs, deferred maintenance, library, etc.), participation fees, a strategic initiative pool (approximately 15% that are allocated to strategic initiatives, new programs, to balance projected revenue shortfalls from enrollment fluctuations or other initiatives), and subvention. Please see the visual [here](#).

From the campus's budget model metrics, the College of Architecture and Planning (CAP) is given an annual fiscal year (July 1-June 30) "general fund" budget allocation. The College's Assistant Dean of Finance and Administration then works with each department/program and the Dean to develop budgets for the fiscal year. Faculty and staff salaries and benefits are budgeted first, and the remaining general funds are allocated across departments and programs for adjunct faculty teaching costs, student tuition aid, general operating costs, travel, student hourly costs (Teaching Assistants, Research Assistants and other student hourly work positions) and faculty development funds. The College's resources are allocated to the individual departments and programs based primarily on size (number of faculty and students).

Please note that the College does not allocate funding separately for the Architecture Graduate program and Undergraduate program. The budget is at the Architecture department level and resources are shared across the Graduate and Undergraduate programs.

Expense and revenue categories

The program has direct control and influence over five expense and revenue categories, which are as follows:



1. **Main campus tuition revenue:** please see above.
2. **Extended Studies tuition revenue:** Extended studies activities are degrees, certificates and courses where instruction is delivered at sites away from the Denver campus and may have tuition rates that are different than under main campus. For the Architecture department, these primarily consist of revenue and costs associated with the Design Build Certificate and revenue from study abroad activities. Revenue from Extended Studies courses, less general administrative recharges (GAR) and college administrative fees, is allocated fully to the Architecture department and spending controlled therein.
3. **Auxiliary activity revenue:** This refers to other revenue generating activities such as fees for service projects. The primary source of auxiliary revenue in the Architecture department (and at CAP) comes from the Design Build Certificate Programs projects with their clients. This auxiliary revenue is controlled and spent completely within Design Build. Other auxiliary revenue could include fees for service contract faculty projects. These are less frequent.
4. **Gifts:** The College of Architecture and Planning and the Architecture department have significant gift funds to support scholarships, international initiatives, lectures, Design Build and other initiatives. Gift funds donated to the department and/or activities taking place within the department are controlled and spent fully in the Architecture department.
5. **Indirect Cost Recovery from research projects (Facilitates & Administration):** Schools and Colleges receive a 30% return of F&A (Facilitates & Administrative) charges on sponsored projects. This is allocated each September based on the total sponsored project funding in the previous fiscal year.

The 30% return described above is then distributed as follows:

4.5% to the Principal Investigator, faculty member(s)
7.5% to the Department
18% to the College

Department allocation is controlled and spent within Architecture. The faculty may utilize their allocation for faculty development, research, etc.

The College of Architecture and Planning also assesses a student \$35 per credit hour fee for all full-time and part-time students enrolled in one or more courses to fund operations in the student services labs, which include the Design Fabrication Labs, Computer Labs and the Visual Resource Center. This fee pays directly for four lab employee salaries and benefits, as well as student monitors/assistants, equipment maintenance and replacement and information technology infrastructure.

A Short video describing how CU's budget works is available on the CU Denver Budget Office [website](#). Please review a short summary and visual [here](#).

Scholarship, fellowship, and grant funds available to students and faculty

Students:

CAP maintains several scholarship funds available to Graduate Architecture students. The regular, annual scholarships are as follows:

1. Justice Equity Diversity and Inclusion (JEDI) Scholarships-Multiple awards, \$5,000-\$10,000
2. Architecture Department General Fund Tuition Aid- \$55,000-\$155,000 available each year. Awards range from \$2,000-\$10,000.
3. Denver Chapter of RCI Scholarship- \$500



4. Brian Hovey Memorial Scholarship- \$4,000 (1-2 recipients each year)
5. Anderson Mason Dale Scholarship-\$2,000
6. Fentress Graduate Scholarship- \$2,000-\$3,000
7. Obermeier Scholarship- \$2,750 (1-2 recipients each year)
8. Architecture Scholarship Fund- Awards range from \$1,000-\$5,000
9. Bixler Finland Scholarship Fund- \$1,000 per student, awarded \$20,000 this year for Finland Study Abroad Trip
10. Bixler Design Build Scholarship- awarded just over \$47,000 in the last two years to support students in the Design Build Certificate program.
11. Architectural Education Foundation, AIA Colorado- \$1,000-\$5,000 (multiple recipients each year)
12. Richard Reindel Study Abroad Memorial Scholarship- \$1,000-\$4,000 (multiple recipients for students studying abroad in Rome)

There are additional College scholarships that are open to students in all programs and have one or more Architecture recipients each year.

Faculty:

1. Annual Faculty Development allocations- \$2,000 for tenure/tenure-track faculty, \$1,500 for Clinical Teaching Track faculty and full-time Instructors. Faculty may roll funds forward for up to three fiscal years.
2. Annual Evolve Seed Grants to provide opportunities for extending faculty research and creative work- up to \$10,000.
3. Other grant funds are available to faculty through CU Denver campus offices and partners such as the Office of Research Services, the Center for Excellence in Teaching and Learning and the Center for Faculty Development and Advancement.
4. \$2,500 in additional faculty development funds to be used in fiscal year 2021-22 or 2022-23, which may also be used to advance research and creative work (may be used as summer salary).

Summary of pending enrollment reductions/increases and plans for addressing

CU Denver is projecting continuing declines in Undergraduate student credit hours and increases in Graduate student credit hours. Graduate student credit hours increased 10.3% from academic/fiscal year 2019-20 to 2020-21, while Undergraduate student credit hours decreased 5.9%. During this time period, CAP's graduate student credit hours decreased by 5.9% and undergraduate student credit hours decreased by 1%.

The College continues to strategically use scholarships and student tuition aid to recruit and retain students. The percentage of CAP students receiving financial support from the College has grown from 25% in 2020 to 30% in 2021 and 34% in 2022.

Summary of pending reductions/increases in funding and plans for addressing

Currently, we do not expect a reduction or increase in funding for the upcoming fiscal year. The College's budget is anticipated to remain flat, after considering benefit cost increases (health life and dental) and a 3% compensation increase for full-time faculty and staff on January 1, 2022, and January 1, 2023. This is due to an 18.2% increase in funding from the state, as well as an increase in tuition revenue due to Board of Regent approved tuition increases taking effect in academic year 2022-23. The College has strong alternate revenue streams as outlined above (gifts, Extended Studies, sponsored projects), as well as sufficient reserves to be able to help support any further declines in enrollments and corresponding budget in the next few years.



The CU Denver campus is currently developing a comprehensive strategic enrollment and student success plan to align with the CU Denver 2030 Strategic Plan to “Make Education Work for All.” Please read more about this [here](#). CAP has been actively participating in the planning process and will continue to do so into the implementation phase. In addition, the campus will begin a multi-year campus budget evaluation and reduction planning process. This process will be led by the Chancellor’s Advisory Committee on Budget (CACB) with subcommittees to evaluate and make recommendations related to compensation, academics and organizational structure with the goal of long-term financial stability.

Summary of changes in funding models

Other than the implementation of an incentive-based budget model (see above), there have not been any significant changes in funding models for faculty compensation, instruction, overhead or facilities.

Summary of planned or in-progress institutional development campaigns

The College of Architecture and Planning works very closely with the Vice Chancellor and Development Director in the Office of Advancement at the University of Colorado Denver. Together, they map and execute an annual fundraising strategy to solicit major gifts, bequests, and gifts-in-kind from individuals, firms, and product companies. Each year, this strategy focuses on increasing donors’ philanthropy for scholarship funds and programming support for student success. A university-wide institutional campaign is being developed by the Chancellor and Vice-Chancellor and is expected to launch by 2024.

5.8 Information Resources

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

Program Response:

Auraria Campus Library

The [Auraria Library](#) is a resource that is shared by the three universities that comprise the Auraria Campus: CU Denver, Metropolitan State University, and Community College of Denver. It is [centrally located](#) on campus and equally accessible to students from each university. It was originally designed in 1974 by the internationally recognized architect, Helmut Jahn. The library collections include approximately 574,000 print books, 326,000 eBooks, 93,000 online journals, 99,000 streaming videos, and over 300 databases. It also offers students a wide range of places to study and collaborate, including group study rooms, outdoor courtyards, study alcoves, and quiet study rooms, in addition to a café, a digital media studio, a discovery wall, and innovation garage, and a knowledge market. A comprehensive list of architecture and urban planning databases available to our students and faculty at Auraria Library can be found [here](#).

The ARTstor database, a database of images, continues to expand. There are now over 3,000,000 images in their database. ARTstor provides various training aids including free, live “webinars” which can be attended in the comfort of one’s office as well as various handouts and other training aids for instructors. In addition, the Auraria Library has a subscription to “JStor Forum” to provide server space and cataloging/metadata analysis of our own images, e.g., those photographed by CAP faculty and staff. The Auraria Library and the College of Architecture and Planning are collaborating on the storage and promotion of locally owned images. Matthew Mariner, Head of Special Collections and Digital Initiatives from the Auraria Library is working with Jesse Kuroiwa, Visual Resources Center Coordinator, College of Architecture and Planning, to add many thousands of local images to the JStor Forum server.



Students and faculty can access our digital image databases [here](#).

College of Architecture and Planning Visual Resource Center (VRC)

The Visual Resources Center (VRC) is a student and faculty services center that provides access to a variety of photographic and audiovisual equipment, portfolio photography rooms with professional lighting equipment, and digital image collections.

Please review all the resources offered by CAP's VRC [here](#).

Computer Labs

CAP has two computer labs. They are in Room 460 and Room 500 of the CU Denver Building. Both areas are accessed via coded student or faculty ID cards. The computer labs are staffed every day of the week while classes are in session. Commonly installed software on computers in the labs include all Microsoft and Adobe products, AutoCAD, Revit, 3DS Max, Rhinoceros, Grasshopper, SketchUp, and ArcGIS. Additionally, the lab in room 460 offers printing and scanning services for students, including small scale 8.5" x 11" and 11" x 17" printers and large format plotters and printers that can print up to 41.5" x 10'.

Please review our Computer Lab facilities [here](#).

Studios

We provide students in all CAP studios with access to large flat screen monitors for formal and informal presentations. Over the course of the past two years, during the COVID pandemic, we purchased an additional dozen monitors, some of which are mounted to the wall in studio review spaces and others on mobile carts. Additionally, in the 2021/22 academic year, we piloted a program where we placed small, 11"x17" printers in some of our studio spaces so that students can readily print and test drawings without the need to go to computer labs. This pilot program has proved successful, and we are now investigating the possibility of purchasing additional printers. Similarly, we are testing the placement of small 3D printers in studios. Finally, the studio on the second floor of the building includes a large-scale Microsoft Surface monitor with a touch screen interface that is capable of being used for remote guest lectures, with its adjacent seating arrangement. This was newly donated to the college in 2019.

