

ACADEMIC PROGRAM REVIEW 2014-15
REPORT FOR THE UNIVERSITY OF COLORADO DENVER
COLLEGE OF ARCHITECTURE AND PLANNING
OCTOBER 27-28, 2014

This report is prepared in accordance with the University of Colorado Administrative Policy Statement (APS) titled *Implementation of Regent Policy on Program Review* and the University of Colorado Denver policy titled *Academic Program Review*, both of which require a campus program review report summarizing the outcome of the internal unit review (self-study) and the findings of the external review team, as well as general observations and conclusions. The University of Colorado Denver's Program Review Panel studies each unit under review and prepares this final program review report. The objectives of the review were to identify strengths and weaknesses of the unit and to make recommendations for program improvement. A broad range of academic and administrative matters was considered including strategic plan and its alignment with the university, academic programs, student outcomes assessment, faculty activities, faculty recruitment and retention, and unit resources.

I. Review Process

The review consisted of 1) a self-study, conducted by the chair and faculty of the college, and 2) an external review conducted by three outside experts: Hemalata Dandekar, PhD, Professor and Head, Department of City and Regional Planning, California Polytechnic State University, San Luis Obispo; Ted Landsmark, PhD, President Emeritus, Boston Architectural College; and Frederick Steiner, PhD, Dean, School of Architecture, The University of Texas at Austin. The site visit by the external review team took place on October 27 and 28, 2014. Prior to their visit, the external reviewers were provided with the college's self-study. During their two-day visit, the reviewers met with Dean Mark Gelernter, PhD, associate and assistant deans, chairs and assistant chairs, program and center directors, other college faculty, and students. The team also met with Associate Vice Chancellor for Academic Planning, Terry Potter, PhD. The representatives from the Program Review Panel were Kelly Hupfeld, JD, Associate Dean in the School of Public Affairs and Jim Gerlach, PhD, Professor in the Business School. A list of the external review team's meetings is attached to this report.

The Program Review Panel wishes to express appreciation to the chair, faculty and staff of the college for their thoughtful and thorough self-study, and for their cooperation and active participation throughout the program review.

II. General Overview

In July 2012, the College of Architecture and Planning (CAP) formally terminated its long and complex relationship with the University of Colorado Boulder campus, and was approved to deliver the first ever undergraduate architecture program in Denver. For the first time in over 40 years, all of CAP's programs have been consolidated at one site, and the college has been given high quality, award-winning, new space to accommodate the projected growth of the new undergraduate program. Once CAP was freed from managing programs across two campuses with different underlying paradigms, now it had both undergraduate and graduate architects together, and now it had faculty lines in Planning to build virtually a new department, it rapidly began to move forward with a clarified vision, new space,

and renewed energy among the faculty. This self-study will focus primarily on the state of the college since the termination of the Boulder arrangement in 2012, because issues no longer exist that were created by that arrangement, and because so much has fundamentally changed since the split.

The CAP Executive Committee, which consists of the leaders of the college – the Associate and Assistant Deans, the Department Chairs, Associate Chairs, and the Program Directors – were assigned certain sections of the Self Study, and provided appropriate material. The material was consolidated in the Dean’s Office, and an initial draft was created. The draft was reviewed by the Executive Committee, modified as appropriate, and shared with the college faculty and staff.

III. Implementation of Past Review Recommendations

The College of Architecture and Planning underwent a review of its non-accredited programs in 2008. General recommendations are listed below. Other specific recommendations can be found in the self study.

- *Reassess the Master of Urban Design (MUD) and PhD in Planning and Design to evaluate offerings in the history of design and urbanism:* A course on the history of design and urbanism is no longer required as a core offering because all MUD admits have a professional degree and most likely a substantial background in history and urbanism. Students are encouraged to take courses from allied departments of architecture, landscape architecture, and urban and regional planning.
- *Create opportunities for students to contribute to college governance, e.g., sitting on committees:* Current MUD students have been invited to attend all MUD curriculum meetings, and a MUD student representative attends the CAP Executive Committee on a regular basis.
- *Place college, departmental, and program policies and procedures on the web site:* College, departmental, program, and university policies and procedures for both programs are listed and linked on the college website.

IV. Summary of Self-Study

Strategic Plan

The University of Colorado Denver developed a comprehensive strategic plan in anticipation of its Higher Learning Commission (HLC) accreditation visit in 2011. The colleges were asked to develop their own plans, consistent with the campus plan. After the consolidation in 2012, the CAP faculty, staff, college advisory board members, and student organization leaders met to consider a new vision now freed from compromise with Boulder. The college identified three areas in which it is prominent and distinct in its disciplines:

- Enduring Places brings together the perspectives of sustainability and historic preservation, exploring how to embrace existing buildings and public spaces and to create new ones that will thrive and evolve over time. Drawing from the past to inform the future, while basing building designs on deeper traditions, recognizes and protects cultural heritage while creating more memorable, lasting places.
- Emerging Practices explores new modes of professional practice. The design and construction industries are now global, and subject to global social and economic trends. The college is exploring how the next generation of designers and planners can flourish in this new context.
- Engaged Communities addresses the increasing desire of communities to take an active role in creating satisfying and socially just places. Project-based learning, in classroom and studio, as well as through the clinical practice model of its Centers, prepares students to become leaders in a world increasingly open to democratic planning and design among diverse stakeholders.

