Architecture Program Report- Candidacy

Utah Valley University (UVU)

March 1, 2023

NAAB

Architecture Program Report-Candidacy (APR-C)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	<u>Utah Valley University</u>
Name of Academic Unit	Architecture & Engineering Design Department

Degree(s) *(check all that apply)*
 	
Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
150 semester undergraduate credit hours
 	
Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☒ <u>Bachelor of Architecture</u>
	
	   Track: 153 semester undergraduate credit hours
	
	☐ <u>Master of Architecture</u>
	
	   Track:
	
	   Track:
	
	☐ <u>Doctor of Architecture</u>
	
	   Track:
	
	   Track:

Application for Accreditation	**Continuation of Candidacy**
Year of Previous Visit	Fall 2021 – Initial Candidacy
Current Term of Accreditation *(refer to most recent decision letter)*	Continuation of Candidacy
Program Administrator	Associate Professor Paul D. Monson, Architecture Program Coordinator. Paul.monson@uvu.edu Professor Sid Smith: Chair, Architecture & Engineering Design. Smithsi@uvu.edu
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Kelly Flanagan, Dean College of Engineering & Technology. Kelly.Flanagan@uvu.edu
Chief Academic Officer of the Institution	Dr. Wayne Vaught, Provost/Vice President-Academic Affairs. Wvaught@uvu.edu
President of the Institution	Dr. Astrid S. Tuminez, President. Atuminez@uvu.edu
Individual submitting the APR	Paul Monson, Architecture Program Coordinator
Name and email address of individual to whom questions should be directed	Paul Monson, Paul.monson@uvu.edu

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

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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: The Utah Valley University Architecture Program was granted initial candidacy on May 20, 2022, following the VTR received from the visit on October 4-5, 2021. The program is now seeking continuation of candidacy and a visit this coming fall. This APR describes how UVU Architecture addresses all NAAB criteria, including progress made to address all of the items identified in the October 2021 VTR. Highlights of this progress include:

- Hiring of additional faculty and growth in student numbers
- Acquisition of additional studio and classroom space
- Clarification of budget/financial planning needed for current students and future growth
- Continued development of an assessment and planning strategy to define strategic objectives and key performance in order to measure and track improvement over time.
- Completion of the full offering of curriculum courses by the first cohort of students.
- Ongoing evaluation of effectiveness of the curriculum in meeting NAAB PC/SC criteria
- Joining ACSA and training faculty through ACSA conferences, NAAB resources, and other professional development
- Strengthening diversity, equity, inclusion, and accessibility through policies, activities, and services for students and faculty
- Increased engagement with communities and industry leaders
- Increased student opportunities for research and career development

Below are the specific criteria cited in the most recent VTR as Not Met or Not Yet Met/In Progress along with a summary of the program's response and progress. In some cases, a full quotation from the VTR was not used due to space constraints. More information is found in later sections of the APR.

Conditions Not Met:
5.7 Financial Resources
[X] Not Demonstrated - **Team Assessment (QUOTE):** "The program did not provide an operational budget for the program. In addition, the program does not have direct control over its budget. Evidence was not provided that resources are adequate for growth in the program."

- Program actions taken: Budget for current and future needs of the UVU Architecture Program is provided by the university through appropriations to the College of Engineering & Technology. Financial planning and budget management has been clarified with the dean of the college and department chair, and a detailed explanation and budget is provided in section 5.7 of this APR. In response to NAAB concerns that the Architecture Program have more control of budget decisions, the college created a separate index number in the department budget that is set aside for use by the architecture program only and will grow over time. There is also a separate number within the foundation account where money raised by the Architecture Program is set aside exclusively for our use. The Architecture Program currently operates with an annual budget of approximately $500,000 plus other IT, equipment, overhead, and student scholarship expenses provided by the university and college.

Conditions Not Yet Met / In Progress:

2 – Shared Values of the Discipline and Profession

[X] In Progress - General Comments (QUOTE): "The team found that the following were not addressed in enough detail:

- How the values are addressed through curricular and non-curricular activity.
- How these values are addressed as part of the program's long-range planning
- The outcomes sought for each value, how they are assessed and the current status of each
- Evidence the values are woven into the program and student criteria."
  - Program actions taken: Detail on how the shared values are taught and assessed is provided throughout the APR, including in the new updated NAAB Criteria Matrix (Document Link). In addition to many ongoing initiatives to improve, one of the changes implemented since the last NAAB visit is an annual survey and meeting with our Industry Advisory Board that is focused on these shared values. Industry leaders rate the program on each value and provide specific feedback for correction and development. Program leaders receive this feedback and make adjustments to curricular and non-curricular activities to improve performance over time.

3.1 – Program Criteria
VTR concerns (SUMMARY): Several criteria were marked as "Not Yet Met" for a variety of reasons that are addressed in detail in this APR. In some cases it was because a class had not been taught yet or had been taught only once and results were not available. Another concern was a lack of information about outcomes-based assessment.
  - Program actions taken: All core curriculum courses for the program have now been taught and the first cohort of students will graduate this spring (2023). Course content, including lectures, tests, project briefs, and other materials have been provided in this APR. Course effectiveness and student outcomes are assessed through a variety of means, including testing, projects, written papers, and feedback through surveys with students and industry leaders. The outcomes for NAAB Criteria and Program Values for each course are assessed each year by a lead faculty for each course, as outlined in the UVU Architecture Long-term Curricular Planning Guide (Document Link). These reports are reviewed by the curriculum committee and used for strategic planning and continual improvement. In addition to instruction in the classroom, NAAB Program Criteria are addressed through extra-curricular activities, including lectures from industry and academic leaders, resources provided by other campus offices like the Career Development Center, and events run by students and faculty such as study abroad.

3.2 – Student Criteria
VTR concerns (SUMMARY): Similar to 3.1 Program Criteria above, criteria were marked as "Not Yet Met" primarily because course had not yet been taught enough to evaluate the results.
  - Program actions taken: Now that all core curriculum has been taught, course material and student work examples can be provided as evidence for each of the NAAB Student Criteria. The first graduating cohort has finished their final design studio, a capstone project that integrates all of the criteria into a large-scale design project directed through independent research. Capstone projects were evaluated by faculty and visiting industry leaders to assess achievement of NAAB criteria. Other classes that have been taught and can be evaluated are: ARC4120 Active Environmental Systems; ARC3220 Passive Environmental Systems; ARC4220 Building Envelope; and ARC4530 Culture and Behavior. Students have participated in research projects and presented their research in conferences such as the UCUR (Utah Conference for Undergraduate Research). Examples are provided throughout the APR.

5.1 – Structure and Governance
[X] In Progress - Team Assessment (QUOTE): "The description in the APR is very general in terms of the governance structure. The program has yet to provide much detail on reporting structure and the involvement of the faculty and students. Since there have only been consistently two full-time faculty members until August 2021, most of the decisions are made by

the program director. The team was not provided a detailed governance structure diagram for the program and how that fits into the overall university governance structure."

- Program actions taken: The faculty and administration structure has grown and evolved to address the increasing student population. New full-time faculty – Paul Monson, Aliki Milioti, and Chris Lobas – were hired in 2021 to teach studio and other classes. Additional adjunct faculty hired since the last NAAB visit are: Spencer Denison, Steve Goodwin, Lee Gray, Tim Pearson, Ben Felix, Ian Hargrave, and Derek Stevens. After being hired, Paul Monson was elected as the new program coordinator in the fall of 2021 and served with David Barker and Brandon Ro as his assistants for the 2021-22 academic year. During the 2022-23 academic year, an opportunity for collaboration with another school in the region, Snow College, resulted in David Barker changing from full-time to adjunct faculty status. The two schools – UVU and Snow College – are working to create additional curricular offerings for students in the future. David's leadership role as Assistant Program Coordinator is now filled by Dr. Aliki Milioti. The leadership "Triangle" of Monson, Ro, and Milioti, meets every other week to make discuss program direction and strategy. In addition to these Triangle meetings, other strategic and planning meetings are held regularly with adjunct professors, students, and industry leaders to seek input and continual improvement. Chris Lobas is currently on paid leave. The Architecture Program continues to operate within the larger University governance structure: The Architecture Program is part of The Department of Architecture & Engineering Design, which belongs to The College of Engineering & Technology within Utah Valley University. More details including organizational charts are found in section 5.1 of the APR.

5.2 – Planning and Assessment
[X] In Progress - Team Assessment (QUOTE): "The program does have a plan in place for making improvement on a regular basis. Currently the university launched its Vision 2030 plan which requires a five-year assessment cycle plan. The program also conducts an annual Program and Department review. The program has yet to identify its key performance indicators, and how the program is progressing towards its mission and multi-year objectives. The program has identified some challenges in terms of space with increased enrollment and the shortage of faculty. The school does have a professional advisory board in place to provide a forum for outside input."

- Program actions taken: Strategic objectives and key performance indicators have been defined in alignment with both the broader UVU Vision 2030 plan and the NAAB 2020 Conditions and Procedures. Key performance indicators are measured and discussed annually through leadership meetings and other mechanisms that include students, industry leaders, and university administration. A 3-year full assessment cycle has been adopted so the program can be more flexible and responsive to feedback. See section 5.2 for more detail.

5.3 – Curricular Development
[X] In Progress - Team Assessment (QUOTE): "The curriculum was developed by the program coordinator and one other faculty member. With the recent addition of four (4) new hires the program plans to develop a more formal curricular development process."

- Program actions taken: The program has created the UVU Architecture Long-term Curricular Planning Guide (Document Link) to clarify the process of curricular assessment and improvement. Curriculum is evaluated and updated through a process that includes students, industry leaders, faculty, and administration. The Architecture Curriculum Committee (Paul Monson, Aliki Milioti, and Brandon Ro) receives input from all of these stakeholders and proposes changes through a curriculum management program called CourseLeaf at the university level. Changes must be approved through CourseLeaf by department and university leadership as well as a majority of faculty in the department in order to become official. Based on the approved curriculum, each semester's schedule and teaching load is proposed by the Architecture

Program Coordinator and Department Chair and then reviewed by each adjunct and full-time faculty member 6 months or more prior to the start of the semester.