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

Program Response:

Architecture Librarians

At the Auraria Library, Librarian [Diane Fritz](#) serves as the architecture and urban planning librarian. She connects with our department regularly on new acquisitions and is accessible to our students, faculty, and staff for needs related directly to the collections in the Auraria Library. She also performs the duties of collection development work (review, selection, and approval of purchases and renewals). The Auraria Library also provides library services distributed among many individuals, including instruction and research help. This way, all faculty, staff, and students can reach out to the library and get assistance even when the point person is absent. Below is an overview of those two services. Here, you can read about all Auraria Library's [services](#).



[Instruction Services](#)

Auraria Library offers a team of librarians and graduate students who provide instruction on information literacy skills. The primary goal of the library's instruction program is to provide an understanding of the research process as well as assist students in developing research skills that enable success in the student's academic career and after graduation. Instruction is a collaborative effort between library instructors and departmental teaching faculty.

[Research Help](#)

Library users can contact the library in-person, via phone, email, text or chat with research questions. Chat is available 24/7 (holidays excluded). If a library user requires more extensive assistance, the individual is encouraged to schedule a consultation, a one-on-one appointment with a librarian, which can be held over Zoom or in person. The library also has approximately 130 research guides to assist students with their research. These guides provide quick access to key resources by subject including reference sources, article databases, statistical sources, psychological tests, and policies and laws.

For an overview of the resources and services provided to the Department of Architecture by the Auraria Library, please reference [this document](#).

Visual Resource Professionals

VRC staff members are available to assist faculty members and students with image-making for academic purposes. Photography and video seminars, as well as basic training on how to take high-quality digital images for academic purposes, are offered by appointment. VRC staff also provide professional input on digital imaging issues surrounding copyrights, file type choices, Adobe Photoshop and Lightroom image corrections, Adobe Premiere and After Effects video editing, and long-term digital file storage.

Equipment and photo rooms are available to all students enrolled in a College of Architecture and Planning course during the current semester, or to all faculty who are currently employed by the College of Architecture and Planning.

The Visual Resources Center Program Manager (Jesse Kuroiwa) is a professional photographer. He manages the digital image collection, professional lighting studio, and portfolio development facilities, and keeps records of the circulation and use of that equipment by faculty, students and professionals. The Program Manager of the Visual Resource Center also serves as cinematographer and college photographer by documenting lectures, events, and studio award winners' work for the college archives. This staff member offers direct assistance to students in the creation and development of portfolios.

In addition to the above duties, Manager Kuroiwa is an FAA-licensed drone pilot. The college owns a small consumer-grade drone, which he uses to capture aerial footage for use in our courses. We have also recently purchased a VR headset for student/faculty use, which was made available in the spring semester of 2022. This technology allows our students and faculty to draw in 3D/VR space and visually explore 3D models in VR space. We currently only have one headset, but interest has been building quickly and we plan to purchase additional headsets.



6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, Statement on NAAB-Accredited Degrees, is provided in its entirety in the following locations:

[Link](#) to CU Denver Department of Architecture Accreditation page.

[Link](#) to the CU Denver course catalog page for the Master of Architecture degree.

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

The Department of Architecture website accreditation [page](#) outlines accreditation procedures and provides a link to the following NAAB publications:

2014 NAAB Conditions for Accreditation
2015 NAAB Procedures for Accreditation

2020 NAAB Conditions for Accreditation
2020 NAAB Procedures for Accreditation

Faculty members also list required program and student criteria in their course syllabi. We have also discussed our upcoming accreditation with new graduate and undergraduate students at our new student orientation, in our regular "Chair Chats" sessions with students, and in our Introduction to Architecture course and our Professional Practice course. Finally, our associate chairs have discussed accreditation in their regular student representative meetings.

6.3 Access to Career Development Information

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



Program Response:

We offer Architecture students in our program a strong array of career services and connections to the practice community as well as opportunities for individualized mentorship and academic advice.

Academic services start with our graduate academic advisor, [Elizabeth Marsh](#), who regularly meets with every student in our program. She works closely with our chair and associate chairs to identify students who might need additional assistance, who, in turn, correspond with faculty members directly to help students achieve academic success. Our department also corresponds closely with the college's Associate Dean, [Jody Beck](#), who serves as an important support to students in need and shepherds them through university and college processes for securing any additional help and advice they may require. Outside the college, CU Denver offers a wealth of student support services through its [Academic Help & Services](#). [Lynx Central](#) is a great resource for students regarding finances, wellness, admissions, and academic advising.

The college also offers a robust suite of career and internship services, which can be reviewed [here](#). These include career connections for students, career connections for alumni, career connections for employers, and a mentorship program. Faculty and staff are always standing by to help students with decisions about their careers, and, at CU Denver, where many faculty members are also active practitioners, students hear directly in the courses about career paths and opportunities for professional development.

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:

Items (a) through (h) are available through the Department of Architecture's website, where there is a section devoted to accreditation materials, [here](#).

Statements and/or policies on learning and teaching culture are located [here](#).

Statements and/or policies on diversity, equity, and inclusion are located [here](#).

6.5 Admissions and Advising

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

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

Program Response:

a.) Application forms and instructions

Students apply to our M. Arch program [here](#). Please review our entire Master of Architecture application form [here](#).

Please review our Master of Architecture application information, instructions, and requirements [here](#).

Prospective students can request more information about our M.Arch program by completing this online [form](#).

b.) Admissions requirements, decision procedures, and remediation/advanced standing

Please review our Master of Architecture application requirements, decision procedures, and remediation/advanced standing policies [here](#).

Advanced Standing

The following text is copied directly from the Department of Architecture's [website](#), outlining what is required for advanced standing in the M.Arch degree program. [This](#) document further articulates how decisions regarding advanced standing are made.

If you are a student with a pre-professional degree, this track enables you to pursue a professional Master of Architecture degree in a minimum of two years.

To qualify for the Four Studio Track M.Arch, you must hold a Bachelor of Science in Architecture, Bachelor of Art in Architecture, or Bachelor of Environmental Design in Architecture.

Any degrees awarded by universities outside the United States will be reviewed on a case-by-case basis. The admissions committee will determine the appropriate track.

The Four Studio Track curriculum for the M.Arch program is divided into six major components totaling 60 semester hours in residence at University of Colorado Denver.

In order for a student to complete the course of study within the 60 semester hours (two years of study) a student must have completed the following courses with a grade of B or better:

- 4 design studios (five or six credits each)
- 2-3 course sequence covering the history of architecture
- 1 course introduction to the theory of architecture
- 2 course sequence on sustainable environmental control systems
- 2 course sequence on structures addressing statics, material mechanics, structural analysis, and design of simple structural elements and systems



- 2 course sequence on building materials and construction
- 1 course on architectural visualization and representation
- 1 course on Building Information Modeling

If any of the above courses have not been completed by the time the student enrolls in the program, the courses will be added onto the 60 semester hours and will need to be completed at the University of Colorado Denver prior to graduation. An official review of the student's previous course work will be conducted in the spring following admissions and will be sent to the student upon the receipt of the student's intent to attend.

c.) Forms and description of process for evaluating the content of a non-accredited degree

Please review our Master of Architecture description and process for evaluating the content of non-accredited degrees [here](#).

d.) Requirements and forms for applying for financial aid and scholarships

Students can determine if they are eligible for financial aid by reviewing the University of Colorado Denver Student Finances page, called "Am I Eligible for Aid," [here](#).

Students can then apply for financial aid on the Student Finances page, [here](#).

A comprehensive list of College of Architecture and Planning graduate scholarships is located [here](#).

e.) How student diversity goals affect student admissions decisions

Goal #1 from the College of Architecture and Planning Justice, Equity, Diversity and Inclusion plan outlines our student diversity goals and how those impact our admissions decisions. Please review Goal#1 [here](#), and review the following parts of that goal, which is to "enhance representation in the student body":

- a. Grow our JEDI scholarship fund to be able to increase equity of access to our programs.
- b. Establish greater connections with and recruit from middle and high school students with an intentional focus on disadvantaged, minority, and students of color.
- c. Establish greater connections with and recruit from community colleges with an intentional focus on disadvantaged, minority, and students of color.
- d. Foster an environment that promotes a non-tolerance policy on overt racism as well as more subtle forms of racism such as microaggressions.
- e. Create and celebrate a culture of inclusion.

A statement regarding how student diversity goals affect student admissions decisions is located on our Master of Architecture application page [here](#).

In 2021, the University of Colorado Denver became the first research university in the state to attain status as a [Hispanic-Serving Institution](#) (HSI), according to a recent designation by the U.S. Department of Education. To qualify for this status, a university must have undergraduate full-time enrollment that is comprised of at least 25% Hispanic students and demonstrate a high concentration of students who are eligible for Pell Grants.



As an HSI campus we take great pride in a diverse and inclusive student body. We welcome and encourage CU Denver undergraduate students to apply to our M.Arch program, and we strive for the highest levels of individual support and access possible.

The diversity goals of our M.Arch program go beyond just admissions. While admitting students is a good first step, ensuring every student is actively supported while in school is just as important. We aim to provide scholarship funding and individual academic support and mentorship to all students, as we see these as critical to ensuring student success. In 2022, 75% of scholarship packages we offered were awarded to high achieving underrepresented applicants. In addition to internal scholarship support, we submit four names per semester, the maximum allowed at CU Denver, to the Chancellor's Scholarship. This scholarship is awarded to first generation and underrepresented applicants. We also aim to improve our recruitment approach with personal phone calls from faculty members to ensure we are sending the message of support and inclusive communication before prospective students even enter our program.

6.6 Student Financial Information

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

Program Response:

Students can find information about financial aid [here](#).

Students can find information about tuition and fees [here](#).

Students can estimate the cost of their college education at the calculator page, located [here](#).

Finally, within the College of Architecture and Planning, our Master of Architecture Academic Advisor, [Elizabeth Marsh](#), and our Admissions Coordinator, [Jodi Stock](#), are available to students throughout the academic year for advice and support regarding financial aid. Both are located in the CAP building and meet regularly with students, prior to and during enrollment, to provide strong, personalized support. Further, students can schedule an appointment to speak with a university level financial aid officer on the university's student finances website, [here](#).

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

Program Response:

The college provides all potential students with a breakdown of tuition, fees, and estimated cost of supplies and books as part of its recruitment resources. This information can be accessed on the admission portions of the college's [website](#).