Academic Programs and the Educational Experience

Architecture Undergraduate Program: The Bachelor of Science in Architecture is an emerging program that offered its first courses in Spring 2013 and has graduated one student, in Summer 2014.

The four-year pre-professional program prepares graduates to enter accredited professional Master of Architecture (MArch) programs across the country as well as other graduate programs in disciplines such as landscape architecture, interior architecture, planning, historic preservation and urban design. The NAAB has established 32 Student Performance Criteria (SPCs) that all graduates of an accredited professional program must satisfy. Students graduating with the BS Arch degree will satisfy 19 of the 32 criteria embedded in the MArch degree. The remaining 13 criteria would be acquired as part of the MArch degree. The program requires 120 minimum credits to graduate. The curriculum is organized around four areas of study: Design Studies; Cultural Studies; Technical Studies; and General Studies.

Architecture Graduate Program: The Master of Architecture program's mission is to lead in the discovery, communication and application of knowledge in the discipline of architecture by integrating theory and practice. A new curriculum being transitioned into the graduate program beginning Fall 2014 is designed to provide students with a range of opportunities for exploring the diverse nature of architecture. The outcome is the student's ability to engage, analyze, organize and manipulate diverse bodies of knowledge essential to the development of creative problem solving skills. Also, every semester the College of Architecture and Planning partners with firms and agencies to offer internships for academic credit.

Landscape Architecture: CAP offers a professional graduate program in landscape architecture with both a three-year first professional degree and a two-year post-professional degree. The standard three-year course of studies is 90 credits. CAP also offers a signature dual degree MLA program with Tongji University in Shanghai, China, and dual degrees with the MArch, MURP and MBA programs. CAP participates in the campus wide GIS certificate and has students currently pursuing this option, which requires 15 credits. The Department of Landscape Architecture has run successful, fully-enrolled Study Abroad Programs since the early 1990s, to places such as Paris, Copenhagen, Rome, Finland, and Turkey. The "Design Build" model has also been used effectively in work done in Denver as part of the Learning Landscapes Initiative, New Orleans after Hurricane Katrina, and Bluff, Utah.

Planning and Design Master of Urban and Regional Planning: The MURP degree is a hands-on program, oriented to the real world, which uses Colorado as its classroom. The MURP is a two-year, fully-accredited program that has produced over 1,300 alumni since its founding in 1971. It is the only accredited graduate planning program in Colorado and the preeminent program in the Rocky Mountain West. In 2012, the MURP program undertook a major strategic planning process that led to the introduction of an entirely new curriculum and re-envisioned degree program. The sequencing of its core and elective courses is designed to enable all full-time students to complete the program in two years. To ensure students' academic and professional success, it deliberately cross-lists courses with departments ranging from Architecture and Landscape Architecture, to Business and Civil Engineering.

Historic Preservation Master of Science: The MS-HP was initiated in 2010 as an interdisciplinary effort of CAP. This degree program draws upon existing tenured and tenure-track faculty as well as a small number of lecturers to deliver the content of this program that typically requires 45 credit hours as a stand-alone degree, or 30-33 credit hours as a concurrent or additional degree for those with advanced standing. There is extensive overlap with other CAP departments however, as the MS-HP was conceived as a program that would benefit from existing resources and hence only modestly contribute to curriculum expansion. Perhaps in part because of the link to the MArch program, and in part due to the economy, there are more concurrent degree seekers and part-timers than originally expected, and the students are moving through the program more slowly than originally anticipated, but CAP sees this as one of its key specialized programs in its bigger college vision, and would like to help it thrive as much as possible.

Master of Urban Design: MUD is an advanced post-professional degree program requiring 36 credits. The program is studio-based with accompanying related topical and depth seminars. It culminates with a signature International Studio in the summer; this has recently been offered in the dynamic cities of Shanghai and Nanjing, China and Copenhagen, Denmark. The MUD co-directors and faculty developed four broad objectives: Design excellence; Communication skills; Professional expertise; and Substantive knowledge. Curricular overlap with the other disciplines in CAP is intentional and created to enhance the post-professional program's mission and pedagogical requirements to advance the training and preparedness for each student. MUD faculty review the goals and outcomes of the curriculum in design reviews as well as annually in a faculty retreat. The financial basis for the MUD resides in the overall CAP budget, and is based on student enrollments.

PhD in Design and Planning: The PhD in Design and Planning is a research-oriented degree that was initiated in 1997. It is appropriate for those seeking careers in research and teaching or in roles in government or professional consultation. Admission to the program is competitive and based on merit and available funding for research projects relevant to the central initiatives in the program. Students may choose to focus in Architecture, Planning, or Landscape Architecture, or work in any combination of these disciplines. The minimum requirement is 36 credit hours of coursework, all of which must be at the graduate level and 30 hours of dissertation credits. All PhD students are also required to take 12 credit hours of core courses.

