College of
Architecture and Planning

University of Colorado Denver

SELF STUDY FOR THE
ACADEMIC PROGRAM REVIEW
AY 2014-15

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EXECUTIVE SUMMARY

The College of Architecture and Planning (CAP) is just entering a significant new phase in its historic development. In July 2012, CAP formally terminated its long and complex relationship with the University of Colorado Boulder campus (explained below), and was approved to deliver the first ever undergraduate architecture program in Denver. For the first time in over 40 years, all of CAP’s programs have been consolidated on one site, and the college has been given high quality, award-winning, new space to accommodate the projected growth of the new undergraduate program.

This consolidated administrative arrangement, and the new facilities, have electrified the college. The college has developed a new vision focused on three emerging areas of prominence and distinction: Emerging Practices, Enduring Places, and Engaged Communities. The undergraduate architecture program is growing significantly, and the graduate architecture program has been revamped to coordinate with it. The Department of Planning has been entirely refocused, with a bold vision and a largely new faculty. Landscape Architecture is also refocusing, with more emphasis on healthy communities.

The Master of Urban Design (MUD) and the PhD in Design and Planning, the programs which were the main focus of the last program review in 2008, have been revamped. The issues raised in the last review have been addressed. A new program, the Master of Science in Historic Preservation, has been added since the last review.

The faculty productivity in research and creative work is rising, in both traditional and non-traditional forms. Notably, our Design Build program has won 10 regional and national awards in the last four years, and has been featured in Architectural Record, ArchDaily, DesignBoom and The New York Times. The faculty and students are extensively engaged with Colorado communities, in service learning and applied research. For example, our Resilient Colorado initiative is working with local communities devastated by the 2013 floods, to recover and to develop more resilient plans for future natural disasters.

Our service learning and applied research center, the Colorado Center for Community Development (CCCD), traces its origins to 1967. It is estimated that well over 1,000 students have gained real world experience at CCCD and over 2,000 projects have been completed in every county of the state. Our Center of Preservation Research (CoPR) is developing national standards for digital documentation using its LIDAR technology, and is recording local and regional buildings and landscapes of cultural significance with the support of state and national grantors. And our proposed new center, the Center for Advanced Research in Traditional Architecture (CARTA), is already attracting national and international attention for its focus on
rediscovering core design concepts in traditional design languages for sustainability, livable cities and beauty.

Although we lost half of our tenured faculty in the consolidation, our research grants are just a little down from their levels before the split. Our fundraising has dramatically increased, second only to the Business School in the University of Colorado Denver. And while we had projected a large multi-year deficit while our undergraduate program grew to make up the loss of the subsidy from the Boulder campus, we are now substantially closer to a balanced budget than we had expected just two years into the new arrangements.

The college staff have been reorganized and expanded to support our growing population and evolving mission. Effective and strategic leadership by our staff Assistant Deans, and the remarkable staff energy, initiative, and passion for our mission and students, has led to a strong customer focus. Our staff are also aligning CAP with the culture of the generation now coming into higher education, with social media and videos telling the story of the college’s activities. Strong media management and communications has also led to an unusually large number of stories—relative to our size in the university—placed in print, on radio, and on the university website.

As the only college of architecture and planning in the state, we have long aspired to be the center of conversations in Denver and Colorado about architecture, planning, landscape architecture, urban design and historic preservation. This last year saw the most remarkable series of public lectures, exhibits and symposia ever, turning out record crowds not only from within the college, but also from the larger professional and lay communities. CAP has finally arrived as a major host for discussions about design and planning in the city and state.