PROGRAM AND STUDENT CRITERIA MATRIX

Preparatory Education

Shared Values

Design
Env. Stewardship & Professional Respon.
Equity, Diversity & Inclusion
Knowledge & Innovation
Leadership, Collab. & Community Engmt.
Lifelong Learning

Program Criteria

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria

SC.1 HSW in the Built Environ.
SC.2 Professional Practice
SC.3 Regulatory Context
SC.4 Technical Knowledge
SC.5 Design Synthesis
SC.6 Building Integration

Year 1					
Fall			Spring		
	ARCH 5110	Design Studio 1			
	ARCH 5350	Structures I			
	ARCH 5510	Architectural Graphics			
	ARCH 5210	Introduction to Architecture			
	ARCH 5120	Design Studio II			
	ARCH 5360	Structures II			
	ARCH 5220	History and Theory of Architecture I			
	ARCH 5450	Sustainable Desing Practices			
Year 2					
Fall			Spring		
	ARCH 5130	Design Studio III			
	ARCH 5310	Building Construction and Methods I			
	ARCH 5220	History and Theory of Architecture II			
	ARCH 5430	Social Context of Design			
	ARCH 6XXX	Elective			
	ARCH 5140	Design Studio IV			
	ARCH 5320	Building Construction and Methods II			
	ARCH 5330	Sustainable Systems I			
	ARCH 5250	History and Theory of Architecture III			
	ARCH 6XXX	Elective			
Year 3					
Fall			Spring		
	ARCH 6150	Design Studio V			
	ARCH 5340	Sustainable Systems II			
	ARCH 5410	Professional Practice			
	ARCH 6XXX	Elective			
	ARCH 6XXX	Elective			
	ARCH 6170	Design Studio VI			
	ARCH 6171	Integration Seminar			
	ARCH 6XXX	Elective			
	ARCH 6XXX	Elective			
	ARCH 6XXX	Elective			
Non-Curricular Activity					
	Director of Professional Development & Internships				
	Learning and Teaching Culture Policy				
	Lecture Series				
	Exhibition Series				
	Symposia and Conferneces				
	AIA Colorado Design + Practice Conference				
	Teaching Workshops				
	Justice, Equity, Diversity & Inclusion Workshops				
	Visiting Assistant Professor in Justice, Equity, Diversity & Inclus				
	LoDo Lab				
	University Technical Assistance Program (UTAP)				
	Historic Preservation Certificate				
	Integrated Construction Management and Leadership Certificate				
	Colorado Building Workshop (CBW) Design Build Certificate				
	American Institute of Architecture Students (AIAS)				
	National Organization of Minority Architects - Students (NOMA-S				
	All for Women in Architecture Students (AFWIAS)				
	Freedom by Design				
	Studio Representative Positions				
	Student Internships				
	Research Assitantships				
	Teaching Assistantships				
	Study Abroad Programs				
	Aspen Workshop				
	Faculty Research				
	Design Reviews				
	In-Class Visiting Lectures				

PROGRAM AND STUDENT CRITERIA MATRIX

Shared Values

Design
Env. Stewardship & Professional Respon.
Equity, Diversity & Inclusion
Knowledge & Innovation
Leadership, Collab. & Community Engmt.
Lifelong Learning

Program Criteria

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria

- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

Prepetory Education (Max 45 credits)									

Year 2									
Fall					Spring				
ARCH 5130					Design Studio III				
ARCH 5XXX					Required Arch Course Not Given Advanced Sta				
ARCH 5XXX					Required Arch Course Not Given Advanced Sta				
ARCH 6XXX					Elective				
ARCH 5140					Design Studio IV				
ARCH 5250					History and Theory of Architecture III				
ARCH 6XXX					Elective				
ARCH 6XXX					Elective				

A 10x10 grid divided into two 5x10 sections by a vertical line.

												Year 3												
												Fall							Spring					
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												ARCH 6170	Design Studio VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ARCH 6171	Integration Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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[illegible][illegible]

Name:

Amir H. Ameri

Courses Taught (Four semesters prior to current visit):

Design Studio V, History and Theory of Architecture I & II, History of Modern Architecture, History of American Architecture

Educational Credentials:

Ph.D. - Cornell University

M.S.Arch - Cornell University

B.Arch - University of California, Berkeley

Teaching Experience:

University of Colorado, Denver 2005-

Portland State University, 2001-2005

Cornell University 1998-99

Parsons School of Design, 1994-1998

Temple University 1987-94

Selected Publications and Recent Research:

Peer-Reviewed Books and Book Chapter:

Architecture, Aesthetics, and the Predicaments of Theory, Routledge, New York, 224 p. 2022

The Architecture of the Illusive Distance, Routledge edition in paperback, New York, 212 p.,
2017, Ashgate edition, Burlington, VT, 212 p., 2015

The Aesthetics of Architecture: Philosophical Investigations into the Art of Building, Goldblatt,
David and Roger Paden editors, Wiley-Blackwell Publishers, 81-91, 2011

Peer-Reviewed Journal Articles:

Articles in various academic journals including Art History, Poetics Today, Architectural Theory Review, Semiotica, Journal of the Society of Architectural Historians, SubStance, Journal of Aesthetics and Art Criticism, Journal of Art and Design Education, Screen, Journal of American Studies.

Name: Osman Attmann, Associate Professor

Courses Taught (Four semesters prior to current visit):

ARCH 6313: Green Building Seminar – Fall 2022 and Fall 2021

ARCH 5310: Building Construction-I – Fall 2022 and Fall 2021

ARCH 6170: Graduate Design Studio VI – Spring 2022 and Spring 2021

ARCH 5320: Building Construction-II – Spring 2022 and Spring 2021

Educational Credentials:

Georgia Institute of Technology, Doctor of Philosophy (Ph.D.) in Architecture, 1999

University of New York at Buffalo, Master of Architecture, 1993

Mimar Sinan University, Istanbul-Turkey, Bachelor of Architecture, 1987.

Teaching Experience:

University of Utah, School of Architecture, Assistant Professor, 1997-1999.

Temple University, School of Architecture, Assistant Professor, 1999-2001

University of Illinois at Urbana-Champaign, School of Architecture, Assistant and Associate Professor, 2001-2007

University of Colorado Denver, Department of Architecture, Associate Professor, 2007 - present

Professional Experience:

AOA Architecture, Principal, 1990-present

Green-Tecture Design Lab, Principle, 2007-present

Licenses/Registration:

Registered Architect, New York State, US.

Registered Architect, Turkey.

Selected Publications and Recent Research:

"Anatomy of Green Buildings", Book, Routledge, Taylor & Francis, forthcoming.

Comprehensive Study on Sustainable Technologies for Green Buildings, Sustainable Futures, Istanbul Technical University, 2022.

Issues in Sustainable Architecture and Solutions, International Journal of Environmental Engineering, 10:02, 2021.

"Green Architecture: Advanced Technologies and Materials", Book, McGraw-Hill, 2010.

Professional Memberships:

AIA, TRA, USGBC, ACSA.

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Assia Crawford (Stefanova)

Courses Taught (Four semesters prior to current visit):

Unit: Food Ecologies – ARCH 4121 Design Studio VI (2022)

Sustainable Design Practices – ARCH 5450 (2022)

Educational Credentials:

Ph.D., Newcastle University, Architecture, Planning and Landscape, expected Dec 2022

RIBA Part 3, Newcastle University - Postgraduate Diploma in Professional Practice and Management– 2017

Newcastle University, Newcastle upon Tyne, UK- MArch Architecture– Completed with Distinction- July 2015

University College London, The Bartlett School of Architecture, UK- Year Out RIBA Part 1 Certificate- 2013

BSc, Cardiff University- Architectural Studies- 2012

Teaching Experience:

College of Architecture and Planning, University of Colorado Denver- (2022- Present)

School of Architecture, Newcastle University- (2017-2021)

Professional Experience:

Design Office (DO)/ Hub for Biotechnology in the Built environment (HBBE) - Newcastle upon Tyne, UK – Architect – (2018- 2021)

FaulknerBrowns - Newcastle upon Tyne, UK- 2015- 2018 (3 Years 3 Months)

Atelier Marko Brajovic - São Paulo, Brazil- July 2014 – September 2014 (3 Months)

SAM Architekten und Partner - Zurich, Switzerland- July 2012 to September 2013 (15 Months)

Licenses/Registration:

ARB (Architects Registration Board) Number: 089414A – accredited architect within the UK

Selected Publications and Recent Research:

Crawford, A. et al. (2022) 'Clay 3D printing as a bio-design research tool: development of photosynthetic living building components', *Architectural Science Review*, 65(3), pp. 185–195. doi: 10.1080/00038628.2022.2058908.

Crawford, A. et al. (2022) 'Architecture for Coral Restoration: Using clay-based digital fabrication to overcome bottlenecks to coral larval propagation', in *ICSA 2022, 5th International Conference on Structures and Architecture*. Aalborg. (forthcoming)

Crawford, A. (2022) 'Bio-design research in the Anthropocene', in Mason, A. and Sharr, A. (eds) *Creative Practice Inquiry in Architecture*. New York: Routledge, pp. 218–229. doi: 10.4324/9781003174295. (forthcoming)

Crawford, A. (2021) 'Mitochondrial Matrix', in *REALIGNMENTS: Toward Critical Computation*. Virtual: ACADIA2021.

Stefanova, A. (2021) 'Towards a Post-Anthropocene Bio-Design Practice', in Sharag-Eldin, A. (ed.) *ARCC 2021: Performative Environments*. Tucson: ARCC.

Stefanova, A. (2021) 'Beyond biomimicry: developing a living building realm for a post-Anthropocene era', in Pedgley, O., Rognoli, V., and Karana, E. (eds) *Materials Experience 2: Expanding Territories of Materials and Design*. Oxford: Butterworth-Heinemann.

Stefanova, Assia. 2021. 'Practices in Bio-Design: Design Research Through Interdisciplinary Collaboration', in *ICoRD 2021: Design for Tomorrow*, 1st edn, ed. by Amaresh Chakrabarti, Ravi Poovaiah, Prasad Bokil, and Vivek Kant (Singapore: Springer)

Stefanova, A. et al. (2021) 'Photosynthetic Textile Biocomposites: Using Laboratory Testing and Digital Fabrication to Develop Flexible Living Building Materials', *Science and Engineering of Composite Materials*.

Caldwell, Gary S., Pichaya In-na, Rachel Hart, Elliot Sharp, Assia Stefanova, and others. 2021. 'Immobilising Microalgae and Cyanobacteria as Biocomposites: New Opportunities to Intensify Algae Biotechnology and Bioprocessing', *Energies*, 14

Stefanova, A. et al. (2020) 'Architectural Laboratory Practice for the Development of Clay and Ceramic-Based Photosynthetic Biocomposites', *Technology | Architecture + Design*, 4(2).