International Programs: The CAP Global Study Committee was established in fall 2013 to both expand and refine its international education programs by following three key principles: 1) strategically focus CAP programs in certain regions of the world where it can be most effective; 2) integrate the international experiences more fully into the life of the college and the existing degree programs; and, 3) provide centralized support staff for greater efficiencies. Some international programs include Dar Al-Hekma University in Saudi Arabia and the Tongji Dual Degree with Tongji University in Shanghai. CAP also runs extensive summer abroad, Maymester and Winterim programs based on faculty and student interests. Recent programs include Architecture and Urban Context of Rome, Italy and Design Build Construction in Guatemala.

Extended Studies: The continuing and professional education program is in a rebuilding phase as it strategically refocuses its efforts in support of the College's signature areas of prominence and distinction. CAP offers graduate certificates in Design Build and in Geospatial Information Science (GIS). In partnership with the Civil Engineering and the Geography Department, the College also offers a certificate program in Geospatial Information Science (GIS).

Advising: CAP has three advisors, one assigned to BSArch students, another to MArch and MLA students, and a third to MURP, MUD and MS-HP students. They are cross-trained to cover for each other when needed. CAP also has a director of internships and mentorships, who helps connect students to professional offices. Besides the centralized advising offered in Student Services, individual programs also offer additional help.

Outcomes Assessment

College Outcomes Assessment: CAP remains committed to developing and implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality. The culture of assessment continues to improve and expand in the College. Each program has developed student learning outcomes, implemented assessment methods, collected data and, to varying degrees, used the information to inform program improvements. Each program is required to submit an annual outcomes assessment report in May for review by the Director of Assessment. The College offers five graduate programs, a PhD program and newly implemented

undergraduate program in architecture. The CAP programs MArch, MLA, and MURP are professional degrees accredited by external accrediting agencies with learning outcomes for each of these programs tied directly to the expectations of the external accrediting agency. The other programs, MUD, MS-HP, and PhD, do not have a national accrediting agency. The faculty responsible for these programs have developed and implemented learning outcomes in accordance with their program goals and understanding of best national practices. Due to the differing requirements for programs within CAP, the College does not have overall college-wide learning outcomes.

Faculty

Faculty Roster: As of fall 2014, Architecture has four Professors, eight Associate Professors, one Associate Professor (Clinical Teaching Track), two Senior Instructors, three Instructors, and two Adjunct faculty. Landscape Architecture has one Professor, one Associate Professor, two Assistant Professors, two Senior Instructors, and two Instructors. Planning and Design has two Associate Professors, three Assistant Professors, two Instructors, and four Adjunct faculty. There are nine Professors Emeritus.

RTP Criteria: All three primary units in the College have revised their criteria for reappointment, tenure and promotion recently; Architecture in 2013, and Landscape Architecture and Planning and Design in 2014. The criteria required the approval of tenured and tenure-track faculty, the Dean, and the Provost.

Professional Competence: All have appropriate professional terminal degrees, or the appropriate degree required to deliver content in a specific area of the curriculum (e.g., ecology).

Faculty Research and Creative Work

Architecture: Faculty interests are broad and center around Community Outreach, Design Build, Green Technology/Energy, Digital Practices, Preservation, and Traditional Architecture. The professors and associate professors have received grant funding in the areas of Preservation, Community Outreach, Traditional Architecture, and Green Technology. Areas of applied research include exploring high-tech documentation methods and best practices for federal agencies such as the Bureau of Land Management, National Park Service and Department of Wildlife.

Landscape Architecture: The program's point of view and faculty research emphasize design and planning to facilitate and create landscapes supporting human and environmental well-being. Its research also probes understanding landscapes as cultural products expressing social and political values. The work is primarily civic and urban in focus. Specific areas include learning landscapes, food sovereignty and issues of hunger, green roof/living systems, cultural landscapes, and history and theory.

Planning: Planning's research interests center on three main areas: healthy communities; urban revitalization; and regional sustainability. Its research uses quantitative and qualitative tools to assess how different policies from zoning to disaster recovery regimes to housing policy have differential impacts on different populations, with a special emphasis on the most marginalized groups of society. Nearly all the work is community-oriented, engaged research. Examples of research include flood-affected communities in the Front Range and lessons learned from the FasTracks build out.

PhD in Design and Planning: Fourteen members constitute the program faculty and their research interests represent a broad range of interests and expertise. Some examples include: History and Theory of Architecture from Renaissance to present, Cultural Studies, Contemporary Theory, History of Building-types; Green Buildings, Sustainable Living Environments, Environment & Health, Architectural Technologies; Politics of land use, particularly focused on energy and food; Education and

the Profession; History, Theory, Urbanism, Traditional Design Languages; and The Philosophical Relationship of Power and Utopia.

Faculty Service

Architecture: The Architecture faculty are or have been recently involved in many activities that benefit the community, including the State Historic Fund Advisory Board, the Denver Art Museum College Advisory Committee, and the Historic Denver Inc., Past Member of Board of Directors. Faculty also provide considerable service to the profession, including the Association of Collegiate Schools of Architecture Representative on National Architectural Accrediting Board Visiting Teams and the Association of Collegiate Schools of Architecture Faculty Councilor.