5.4 – Human Resources and Human Resource Development

[X] In Progress - Team Assessment (QUOTE): "The program follows the UVU Faculty Workload Policy. Architecture faculty are expected to teach four (4) classes per semester. Because of teaching loads and curriculum development, current faculty has had limited opportunities to participate in professional development opportunities. There is a licensing advisor in place but he did not attend NCARB Licensing Summit. The APR referenced an array of student services but did not indicate how the program informs the students that these services are available."

- Program actions taken: Striving to satisfy both UVU Faculty Workload Policy and NAAB expectations, the Architecture Program hired additional full-time and adjunct faculty, which decreased workloads and allowed program leadership and faculty to pursue more professional development. Program coordinator Paul Monson attended the annual ACSA Administrators Conference in November 2022. Brandon Ro and Aliki Milioti both participated in professional development workshops and webinars. Detail is provided in section 5.4.3. Student support services, including mental health, child care, financial and career advising, etc. are available through a variety of offices at the University, as described in section 5.4.4. The Architecture Program has begun holding a mandatory meeting once per semester with students where these services are highlighted. Emails to all students are also sent to remind and encourage them to meet with their academic advisors and other counselors to access student services.

5.5 – Social Equity, Diversity, and Inclusion

[X] In Progress - Team Assessment (SUMMARY): No specific concerns were cited in the VTR, but the criteria was marked as In Progress. It noted that the Architecture Program supports the UVU 2020-2024 Inclusion Plan and is developing its own plan to align with this larger mission.

- Program actions taken: The Architecture Program at UVU continues to offer accessible, equitable, and culturally diverse learning experiences to students of all backgrounds. The University's 2020-2024 Inclusion Plan (Document Link) has been adopted to ensure continual improvement in this area. Input is received regularly from students and industry advisors on how the program is measuring up to our goals. With the addition of Dr. Aliki Milioti, the program leadership is stronger in both cultural and gender diversity to better represent the student population. Dr. Milioti sits on the Inclusion, Equity, and Diversity Committee for the College of Engineering & Technology to continue the assessment and improvement process. Because of its open enrollment policy and affordable tuition rates, UVU Architecture attracts a variety of students from underserved communities, and these students are supported both in and out of the classroom. A unique focus of the UVU Architecture Program in the classroom is the emphasis on traditional and vernacular built environments that help to preserve and celebrate diverse cultures. Outside the classroom, students have opportunities to interact with different communities through lectures, cultural festivals like the annual Greek Festival, and student clubs. A NOMAS (National Organization of Minority Architecture Students) club will begin in the fall of 2023.

5.6 – Physical Resources

[X] In Progress - Team Assessment (QUOTE): "The program has recently acquired more space, but with anticipated growth in the program, more space will be needed. The program noted a couple potential solutions. It is anticipated the program will acquire more space after a planned remodel is complete. UVU has a long-term plan to build a new engineering building within the next four years. There is also potential for the program to move into the vacated Alumni House which would accommodate students in years 3-5. The students in the first two years of the program would still be located in the existing engineering building."

- Program actions taken: Since the previous NAAB visit, UVU Architecture has acquired additional studio and classroom space – rooms 715b and 708 – to accommodate expansion. The program now has four dedicated studio spaces, one for each of the four years of studio instruction. These rooms (712, 712a, 713a, and 715b in the Computer Science Building) are supplemented by the newly acquired lecture classroom for history and other lecture-based curriculum (708). The library is now partially available for study and research. Architecture students also have access to a small woodshop, laser cutter, large-format plotters, and a 3D printing lab. Other spaces, including large lecture halls, computer labs, shops, study areas, and a full campus of other resources are shared with other programs at the university. Fall 2023 will be the first semester with all cohorts at full capacity of 20 students in their studio spaces, and we are well-prepared for the space needed. Future growth beyond 20 per cohort is being considered along with various scenarios to accommodate this growth.

6.3 – Access to Career Development Information
[X] Not Yet Met - Team Assessment (QUOTE): "Career development information is available to students via UVU's career development center. Incoming freshmen who declare architecture as their major are connected to a Career Student guide. The school organizes annual career fairs. Information provided does not indicate the program has an assessment process in place to determine success of their career development opportunities."

- Program actions taken: Student career development and assessment is done in several ways. Student preparation for employment largely occurs in core curriculum classes, which are evaluated through testing, student projects, and feedback from industry leaders. Outside of the classroom, the UVU Career Development Center provides mentoring to students through presentations at all-student mandatory meetings and through group workshops and individual sessions. Faculty and industry leaders then evaluate student resumes and portfolios as part of the admissions process to the program and through individual counseling. Students connect with employers through a networking website called Handshake and through in-person Career Fairs. 2023 will be the first annual Career Fair dedicated specifically to architecture majors, which includes both employer and student feedback. The results of these efforts are evaluated through annual student surveys to assess employment rates, career development success, and room for improvement. Plans for improvement are discussed with the Industry Advisory Board, Career Development Center, and Program and Department leadership.

6.4 – Public Access to Accreditation Reports and Related Documents
[X] Not Yet Met - Team Assessment (QUOTE): "The program is not required to have the above items publicly accessible at this time."

- Program actions taken: Accreditation reports and related documents are now required to be made public. All documents are made available to the public through the UVU Architecture website: https://www.uvu.edu/aed/architecture/about/index.html

6.6 – Student Financial Information
[X] Not Yet Met - Team Assessment (QUOTE): "The program provided information from the university Financial Aid office. At this time, the department does not have statistical data to determine cost so they provide students a link to data found on the university Financial Aid website."

- Program actions taken: Now that all classes in the curriculum have been taught and an estimated cost for materials has been determined, this information is provided to students through the UVU Architecture website https://www.uvu.edu/aed/architecture/about/index.html and through communication from instructors at the beginning of each semester. Financial aid and other resources to make the program more affordable for students is provided through the Financial Aid Office. The program also receives donations from Industry Advisors and through fundraising efforts, which is used for student resources and scholarships.

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.

Program Response: N/A

UVU Architecture

Long-term Curricular Planning for

NAAB Program & Student Criteria Assessments Guide

This document is designed as a guidebook to support UVU Architecture faculty in long-term curricular planning, development, and improvement of outcome-based assessments. Learning outcomes are focused on meeting Program Criteria and Student Criteria as outlined in the National Architectural Accrediting Board's 2020 Conditions. Assessing student learning on the overall program level and within each course is the goal so improvements can be made over time.

LONG-TERM CURRICULAR PLAN AND ASSESSMENT CYCLE

UVU Architecture's assessment and curricular plan is an ongoing cyclical process that is broken down into five stages (see the diagram below).
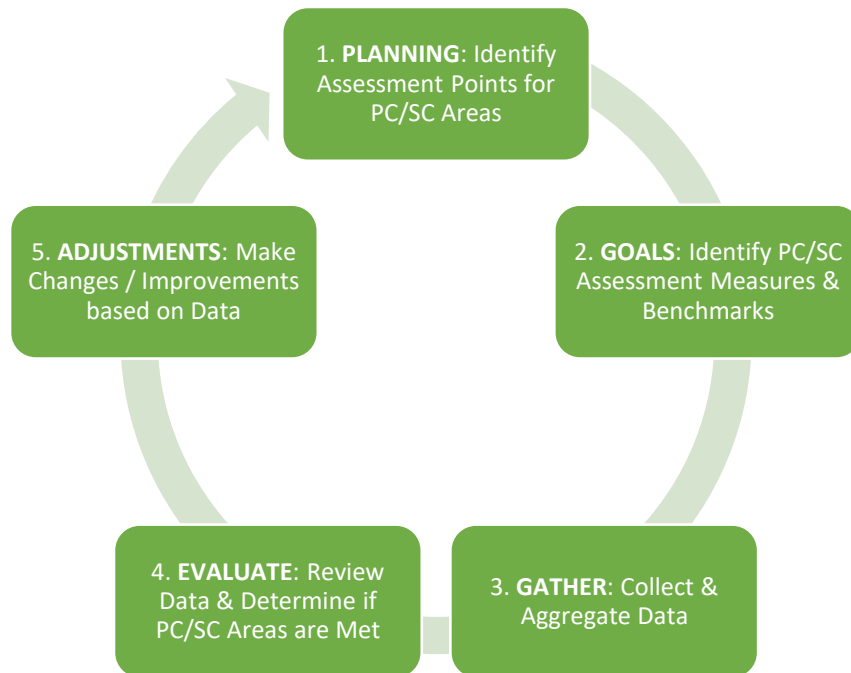
1. The first stage is focused on planning and identifying assessment points for NAAB Program Criteria (PC) and Student Criteria (SC) across the curriculum and among non-curricular activities. This stage also involves charting how NAAB's Shared Values of the Discipline and Profession are integrated and assessed in both PC and SC areas. These efforts have been documented in the "NAAB Program & Student Criteria Matrix."

2. The second stage is focused on assessment goals. Before goals are set, however, assessment measures must be determined. Determining assessment measures occurs in the program's leadership and curricular planning meetings. These measures are broken down into two types of assessment:
   a. *Direct Assessments* of learning are based on objective, measurable evidence where student's demonstrate their understanding and ability to apply knowledge through assignments, projects, and exams.
   b. *Indirect Assessments* of learning are based on subjective or qualitative evidence of student learning, such as surveys, Student Rating of Instruction, etc.

   After the assessment type is determined for each PC and SC, faculty set benchmark goals that can be measured and tracked over time. These efforts have been documented in the "UVU Architecture – NAAB Shared Values of the Discipline & Profession Matrix," "UVU Architecture - NAAB Program Criteria Assessment Matrix," and "UVU Architecture - NAAB Student Criteria Assessment Matrix."

3. The third stage is focused on gathering information. The goal is to collect and aggregate the data that is required by the assessment measures determined in stage two. This process occurs on an annual basis and can also be found in both the PC and SC matrices mentioned in stage two.

4. The fourth stage is focused on evaluation. We review the annual results from the assessment measures to determine in the PC/SC areas have been met. This process is also found in the PC and SC matrices from stage two.