Stefanova, A. et al. (2020) 'Engineering a living building realm: development of protective coatings for photosynthetic ceramic biocomposite materials', in Stosic, M. (ed.) *The 7th International Conference on Architecture and Built Environment with Architecture AWARDS*. Tokyo: Get It Published.

Stefanova, A. et al. (2019) 'Approach to Biologically Made Materials and Advanced Fabrication Practices', in Asefi, M. and Gorgolewski, M. (eds) *International Conference on Emerging Technologies in Architectural Design (ICETAD2019)*. Toronto: Ryerson University.

Sarah A. Hearne

Assistant Professor, University of Colorado Denver

COURSES TAUGHT

2021—	Fall:	History Survey II (17th c. to 1968)
	Spring:	Graduate Studio IV, Curatorial Seminar

EDUCATION

2010–2020	Doctor of Philosophy, Architecture	UCLA
	Dissertation: "Other Things Visible on Paper: The Writing and Imaging Craft 1960-1987"	
2009–2010	M.Arch II	UCL
2004–2006	Bachelor of Architecture	University of Technology Sydney
2000–2004	Bachelor of Art (Hons) Architecture	University of Technology Sydney

SELECT TEACHING EXPERIENCE

2021–	Assistant Professor, History and Theory	University of Colorado Denver
2020–2021	Lecturer, Architecture History and Theory LA Metro	Cal Poly San Luis Obispo
	Designed curriculum for two classes on Los Angeles art and architecture from 1950 to the present. Delivered 2-hour weekly lectures, prepared weekly classroom workshops for close reading and discussion paper writing related topics, and prepared intermittent workshops on paper writing related topics, including argument formation and writing drafts.	
2018	Teaching Fellow, Architecture and Urban Design	UCLA
	Lectured in the undergraduate general education survey, "Introduction to Architecture Studies" for more than 200 students in a large-scale lecture hall. Prepared curriculum alongside institutional mandates and prepared online teaching material. Coordinated teaching assistants with parity for grading and tutorial sessions. Established grading standards and met with students for office hours	
2014–2016	Lecturer, School of Architecture	University of Technology Sydney
	Held full-time position in history and theory stream and design stream with 40% research, 40% teaching, and 20% service. Coordinated the third-year undergraduate history and theory class on contemporary architecture, including designing syllabi, preparing and delivering lectures, and coordinating tutors and tutorials. Taught research studios, including a Los Angeles traveling studio in 2015.	

SELECT RESEARCH AND SCHOLARLY CURATING EXPERIENCE

Dec 2023	Curator	MAK Center for Art & Architecture, Los Angeles
	<i>Print-Ready Drawings</i> (scheduled 2023–2024)	
June 2022	Co-Curator	MAK Center for Art & Architecture, Los Angeles
	<i>Schindler House: 100 Years in the Making</i> (2022 centennial of R.M Schindler's Kings Rd House)	
June 2015–	Associate Curator	Canadian Center for Architecture, Montreal
Nov 2018	<i>Architecture Itself and Other Postmodern Myths</i>	
Dec 2016–	Associate Curator	Chicago Architecture Biennial, Chicago
Jan 2018	<i>Make New History</i> , with artistic director Johnston Marklee	

SELECT PUBLICATIONS

-
- Hearne, Sarah. "Circulating ideas," in *Drawing Codes: Experimental Protocols of Architectural Representation*. Eds., Andrew Kudless & Adam Marcus (AR+D Publishing and CCA Architecture Books, Forthcoming 2023).
 - Hearne, Sarah. "Architect Showrooms," in *Better Together: Stories of Contemporary Documents* (Melbourne: Uro Publications, 2021)
 - Hearne, Sarah, et al. (Eds.). *Make New History: 2017 Chicago Architecture Biennial*. Lars Müller Publishers, 2017. ISBN: 978-3-03778-535-5

PROFESSIONAL MEMBERSHIPS

Society of Architectural Historians, European Art History Network, College Art Association, Global Architecture History Teaching Collective

NAME

JULEE HERDT

- Professor of Architecture
- Licensed Architect
- BioSIPs, Inc, CEO, Owner/Founder; a woman-owned, clean-tech start-up.
First-ever University of Colorado spin-off from the College of Architecture & Planning.
Based on Professor Herdt's intellectual properties and green building technologies.
First-ever College of Architecture & Planning patents in CU history.

COURSES TAUGHT_SUSTAINABILITY AND MATERIAL INVENTION

* Architecture Design Studios. Graduate level.

- A Clean-Tech Manufacturing Facility for Sustainable Building Products
- Architecture and Green Building Material Invention Studio
- Pre-Fab_ Solar Mobile
- Small Scale Green Residential
- Design Studio, Shipping Container_Residential
- The Big Small Home, Green-Build Competition Studio, Self-funded
- Green Building Design & Construction
- Green Technology: Green Build from Salvage and Waste
- EcoFAB: Green Build_Functional Art & Architecture Components from Salvage
- Independent Studies in Environmental Materials and Applications

EDUCATIONAL CREDENTIALS

- M.ARCH. Southern California Institute of Architecture, SCI-Arc, LA/Switzerland
 - Wolf Prix, Thesis Advisor. Coop Himmelblau Architects, Vienna, Austria + Los Angeles
- University of Tennessee, College of Architecture. Knoxville, B.Arch.
- Memphis Academy of Art. Tennessee
- University of Louisville, College of Engineering, Kentucky. Mathematics and Science
- Western Kentucky University, Industrial Technology. Bachelor of Science

TEACHING EXPERIENCE

- University of Colorado. Full Professor, CU College of Architecture & Planning. 2007 to present
- Teaching Assistant to Professor Wolf Prix for University of Applied Arts Vienna/die Angewandte

PROFESSIONAL EXPERIENCE

- BioSIPs, Inc, CEO, Inventor
- Coop Himmelblau Architects, Vienna, Austria.
- Architect. Morphosis Architects. Los Angeles, California

LICENSES/REGISTRATION

License Architect

SELECTED PUBLICATIONS

- * U.S. Patent: 9,740,799 B2 2017. Cut, Shape, Fold Technology for Engineered Fiberboard.
- * U.S. Patent: 9,010,054 B2 2016. BioSIPs, Structural Insulated Panels.
- * Newly Invented Biobased Materials from Low-Carbon, Diverted Waste Fibers.
Oxford University Press: International Journal of Low-Carbon Technologies.
- * Application of Ecosystems Services Criteria for Green Building Assessment.
International Solar Energy Society. With Dr. Victor Olgay, Rocky Mountain Institute.

Name: Kevin Hirth

Courses Taught (Four semesters prior to current visit):

ARCH 1721, Architectural Visualization 2, Spring 2022
ARCH 3110, Studio 3, Spring 2022
ARCH 3801 / ARCH 1721, Architectural Digital Media 1 / Architectural Visualization 2, Fall 2021
ARCH 3110, Studio 3, Fall 2021
ARCH 6190, Advanced Topics in Architectural Media, Spring 2021
ARCH 3110, Studio 3, Spring 2021
ARCH 3800 / 6590, Advanced Topics in Architectural Media, Summer 2020
ARCH 3801, Architectural Digital Media, Spring 2020
ARCH 4110, Studio 4, Spring 2020

Educational Credentials:

2011 Masters of Architecture with distinction, Harvard University Graduate School of Design
2006 Bachelors of Science in Architecture, University of Virginia

Teaching Experience:

2018-2022, Assistant Professor, Department of Architecture, University of Colorado Denver
2016-2018, Assistant Professor Clinical Teaching Track, Department of Architecture, University of Colorado Denver
2013-2016, Lecturer, Department of Architecture, University of Colorado Denver
2013, Adjunct Instructor, Department of Architecture, Northeastern University

Professional Experience:

2013-2022, Founder and Director, KEVIN HIRTH Co., Denver, CO
2015-2016, Project Architect, Rowland & Broughton, Denver & Aspen, CO
2013-2015, Project Architect / Project Manager, Independent Architecture, Denver, CO
2009, 2011-2013, Studio Design Leader, Jonathan Levi Architects, Boston, MA
2010, Project Designer, Gensler, San Francisco, CA
2006-2008, Project Manager, Gregg Bleam Landscape Architects, Charlottesville, VA
2006, Intern Architect, Formwork Design Associates, Charlottesville, VA
2005, Intern Architect, 3North Architects, Richmond, VA
2004, Intern Architect, Rau and Associates, Richmond, VA
2002, Intern Architect, SMBW Architects, Richmond, VA

Selected Publications and Recent Research:

2022 Award, 69th Annual Progressive Architecture Award, ARCHITECT Magazine.
2021 Published, Stacked Plate Framing. Journal of Architectural Education. vol. 51 no. 1, March 2021
2019 Honorable Mention, Folly/Function Competition, Socrates Art Park
2019 Winner, Best of Design Awards, Architect's Newspaper
2017 Architectural League Prize

JOSÉ IBARRA

+1 (786) 340 4677 // mail@joseibarra.com // www.joseibarra.com // 901 N Ogden St. Apt. 21, Denver, CO 80218

Assistant Professor, *University of Colorado Denver College of Architecture and Planning*

Principal, *Studio José Ibarra* // Co-founder, *House Operations* // Co-founder, *AWP* // Director of Research, *CODA*

EDUCATION

excerpted

Princeton University // School of Architecture

Post-Professional Master of Architecture (M.Arch II)

Princeton, NJ

2019

Cornell University // College of Architecture, Art and Planning

Bachelor of Architecture (B.Arch), Minor in German Studies

Ithaca, NY

2016

COURSES TAUGHT

excerpted

ARCH 4120 Undergraduate Studio V

Course Title: Trans-scalar Architectures for Earth: Rain Check

Fall 2022

ARCH 5430 Graduate Lecture Course

Course Title: Outside In: Social Context of Design

Fall 2022

TEACHING AND RESEARCH EXPERIENCE

excerpted

University of Colorado Denver // College of Architecture & Planning

Assistant Professor of Architecture

Denver, CO

2022–present

University of Virginia // School of Architecture

Assistant Professor of Architecture

Charlottesville, VA

2020–2022

University of Wisconsin-Milwaukee // SARUP

2019–2020 Urban Edge Fellow

Milwaukee, WI

2019–2020

Princeton University // School of Architecture

Assistant Instructor

Princeton, NJ

2018–2019

Cornell University // College of Architecture, Art and Planning

Teaching Associate

Ithaca, NY

2019

Teaching Assistant

2014–2016

PROFESSIONAL PRACTICE

excerpted

Studio José Ibarra

House Operations

Agency for Work and Play

Principal and Co-Founder

Denver, CO

Tijuana, Mexico

Denver, CO

2018–present

CODA // Caroline O'Donnell Architecture

Director of Research and Transformation

Ithaca, NY

2016–present

Studio Eber

Designer

Brooklyn, NY

2019

fxCollaborative

Junior Designer

New York, NY

2017

Barkow Leibinger

Architecture Intern

Berlin, Germany

2016

LICENSURE

Candidate for licensure in Colorado under NCARB Record Number 830857.