Landscape Architecture: MLA faculty members have positions and serve on various committees, such as the Professional Advisory Board of the Jane Silverstein Ries Foundation, the Research Board of Green Roofs for Healthy Cities, and the Regional Director for the Design Communication Association.

Planning: Several faculty members serve on local and statewide boards and committees, including Board Member for the Denver Civic Ventures, Downtown Denver Partnership, Board Member for the Union Station Advocates, and on the Amendment 64 Task Force (appointed by Governor Hickenlooper).

Centers

Overview: CAP engages in a wide range of interdisciplinary research and teaching through two research centers housed within: the Center of Preservation Research (CoPR) and Colorado Center for Community Development (CCCD). Both centers include faculty, staff, and students who support the development of community outreach and applied research. CoPR is funded by State and Federal grants, as well as private funds. CCCD is funded primarily by the Department of Local Affairs (DOLA). The College is currently seeking approval for a third center, the Center for Advanced Research in Traditional Architecture (CARTA).

Center of Preservation Research (CoPR): CoPR is an interdisciplinary, collaborative organization that investigates and participates in the preservation of built environments, cultural landscapes, cultural heritage, and natural landscapes. The projects developed in the CoPR focus on demonstrating new ways of engaging traditional and cutting edge approaches to better documenting, analyzing and understanding community needs and the preservation of heritage, in order to guide informed decision making.

Colorado Center for Community Development (CCCD): CCCD is a clinical teaching practice providing students with real world experiences in design and planning as the center provides communities and neighborhoods with services in these areas. CCCD strives to enhance the quality of community life, through collaboration, applied research and innovative design, for the betterment of all residents. In the process, students' educational experience is enhanced by taking what is learned in the classroom and academic studio and employing it in projects of public and civic interest.

Center for Advanced Research in Traditional Architecture (CARTA) (in Review for Approval): CARTA's mission is to advance the interdisciplinary study and practice of traditional architecture, building craft, urban design and landscape architecture through spirited debate, rigorous education and transformative research so it may improve the built environment and people's quality of life in Colorado, the West and beyond. CARTA will likely be the first center of its kind in the world, bringing together diverse international organizations, practitioners, scholars, students and the general public. CARTA's activities will be organized around several themes that will be explored by integrating research, outreach, education, and scholarship.

Diversity

CAP is committed to enrolling a diverse student body. College recruiting staff participates in outreach activities organized by the Office of Undergraduate Admissions as well as school group visits from underserved populations. During academic year 2013-2014, CAP hosted several middle school and high school visits including visits from students in the Denver Leadership Academy and a girls-only STEM club from Greeley, Colorado. According to a survey of ACE participants between 2002 and 2009, the ACE Mentor program participants graduate at a higher rate than non-participant counterparts, and the program engages a higher percentage of minority students than other after-school programs. During Spring 2014, CAP was pleased to host the ACE Mentor awards program for the front range.

CAP also encourages diversity in its graduate programs through inclusive images and language on promotional materials and targeted scholarship opportunities. The Department of Planning and Design is highly committed to attracting a more diverse student population, which they support through the creation of the MURP Diversity Scholarship that is awarded to selected incoming graduate students from traditionally underrepresented racial or ethnic groups.

Resources

Fiscal Resources: CAP obtains and uses fiscal resources in five broad areas: General Fund; Extended Studies; Auxiliaries; Sponsored Projects; and Foundation Gifts. In Fiscal Year 2013-14, total expenditures of \$8,287,805 were divided as follows: \$6,708,651 General Fund; \$403,162 Extended Studies; \$182,113 Auxiliaries; \$822,545 Sponsored Projects; and \$171,335 Foundation Gifts. The General Fund is the largest amount and is annually appropriated by the Colorado Legislature and divided among all of the institutions of higher education in the state. CU Denver also allows cash funded programs. In these programs, a college sets its own tuition charge to cover expenses, as well as campus overhead charges. Auxiliaries come primarily from income on the plotters and color printing, extended studies, and service learning activities.

Until 2003, the college was undertaking little extramural funded research, and even that was declining. Now however, in addition to extra-mural grants, both CoPR and CCCD are increasing their fee for service activities, projected to reach \$100,000 this year. CAP expects this number to rise in the next few years. From January 2004 to May 2014, CAP raised \$9.8M in philanthropic gifts, which breaks down as \$4.42M in gifts and pledges and \$5.38M in estate bequests.

Budget Process and Resource Allocation: The college budget is overseen by the Dean, and managed by the Assistant Dean for Finance and Administration along with his staff. Individual parts of the budget are managed by various college administrators, primarily Department Chairs and Program Directors.

Budget Process: Each fiscal year begins July 1. The budgeting process begins in the Spring Semester, in anticipation of providing a budget in May to the University for the forthcoming fiscal year. An Assistant Dean prepares a budget and it is presented to the college's Executive Committee, which consists of all Associate and Assistant Deans, Department Chairs, Associate Chairs, and Program Directors. This budget is reviewed and revised several times in consultation with the Executive Committee, and then confirmed and submitted to the campus.

Over the last several years, the Dean has worked to delegate more budget authority and responsibility to the Chairs and Directors, on the expectation that everyone would spend resources more wisely and strategically if they were spending their own money rather than asking the Dean for money incrementally as ideas arose.