5. The fifth stage in the curricular assessment cycle is aimed on making adjustments. Based on the results from gathering and evaluating the assessment measurement data, UVU's architecture program looks at ways to make changes and improvements to curricula to better address PC and SC learning outcomes. This process is also found in the PC and SC matrices from stage two. After completing the cycle, leadership continues their reassessment of the "NAAB Program & Student Criteria Matrix" by returning to stage one to adjust PC/SC points across the curriculum.

BRIEF NOTES ON THE HISTORY OF CONTINUAL IMPROVEMENT PLANNING

Spring 2021: The UVU architecture program finished stage one and two of the long-term curricular planning and assessment cycle early in 2021. Benchmarks were created based on a grade-based assessment. Preliminary assessment materials and the NAAB Program & Student Criteria Matrix were provided in the 2021 Architecture Program Report.

Fall 2021-Spring 2023: Upon receiving the 2021 Visiting Team Report and recommendations, the program has been gathering and aggregating assessment measurement data up until early 2023.

Spring 2023: The program has been evaluating the data to determine if PC and SC areas are being met across the curriculum. Several adjustments to the PC/SC matrix have been made to improve the quantity and quality of the points where NAAB criteria is addressed. Since most of the benchmarks have been met, the program is planning to continue collecting data until its larger curricular self-assessment in AY 2025-2026.

OUTCOME BASED ASSESSMENT BENCHMARKS

As outlined in the graduation requirements for the Bachelor of Architecture degree in the course catalog, students must possess an overall grade point average of 2.5 or above. Students must also receive a minimum grade of C- in all Architecture courses and elective requirements. Consequently, the architecture program at UVU uses this as a baseline when assessing NAAB program and student criteria outlined in the 2020 Conditions for Accreditation.

The Architecture and Engineering Design (AED) department also encourages self-reflection and evidence to support the implementation of teaching practices that support student learning. As it relates to the **architecture program and** courses that are designated with NAAB student or program criteria, faculty are required to aim to achieve two critical outcome-based assessment benchmarks. These benchmarks are outlined as follows:

1) **Grade Based Benchmark - Minimum Student Passing Rates:** Our general program assessment benchmark is that 75 percent of students are passing each architecture course, assignment, project, or exam designated with NAAB student or program criteria with a grade of C- or higher. Any course that dips below this threshold requires the assigned faculty member to perform a self-reflection and produce a course correction plan. The course correction plan must contain a detailed response as to how the course objectives and NAAB criteria are being incorporated into the curricular plan of the course.

2) **Annual Faculty Assessment Reports:** Each faculty member teaching architecture courses designated with NAAB student or program criteria, must produce an annual faculty assessment report for their course. In the report, faculty must demonstrate that the outcome-based grade assessment benchmarks listed above are met. If these benchmarks are not met, then the faculty must submit a self-reflection and action plan to address the missed benchmarks. This new requirement was formally adopted in AY 2022-2023.

Annual Program Assessment Report

The data from the annual faculty assessment reports will be compiled into a larger architecture program report in order to track these benchmarks over time. This process was formally adopted in AY 2022-2023. This data will be used in the larger curricular self-assessment of the entire program every 3 years.

Long-Term Curricular Assessment and Program Evaluation

The data from the annual faculty assessment reports and the annual program assessment reports are both evaluated on a 3-year cycle. This broad curricular self-assessment will identify if the program's benchmarks are being met as well as areas for improvement. The schedule for the long-term curricular assessment is outlined below:

- AY 2019-2020 – First year Bachelor of Architecture courses (3rd year and above) began to be taught to students
- AY 2022-2023 – 1st long-term curricular assessment and program evaluation
- AY 2025-2026 – 2nd long-term curricular assessment and program evaluation
- AY 2028-2029 – 3rd long-term curricular assessment and program evaluation

Curricular Mapping of NAAB Program & Student Criteria

UVU's Bachelor of Architecture course offerings as well as non-curricular activities and how they are mapped with NAAB Program Criteria (PC) and Student Criteria (SC) are outlined in the following documents.

- UVU Architecture - NAAB Program & Student Criteria Matrix
- UVU Architecture – NAAB Shared Values of the Discipline & Profession Matrix
- UVU Architecture - NAAB Program Criteria Assessment Matrix
- UVU Architecture - NAAB Student Criteria Assessment Matrix

- Studio courses are concluded at the end of each semester with a one-on-one interview where students can voice their concerns, ideas, and feedback about the course.
- Students complete the annual Student Survey (Document Link) in April in conjunction with the Career and Internship Fair. Results are evaluated by faculty and program leadership.
- While students do not have authority or a vote in ultimately deciding program or university policy, they make many important contributions to the academic wellbeing of the program.

The Program Coordinator or any tenured or tenure-track architecture program faculty member may propose changes to the curriculum, new course offerings, course deletion, or requirements for the AS or B. Arch degrees. Written proposals to modify courses or curricula are reviewed by all full-time faculty in the Architecture Program. A majority of the faculty is required to approve and to adopt proposals for new courses, course deletions, content and changes in the curriculum and degree requirements. See section 5.3 and the UVU Architecture Long-term Curricular Planning Guide (Document Link) for more details about curriculum development.

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: As the UVU Architecture Program continues to grow and change, a focus on planning and assessment is critical to achieving meaningful impact that is aligned with our values. The architecture faculty are committed to developing an inclusive program that is able to adapt and improve over time so that students are prepared to be practice-ready master builders who can meet contemporary challenges with enduring solutions. The program coordinator works with faculty, students, and industry advisors to steer the strategic objectives of the program and align with the University's vision and NAAB conditions. Ultimately, our goal is to achieve all NAAB conditions while meeting the University's mission: "To provide cost-effective, easily accessible, high-quality education that meets the state's workforce needs, strengthens the economy, and helps people live productive, dignified, and meaningful lives."

Critical strategic meetings and mechanisms for planning and assessment include:

- Annual Faculty Retreat – Prior to each fall semester, full-time faculty meet to discuss strategic goals and the strengths, weaknesses, and opportunities of the program
- Bi-weekly "Triangle" Leadership Meeting – Program Coordinator and both Assistant Program Coordinators meet every other week to discuss curriculum and other strategic initiatives
- Annual Course Assessment Reports
- Annual surveys and meetings with the UVU Industry Advisory Board
- Student input through SRI (Student Rating of Instruction) evaluations, other surveys, and discussions with student representatives
- Ongoing feedback and discussions with University leadership, including the Chair of the Department, the Dean of the College, and Executives of the University.

The two most important documents in defining the strategic objectives of the architecture program are 1.) Utah Valley University's VISION 2030 Plan and 2.) The NAAB Accreditation Conditions and Procedures:

1. VISION 2030 (https://www.uvu.edu/vision2030/) captures strategic initiatives derived from UVU's mission to meet the educational and workforce needs of our service region. It details initiatives that focus on three key areas: Include, Engage, and Achieve.
2. The NAAB Accreditation Conditions and Procedures define specific values, standards and curriculum objectives to ensure that what is taught is effective at preparing graduates to enter the architectural profession. The accreditation process itself is the primary means that the UVU Architecture Program determines strategic goals and measures whether our curriculum, faculty, facilities, and resources are meeting expectations of the industry.

With these two documents as the guiding framework, the architecture program works towards the same three strategic objectives found in UVU's VISION 2030 plan:

- **"Include"** - Provide accessible, practical, and affordable education in an environment that is inclusive for all.
- **"Engage"** – Strengthen student learning and societal impact through collaboration with community and industry and through relevant research.
- **"Achieve"** – Enhance student success through experiential learning that empowers students to realize their educational, professional, and personal aspirations.

In previous NAAB reports, the UVU Architecture Program proposed a 7-year assessment cycle, but program leaders have determined that this needs to be reduced to shorter-term plans that are more flexible and responsive to the dynamic process of NAAB Accreditation and the accelerated pace of learning that occurs when creating a new program. The proposed planning and assessment cycle is now three years, with 2022/23 as the start of the first cycle. Direct and indirect measures will be used in annual reviews to assess individual courses and the program as a whole to ensure we meet our key performance indicators which align with NAAB conditions and program and student criteria. Feedback from faculty, students, industry, and NAAB will be incorporated into annual adjustments to the strategic plan. A full cycle of program assessment will be completed every three years, with the next cycle beginning in 2025/26.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: For each strategic objective, the following key performance indicators are being measured and tracked:

- **"Include"** - Provide accessible, practical, and affordable education in an environment that is inclusive for all.
    1. Grow the number of students who enter the program and support them with qualified and inspiring faculty.
    2. Attract students and faculty from diverse backgrounds and ensure that the learning environment is truly inclusive for all.
    3. Connect students with services and resources to help them overcome challenges such as mental health, finances, childcare, and housing.
    4. Raise money for student scholarships and experiences that enrich the learning experience.

- **"Engage"** – Strengthen student learning and societal impact through collaboration with community and industry and through relevant research.
    1. Ensure that the human, physical, financial, and informational resources of the program meet the needs of the students.
    2. Seek involvement and input from industry partners.
    3. Engage and collaborate with communities to have a lasting impact.
    4. Encourage student leadership and accountability through research and involvement in and out of the classroom.

- **"Achieve"** – Enhance student success through experiential learning that empowers students to realize their educational, professional, and personal aspirations.
  1. Reach each NAAB accreditation milestone so that UVU graduates will be able to achieve their goals of licensure.
  2. Ensure that curriculum meets all NAAB Accreditation requirements in PC and SC criteria.
  3. Help students reach graduation.
  4. Help students find meaningful employment.

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

Program Response: Progress towards achieving the program mission and goals is demonstrated throughout the full APR report. In order to avoid duplication and overcomplication of goals and objectives, in some cases the measurable outcome is the successful completion of the NAAB criteria itself for that topic. A brief summary of progress on each KPI is provided below along with references to the relevant sections of the APR for more information.

"Include"
Provide accessible, practical, and affordable education in an environment that is inclusive for all.

Progress Report:
Overall, the program has seen steady growth both in numbers and diversity of students. Faculty have increased efforts to make students aware of available services and opportunities that enhance their experience. Fundraising to support student scholarships is growing and will continue to increase as the reputation and reach of the program increases. The B.Arch degree at UVU remains one of the lowest cost degrees in the nation and interest is growing rapidly.