Total Approved AXP Hours: 4,137.50 approved, 0 remaining.

6 ARE divisions in progress (1 scheduled for testing in September 2022).

Colorado

PUBLICATIONS

excerpted

Architecture Reading Group 1: Housing Matters

ed. José Ibarra, with guest editor María González Aranguren

AR+D Publishing

forthcoming 2022

Werewolf: The Architecture of Lunacy, Shapeshifting, and Material Metamorphosis

eds. Caroline O'Donnell and José Ibarra

AR+D Publishing

2022

“Biomaterial Building Exposition”

in *The Journal of Architectural Education* Exhibition Reviews

Review

forthcoming 2022

“Architecture After the End: A Call for Geoempathy”

in *Cornell Journal of Architecture* 12: After

Essay

2022

“Observations on Time”

in *Log* 45

Observation

2019

Name: MICHAEL K. JENSON

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

INTRODUCTION TO ARCHITECTURE IN AN AGE OF UNCERTAINTY (FALL 21/22)	ARCH 1110
MOD 22: MODULAR STUDIO (SPRING 22)	ARCH 5140
WS 20 & 21 HEALTH & SUSTAINABILITY STUDIO (SPRING 20/21)	ARCH 6170

Educational Credentials:

The University of Edinburgh; Edinburgh, Scotland/PhD. in Philosophy	09/93—12/96
— Dissertation Title: <i>The Politics of Speculation: On Power and Utopia</i>	
Columbia University; New York, New York, USA/Master of Architecture	09/89—06/91
The University of Texas @ Arlington; Texas, USA/BS in Architecture	09/83—06/88
Post-Graduate Studies (Focus on Urban Design/Urban Studies)	08/88—06/89
Tarrant County College; Fort Worth, Texas, USA/Core Undergraduate Studies	09/82—05/83

Professional Experience:

Management by Design (MBD); Denver, Colorado/Principal	02/08—08/12
— Board Advisor: Su Teatro Cultural and Performing Arts Center	02/08—08/10
The Fifth Art Design, Inc.; Denver, Colorado/Design Principal & Owner	04/99—05/10
James, Harwick, & Partners, (JH+P) Inc.; Dallas, Texas/Project Architect	07/96—08/97
Ricardo Bofill, <i>Taller De Arquitectura</i> ; Paris, France/Project Architect	07/91—09/93
<i>Taller USA</i> , New York, New York/Intern Architect	05/90—07/91
McCall-Harris Architects, Dallas, Texas/Intern Architect	06/88—09/88
Jenson Construction Inc., Fort Worth/Dallas, Texas/Construction Manager	06/80—09/88

Selected Publications and Recent Research:

1. (2022) An Introduction to Architecture in An Age of Uncertainty Kendall-Hunt Publishing/Book will be released 08/22).
2. (2014) Mapping the Global Architect of Alterity: Convention, Practice, Representation, and Education. (Routledge Publishers: Oxford & New York ISBN: 978-0-415-81896-4 (*hbk*)/978-0415-81897-1(*pbk*)/978-1-315-58650-0 (*ebk*) Pages: 180/Images: 14.
3. Colorado Health Foundation 08/21
\$100,000 — Advisory Role for Huerfano/Los Animas Bi-County Health Department Research Team creating Architectural Schematic/Design Documentation for New Health/Social services Complex in Walsenburg, CO.
4. Finalist: Arts in Society Grant/Redline Gallery 01/20
\$43,625.00 — (Principal Investigator) grant supporting the creation of a “practical” design example illustrating how arts integrative design processes can increase access, awareness, and visions of environments conducive to healthy living and personal well-being.
5. HCI: (Hometown Colorado Initiative) City of Arvada, Colorado 03/17
\$150,000 — (Principal Investigator) Municipal grant provided by the City of Arvada, Colorado to fund staff travel, administration, and educational costs for cross disciplinary campus wide community outreach program
4. Colorado Health Foundation: Sun Valley Study 06/16
\$430,000 — “Creating Healthy Places Through Transformational Education and Design”
This project proposed to transform a specific place through the creation of new educational paradigms to realign how design and health professionals (and their students) consider the role of healthy environments. (<https://healthdesigncolorado.org>)

Name: Christopher Koziol

Courses Taught (Four semesters prior to current visit):

F20 Arch 6355 Urban Conservation: Context for Reuse
Arch 6150 Design Studio V

S21 Arch 5140 Design Studio IV
Arch 3701 Survival Sketching

F21 Arch 5140 Design Studio IV
Arch 6355 Urban Conservation: Context for Reuse

S22 Arch 3701 Survival Sketching (2 sections)

Educational Credentials:

AB Cultural Anthropology University of Chicago, 1980
MUPP Urban Planning University of Illinois—Chicago, 1985
M.Arch Architecture University of Illinois—Chicago, 1986
Ph.D. Public Policy University of Colorado Denver, 2002

Teaching Experience:

Boston Architectural College, Studio Instructor, 1987-90
University of Colorado Denver, Lecturer, 1991-96
Colorado State University, Assistant Professor, 1996-2007
University of Colorado Denver, Associate Professor, 2007-present

Professional Experience:

Firms in Chicago, Boston and Denver including Nagle Hartray Associates, Notter, Finegold + Alexander, DMJM(AECOM)
Ongoing part-time consultancy through my own firm City Visions

Licenses/Registration:

Illinois AR 001012386
Colorado ARC 00304724
LEED AP
AICP (past member)

Selected Publications and Recent Research

"The Public and Its Places: Architecture and Civil Society in Chicago". In 5th Biennial International Society for the Philosophy of Architecture Conference, International Society for the Philosophy of Architecture.

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Laurence Keith Loftin III

Courses Taught (Four semesters prior to current visit):

2018-2022 Fall	Architecture Lecture - 5210 Introduction to Architecture
2018-2022 Spring	Architecture Seminar - The Art of Traditional Design
2018-2022 Spring	Design Studio – IV Research and Innovation
2018-2022 Fall	Design Studio - V Research and Innovation
2021 Spring	Design Studio – VI Comprehensive

Educational Credentials:

1975	University of Virginia	Masters of Architecture
1973	Princeton University	Bachelor of Arts in Architecture

Teaching Experience:

1991-Present	College of Architecture and Planning, University of Colorado Denver
1984-1987	School of Architecture, University of Virginia
1978-1984	Department of Architecture, Louisiana Tech University

Professional Experience:

2001-Present	President. Laurence Keith Loftin III Architect Inc.
2006 (Spring)	Professional Advisor to the Clifford Still Project
1990-1991	Project Architect. Health Sciences Center, University of Virginia.
1988-1989	Project Architect. Facilities Planning, University of Virginia.
1986-1987	Designer. Bruce Wardell, Architect, Charlottesville, Virginia.
1984-1985	Director of Furniture. Hopeman Brothers, Inc. Waynesboro, Virginia.
1977-1978	Office Manager. Abbey/Dripps, Architects, Charlottesville, Virginia.
1976-1977	Designer. John Farmer, Architect, Charlottesville, Virginia.
1975-1976	Designer. Christian Aid Mission, Charlottesville, Virginia.

Licenses/Registration:

Licensed Architect in the State of Colorado, License # ARC 00203664 – Expires 10/31/2023

Selected Publications and Recent Research:

2018	Article: Loftin, L.K. & Victor, J. <u>Building Republican France</u> . IASTE Working Papers
2016	Article: Loftin, L.K. & Victor, J. <u>The Politics of Grass</u> . IASTE Working Papers
2014	Article: Loftin, L.K. & Victor, J. <u>Whose Tradition in Archachon?</u> . IASTE Working Papers
2012	Article: Loftin, L.K. & Victor, J. <u>The Bergeries of Provence</u> . IASTE Working Papers
2012	Book: Loftin, L.K. <u>Origins of Architecture</u> . Kendall Hunt
2005	Book: Loftin, L.K. <u>An Analysis of the Work of the Finnish Architect Alvar Aalto</u> . Edwin Mellon Press.
2005	Article: Loftin, L.K. <u>Villa Mairea</u> . <u>The Encyclopedia of 20th Century Architecture</u> .
2005	Article: Loftin, L.K. <u>Einstein Tower</u> . <u>The Encyclopedia of 20th Century Architecture</u> .

Professional Memberships:

Institute of Classical Architecture and Art (ICAA) - Advisory Board Member
Paideia Schools - President

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name:

Matthew Shea

Courses Taught (Four semesters prior to current visit):

ARCH 5110 – Design Studio I (fall 2021, 2022)

ARCH 5510 – Architectural Graphics (fall 2021, 2022)

ARCH 6170 – Design Studio VI (Spring 2021, 2022)

ARCH 6290 – Architecture and Innovation (spring 2021)

ARCH 6755 – Rome: Architecture and Urbanism (summer 2022)

ARCH 6760 – Rome: Documentation, Analysis, and Design (summer 2022)

Educational Credentials:

2006	Master of Architecture	University of Colorado Denver
2002	Master of Arts in Philosophy	New School for Social Research
1998	Bachelor of Arts in Philosophy	University of Colorado Colorado Springs

Teaching Experience:

2019 to present	Assistant Professor, University of Colorado Denver
2015 – 2019	Assistant Professor Clinical Teaching Track, University of Colorado Denver
2010 – 2015	Instructor, University of Colorado Denver
2006 – 2010	Lecturer, University of Colorado Denver

Professional Experience:

2012 – 2018	Associate Chair, Department of Architecture, University of Colorado Denver
2006 – 2010	Director, MONGO Urban Practices, Denver Colorado

Licenses/Registration:

No licenses or registrations

Selected Publications and Recent Research:

2015 – Present	PCI Foundation, Teaching Grant (\$150,000)
2022	Critting the Crit: A Pragmatic Approach, National Conference on the Beginning Design Student, Ball State University
2021	In Defense of Abstraction: An Ethical Consideration of Form, National Conference on the Beginning Design Student, Texas A&M University

Professional Memberships:

Precast/Prestressed Concrete Institute

National Conference on the Beginning Design Student (Co-Chair of Advisory Board)

Name: Erik Sommerfeld

Courses Taught:

ARCH 6472 Architecture as a Single Source Project Delivery
ARCH 6373 Construction in Design Build
ARCH 6370 Introduction to Design Build
ARCH 5140 Design Studio IV
ARCH 5130 Design Studio III (as studio coordinator)

Educational Credentials:

M. Arch, University of Colorado at Denver, 2001
B.ENVD, University of Colorado at Boulder, 1997

Teaching Experience:

College of Architecture and Planning, University of Colorado Denver
 Director, Design-Build Certificate Program (2012-present)
 Founder, Colorado Building Workshop (2009-present)
 Associate Professor (2022- Present)
 Assistant Professor (2015-2022)
 Associate Chair, Department of Architecture (2007-2011)
 Senior Instructor (2003-2015)
 Honorarium Instructor (2001-2003)

Professional Experience:

1999-2022 the3rdSpace LLC
2001-2003 Sommerfeld and Sons Construction, LLC
1997-2001 Architectural Manœuvres, PC

Licenses/Registration:

Licensed Architect, Colorado: ARC.00405220

Selected Publications and Recent Research:

2021 BOOK FOREWORD
 Sommerfeld, Erik. **Connections: CCY Architects**. Monacelli 2021. Print Foreword

2020 BOOK CONTRIBUTION
 Sommerfeld, Erik. "The Pedagogy of Sustainable Architecture in the Colorado Building Workshop Curriculum." In **Učit [udržitelnou] architekturu** (translates to: Teaching [Sustainable] Architecture). Zlatý řez 2020. Print. 52-55. Editors: Dalibor Hlaváček, Martin Čeněk

2019 JOURNAL ARTICLE
 Sommerfeld, Erik, ***Charrette***, "How Integrated Project Delivery Shaped the Design of the

2017 BOOK CHAPTER
 Seho, Hana, **Bridges**. Fakulta Architektury CVUT V Prague 2017. Print. 117-121

2017 BOOK CHAPTER
 Sommerfeld, Erik. "Labor Intensive: Innovation by Necessity." In **Designbuild Education**. Routledge 2017. Print. 187-200. Editor: Chad Krause

2017 BOOK CHAPTER
 Sommerfeld, Erik. "Mexican Water Cabins." In **The Design-Build Studio**. Routledge 2017. Print. 228-240. Editor: Tolya Stonorov

Professional Memberships:

NCARB Certificate: 90389
AIA Number: 30218810

Name:

Marc Swackhamer, Professor and Chair of Architecture

Courses Taught (Four semesters prior to current visit):

ARCH 6290 Special Topics in Cultural Studies – “Disturbing Behavior” Seminar – Fall 2021

ARCH 6150: Graduate Design Studio V – “Anticlinical” Studio – Fall 2020

Educational Credentials:

Rice University, Master of Architecture, 1997

University of Cincinnati, Bachelor of Architecture, 1995

Teaching Experience:

University of Cincinnati, School of Architecture and Interior Design, Visiting Assistant & Assistant Professor, 2001-2004

University of Minnesota, School of Architecture, Assistant Professor, Associate Professor, Professor, Director of Design, and School Head, 2004-2019

University of Colorado Denver, Department of Architecture, Professor and Chair, 2019 - present

Professional Experience:

HouMinn Practice, Co-Founding Principal, 1998-present

LoDo Lab, Founding Lab Director, 2019-present

Licenses/Registration:

None

Selected Publications and Recent Research:

“Nurse Pod” (HouMinn/LoDo/HiLo) accepted for presentation and publication at ACADIA (Assoc. for Computer Aided Design in Architecture) National Conference, University of Pennsylvania, 2022.

“Post” (HiLo/YAO+) named a finalist for Canadian Pavilion at 2024 Venice Biennale.

“Zippered Wood” (HouMinn/LoDo/HiLo) ACSA Faculty Design Award, 2022.

“Zippered Wood” (HouMinn/LoDo/HiLo) Architect Magazine R+D Award in annual Research and Development Awards issue, 2020.

Hypernatural: Architecture's New Relationship With Nature - book co-authored with Blaine Brownell, illustrations by Blair Satterfield, forward by Michael Weinstock Princeton Architectural Press, 2015.

Professional Memberships:

AIA, ACSA, ACADIA, NOMA

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name:

Ekaterini (Kat) Vlahos

Courses Taught (Four semesters prior to current visit):

ARCH 4110 – Studio IV Undergraduate

ARCH 3600 – Architecture and Nature

ARCH 6320 – Regionalism(s) and the Vernacular

Educational Credentials:

1984	Master of Architecture	University of Colorado Denver
1982	Bachelor of Environmental Design	University of Colorado Boulder

Teaching Experience:

2014–Present	Professor, University of Colorado Denver
2006–2014	Associate Professor, University of Colorado Denver
1998–2006	Assistant Professor, University of Colorado Denver

Prior teaching experience from 1994–1998

Professional Experience:

2013–2019	Chair, Department of Architecture
2008–2019	Director, Center of Preservation Research

Professional Practice:

Architecture License: State of Maryland #10358

Practice from 1980 - 1998

Selected Publications and Recent Research:

2022	Sakura Square, \$49,679, National Park Service & Sakura Square Foundation
2021	Heart Mountain JACS, \$50,639, National Park Service
2021	Canyon of the Ancients, \$57,000, Bureau of Land Management

Professional Memberships:

National Center for Preservation Training and Technology (Board Member)

Colorado Historical Foundation (Board of Trustees)

ICOMOS - International Science Committee Expert Member

Name: Steve Turner

Courses Taught (Four semesters prior to current visit):

I am the program directors responsible for student recruitment, new class development, program fund raising and I serve as the advisor for all of the student Cap Stone projects

Educational Credentials:

Masters in Architecture, Masters in Urban and Regional Planning, Both degrees from the University of Illinois 1993

Teaching Experience:

I have taught a number of seminars and the Materials Conservation Class at the University of Colorado but I do not currently teach that class.

Professional Experience:

George Trust for Historic Preservation, National Park Service, City of Denver Planning Office, Historic Denver Executive Director, History Colorado Executive Director

Colorado State Historic Preservation Officer appointed by Governor Hickenlooper and Governor Polis

Licenses/Registration:

Licensed architect in Colorado

Selected Publications and Recent Research:

Turner, Steve, Madie Martin - Golden Triangle Neighborhood Plan, Denver Community Planning and Development Office, June 1998.

Turner, Steve - A Critique of Interagency Planning and Coordination for the Management of Natural Disaster Recovery Actions Affecting Historic Built Resources. Thesis: University of Illinois, Urbana-Champaign, August 1992.

Turner, Steve; Nowlen, Pat; & Malloy, Jennifer - HAER Documentation for Complexes 13,26,and 36 at Cape Canaveral Air Force Station. Report submitted to Southeast Regional Office of National Park Service. 1992.

Turner, Steven (ed.) - Crawford County Historic Resources and Their Potential: An Interim Report. Report submitted to the Crawford County Public Extension Office, 1991.

Turner, Steven - Vertical Slate Hanging in Tenby, Wales: A Report on the Condition and Conservation of A Vernacular Building Tradition. Report submitted to the Pembrokeshire Coast National Park Authority, 1991.

Professional Memberships:

A.I.A. Recipient of Colorado AIA Life time Achievement

Name: Mira Woodson

Courses Taught (Four semesters prior to current visit):

ARCH 1711	Visualization I (S22)
ARCH 6195	Roaring Fork Workshop (Su22)
ARCH 2111	Undergraduate Design Studio I, Coordinator (F21, S22)
ARCH 2110	Undergraduate Design Studio I, (Coordinator (S20, F20, S21)
ARCH 5110	Graduate Design Studio I (F20)
ARCH 3700	Presentation You + Your Work (S21)
ARCH 5410	Professional Practice (F20, F21)
ARCH 3800	Communicating with Intention (Su20)

Educational Credentials:

2017	University of New Mexico Albuquerque, New Mexico MFA Major: Experimental Art + Technology Minor: Museum Studies	2005	Fairhaven College/WWU Bellingham, Washington BA Interdisciplinary Concentration in Textile Narratives
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Teaching Experience:

present College of Architecture and Planning
University of Colorado Denver
CURRENT APPOINTMENTS
Associate Chair Architecture Department (2021-present)
Assistant Professor CTT (2021-Present)
Director Roaring Fork Workshop (2021-Present)
PREVIOUS APPOINTMENTS
Visiting Instructor (2020-2021)

2014–2018	UNM School of Architecture and Planning Adjunct Lecturer
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Professional Experience:

2018-2020	Fentress Architects Architecture Practice Denver, CO Narrative and Design	2005-2013	Antoine Predock Architect PC Architecture Practice Albuquerque, NM Graphics Director
2013-2018	Westbund West Design Collective Albuquerque, NM Designer + Co-creator		

Publications/Exhibits:

Together we walk separately, mapping relationships with water, place, and listening, 2021—
Composed Color Blocking Zoom, 2020
Activated Poster, Charlie Harmon, project executor, 2019
Reverie, collaboration with Katya Crawford, Harwood Art Center, March 2018
decomposition of a sublime perspective, MFA show, Downtown Banque Lofts, March 2018
Trace, UNM School of Architecture's Academic Journal, Spring 2016
Light box, Electricity Can Kill You, CFA Downtown: Currents 2016 New Media NM, June 2016
"it's a bit like this," source: no signal, collaboration with Lara Goldmann, CFA Downtown: ArtsUnexpected, April 2016
"Mornings With Alice" UNM Politics of Performance, Here We are Becoming: Performance, December 2014
Interference, SITE Santa Fe, SITE Scholar Program, Scholar Exhibition, December 2015

Name: Jo VandenBurg

Courses Taught (Four semesters prior to current visit):

ARCH 3130 Construction Practice: Structural Systems (F20, F21)
ARCH 3340 Theory of Structures I (F20, Su21, F21)
ARCH 3700 International Design in Context (F21)
ARCH 3430 Construction Practice: Building Envelope (Sp21, Sp22)
ARCH 4340 Theory of Structures 2 (Sp22)
ARCH 5320 Building Construction 2 (Sp21)
ARCH 5350 Structures I (Su21, F21)
ARCH 3700 Geometry of Design (F21)
ARCH 6470 Ace Mentorship (Sp22)
ARCH 3600 Community Engaged Design (Su22)
ARCH 5360 Structures II (Su21, Sp22)

Educational Credentials:

1998	University of Colorado at Denver Denver, Colorado Masters of Architecture (M.Arch)	1987	University of Colorado at Boulder Boulder, Colorado B.S Aerospace Engineering
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Teaching Experience:

present **College of Architecture and Planning**
 University of Colorado Denver
 CURRENT APPOINTMENTS
 Associate Chair Architecture Department (2019-present)
 Instructor (2011-Present)
 PREVIOUS APPOINTMENTS
 Summer Camp Instructor (2019)
 Lecturer, Department of Architecture (2001-2011)

2001 – 2011 **Art Institute of Colorado**
 Instructor, General Education (Math & Science)