Every few years, when the college is anticipating some large changes in its fiscal or educational environment, the entire college is brought together to review the budget and to discuss where and how the expenditures might be adjusted. When the campus was preparing for large budget cuts when state

resources were under pressure, the entire college came together to discuss priorities for cutting, creating a list that the Dean's office could work down until the needed cut was achieved. In the end, major cuts did not transpire.

Salaries: In CAP, each department determines a merit score for its faculty members based on their annual Faculty Report of Professional Activities (FRPA). The professional exempt staff are similarly evaluated by their supervisors. These scores are then put in rank order, and each faculty and staff member receives his or her share of the pool (in the unit in which they are rostered) according to where the score lies in relation to the mean.

Unfortunately, while CAP's highest paid employees are often the most productive, their salaries relative to their peers outside CAP are beginning slowly to fall behind. However, with some retirements and resignations in the last few years, the gap is less severe, and the policy probably needs to be reviewed. CAP also sets aside a small portion of the pay pool each year to be allocated to those employees whose salaries are considered to be severely compressed.

Equal Opportunity for Resources: CAP tries as much as possible to allocate resources for special projects as transparently as possible, where everyone is made aware of funding opportunities, and can submit a proposal.

Facilities: Unfortunately, CAP's facilities have always been barely adequate. CAP undertook a fund-raising campaign for a new building in Denver starting in the late 1990s. Over time, some money was raised, and a number of proposals for public/private partnerships were explored. A building concept was also developed, spanning the building across Speer Boulevard between LoDo and the Auraria campus. CAP has recently been approached by a family foundation interested in naming a remodeled and expanded annex building on the north end of CAP's building. This annex is intended to hold the college's research centers including the Center of Preservation Research (CoPR), the Colorado Center for Community Development (CCCD), and the proposed Center for Advanced Research in Traditional Architecture (CARTA).

Resource Sufficiency: Fiscal resources are sufficient to deliver CAP's programs with distinction. Regarding faculty resources, CAP is about on par with other CU Denver programs in terms of number of courses taught by different faculty types. Also, the student-faculty ratios compared to the other colleges are still quite favorable in terms of the smaller class sizes needed for design based education. The college is able to deliver all of the necessary courses for its programs, with sufficient frequency, to allow students to graduate on time. Class sizes have remained fairly constant over the years. The CAP facilities are sufficient to support all of its activities and to accommodate the growth of the college until about 2021. After that, the college will have to discuss with the university whether it caps enrollments or obtains additional space.

Support Resources: CAP offers many support resources to its students and faculty. The Visual Resource Center (VRC) is a student and faculty services center that provides access to a variety of photographic and audiovisual equipment, a portfolio photography studio room, and analog (35mm slides) and digital image collections. VRC staff members provide professional input on digital imaging issues surrounding copyrights, file type choices, Adobe Photoshop image corrections, and long term digital file storage. The College has also amassed a digital image library of over 104,722 images, which depict contemporary practices as well as the history of architecture, landscape architecture, and urban and regional planning. The database also has the capability to play videos, and display pdfs or Microsoft office files. Students have access to a well-equipped and well-maintained 3000-square-foot design fabrication lab, as well as a computer lab that is open seven days a week, 24 hours a day and access with a coded student ID card. There is also a designated student lounge on the fourth floor of the

building, which is open 24 hours a day, and PhD students have their own lab space adjacent to the student lounge.

The Facility for Advanced Spatial Technology (FAST) Lab functions as a partnership among the College of Architecture and Planning, the Department of Geography and Environmental Sciences in the College of Liberal Arts and Sciences, and the School of Public Affairs. This multidisciplinary laboratory provides state-of-the-art GIScience technology (geographic information systems, remote sensing, GPS, and cartography) for teaching and research on the downtown Denver campus.

CAP has five exhibition spaces: the Dean's Gallery in the Dean's Suite; on the first and second floors; in the Octagon, adjacent to the main lobby and the third floor faculty offices; and the fifth-floor gallery. In the Dean's Suite there is also a Materials Library that houses samples of tiles, bases, veneers, screens, vinyl accessories and wall protections, stone surfaces, shingles, and color swatches.

Summary

CAP has a new vision of building three areas of prominence and distinction, which are Enduring Places, Emerging Practices, and Engaged Communities. Faculty activities in all of these are building the college's reputation and attracting new resources, both in research grants and in philanthropic support. A number of faculty are building regional and national reputations, winning press coverage and awards. The faculty and students are undertaking extensive service learning projects, working with local communities on everything from building new farmers' markets in rural communities, to building affordable and sustainable housing on the Navajo reservation in Utah, to helping communities recover from the floods last year. CAP is now seen as one of the prime examples of the University of Colorado Denver's vision of Learning with Purpose.

The college has obtained the best facilities in its history, with a new exhibit hall, reception area, consolidated student services offices, and undergraduate design studios. For the first time, the college has space that looks like a design school, rather than a generic office building, and it has already won two local and one national design awards. CAP is fast becoming the center of the public conversations about design and planning in the Denver area.