Key Performance Indicators

1. Grow the number of students who enter and complete the program.

Progress Report: The Architecture & Engineering Design Department is the fastest growing department in the College of Engineering & Technology at UVU because of the rapid growth in architecture majors. The number of architecture majors has grown 720% over the past 4 years, from 25 in 2019 to 180 today. The first cohort of students will graduate this May, a major milestone for the program. Because the program was new and not yet accredited, this first cohort of graduates is a small group of only 11 students. Student numbers were also limited at first due to the Covid-19 pandemic and small faculty numbers. Subsequent numbers have grown steadily, although cohort size in the B.Arch program is currently limited to 20 students due to faculty and space constraints so that the program can meet both NAAB criteria and University policy. In the future, if additional faculty and physical resources can be acquired, the program would like to add one additional group of 20 students to the cohort. Growth will depend on whether the program achieves accreditation and successfully persuades University administration of the viability and strength of the program. The metrics being tracked for this KPI are:

A. The **number of students who complete the B.Arch degree** (finish Studio VIII and other required classes) has risen each year

- Cohort 1 (Class of 2023): 11 students
- Cohort 2 (2024): 14 students*
- Cohort 3 (2025): 20 students*
- Cohort 4 (2026): TBD – program goal is to accept 20 students (currently 47 students in Studio II eligible to apply)
- FUTURE GOAL:

- Scenario A – 20 students if faculty and physical resources do not increase
- Scenario B – 40 students if faculty and physical resources do increase

*Anticipated graduation number

B. The **number of students who complete the A.S. degree** (finish Studio I and II and other required classes) continues to rise as well.

- Cohort 1 (Class of 2020): 13 students*
- Cohort 2 (2021): 17 students*
- Cohort 3 (2022): 36 students
- Cohort 4 (2023): 47 students
- Cohort 5 (2024): TBD – program goal is to accept 60 students (currently 150+ students have completed the pre-requisites needed to apply this year)
- FUTURE GOAL:
  - Scenario A – 60 students if faculty and physical resources do not increase
  - Scenario B – 80-100 students if faculty and physical resources do increase

  *Students in cohort 1 and 2 in some cases did not complete all A.S. courses at the same time, but later were able to finish all coursework required to complete the degree and join the same B.Arch Cohort

C. Another number we are tracking with interest is the **percentage of students who complete the A.S. degree after being accepted and enrolling in Studio I**. We have seen a slow decrease in this number over time. Reasons for this are not completely known and require further study to understand. Feedback we have received so far suggests a few common factors, including: Workload in Studio I and II exceeds the expectations of many students; with only 20 spots available in the B.Arch program, some students realize that they might not get into the B.Arch as they had hoped and therefore decide to drop out of the program rather than finishing; some students discover other career paths or majors that are a better fit for them. The program goal is to maintain this number above 70% if B.Arch capacity remains at 20 students. If we are able to increase enrollment to 40 students, then we would like to see this percentage increase to 80%.

- Cohort 1 (Class of 2020): 13 students*
- Cohort 2 (2021): 17/19 students (89%)
- Cohort 3 (2022): 36/45 students (80%)
- Cohort 4 (2023): 47/63 students (75%)
- Cohort 5 (2024): TBD – program goal 70-80%

*Students in cohort 1 in some cases did not complete all A.S. courses at the same time, but later were able to finish all coursework required to complete the degree and join the same B.Arch Cohort

D. The **number of students applying to the A.S. Degree (Studio I)** is growing. For the first three cohorts, a formal application was not required, and acceptance was done on an individual basis through discussions between the student and faculty. 13 students were accepted into Studio I for the first cohort, 19 students for the second cohort, and 45 for the third. Portfolio applications began in 2022 when it was apparent that applications would exceed capacity. 72 students applied and 63 were accepted (88%) in 2022. It is anticipated that the number of applications will continue to increase (and acceptance

rates will decrease). FUTURE GOAL: 100-120 applications per year with 60-80 accepted.

E. Finally, the **number of students enrolling in ARC 1010** to become eligible to apply to the A.S. Degree has also increased. The program is increasingly relying on adjunct faculty to teach additional sections of this class to satisfy student demand.

- 2019/20 – 24*
- 2020/21 – 82
- 2021/22 – 122
- 2022/23 – 161
- FUTURE GOAL: Maintain +/- 150 student enrollment per year

* In 2019/20 this course was taught under a different catalog number, EGDT 2740

NOTE: Other metrics we would like to track in the future:

- The number of students initially intending B.Arch as their major. This number is currently difficult to measure due to the fact that UVU is open enrollment and so we are working with the academic advisors to get a more accurate picture of how overall initial interest in the program is changing over time
- Number of students transferring to UVU after completing some or all of the A.S. Degree Design Studios (ARC 1010, Studio I, and Studio II) at other schools. Articulation agreements are not yet in place for this to occur. Transfer students may receive credit for GE or other EGDT classes, but in the future we anticipate that other schools such as Snow College and BYU-Idaho will begin to offer the equivalent of ARC1010 and Studio I and II so their students can transfer to UVU to finish the B.Arch Degree

In summary, the 3-year plan for student enrollment is the following:
- ***150 students enroll in ARC 1010 annually and become eligible to apply for admission to the A.S. Degree***
- ***100-120 applications to the A.S. Degree***
- ***60-80 accepted to the A.S. Degree***
- ***20-40 accepted to the B.Arch Degree***

2. Attract students from diverse backgrounds and ensure that the learning environment is truly inclusive for all.

Progress Report: UVU is an open enrollment university with very low tuition, which makes the B.Arch degree a viable option for students from any background, regardless of race, ethnicity, gender, or other factors. While federal law prohibits discrimination in acceptance to the program based on these factors, we want to ensure equal opportunity for all students and an environment that is truly inclusive for all. For more information on the student services provided at UVU and the ways that UVU works to achieve diversity, equity, and inclusion, please refer to Sections 2, 3.1 PC.8, 5.4, and 5.5. Diversity is increasing at UVU. The metrics being tracked for this KPI are:

A. **Percentage of female students** in the A.S. and B.Arch Degree graduating class

Cohort	A.S. Degree	B.Arch Degree
Cohort 1 (Graduation Year 2023)	N/A*	27% (3/11)
Cohort 2	53% (9/17)	50% (7/14)**
Cohort 3	28% (10/36)	20% (4/20)**
Cohort 4	57% (27/47)**	TBD

*Current A.S. Degree was not in place when Cohort 1 was going through the program
** Anticipated to graduate
NOTE: The lack of female enrollment in cohort 3 appears to be an aberration from the overall trend of numbers increasing

B. **Percentage of minority students** in the A.S. and B.Arch Degree graduating class

Cohort	A.S. Degree	B.Arch Degree
Cohort 1 (Graduation Year 2023)	N/A*	0% (0/11)
Cohort 2	12% (2/17)	14% (2/14)**
Cohort 3	19% (7/37)	15% (3/20)
Cohort 4	13% (6/47)	TBD

*Current A.S. Degree was not in place when Cohort 1 was going through the program
** Anticipated to graduate

C. Ratings by students and industry leaders

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7
- Initial 2023 Industry Survey – 5.56/7 (Benchmark met)
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

D. Annual cost of tuition – the current cost of tuition is $5,368 per year, which is substantially lower than alternative options for a degree in architecture (data from current NCARB and UVU websites). Goal: continue to offer low-cost tuition in accordance with university policy

Cost of Architecture School
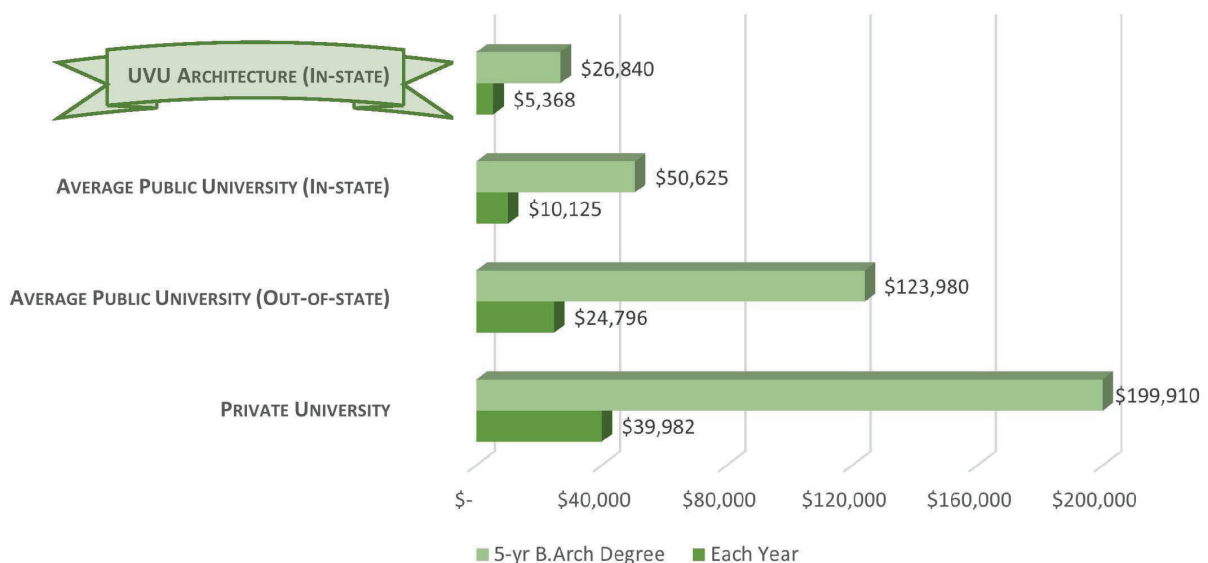
UVU Architecture (In-state): $26,840 (5-yr B.Arch Degree), $5,368 (Each Year)
Average Public University (In-state): $50,625 (5-yr B.Arch Degree), $10,125 (Each Year)
Average Public University (Out-of-state): $123,980 (5-yr B.Arch Degree), $24,796 (Each Year)
Private University: $199,910 (5-yr B.Arch Degree), $39,982 (Each Year)

Legend: ■ 5-yr B.Arch Degree ■ Each Year

3. Connect students with services and resources to help them overcome challenges such as mental health, finances, childcare, and housing.