Professional Experience:

2006-2008	Envision Architecture, Ltd. Architecture Practice Englewood, CO Partner	1997	HumphriesPoli, LLC Architecture Practice Denver, CO Intern
1998-2006	RealArchitecture Ltd. Architecture Practice Denver, CO Architect	1987-1993	The Boeing Co. Aircraft Design & Manufacturer Seattle, WA Project Engineer

Licenses/Registration:

Licensed Architect Colorado: ARC.400862

Professional Memberships:

Building Technology Educators Society

Name: Sarah Aziz

Courses Taught (Four semesters prior to current visit):

ARCH 2121 – Design Studio II: Taxidermied Spaces (Undergraduate) Spring 2022

ARCH 2121 – Design Studio II: Taxidermied Bodies (Undergraduate) Fall 2021

ARCH 6270 – JEDI Seminar: Disturbing Behavior

Educational Credentials:

2017 - Master of Architecture, School of the Art Institute of Chicago

2013 - Bachelor of Arts, with Honours, in Architecture, Liverpool John Moores University School of Art and Design

Teaching Experience:

2022 – Present Assistant Professor, University of New Mexico

2021 – 2022 Visiting Assistant Professor, University of Colorado Denver

2020 – 2021 Fitzhugh Scott Innovation in Design Fellow, University of Wisconsin, Milwaukee

2018 – 2020 Visiting Assistant Professor, Texas Tech University

Professional Experience:

Architectural Designer, Darrick Wade Studio, Lubbock, Texas, 2018 - 2020

Architectural Designer, WATG Urban, Chicago, Illinois, 2018

Architectural Designer, JAHN Architecture, Chicago, Illinois

Licenses/Registration:

Not Applicable

Selected Publications and Recent Research:

“COVID Dress,” CROP09: SHED, Texas Tech University College of Architecture, 2022

“Indigeneity and Invasiveness,” Project feature with Eric Simpson, Southwest Contemporary Vol. 5: Collectivity + Collaboration

“Grandmother’s Garden,” Issue No. 03, SAMPLE Journal UW-Milwaukee

Professional Memberships:

Not Applicable

NAAB Template for Faculty Resumes

Name

Barbara Ambach

Courses Taught

ARCH 5140/41 Architecture Design Studio III- IV – Coordinator
ARCH 6170/71 Integration Design Studio and Seminar VI
ARCH 6550 Digital Portfolio Design
ARCH 6392/6490 Architect as Advocate

Educational Credentials

1998 MArch Southern California Institute of Architecture [SCI-Arc]
1986 Architectural Association [AA]
1985 BArch Rhode Island School of Design [RISD]
1984 BFA Rhode Island School of Design [RISD]

Teaching Experience

F 2022 [Retired] Adjunct Professor Part-Time
F 2007 - S 2021 Associate Professor Clinical Track Full Time
S 1999 - S 2007 Assistant Professor Full Time
F 1996 - F 1998 Senior Instructor Full Time
F 1994 - S 1996 Instructor Full Time
S 1991 - S 1994 Lecturer Full Time

Professional Experience

Current BA design Residential Design and Consultation
2013 CU Denver Building Conceptual Design Proposal and Implementation
2011 Consultant to CSU-VTH New Veterinary Hospital and Campus Master Plan
2009 CU Denver Building 2nd, 6th and 7th Floor Renovations
1985-89 Various Architecture Firms

Licenses/Registration:

NCARB
State of Colorado
State of Maryland

Selected Publications and Recent Research

2007 Wrapping the Architectural Body. Association of Collegiate Schools of Architecture Annual Meeting (ACSA)
Fresh Air Drexel University and the University of Pennsylvania. Philadelphia, PA
2006 Book Design. Nan Ellin. "Integral Urbanism". Routledge Publishers. New York, New York
2006 The Curricular Integration of Graphic Design and Architecture. The Center for the Study of Architecture in the Arab Region (CSAAR) - Changing Trends in Architectural Design Education: Sharing Experiences and Building Partnerships across the Mediterranean Rim. National School of Architecture. Rabat, Morocco
2006 Eve's Four Faces - interactive surface configurations. Association for Computer-Aided Design in Architecture (ACADIA) - Synthetic Landscapes. University of Kentucky, Lexington, KY
2006 Eve's Four Faces - interactive surface configurations. Education and Research in Computer Aided Design in Europe (eCADDe) - Communicating Space(s). University of Thessaly, Volos, Greece
2005 Diagraphics - an expose, part I. SIGRADI 2005 - IX Iberoamerican Congress of Digital Graphics - Vision and Visualization. Universidad Peruana de Ciencias Aplicadas. Lima, Peru
1999 Uddin, Saleh, Digital Architecture - Computer Graphics from 55+ Top Designers, McGraw-Hill, NY

Awards

2006 Young Architects Awards Gala. Instructor of the Year Award - American Institute of Architects
1999 Association of Collegiate Schools of Architecture Design Award. A Velaspace Prototype ~ expanding the veil / compressing the labyrinth
1998 'Unbuilt Architecture Competition' Boston Society of Architects. A Velaspace Prototype ~ expanding the veil/compressing the labyrinth

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Lilly Djanants

Courses Taught (Four semesters prior to current visit):

- Arch Studio 5
- Arch Studio 6

Educational Credentials:

- 2013 - Columbia University of New York, Master of Architecture and Urban Design
- 2003 - North Carolina State University, Bachelor of Architecture

Teaching Experience:

Lecturer at CU Denver, College of Architecture & Planning Denver, CO Aug 2019 - Present

Graduate Studio Instructor of Master of Architecture, Master of Urban and Regional Planning, and Master of Urban Design

- Organized graduate studio projects, developed syllabi, prepared lectures, curated guest lecturers, and manage all administrative studio needs.
- Introduced students to program development, urban analysis, market analysis, site and master planning, transit and mobility connectivity, zoning, urban design principles, ability to work fluidly on various scales, graphic design, architectural design, and visual communication through storyboarding and storytelling.

Teaching Assistant at Columbia University New York, NY Sept 2012 – May 2013

Served as a Teaching Assistant on four Architecture and Urban Design courses at the Graduate School of Architecture Planning and Preservation: Fabrics and Typologies – NY & Global; Public Space and Recombinant Urbanism; Architectural Studio V; & Urban Design Studio III.

- Routinely provided administrative assistance to the head of the Urban Design Program and assisted faculty with research and organizational details of daily classroom and studio needs.
- Served as a teaching assistant to Architectural Studio abroad in Russia and Armenia. Organized daily meetings with embassies, local universities, government ministries, and NGOs in Moscow and Yerevan. Provided daily support in logistics of travel.
- Designed, organized, and prepared "End of the Year Exhibit."

Professional Experience:

- Senior Associate at CallisonRTKL – North America Team – Aug 2022 – Present
- Principal City Planner at Community Planning and Development City and County of Denver - Urban Designer – Denver, CO - April 2017 – July 2022
- Principal Urban Designer and Architect at Tim Flynn Architects - Yerevan, Armenia - Nov 2013 – Feb 2017
- Senior Construction Manager at Tumo Center - Yerevan, Armenia - May 2010 – Dec 2011
- Project Manager at Ohlhausen DuBois Architects - New York, NY - Jan 2007 – June 2009
- Project Designer at Gray, Watt & Partners - New York, NY – Feb 2005 - Jan 2007
- Design Architect at Croxton Collaborative Architects - New York, NY - Sep 2002 – June 2003

Licenses/Registration:

- None

Selected Publications and Recent Research:

- None

Professional Memberships:

- Urban Land Institute – 2022

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Cynthia Fishman

Courses Taught (Four semesters prior to current visit):

Current Semester--**ARCH 4120:** Design Studio V (under grad)

ARCH 6150: Design Studio V (grad), **ARCH 5450:** Sustainable Design Practices (grad), **ARCH 5130:** Design Studio III (grad), **ARCH 3700:** Introduction to the Essentials of Biomimicry (under grad)

Educational Credentials:

Master of Science in Biomimicry Arizona State University, 2018

AEC Project Management Bootcamp PSMJ, 2017

Ecological Design Certificate Ecosa Institute, 2007

Bachelor of Architecture Rice University, Houston TX 2007

Bachelor of Arts in Architecture/Art History Rice University, Houston TX 2005

Eco-Design Workshop at Taliesin West San Francisco Institute of Architecture, 2001

Teaching Experience:

University of Colorado Denver College of Architecture and Planning: Adjunct 2018-present

Ecosa Institute at Prescott College: Adjunct 2018-present

Guest Lecturer: CU Boulder, Rice University, and University of Texas San Antonio

Professional Experience:

Biomimicry Design Alliance, *Denver, CO*--Director and Founder 2018-present

KTGY Architecture + Planning, *Denver, CO*--Project Manager 2015-2018

Roth Sheppard Architects, *Denver, CO*--Project Manager/Project Architect 2014-2015

Page/ Architects, *Denver, CO*—Architect 2013-2014

Gallun Snow Interior Design / AMD Architects, *Denver, CO*—Designer 2012-2013

Atkin Olshin Schade Architects, *Santa Fe, NM*—Intern 2008-2010

Mitchell Giurgola Architects, *New York, NY*—Intern 2005-2006

Licenses/Registration/Accreditations:

Certificate in Effective College Instruction (ACUE), 2020-present

Biomimicry Specialist, 2018-present

Fitwel Ambassador, 2017-present

Licensed Architect in New Mexico, 2012-present

LEED AP, 2007-present

Selected Publications and Recent Research:

National Science Foundation Small Business Innovation Research Grant (SBIR) to create a biomimetic tool for the built environment, 2020-2022

Professional Memberships:

USGBC 2015-present

AIA 2010-present

NCARB 2008-present

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Matt Gines

Courses Taught (Four semesters prior to current visit):

Studio V Undergrad, Studio II Grad, Elective Courses in Digital Fabrication and Furniture Design

Educational Credentials:

Master of Architecture

University of North Carolina Charlotte - School of Architecture

Bachelor of Science: Architecture

Southern Illinois University Carbondale - School of Architecture

Experience:

2016 - Current University of Colorado at Denver:

College of Architecture + Planning

Instructor - Department of Architecture

Director, Design Fabrication Laboratory

2009- 2016 University of New Mexico:

School of Architecture + Planning

Senior Lecturer III - Department of Architecture

Director, Center for Research in Advanced Fabrication+Technology (CRAF+T)

Director, Fabrication Laboratory

Professional Experience:

MPedone Works Architecture, Little Diversified Architectural Consulting, Tabor Bruce

Architecture + Design

Licenses/Registration:

NA

Selected Publications and Recent Research:

ACSA 104th Annual Meeting: Shaping New Knowledges (Co-Author) -*"Hybrid Practice: expanding the discipline of architecture"* Gines/Castillo 2016 Seattle, WA

ACSA/AIA 2015 Intersections Between the Academy
and Practice Conference -*"Practicing Design Build"* Gines 2015 Atlanta, GA FabLearn

2014 Stanford University (Co-Author) -*"Teachers as Learners then Designers: Shifting from Instructionist to Constructionist Approaches"* 2014 Stanford, CA

Catholic University Reclaim and Remake Symposium -*"Mitigating Waste: A New Approach to Construction and Waste Management"* Gines 2013 Washington, DC ARCC/EAAE 2010: International Conference on Architectural Research. -*"The Transformation of Architecture: Design for Dis-Assembly."* Gines 2010 Washington, D.C.