There are some areas of concern, about which the college would welcome advice from the Program Review Visiting Team. Regarding the Historic Preservation program, it would like advice on whether it should continue with its current strategy of small numbers in cross-listed courses, or perhaps switch to the Urban Design model of more specialized and free-standing classes. The PhD program has significantly benefitted from its fundamental re-jigging after the separation from Boulder, but still needs further discussions about how and to what extent students are supported by the college or are required with the help of their supervisors to find their own resources in grants. It also needs to develop learning outcomes. The college must also continue to diversify its income streams. It is relying excessively on tuition, in a period of declining state support, rising resistance to tuition increases above the cost of living, and unexpected enrollment swings as seen in the last recession. The college must create more continuing and professional education courses, certificates, and short courses.

V. Summary of Findings by External Reviewers

Summary and Overview

The College of Architecture and Planning (CAP) is establishing a new and invigorated, urban-based, identity as the flagship full-spectrum design college in the State of Colorado. CAP is in the process of defining its distinctive focus and contributions as well as that of its constituent degree programs. Overall, the ERT observed that the college atmosphere is positive and hopeful. CAP, with its tenured and tenure-track core faculty and talented adjunct faculty, have proven resilient and adaptable during a period of transition. They have responded to the challenge of offering a new undergraduate degree, the Bachelor of Science in Architecture (BS Arch) degree, in totality at the Denver campus. The college has also adjusted to the movement of a majority of senior faculty in the Master of Urban and Regional Planning (URP) Program to the Boulder campus. In addition, several long-term planning faculty retired.

The university and CAP have supported the recruitment of replacement planning faculty resulting in an essentially new URP Program, which presents an important opportunity. In the recent past, CAP has adaptively modified the environment of its building to embody good design and functionality. Looking forward, CAP's leadership has prepared well-conceived designs to expand the renovation and improvement of the building to be an excellent design and planning teaching and research facility.

Program Strengths and Weaknesses

The ERT is impressed by the great potential represented in the emergence of CAP as an integral, free-standing unit. The college encompasses complementary programs and disciplines that position it to offer a broad spectrum of significant design capabilities and training to professionals engaged in the built form. The disciplines within CAP respond to some of the most significant challenges of the times, including the consequences of urbanization and globalization. The ERT identified the strengths and some of the weaknesses of the college and its constituent programs as follows:

Strengths:

- The location of CAP in Denver is a key asset. Many of the students that the ERT met reported that this location was the major factor that attracted them to CAP. Denver is the most important city in the state and broader Western region. Its metropolitan region is experiencing a resurgence in investment and in revitalization of the urban core. The city's location in the State of Colorado is also a strategic advantage given the progressive character of the state, its diverse heritage of transportation, mining, tourism, and its spectacular natural environment which is a base for tourism.
- The specific location of the CAP building on a corner gateway near the vital Larimer Square provides visibility and prominence. This location offers a long-term advantage for CAP, which will help it attract students, faculty, and resources. The urban location places it in the midst of an important living laboratory for the professionals of architecture, planning, landscape architecture, historic preservation, and urban design.
- CAP has strong leadership with commitment to program excellence, one that is engaged in identifying and developing a unique niche for constituent programs in CAP. The Dean, department heads, and center directors engage constructively and provide long and direction and leadership for CAP.
- CAP has a collegial, well-trained faculty that is being refreshed with energetic new faculty hires, and desires to leverage cross-unit collaboration and civil engagement.
- CAP students are collegial, risk taking, non-traditional, diverse, and focused.
- CAP has two established centers (and an emerging third center) with infrastructure to provide the underpinnings for research development. The centers have provided exemplary service to the citizens of Colorado.
- There is a strong community of design and planning professionals in Denver and the region. Many accomplished architects, planners, and landscape architects are engaged in CAP or have the potential to contribute to CAP and strengthen its practice and applied research focus.
- The leadership of CAP has invested in clear and consistent communications. The physical and electronic publications of CAP represent well the image of a Design School. Its publications are serving to attract students and establish collaborative relationships with institutions globally. The CAP web page, printed outreach materials, and design and presentation of lobby and common spaces in the renovated building all reflect consistent resource investment in branding and communication/outreach about CAP and its programs.

Weaknesses:

- The longstanding, but now past, Denver-Boulder campus relationship saga has had a negative impact on the forward momentum of programs. It is time to put the past in the past.

- There seems to be an inability to build on and take advantage of the interdisciplinary context and potential of the CAP. This is particularly notable in the BS Arch Program which is the major arc of enrollment growth and liable to experience faculty shortage as it grows. It has not yet incorporated in its core curriculum offerings from planning, landscape architecture, historic preservation, or urban design which would help prepare students not only for architecture but for the allied disciplines as well.
- Program specific issues were identified which include:
 - The ERT heard about specific MLA curriculum issues including: sequencing of the core studios; lack of depth in grading and planting design; focus on conceptual design at the expense of small scale, grounded design; need to incorporate sustainability principles across the curriculum; lack of preparation of students from non-design backgrounds; and lack of a capstone experience.
 - The URP Program needs to take a hard look at advising and student support.
 - The BS Arch Program needs to assess the efficiency of student advisers who are charged with advising on academic matters and student life as the student body expands relatively rapidly.
- The team recognizes that the PhD Program is in the process of reorganization and transitioning to establishing a new identity and vision. The team understands the faculty is working on this and has made progress in establishing process aspects of progress to degree, but the substantive core and foci of the program are not addressed. The program faculty needs to set clear deadlines, and formulate the vision and strategy for the unit on or before August 2015 to enable the program to recruit widely for excellent students to enter in the Fall of 2016.
- The PhD Program has not yet integrated the interests of new hires, especially in URP.
- There is a possible weakness in enrollment declines in certain programs. These enrollment trends should be monitored and analyzed.