Progress Report: Utah Valley University (UVU) offers a wide range of support services to help students succeed academically, personally, and professionally. Historically marginalized groups and minorities are provided an array of resources to improve their chances for success and help to foster an inclusive environment. More information on these services and how students are made aware of them is found in Sections 5.4.4 and 5.5. In an effort to determine the awareness and impact of these services, questions are included in the annual student survey the metrics being tracked for this KPI are:

A. Percentage of students who say they are aware of student services

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

B. Percentage of students who say they have used these student services

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

4. Raise money for student scholarships and experiences that enrich the learning experience.

Progress Report: The UVU Architecture Program is in the early stages of development, and fundraising is ongoing. Initial fundraising efforts focused on the acquisition of the library. Recently, fundraising has continued for scholarships for study abroad and for increased engagement with industry and communities. See section 5.7 for more details. The metrics being tracked for this KPI are:

A. Money raised annually for the UVU Foundation Architecture Account

Year	Total Amount	Detail
2020/21	$20,000	$17,000 Library donation shipping and shelving $3,000 Community engagement Murray, UT
2021/22	$7,000	$7,000 Studio VII Community engagement trip to San Francisco
2022/23	$12,500	$5,000 Study Abroad $6,500 Industry Advisory Board $1,000 Student Design Competition

B. Grants applied for and awarded

Year	Total Amount	Detail
2019/20	$5,000	Woodshop equipment
2020/21	$0	
2021/22	$0	
2022/23	$0	Note: A grant application for $33,000 has been submitted for 2023/24 new drafting equipment purchases

NAAB

C. Annual budget PBBA (Program-Based Budgeting and Accountability) from the University for the UVU Architecture Program and AED Department

Year	PBBA – Architecture Program	PBBA – AED Department
2022/23	$5,000	$30,498

Note: Prior to 2022/23 academic year the architecture program did not have a separate budget from the AED Department. This number will be tracked moving forward.

For additional information, see Section 5.7 Financial Resources.

"Engage"
Strengthen student learning and societal impact by providing essential educational resources, collaborating with community and industry, and encouraging engaging research.

Progress Report:
The Architecture Program at UVU provides up-to-date educational resources and opportunities for research to our students. We recognize the importance of collaboration with the community and industry, and actively works to establish and maintain these partnerships. These collaborations ensure that the program provides students with a relevant, industry-focused education that prepares them for successful careers in the field.

Key Performance Indicators

1. Ensure that the human, physical, financial, and informational resources of the program meet the needs of the students.

Progress Report: The program is committed to ensuring that the human, physical, financial, and informational resources of the program meet the needs of its students by providing a supportive learning environment that fosters academic success and career readiness. The goals for this KPI are:

> A. Meet NAAB criteria for Section 5.4 Human Resources and Human Resource Development, including achieving workload balance for faculty, providing an active NCARB Licensing Advisor for students, encouraging professional development, and making support services available. See Section 5.4

> B. Meet NAAB criteria for Section 5.6 Physical Resources, including space to support studio and classroom learning, space to support faculty, and other equipment and resources needed. See Section 5.6.

> C. Meet NAAB criteria for Section 5.7 Financial Resources, demonstrating that the program has appropriate institutional support and financial resources to support student learning and achievement. See Section 5.7.

> D. Meet NAAB criteria for Section 5.8 Information Resources, providing convenient and equitable access to architecture literature and information as well as visual and digital resources that support student education and access to librarians and visual resource professionals to faculty. See Section 5.8.

2. Seek involvement and input from industry partners.

Progress Report: The program actively collaborates with the industry to provide students with a comprehensive and industry-relevant education. Metrics being tracked for this KPI are:

A. Participation by Industry Advisory Board in annual meetings and feedback surveys. In 2022/23 the Advisory Board was formally reorganized to include professionals who have shown a commitment to the success of the program. Participation of the board is measured by attendance at annual meetings and completion of feedback surveys (see Section 2 and Section 5.2.5)

Year	Board Meeting Attendance	Feedback Survey Completion Rate
2022/23	93% (14/15)	53% (8/15)
GOAL	75%	60%

The goal for meeting attendance was met in 2022/23. The goal for feedback survey completion was not met. In future years we will add an accountability report for Industry Board Members to encourage more participation in the survey.

B. Include professionals in the educational experience through involvement in studio design critiques and as adjunct professors.

Year	Number of professionals who participated in studio design critiques	Number of professionals actively teaching as adjunct professors
2020/21	29	2
2021/22	66	3
2022/23	TBD	9
GOAL	50	Maintain current number and grow as needed in the future

3. Engage and collaborate with communities to have a lasting impact.

Progress Report: The program provides engaging collaboration with communities primarily through studio projects that include community and/or client involvement. The Industry Advisory Board provides feedback and suggestions for improvement annually.

A. Provide at least one design studio project each academic year that includes community and/or client involvement. Increase the amount of involvement over the course of a student's education.

- Year 1
  - Currently not provided
  - GOAL: Add 1 design studio project that includes community and/or client involvement
- Year 2
  - Currently not provided
  - GOAL: Add 1 design studio project that includes community and/or client involvement
- Year 3
  - Provided: 1 (ARC 3110 Studio III - Beit Lehi Israel Visitor Center)
  - GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement
- Year 4
  - Provided: 1 (ARC 4210 Studio V - Elementary School)

     o GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement
- Year 5
  - o Provided: 2 (ARC 4510 Studio VII – Urban Design; ARC 4610 – Capstone)
  - o GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement

B. Industry Advisory Board feedback on this Value as measured by annual survey results and input at Board meetings (See Section 2).

- Initial 2023 Industry Survey – 6/7 (Benchmark and Aspirational Goal met)
  - o Benchmark Goal 5/7
  - o Aspirational Goal 6/7

4. Encourage student leadership and accountability through involvement in and out of the classroom.

Progress Report: The program provides leadership and accountability through extracurricular organizations such as the ICAA Emerging Professionals. Other organizations will be added to provide more opportunities for students.

A. Student participation and satisfaction with extracurricular activities such as sketch club, ICAA lecture series, workshops, career fairs, study abroad, and other activities

- Initial Student Survey will be completed 4/2023
  - o Benchmark Goal 5/7
  - o Aspirational Goal 6/7

B. Leadership of student organizations

- Current: 3 Executive Officers for Emerging Professionals Club "Rising Vitruvians"
- Goal: Add 3 Executive Officers for AIAS; Add President of NOMAS

C. Students participating in research both in and out of the classroom

- Student research included in coursework
  - o Current: Students participate in research primarily through the following courses: ARC 3230 (History 1), 4130 (History 2), 4520 (Theory), and 4230 (Capstone Research). 4520 students present their research at the annual UCUR Conference.
  - o Goals: Increase and improve participation in research
    - ▪ Raise grant money for students in Capstone Research to pursue travel and independent research.
    - ▪ Increase students participating in research conferences
    - ▪ Hold conferences at UVU to expose students to academic research presentations
- Student satisfaction with research opportunities - Initial Student Survey will be completed 4/2023
  - o Benchmark Goal 5/7
  - o Aspirational Goal 6/7

"Achieve"

Enhance student success through experiential learning that empowers students to realize their educational, professional, and personal aspirations.

Progress Report
The Architecture Program empowers students through an integrated curriculum, real-world learning, and open and collaborative environment, faculty mentoring, and career preparation so that students can graduate and find meaningful employment.

Key Performance Indicators

1. Reach each NAAB accreditation milestone so that UVU graduates will be able to achieve their goals of licensure.

> *Progress Report: The architecture program has reached the NAAB milestones of eligibility and initial candidacy so far*
>
> Goal: Achieve Continuing Candidacy in 2023 and Initial Accreditation in 2025

2. Ensure that curriculum meets all NAAB Accreditation requirements in PC and SC criteria.

> *Progress Report: The architecture program has several PC and SC categories that were evaluated as "Not yet met / in progress" in the previous VTR. All core curriculum classes have now been taught and assessed at least once.*
>
> Goal: Complete the 3-year curriculum assessment cycle for all classes in the program and meet NAAB Accreditation requirements

3. Help students reach graduation.

> *Progress Report: The first cohort of 11 students will reach graduation this spring, 2023. It is anticipated the number of students reaching graduation will steadily increase over the next few years. Many circumstances affect graduation rates, including life changes that are outside of the program's control, but the program is committed to doing everything it can to help students achieve the academic standards required for graduation.*
>
> A. Graduation Rate: Percentage of students who enter the B.Arch Program in year 3 and continue on until they successfully reach graduation.
>
> - Cohort 1: 85% (11/13)
> - Goal: 85%

4. Help students find meaningful employment.

> Progress Report: The program is committed to preparing students for architectural practice and helping them find meaningful employment during and after there time as a UVU student. Many students in the initial cohort had prior working experience and set a high standard for future cohorts to follow. As student numbers grow it will become more challenging to maintain a high job placement rate during school as available employers are limited in the immediate valley, but the program maintains the goal that every student who is looking for work can find it.
>
> A. Job placement rate after graduation

- Current: 100% (11/11) – Note: students have not graduated yet but all coursework has been completed
- Goal: 100%

B. Job placement rate during school for B.Arch students (years 3-5)

- Cohort 1 (2023) – Year 5: 100% (11/11)
- Cohort 2 (2024) – Year 4: 79% (11/14)
- Cohort 3 (2025) – Year 3: 80% (16/20)
- Goal: 75%

C. Student satisfaction with program efforts and resources in job placement

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

D. Student satisfaction with current employment

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

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

Program Response: As part of the annual Faculty Retreat on August 17, 2022, an analysis of strengths, challenges, and opportunities was performed, which identified the following:

Strengths
- Qualified and diverse faculty that can inspire students
- Diverse faculty
- Good connections to industry
- Unique architectural pedagogy that emphasizes traditional, classical, and vernacular
- Interdisciplinary collaboration
- Connections to industry
- ICAA partnership
- Hand-drawing emphasis
- Technology and emphasis on drafting skills
- Great students that come from many backgrounds

Challenges
- Being a small program within a department in a large university – politics and lack of power
- Fundraising
- Student diversity needs to be strengthened
- Non-traditional students have different needs
- Studio culture – students need their own space and need to spend more time together
- Need more space to teach
- Hiring more faculty – finding qualified faculty
- Keeping student/teacher ratio low
- Expectations – how to encourage innovation and creativity when requirements are sometimes prescriptive
- Physical resources – equipment, shop space, modeling space and materials

- Would like to hire our own admin assistant for the program, not shared with department
- Faculty teaching schedules
- Balancing digital vs hand drawings
- Lack of understanding in the profession and by other academics about what we do – prejudice against traditional and classical architecture
- Student lack of knowledge (don't know history, how to draw, have not traveled, etc.)