Professional Memberships:

NA

Jordan Gravelly

COURSES TAUGHT

Studio [Graduate]

ARCH 5120 Studio II, CU Denver, 6 credit hours, Spring 2022

Studio [Undergraduate]

ARCH 2110, Studio I, CU Denver, 6 credit hours, Fall 2020

Lecture/Seminar [Undergraduate]

ARCH 1711, Visualization I, CU Denver, 3 credit hours, Spring 2022

EDUCATIONAL CREDENTIALS

Master of Architecture, 2012, Cranbrook Academy of Art, Bloomfield Hills, MI

Bachelor of Science in Architecture, 2007, University of Virginia, Charlottesville, VA

TEACHING EXPERIENCE

Adjunct Lecturer, University of Colorado Denver, College of Architecture and Planning

PROFESSIONAL EXPERIENCE

Architectural Designer II, *Neoera Architecture Inc.*, Denver 2015-21

Founder/Fabricator, *TBD Studio (design & metal fabrication)*, Denver, CO 2013-16

Intern Architect, *Matter of Architecture* (was: *Leone Design Studio*), Brooklyn, NY 2007-10

LICENSES/REGISTRATION

N/A

SELECTED PUBLICATIONS AND RECENT RESEARCH

N/A

PROFESSIONAL MEMBERSHIPS

N/A

Tom Hootman

AIA, LEED AP, WELL AP, CPHC
Principal, Building Performance Designer
Form & Flow

Registrations.

Licensed Architect in CO, UT & ID

Education.

Master of Architecture, University of Utah
Bachelor of Science, Architectural
Engineering, University of Wyoming

Professional Affiliations.

Certified Passive House Consultant
LEED Accredited Professional, BD+C
WELL Accredited Professional
American Institute of Architects
NCARB

University of Colorado, Denver
Architecture Adjunct Faculty
University of Colorado Design Review
Board
CSU Institute for the Built Environment
Advisory Board
University of Wyoming Architectural
Engineering Advisory Board

Select Publications.

Net Zero Energy Design: A Guide for
Commercial Architecture, Wiley 2012
AEDG Zero Energy Office Guide,
ASHRAE 2019 (Co-author)
Guide to Energy Master Planning
of High-Performance Districts and
Communities, NREL 2020 (Co-author)

Specialties.

Zero Energy Design
Healthy Building Design
Bioclimatic Design
Passive House
Graphic Design & Communication

With 30 years of experience in architecture, MEP engineering, and energy consulting practices, Tom works at the innovative intersection of architecture and engineering to create cost-effective integrated design solutions for high performance and zero energy buildings. He is a national leader, and early pioneer in zero energy design and has worked on over a million square feet of ZNE buildings spanning over 15 projects, including the groundbreaking Research Support Facility for the National Renewable Energy Laboratory in Golden, Colorado.

Combining strong communication skills with technical knowledge of building science, passive design, building envelopes, MEP systems, and renewable energy systems, Tom is an effective integrator and collaborator. He works with multidisciplinary team members to develop a process and solution set that meets project goals and budget constraints.

Experience.

Denver Parks & Rec HQ

Denver, CO
Net Zero Energy Target

Passive House at Hyatt Lake

Arvada, CO
Phius Zero Target

Boulder/Xcel Energy Partnership

Electrification and Renewable Energy
Facilitation

Beirut Museum of Art

Beirut, Lebanon
Low-energy/High-resilience

Born Mountain Club

Copper Mountain, CO
DOE Zero Energy Ready Homes

1800 Sequoia Villas and Multi-Family

Mzaar Ski Resort, Lebanon
Net Zero Energy Target

North Boulder Library*

Boulder, CO
Net Zero Energy Target

Boulder Commons II*

Boulder, CO
Net Zero Energy Target

Google Mass Timber 2*

Sunnyvale, CA
LEED Platinum Target

Denver Water Admin Building*

Denver, CO
LEED-NC Platinum,
Net Zero Energy + One Water Targets

Aspen Police Department*

Aspen, CO
LEED Gold Certified, WELL Certified

Aspen City Office Building*

Aspen, CO
LEED BD+C, Gold Certified + WELL
Target

Fort Collins Utility Admin Building*

Fort Collins, CO
LEED-NC v4 Platinum Certified,
Net Zero Energy Ready

Big Sky Community Center (BASE)*

Big Sky, MT
Net Zero Energy Ready + LEED
Platinum Targets

NREL RSF I & II*

Golden, CO
Net Zero Energy, LEED Zero Energy,
LEED Platinum Certified

Form & Flow

BUILDING PERFORMANCE DESIGN

*Resume includes experience prior to forming Form & Flow.

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name:

William Koning

Courses Taught (Four semesters prior to current visit):

ARCH 5130 - Studio III, ARCH 5140 - Studio IV, ARCH 6370 - Introduction to Design Build

ARCH 6373 Construction in Design Build, ARCH 6471 - Maintaining Quality and Managing Risk

Educational Credentials:

BENVD, University of Colorado Boulder, 2004

MARCH, University of Colorado Denver, 2012

Teaching Experience:

Adjunct, University of Colorado Denver, 2016-2018

Bixler Fellow, University of Colorado Denver, 2018-present

Professional Experience:

Director at KO-OP.CO, 2013-present

Historical American Building Survey (HABS), National Park Service, 2008-2010

River Studio Architects, 2004-2008

Licenses/Registration:

N/A

Selected Publications and Recent Research:

What is Small-Scale Architecture | 2020, Architizer: The World's Best Architecture | 2019, Small but Smart | 2019, Cabins. Escape to Nature | 2019, Cabin Fever | 2019, Designbuild Education | 2017
The Design Build Studio: Crafting Meaningful Work in Architecture Education | 2017, Nomadic Living | 2017, 150 Best Cottage & Cabin Ideas | 2016, A+ Awards | 2016, The Hinterland | 2016

Professional Memberships:

N/A

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Cynthia Leibman

Courses Taught (Four semesters prior to current visit):

ARCH 5130 – Graduate Design Studio III (Fall 2021)

ARCH 2121 – Undergraduate Design Studio II (Spring 2022 & Fall 2022)

Educational Credentials:

University of Maryland College of Architecture & Planning – MARCH (2003)

Earlham College - BA in French & International Studies (2000)

Teaching Experience:

University of Colorado at Denver College of Architecture & Planning (2021 – Present)

University of Colorado at Boulder ENVD – Introduction to BIM (2013 – 2014)

Professional Experience:

Sole Practitioner at Cynthia Leibman Architect, LLC (2021 – Present)

Senior Associate/Senior Project Architect, Page Southerland Page (2018 – 2021)

Senior Associate/Senior Project Manager – Studio Compleativa (2016 – 2018)

Project Architect – Barker Rinker Seacat Architecture (2009 – 2016)

Designer – AR7 Architects (2005 – 2009)

Intern Architect – The Mulhern Group (2004 – 2005)

Licenses/Registration: Licensed Architect (State of Colorado), LEED AP, NCI Certified Charrette Facilitator

Selected Publications and Recent Research: N/A

Professional Memberships: AIA

Name: Rick Petersen FAIA, LEED AP

Courses Taught (Four semesters prior to current visit):

ARCH 5410 – Professional Practice – Fall 2021 and Fall 2022

Educational Credentials:

Master of Architecture, Harvard University, Graduate School of Design, With Distinction

Bachelor of Arts in Environmental Design, University of California, Berkeley, With High Honors

Teaching Experience:

2007 – 2007 Lecturer, University of Colorado Denver

2021 – Present Assistant Professor Clinical Track, University of Colorado Denver

Professional Experience:

Principal OZ Architecture, Inc

Licenses/Registration:

Licensed Architect, Colorado

Selected Publications and Recent Research:

New York Times, “The Coolest Architecture on Earth is in Antarctica”, Gendall, John. January 6, 2020

Fast Company, “Designing a City for Science at the Bottom of the World.” Budds, Diane, Sept 26, 2017

The Atlantic, “Designing a Better Antarctic Base for Science” Madrigal, Alexis, Sept 21, 2017

ArchDaily, “Antarctic Base McMurdo Station Receives Sustainable New Master Plan.” September 4, 2017

The New York Times, “Where Else Does the U.S. Have a Infrastructure Problem? Antarctica.” July 17, 2017

Professional Memberships:

American Institute of Architects

Colorado I Board I 1999-2002

Denver I Board I 1996-1999

Denver Metro Chamber, Leadership Denver I 2008

Leukemia/Lymphoma Society, President I 2004-Present

St. Anne’s Episcopal School, Trustee 2003-2012

Name:

Levi Wall-

Courses Taught:

Arch 5110

Educational Credentials:

M.Arch, Kansas State University, 2012

Teaching Experience:

Spring 2012: Graduate Teaching Assistant, History of the Designed Environment, Kansas State University

Fall 2019: Instructor, Arch 5110, UCDenver CAP

Spring 2022: Instructor, Arch 5120, UCDenver CAP

Professional Experience:

Summer 2012: Brubacher Building Workshop, Lawrence, KS

2013-Current: Levi Wall Design (freelance design & architecture)

2013-2014: AU Workshop, Fort Collins, CO

2014-2022: DLR Group, Denver CO

2022-Current: Otak, Denver CO

Licenses/Registration:

Architect, Colorado : ARC.00405533

Selected Publications and Recent Research:

2018: *Design Ethics* - Research project & book, completed as a part of DLR Group's PDG program.

2019: *How To Design Ethics* - Panel discussion and workshop at AIA's national conference

Professional Memberships: AIA



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July 16, 2021

Dr. Michelle Marks
Chancellor
University of Colorado Denver
1380 Lawrence Street
Suite 1400
Denver, CO 80204

Dear Chancellor Marks:

This letter serves as formal notification and official record of action taken concerning University of Colorado Denver by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 13, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of University of Colorado Denver with the next Reaffirmation of Accreditation in 2030-31.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Andrew Lootens-White. Your cooperation in this matter is appreciated.

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley".

Barbara Gellman-Danley
President

CC: ALO