Other Observations

During the site visit the team discovered several good ideas that are in various stages of conceptualization and implementation including:

- moving the centers to the new street-level location;
- the vision for the overall new design for the building;
- the development of a Geographic Information Systems (GIS) certificate;
- the possibility of more dual degrees, minors, and certificate programs.

The team observed several wonderful opportunities for CAP and its ability to contribute in a meaningful way to larger trends of urbanization and globalization including:

- to create a new form of undergraduate architecture education;
- to recreate a PhD Program grounded in the professions;
- to create a synergetic and supportive connection between research in planning and the doctoral program;
- to encourage the MS-HP Program to broaden its reach internationally.

Recommendations for Improvement and Future Development

1. CAP should build on the efforts to create an identity and take these efforts to the next level. CAP has told its story well, but it needs a more compelling story moving forward. This is particularly important for the BS Arch and the PhD Programs.
2. The BS Arch Program should take advantage of the faculty resources in the other disciplines in the college to offer courses in the core curriculum on pertinent aspects of planning, landscape architecture, historic preservation, and urban design.

3. The faculty should continue to ground the PhD Program in the design and planning professions in CAP. The PhD Program should take better advantage of the talents of new faculty, especially in the URP Program.
4. The college could reinvigorate discussions about a Center for Urban Sustainability with a view to its reconfiguration to support CAP's focus areas, (especially the URP, UD, and MLA Programs) research and community service.
5. The dual degree certificate and options need to continue to be discussed and developed with an eye to synergy and overlap and to attract excellent students to CAP.
6. The MLA should explore the structure of studio sequence, for instance beginning at the regional level and moving to the local; explore a skills boot camp for students with non-design backgrounds; increase exposure to sustainability; and, consider offering a capstone experience.
7. The Departments of Urban and Regional Planning and Landscape Architecture should explore offering undergraduate minors in planning and landscape architecture to students within CAP and across campus (especially engineering, geography, and environmental science).
8. The faculty need to determine the right size for the programs and the college and develop strategies to stay at this figure by benchmarking the various programs with their peers.
9. If the GIS certificate is successful, financially, then CAP should explore related GeoDesign opportunities for a similar revenue-generating program. The exposure to research skills using contemporary design media should be expanded.
10. CAP with the university should explore structures to better facilitate cross-disciplinary connections within the college and across campus. CAP could create a common gathering place for students across the disciplines. CAP could enhance the beginning of year orientations and end of semester juries experiences.
11. CAP's leadership should continue to build the college's endowment and funded research.

VI. General Observations and Conclusions by the Program Review Panel

Summary of Strengths and Weaknesses

The members of the Program Review Panel are in agreement with the strengths and weaknesses of the program as assessed by the External Review Team. The PRP members would like to single out the following strengths as particularly important to the College as it moves ahead:

- CAP is well-positioned for student recruiting, located in a dynamic and desirable metropolitan area with few competitors in the region;
- Faculty are engaged and energetic, and the various disciplines within architecture and planning are well-represented;
- The research centers provide a strong infrastructure for community outreach and service.

The PRP members also noted the following challenges:

- Faculty program directors, already extremely busy, are responsible for recruiting students and publicizing programs;
- Programmatic siloes, small discipline concerns, and internal communication issues may be getting in the way of creating additional interdisciplinary programs and initiatives that build on all of the strengths of the College.

Recommendations for Program Improvement and Future Program Development

The College of Architecture and Planning will work with the Dean's Office to develop an implementation plan for the following recommendations. That implementation plan will be submitted to the Office of Academic Planning by September 15, 2015. Each spring for the next three years, the College will prepare a report for the Chancellor and Board of Regents on their progress toward meeting the recommendations.

1. Recommendations for improved marketing and external communications:
 - a. Work with the Office of University Communications to develop a strategic marketing and communications plan that defines the brand and prioritizes student recruitment and community partnerships; the strategic plan themes of Enduring Places, Emerging Practices, and Engaged Communities are a good start;
 - b. Ensure that the development and implementation of the marketing and communications plan involves community partners, to ensure program relevance and strengthen community partner ties;
 - c. Invest in a staff position for marketing, student recruitment and career placement, to remove some of this burden from faculty program directors.