Opportunities
- Global interest in classical and traditional
- Lost skills / trades
- Need to preserve history and heritage – lack of schools that teach preservation
- Cultural diversity
- Vernacular architecture
- Affordability
- Study abroad
- International / national collaborations
- Research opportunities
- Fundraising

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: From the beginning, the UVU Architecture Program has sought input from practitioners to guide the direction of the program. A local advisory board of architects and other professionals was loosely organized to aid the program in long range planning, curriculum development, industry readiness, job skills, and professional development of our students. In 2022/23 this board was formally reorganized to better reflect the professional firms that have expressed strong commitments to the students at UVU through their participation in student reviews, volunteering, adjunct teaching, and/or financially through an annual contribution to the program of $500.

UVU Industry Advisory Board			
Name	Industry	Company	Position
Bruce Fallon, Chair	Architect	WPA Architecture	Principal
Tanya Davis, Vice-chair	Architect	Church of Jesus Christ LDS	Architect
Chris Westaway, Secretary	Interior Design	Edifice	Principal
Katie Boyer	Architect	Establish	Architect
Curtis Miner	Architect	CORE Architecture	Owner
Tressa Messenger	Architect	CORE Architecture	Designer
Brandon Leroy	Contractor	Jackson & Leroy	Owner
Steve Goodwin	Architect	FFKR	Principal
Steve Cornell	Architect	FFKR	Architect
Jason Bright	Architect	Method Studio	Principal
Clayton Vance	Architect	Clayton Vance	Owner

Sean Thompson	Architect	Elliott Work Group	Principal
Roger Hansen	Architect	CRSA Architects	President
Eric Magleby	Developer	Goodboro / Brad Houston	Owner
Vern Latham	Architect	VCBO	Principal

The Industry Advisory Board plays a critical role in the ongoing growth and development of the architecture program at UVU. The Board meets once per semester with the full-time faculty and once annually with student representatives alone. At the meeting with faculty, the Board is updated on the latest news and information about the program and then given an opportunity to give input and guidance from the practitioner's point of view. The minutes of the 2023 spring meeting can be found here: (Document Link). Prior to the meeting in the spring, Board members complete a survey evaluating the program's performance in each of the six shared values of the discipline and profession identified in section 2 of this report. Full results from the survey can be found here: (Document Link). This feedback from the Board helps the program leadership to identify areas of strengths, weakness, and opportunity, which guides strategic planning. The Board also strengthens our professional network, connecting us to professionals in the region. Many members of the Board employ UVU students, creating a mutually beneficial long-term relationship.

The Industry Advisory Board By-Laws were recently updated with input from the newly reorganized board. (Document Link) They are currently under review to be approved by the Board.

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 NAAB accreditation process is ensuring that program self-assessment is driving change at all levels of administration from the program to the department, college, and university. Self-assessments are used extensively for setting measurable goals to improve, as outlined in Section 5.2.3. Program leadership meet every other week to discuss these goals and how to incorporate feedback into meaningful change in curriculum and extracurricular activities. As the young program at UVU matures, the process of assessment, adjustment, and re-assessment will become part of the culture and be appreciated by students, faculty, and professionals who can see that their voices are heard. We look forward to the continued refinement ahead.

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 Program Self-Assessment is based on an ongoing cycle that includes

- Planning and identifying assessment points
- Creating goals and assessment measures and benchmarks
- Gathering data
- Evaluating data and results
- Making changes and improvements based on data

Department of
ARCHITECTURE &
ENGINEERING DESIGN
UTAH VALLEY UNIVERSITY

UVU Architecture Industry Advisory Board
2/16/2023 Meeting

AGENDA

5:00 pm   Welcome and attendance

5:05 pm   Introductions

5:15 pm   Opening remarks – Paul Monson, UVU Architecture Program Coordinator
                 "Critical Role of Industry Advisors in the Mission of UVU Architecture"

5:25 pm   Review results of Feedback Survey

5:50 pm   SWOT Analysis

6:15 pm   Board business
                 -   Adopting by-laws
                 -   Electing officers
                 -   Scheduling future meetings
                       o   With faculty
                       o   With students

6:30 pm   Meeting adjourned

UVU Industry Advisory Board Members
Present / Not Present

Name	Industry	Email	Phone	Company	Position
Sean Thompson	Architect	sthompson@elliottworkgroup.com		Elliott Work Group	Principal
Jason Bright	Architect	jasoncbright@gmail.com		Method Studio	Principal
Katie Boyer	Architect	katie@establishdesign.com		Establish	Architect
Curtis Miner Tressa Messenger	Architect	curtism@cmautah.com tmessenger@uvu.edu	208-242-9502	CORE Architecture	Owner Designer
Brandon Leroy	Contractor	brandon@jacksonandleroy.com		Jackson & Leroy	Owner
Steve Goodwin Steve Cornell	Architect	sgoodwin@ffkr.com scornell@ffkr.com	801-913-0025	FFKR	Principal Architect
Chris Westaway	Interior Design	Chris.Westaway@edificedna.com		Edifice	Principal
Tanya Davis	Architect	tanya.davis@churchofjesuschrist.org		Church of Jesus Christ	Architect
Clayton Vance	Architect	clayton@claytonvance.com	801-830-0072	Clayton Vance	Owner
Bruce Fallon	Architect	bfallon@wpa-architecture.com		WPA Architecture	Principal
Roger Hansen	Architect	roger@crsa-us.com	C 801.209.3249 o 801.355.5915	CRSA Architects	President
Eric Magleby	Developer	eric@goodboro.com	801-234-0464	Goodboro Homes	Owner
Vern Latham	Architect	vlatham@vcbo.com		VCBO	Principal

Minutes
-   Welcome and call to order
-   Self-introductions

- Opening remarks – Paul Monson "Critical Role of Industry Advisors in the Mission of UVU Architecture" – update on UVU Architecture program
  o Financial value of UVU education – half the cost of other public schools, 1/10 the cost of private school
  o B.Arch is 2+3 year – first 2 years foundation in drafting a design to get Associates – then matriculate to B.Arch
  o Both degrees competitive with merit based application
  o Need 2 Board members for portfolio review committee
  o Enrollment limited due to space and faculty constraints
  o Demand from students is growing
  o Curriculum is strong in technical drafting, technology, and classical design
  o Students involved outside of classroom – Rising Vitruvians, AIAS, NOMA
  o Recent esquisse competition sponsored by Board Member Eric Magleby
  o Regional schools inquiring about articulation agreements
  o Study Abroad this summer to Greece and Rome
  o Career Fair April 4
  o NAAB Accreditation – On track to achieve accreditation in 2025/26
  o NAAB Criteria include "Shared Values" – Group discussion SWOT Analysis about the 6 shared values (See below)
- Board business
  o DRAFT of by-laws to be distributed to board for comment and vote
  o Meetings to be held 1x per semester + 1 meeting with student leaders
  o Elect Board Officers
    ▪ Board Chair – Bruce Fallon
    ▪ Board Vice-Chair – Tanya Davis
    ▪ Board Secretary – Christ Westaway

Meeting Adjourned

Discussion of SWOT and NAAB Shared Values of the Discipline and Profession – what outcomes are important in the profession? What are the strengths and opportunities for UVU? What are the threats and weaknesses
- Emotionally resilient students – help them understand that design critique is not a personal attack
- Students who ask why and are self-critical
- Not satisfied with easy answers such as "I did it because I like it"
- Problem solving and communication is what design is all about
- Balancing the need for function and aesthetics
- There are many good answers but there are also "wrong" answers – being able to understand when an answer is inappropriate
- More instruction/opportunities in urban design – knowing how to design a neighborhood or a street, not just a single building
- Emphasis on context – work with communities – examples like Auburn's rural studio
- Trips to see urbanism in US like Savannah and Charleston
- Opportunity – How to solve Utah's problem of "density" and affordable housing
- Collaboration or competition opportunities with other departments
    o Engineering – design something and work with engineers to add other systems and structural calculations
    o Construction management
    o Interiors
    o Landscape
- Learning how buildings are put together, the building science – partner with builders to have students construct a house or small project
- Students need business knowledge
- Montana does a "Community Design Studio" where students engage with a community that applies for a grant

- Focus on small goals and iterative progress
- Create "Macro" designers who can create architecture that is consistent throughout an entire project
- Make sure they are ready for contemporary practice where most buildings are not classical
- Principle-based rather than one specific style
- True diversity is valuing beauty that is found in all cultures
- Opportunity/threat of AI in design – still a fringe technology but rapidly progressing – designers who use it to their advantage will be many opportunities
- Students could be involved in the CRAN Institute this fall (October)

2023 Spring - UVU Architecture - Industry Advisory Board Survey

Design: UVU is preparing students to design better, safer, more equitable, resilient, and sustainable built environments? (1-strongly disagree — 7-strongly agree)	What recommendations do you have for UVU to improve in teaching the value of design?	Environmental Stewardship and Professional Responsibility: UVU is preparing students to be ethical and to take responsibility for the impact of their work on the natural world and on public health...	What recommendations do you have for UVU to improve in teaching the value of environmental stewardship and professional responsibility?	Equity, Diversity, and Inclusion: UVU is preparing students to seek fairness, diversity, respect, and social justice in the profession? (1-strongly disagree --- 7-strongly agree)	What recommendations do you have for UVU to improve in teaching the value of equity, diversity, and inclusion?	Knowledge and Innovation: UVU is preparing students to advance architecture as a cultural force, drive innovation, and continuously improve the discipline to respond to ever-changing conditions?	What recommendations do you have for UVU to improve in teaching the value of knowledge and innovation?	Leadership, Collaboration, and Community Engagement: UVU is preparing students to practice architecture as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines,...	What recommendations do you have for UVU to improve in teaching the value of leadership, collaboration, and community engagement?	Lifelong Learning: UVU is preparing students to value the breadth and depth of architectural history, theory, and practice throughout their professional lives? (1-strongly disagree --- 7-strongly...	What recommendations do you have for UVU to improve in teaching the value of lifelong learning?	Thank you!! Other final thoughts? What other feedback or recommendations do you have for the UVU Architecture Program?
7	to be sustainable, a building needs to be visually sustainable. traditional and timeless aesthetics must be at the foundation of all architectural education	7	n/a	7	I completely disagree with this entire philosophy and it shouldn't be a part of an architectural education. It's the antithesis of good design. We don't need more communist architecture which is the physical realization of those	7	Just keep teaching the most relevant construction stuff	7	They're doing fine in this area...don't get arrogant.	7	the ones i have working for me value lifelong learning	petition the school to eliminate D.E.I. pursuits as the entire objective is antithetical to a proper education.
7		7		7		7		7		7		
5	While I like the focus on classical design, there needs to be some instruction and development of ideas on how classical design can lead to improved design in all different building styles. There is so many projects being done in our state that could be improved with the principals of classical design even when a client doesn't want to design a classical building or doesn't want to spend the money to do it right. That's where the rubber hits the road and the value of design can be implemented in such a way that doesn't require a Corinthian column or an egg and dart detail.	3	I don't know that we've been able to see evidence of a level of understanding in our staff as it relates to environmental stewardship. For many firms in the area, especially smaller firms that have been around for awhile, the knowledge base of environmental stewardship is still developing. This could be a key element of standing out in how students are prepared to practice and contribute to the growth of a firm.	5		5	Precedent study needs to go beyond taking an existing project and applying the style of a particular building to their particular design project. I've seen in multiple design studio projects that students have taken the work done by other architects and simply applied it to their project. Students need to learn to evaluate the precedent for what can be learned from their precedent in terms of knowledge and innovation and then be able to apply it to their project in the way that makes it specific to their site, their program and their design. They need to start seeing how it applies without copying the design work of others.	5	Leadership skills need to be woven into the curriculum at all points of a students education. Helping students learn to communicate and collaborate and recognize the value of the ideas of others can be accomplished in the studio environment. This, I think, requires a change to the competitive nature of the traditional student environment. I love this quote from Liz Wiseman: "It isn't how much you know that matters. What matters is how much access you have to what other people know. It isn't just how intelligent your team members are; it is how much of that intelligence you can draw out and put to use." Multipliers: How the Best Leaders Make Everyone Smarter. I can see how developing a leader who can pull together the best ideas will then develop the best architecture.	7	I'm thinking about how this works for me know. As a licensed architect, I have to complete continuing education for a specific number of hours using my own interests and ideas for the kinds of CEUs I want to work on. Perhaps a part of some classes can be self-directed learning that allows students the ability to investigate topics that are of interest to their work, their studio, or their other classes. This opportunity could be helpful to creating an opportunity to see the value of life-long learning. After graduation, all you want to be is done with learning, but the reality is that it's only just beginning and perhaps giving them the ability to do some self-directed investigation and learning could be helpful to sparking their love of life-long learning.	We have employed several students from the program, but this is the first time I've been asked about these specific ideals of the program. It will now give me a chance to observe our staff using the lens of these principles. I think the more opportunities that the advisory board have to be exposed to the student's work and the UVU program will help us to fully grasp the implementation of these principles within the students.
6		5		6		4	UVU could improve in teaching students how to apply the valuable lessons of classical architecture to the reality of today's design and construction environment.	7		6		UVU is making great progress in the development of a much-needed architecture program!
6	I think the program is doing a fantastic job teaching the value of design currently. Keep up the good work.	5	Help students understand the impact of the constructed environment on the resources of the natural world. Expose students to the value and differences between preservation and adaptive reuse, in addition to new construction, as a design solution.		Teach students to recognize and identify barriers in education and in the architecture industry related to equity, diversity and inclusion. Whose voices are missing from the table, why are they missing, and how can they be better represented and encouraged? Recognize the fine line between cultural sensitivity and cultural appropriation and teach students to correctly navigate these issues in design. Utah is not known for being particularly equitable, diverse or inclusive, especially compared to the global architectural industry. Help students recognize and overcome implicit bias in their work and interactions with others. Strive for gender parity in the program and address the issues that plague gender parity in the industry post-licensure.	6	The program is doing a great job teaching foundation design principles that can then be applied through technology and innovation to enhance the built environment. Help students intuitively understand that innovation is not limited to the realm of avant garde architecture and how to bring technological innovation into the work they are already accomplishing.	7	Leadership and collaborative skills grow best when working in teams and when tempered by the reality of project constraints. The industry thrives on a careful balance of strong leadership and empathetic humility. Successful architects learn to focus solutions through the lens of client understanding and education. Teach students to look for and want to solve current problems that exist in their own communities.	6	These students have already learned more about history and theory than most architects much further along in their careers. Varied project types that require student engagement in subject matter, culture, research and technology they are currently unfamiliar with can further support the goal of creating life-long learners.	I really feel, from what I have seen so far, that the program is doing an excellent job teaching these principles students. I have not been exposed to all aspects of the program and some of the suggestions I have made may already be happening. Keep up the great work, the industry will be lucky to have students educated in this program.
5		5		6		5		6		5		
5	Because UVU is establishing itself as a classical architecture program, I wonder about the students who may find themselves more attracted to modern architecture. In the interest of providing a fair and well-rounded education but within the basis of traditionalism, my recommendation is that UVU embrace modern design for these students through potential course offerings. Perhaps an exploratory course in modern design which could span from modernism through contemporary classicism would provide students with this interest an opportunity to learn from and apply classical principals to modern architecture.	5	Professional responsibility, to me, relates less to good design and more to proper actions in design. I don't necessarily have a recommendation for this, I simply want to learn more about how UVU is empowering their students (in every course) to make responsible design decisions based on the context rather than aesthetics. Additionally, students should take up the habit of asking themselves why a decision is important and what is it telling them. This practice often gleans a more holistic stance towards architecture.	5	I recommend that UVU place emphasis on prioritizing equable design in our built environment. Are students meeting with and interviewing users of their proposed projects? Often, students are designing studio projects with imaginary users and shareholders. Students should be required, not just encouraged, to fully understand the needs of their project's users during the design process. Furthermore, a potential user could be part of the design process and act as a mock consultant.	5	Perhaps students could, earlier than later in their coursework, present a research project that details the building technologies used in a recently built traditional building. Examples that come to mind are; Schermerhorn Symphony Center (Nashville), RAMSA's Conference Center in Kiawah Island, etc. This would provide insight into the modern technologies and innovations and how they beautifully dovetail with traditional aspects of classical design in realistic applications.	6	Offering an internship paring program through local firms would establish a greater sense of collaboration within the architecture community as well as promote leadership for students within the school. I would love to see this as an exchange for academic credit as well.	5	I think that offering the students different ways to achieve the same product is key. The architecture process is exactly that, an everchanging process. As long as we can learn to be successful in flexibility and know that every project will inevitably have slightly different aspects, we may be successful. From the student's point of view this could be frustrating while they attempt to learn the process itself. UVU should attempt to meet each student where they are and evaluate their learning styles rather than apply a blanketed procedural approach to the architectural process	
4	More emphasis on Planning, urbanism, community development.	4	Study of Great urban communities that reduce our footprint on the environment and contribute to health of those that live there.	4	Look at studio focused on beautiful practice design for those currently left out of good built environments. Both planning and architecture. See Auburn University's Rural Studio for example	4	Keep technical skill a strong part of the program not just a strong focus on traditional design. CAD, BIM, Modeling.	5	Other discipline to work with - Interior design, Planning, Landscape design, Commercial retail marketing, Traditional building skills [See Snow College or Charleston American College of Building Arts], Culinary School and experiential marketing, Graphic Design, Furniture Design.	4	Look for some travel programs for historical context.	
6	At the core of design is the ability to solve problems. Ensuring that you train students to #1 learn how to identify the problems they are trying to solve, #2 offer alternative solutions to solving the problem and then finally #3 being able to adjust to alternative views and perspectives to come to a final solution. Aesthetic considerations should always be part of the solution but not the driving force.	6	No comments at this time.	4	The best education is to participate with as many different people from different age groups, demographics, cultural backgrounds and genders. The more diverse voices they can hear in all environments only will help them become more aware of different perspectives. If you are not surrounded by diverse perspectives and backgrounds, you can't understand the need.	7		6	As discussed in the meeting, the concept of cross-training or learning to rely on other disciplines to assist in design process. One of my favorite quotes from Vitruvius is "For, in the midst of all this great variety of subjects, an individual cannot attain to perfection in each, because it is scarcely in his power to take in and comprehend the general theories of them." It is critical that students understand the best solutions come from working with others and respecting each other's specialties and	6	No comments at this time.	One additional thought I had was that communication is also a key part of design. Your critic process helps to reinforce that not only are the drawings important, but also the verbal presentation and defense of your design. Many designs, if not most, struggle significantly, verbally explaining design, especially when talking to non-designers. It might be helpful to include a class or two on communication/speech/sales type of skills to encourage skill development in interact.
5	Great designers can apply their talents to all mediums including buildings, urban design, master planning, graphics, sculpting, painting, furniture, clothing, jewelry... Having opportunities for the students to branch out and explore and express their architectural vision in other ways would be great to see.	6	Although Utah is lagging behind most other States in adopting sustainability initiatives the demand from the private and public sector has been constantly increasing and most local firms lack a deep understanding of the subject. In Utah sustainability, including energy modeling is often seen as something that is applied at the end of the project when design is complete. Teaching how it can be incorporated into the design process and inform the design solutions would be a valuable tool.		I cannot comment at this time as I am still getting to know the faculty and students.	5	Formal education exposes students to the different components of Architecture and hopefully fosters their talents however, most of what they will need to be great Architects they will learn on the job. Instill in them the love of learning and embracing the unknown.	6	The Industry Advisory Board is a good start		It takes a confident person to acknowledge their short-comings and embrace the unknowns of learning. Building up the students confidence in their design and decision making capabilities will be key in their lifelong learning.	You are all doing great!