2. Recommendations for academic program improvement:
 - a. Build on the commitment to interdisciplinary approaches for all CAP programs, including:
 - i. Implementing the External Review Team's recommendation to capitalize on the opportunity to "create a new form of undergraduate architecture education" by revising the BS Arch program to include core courses from the other disciplines in the College;
 - ii. Using relevant interdisciplinary themes such as sustainability to guide curricular improvement and develop and market new dual degree and certificate programs;
 - iii. Rather than isolating smaller programs to sink or swim on their own, committing to more efficient and flexible delivery of content through an interdisciplinary approach; this may include offering minors, concentrations, and certificates to CAP students and to other CU Denver students in related fields.
 - b. Revitalize the PhD program through the following actions:
 - i. Decide on the focus of the program and the substantive competencies that program graduates will possess (the ERT recommended grounding the PhD in the design and planning professions);
 - ii. Involve new faculty from the URP program and other new hires;
 - iii. Decide on the ideal size for the program;
 - iv. Designate funds for full-time students, likely a mix of dedicated College resources, assistance from the Graduate School, positions funded through faculty research grants and research center contracts, and scholarships (potentially funded by alumni or community partners), with the goal of offering new students one year support and the prospect of continued support if they remain in good standing;
 - v. Finalize planning and any other actions required by August 2015 in preparation for recruiting new students for the Fall 2016 cohort.
 - c. Improve the MLA program through the following actions:
 - i. Develop and provide a preparatory "boot camp" for entering students without a background in design;
 - ii. Provide more opportunities for hands-on experience and projects;
 - iii. Increase exposure to sustainability concepts and projects;
 - iv. Consider offering a capstone experience.

3. Recommendations for improving community outreach:
 - a. Continue to use the Centers for community outreach and service, and consider a new interdisciplinary center on urban sustainability;

- b. Develop an advisory group of alumni and prominent practitioners to provide input into fundraising, communications, new professional development and certificate offerings, and curriculum improvement;
 - c. Involve practitioners in juries and make juries into larger community celebration events.
4. Recommendations for organizational and operational improvement:
- a. Use the Executive Committee structure to fully explore new interdisciplinary and cross-disciplinary initiatives, and create a culture in which members are encouraged to be creative and open to all new ideas that could promote the College themes of Enduring Places, Emerging Practices, and Engaged Communities;
 - b. As part of this exploration and of implementing the other recommendations above, determine the “right size” of programs and initiatives within the College;
 - c. Work with other units on campus to ensure that the campus budget model provides incentives and support for cross-disciplinary collaborations;
 - d. Work with other units on campus to improve the program prioritization process so that it does not promote unnecessary program isolation and includes meaningful quality criteria in addition to cost.

MONDAY, OCTOBER 27

Time	Location	Hema Dandekar	Ted Landsmark	Fritz Steiner	Attending
8:30-9:00am	495	Entrance Meeting	Entrance Meeting	Entrance Meeting	Terry Potter, Mark Gelernter, Michael Jenson, ERT, PRP
9:00-10:30am	495	XCOMM	XCOMM	XCOMM	Dean, Assoc Dean, Asst Deans, Chairs, Assoc Chairs, Pgm Directors, Asst to Dean, ERT, PRP
10:45-11:15am	CAP	Tour	Tour	Tour	Mark Gelernter, Leo Darnell, ERT, PRP
11:30am-12:30pm	480	Break	Break	Lunch-MLA Students (480)	Students, Steiner, PRP Member
12:30-1:30pm	2005, 470	Lunch-MURP Students (2005)	Lunch-BSArch Students (470)	Break	Students, Dandekar, Landsmark, PRP Member
1:45-2:45pm	470	BSArch Faculty	BSArch Faculty	BSArch Faculty	Faculty, ERT, PRP
3:00-4:00pm	470	MS-HP Faculty	MS-HP Faculty	MS-HP Faculty	Faculty, ERT, PRP
4:00-5:00pm	470	PhD Faculty	PhD Faculty	PhD Faculty	Faculty, ERT, PRP
5:00pm	Hotel Teatro	Return to hotel	Return to hotel	Return to hotel	ERT
6:00pm	The Edge at the Four Seasons	Dinner	Dinner	Dinner	ERT

TUESDAY, OCTOBER 28

Time	Location	Hema Dandekar	Ted Landsmark	Fritz Steiner	Attending
8:30-9:30	2005, 320C	MURP Faculty	MLA Faculty (2005)	MLA Faculty (2005)	Faculty, ERT, PRP
9:30-10:00	300	Centers	Centers	Centers	Center Directors, Vickie Berkeley, Christine Franck, ERT, PRP
10:00am-11:00pm	440	MUD Faculty	MUD Faculty	MUD Faculty	Faculty, ERT, PRP
11:15am-12:15pm	440, 490, 495	Lunch-PhD Students (440)	Lunch-MS-HP Students (495)	Lunch-MUD Students (490)	Students, ERT, PRP
12:15-12:45	2005	Work Session	Work Session	Work Session	ERT
12:45-1:15pm	2005	Exit Meeting	Exit Meeting	Exit Meeting	Terry Potter, Mark Gelernter, Michael Jenson, ERT, PRP
1:30-2:30	470	Feedback Session	Feedback Session	Feedback Session	ERT, PRP, College Constituents who wish to attend
2:30-??	470	Work Session (if desired)	Work Session (if desired)	Work Session (if desired)	ERT

ERT = External Review Team (Hema Dandekar, Ted Landsmark, Fritz Steiner)

PRP = Program Review Panel (Jim Gerlach, Kelly Hupfeld) – welcome to attend the entire two days if desired

10/8/14