UVU Architecture Program Industry Advisory Board Bylaws

Article I: Name and Purpose
The official name of this body shall be Utah Valley University (UVU) Architecture Program Industry Advisory Board (hereafter "Advisory Board").

Purpose: Provide open and honest feedback to UVU administration, faculty, and staff acting as a reliable and effective sounding board to ensure that the UVU Architecture Program maintains current, rigorous, innovative, and relevant instruction of the architecture body of knowledge. Board members shall assist in developing and advancing programs and curriculum that meet the needs of local and regional architectural professionals by establishing critical links between various stakeholders, faculty and students.

Article II: Duties
The duties of the Advisory Board shall be to promote the education and advancement of current and future students of the Architecture Program which includes its curriculum, professional partners, student programs and advisement for the betterment of the profession as a whole.

The duties of the Advisory Board members are as follows:

- Review and advise on the establishment and maintenance of realistic and practical Architecture educational programs and experiences.
- Assist in the development of long-range goals and planning for the UVU Architecture Program.
- Provide the UVU Architecture Program with resources in such areas as contacts with industry, community leaders, and community members for the provision of student internships, mentorships, industry experience, and philanthropic support.
- Participate in developing and promoting community understanding and support for the UVU Architecture Program.
- Philanthropically support the mission, programs, and/or students of the UVU Architecture Program.
- Be considered ambassadors for Utah Valley University and the UVU Architecture Program.
- Respond to invitations from the faculty to assist them. Such invitations may include speaking in classes, assisting with projects, collaborating on research, preparing classroom demonstrations, or other tasks as appropriate.
- Be active members of the Utah Chapter of the American Institute of Architects (AIA) and/or other professional organizations

Article III: Executive Committee and Duties
The executive committee will consist of the Board Chair (also Chair of the Executive Committee), Board Vice-Chair, UVU Architecture Program Coordinator, UVU Foundation Representative, Board Secretary, and Committee Chairs (if applicable). Committees are optional and not necessary for the Board to function.

The purposes of the Executive Committee include the following:

- Provide effective interface with the College of Engineering and Technology (ET); the Department of Architecture and Engineering Design (AED); and other University units key to the mission and purposes of the Architecture Program.
- Initiate actions recommended by the Board.
- Give leadership to the work of the Board.
- Consider individuals recommended for service as Board members, as committee chairs, and as committee members.
- Provide orientation for new Board members, committee members, and committee chairs.
- Organize the work of the Board so that efficiency and effectiveness are achieved.
- The Executive Committee shall meet at a minimum one (1) time annually.

Article IV: Officers of the Board

Officers of the Board are nominated by the Board and approved by the Executive Committee. Terms will generally begin at the annual meeting of the Board.

Officers and their duties are as follows:

Chair: Provides leadership for the operation of the Board and is the official link between the Board and the Architecture Program. Serves as the chair of the Executive Committee. Recruits and orients new Board members. Develop and finalize meeting agendas with the assistance of the Secretary and the Executive Committee. The Chair serves for one year.

Vice Chair: Is the chair-elect. Serves in the absence of the chair and takes assignments from the Chair. Assists in recruiting and orienting new Board members. The Vice Chair serves for one year and then becomes the Chair.

Architecture Program Coordinator: Helps arrange support necessary for the Board to accomplish its purposes. Assists in coordinating the work of the Board and the work of the Architecture Program faculty and staff. Provides liaison services between the Board and the Dean's office of the College of Engineering and Technology, and other university resources. The position of "Program Coordinator" is a permanent member of the Executive Committee and is a voting member of the Board.

Secretary: Maintains a current Board Directory with email and postal mailing addresses, phone numbers and other pertinent member information, Notifies members of board meetings. Assists Chair in preparing agenda and supporting materials for board meetings. Records minutes and distributes them to members. Accepts assignments from the Chair and/or Vice-Chair. Serves as appointed by the Executive Committee. The Secretary serves for a one-year term and may extend for multiple one-year terms.

Article V: Board Membership

Board positions may be filled by architects or other professionals who possess particular skills, experience, and/or knowledge helpful to the Architecture Program. A majority of board positions shall be filled by architectural professionals, with at least one individual possessing a current Architecture license in the State of Utah or equivalent education/experience. Other professions that should be sought after in Board members include:
- City Government - Provo, Orem, or other cities in the region, especially Utah County (Planning & Zoning, City Council, etc.)
- Division of Occupational and Professional Licensing (DOPL) Architecture Representative
- National Surveying Organization/Society (NSPS, NCEES, WestFed, others)

- Professional State architecture organizations like AIA
- Interior Designers
- Contractors
- Developers and Real Estate Professionals

In no case shall the voting board members exceed twenty- four (24).

Ex-officio Board member(s): Attend board meetings and participate in board activities at the request of the Board Chair or Vice-Chair, but are not voting members of the board. Any of the following list may be ex-officio members.

- UVU Architecture Full-time Faculty: Attend board meetings; participate in board activities; provide course instruction; develop courses and program curriculum.
- UVU Architecture Adjunct Instructor(s): Attend board meetings; participate in board activities; assist full-time faculty with course instruction; develop courses and program curriculum as required by the Program Coordinator.
- UVU Architecture Club (Society) President
- UVU Administration- Department Chair
- UVU Administration- Associate Dean

Article VI: Membership and Terms of Service
Members of the Board serve for a minimum of three (3) years. Terms will begin from the next annual meeting.

At the end of their 3-year term, members may extend service by two (2) years. Members may be removed for non-participation of duties, responsibilities, and expectations are defined and enumerated in Articles II and VIII.

Members of the Board are encouraged to suggest names of possible Board members. The Director of Development for the Architecture Program will clear all names of prospective Board members with the executive committee. This is to maintain order and avoid duplication in inviting volunteers to serve.

Article VII: Resignation from Board
Board members may resign by giving written notice of resignation to the Board Chair. Such resignations shall take effect at the time specified in such notice and the acceptance of such resignation shall not be necessary to make it effective.

Article VIII: Board Member Mandatory Activities
Board members should be enthusiastic supporters of Utah Valley University and of the UVU Architecture Program. Specific expectations of Board members include the following:

- Actively participation in board meetings and committees.
- Attend a minimum of 1 of the 2 board meetings held during the calendar year.
- Identify/nominate prospective Board members when necessary.
- Make a minimum $500 annual financial contribution. Exceptions may be granted by the executive committee.

Article IX: Voting

Each board member has one vote on such matters as membership and officer appointment, board annual goals, board funding initiatives, and meeting schedules or other business brought before the board in annual meetings. A board members vote is only counted if present in the meeting in which the vote is taking place.

Article X: Attendance
Board members will attend the board meetings held during the calendar year. An individual will automatically lose board membership if he/she fails to attend three successive meetings without presenting in advance to the UVU Architecture Program board chair a valid reason for his/her absence.

Article XI: Meetings
Section A. Meeting Schedule
Regular meetings of the advisory board will be held twice during the calendar year. Meetings shall usually be scheduled in: February and September. An additional meeting will be held each fall with student representatives. The purpose of this student meeting is to receive input from students to be shared in a report with architecture faculty and used for strategic planning.

Section B. Meeting Length
Board meetings shall be no more than 90 minutes in length, unless a majority of the members vote to continue said meeting.

Section C. Notice of Meetings
Notices of meetings shall be emailed by the secretary to all members at least two weeks before each meeting.

Section D. Change in Meeting Date
Meeting dates may be changed by consensus.

Section E. Annual Meeting
The September meeting of the Advisory Board shall be designated as the annual meeting.

Section F. Special Meetings
The chair may call special meetings of the Advisory Board.

Section G. Quorum
A simple majority of the total membership present at any meeting constitutes a quorum for the purposes of conducting business.

Article XII: Committees
Committees may be added, purposes modified, and dissolved by action of the Executive Committee.

Committee Chairs are appointed by the Executive Committee and are to serve for two years.

Committee Vice Chairs, are recommended by the Chair, and are appointed for two year terms by the Executive Committee.

Committee members are recommended by Committee Chair, approved by the Executive Committee and are appointed for two year terms. Individuals may serve as committee members without being members of the Board.

The terms of Chairs, Vice-Chairs, and committee members may be extended in one year increments by the Executive Committee. Chairs and Vice-Chairs may not serve in one particular office more than four years.

Committees will meet as directed by the Committee Chair. Each committee chair will provide a written progress report to the Chair of the Board prior to each Board meeting.

There are three (3) possible standing committees of the Board:
- Fund Raising (must comply with Article XIII)
- Public Relations and Promotion (includes Club President)
- Academic (Academic Program and NAAB Accreditation)

Article XIII: Board Member Annual Philanthropic Contribution

Section A: Individual Philanthropic Contribution
Board member individual annual contribution is a financial contribution as established by the board and is separate from any additional funds, event registration, or in-kind donation made throughout the year to Utah Valley University- Architecture program. Individual board members may designate their giving to support a UVU Architecture Program initiative, scholarship, UVU Architecture club, event/program, capital or asset investment, or of their choosing.

Section B: Contribution Period
The contribution year shall be from January 1 to December 31.

Section C: Gift Acceptance
Philanthropic donations are made out to Utah Valley University Foundation and are accepted and stewarded by the Director of Development assigned to the UVU Architecture Program.

Article XIV: Amendments
Suggested changes to this document may be submitted by Board members to the Executive Committee at any time. After proper consideration, the Executive Committee may submit proposed changes to the Board at any Board meeting. At least a 2/3 majority vote of the total voting membership of the Board is required in order for change(s) to become binding.

We the undersigned voting members of the UVU Architecture Board do hereby attest our willingness to concur with these bylaws as defined herein.

Name_____   Signature_____   Date_____

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