There has been a challenge in this period. The global economic recession of 2008 initially boosted enrollments, but eventually led to an estimated 40% unemployment among architects and landscape architects locally. As the recession deepened and continued, our graduate enrollments dropped, consistent with national trends (see the section on Academic Programs for specific data on enrollment history). In a university whose budget largely depends upon tuition, the drop in graduate enrollments was a worrying trend. At the time of writing this self-study, we had not quite reached census date where headcounts can be reported on Fall 2014 enrollments, but the weekly accounting of student credit hours shows that the decline is bottoming out for all of our programs but Historic Preservation. Making up for this decline in graduate enrollments is the strong growth of our new undergraduate BS in Architecture. Just two years after its launch, its enrollments have already surpassed the graduate architecture enrollments, and now make up almost one third of CAP’s entire student population. CAP’s overall enrollments have grown back to the high point of 2009, before the global recession.
This self-study will focus primarily on the state of the college since the termination of the Boulder arrangement in 2012, because issues no longer exist that were created by that arrangement, and because so much has fundamentally changed since the split. Some of the issues raised in the last program review concerning the PhD have been resolved as a result of the split, and these will be discussed below.

The main degree programs in CAP—the Master of Architecture, the Master of Urban and Regional Planning, and the Master of Landscape Architecture—are externally accredited by professional bodies. Respectively, these are the National Architectural Accrediting Board (NAAB), the Planning Accreditation Board (PAB), and the Landscape Architectural Accreditation Board (LAAB).

Since the professional degrees are so carefully monitored for quality control already, CAP hopes that this university program review will concentrate on the programs not externally accredited—the MS-HP, the MUD and the PhD—and also on our Centers, which are not externally accredited. The individual self-study reports for the programs not externally accredited can be found as Appendices A, B, and C. CAP would also appreciate a focus on the overall strategic direction of the college and the interrelations among the parts.
INTRODUCTION

History of CAP Leading to Consolidation in Denver

Architectural education split from the College of Engineering on the University of Colorado Boulder campus in the 1950s, forming its own independent College of Architecture delivering what was then the national standard terminal degree, the five-year Bachelor of Architecture. In the late 1960s, all the Boulder colleges were asked to set up programs on the Denver extension campus. Most Boulder colleges established parallel versions of themselves in Denver, but architecture tried something else. It decided at the same time to replace its BArch degree with a new 4+2 national standard for architectural education: a four-year BEnvD followed by a two-year MArch. The college decided to keep its replacement undergraduate program in Boulder, while starting up the new MArch in Denver. It subsequently added in Denver professional degrees in Urban and Regional Planning, Landscape Architecture, Urban Design, and Interior Design (ID was closed in the 1980s).

In the mid-1970s the two campuses formally split, creating an independent Denver campus. And after a few more years, the President’s Office asked all of the colleges with programs on both campuses formally to split. In most cases, this was easy because there were parallel versions of fully formed colleges on each site. But in the case of architecture, this led to splitting an organic whole into two disjointed parts: an undergraduate-only college in Boulder, and a graduate-only college in Denver. In the mid-1980s each obtained a new Dean, and each then tried to create a separate vision and mission for the part it retained.

By the early 1990s there were mounting problems on both campuses. The Denver Dean replaced much of the faculty, dramatically redirected the programs, and then left. CU Boulder put its college through a program review and decided to close it because it was deemed to be out of alignment with the campus vision and standards. At this point, the American Institute of Architects (AIA) Colorado became concerned that the state was about to lose its only undergraduate architecture program, and they worked with the CU President’s Office to establish a Task Force exploring ways of keeping undergraduate architecture in Colorado.

Although the Task Force discussed reunifying the college onto one site, Boulder or Denver, it was decided to keep the two programs in their respective locations with the rationale that undergrads would benefit from the undergrad-centric Boulder campus, while the graduates would benefit from studying in the city next to the major design firms. But it was also realized that the two programs had to be brought back together into one college, to coordinate the two programs and to realize greater efficiencies through less duplication. The Denver campus agreed to take responsibility for the new entity. In 1993 the Boulder college was closed and merged into the Denver college, and the Boulder faculty and staff were rostered in Denver.
Denver received 45% of the tuition the undergraduate program generated on the Boulder campus, to cover the costs of delivering the program.

The unified college then faced the continuing problem of how best to deliver the undergraduate program in Boulder. During the independent years before unification, the Boulder-based faculty had tried to develop a generalist design program not tied to the norms and expectations of architectural education; they wished to continue this. The Denver-based faculty contrarily tried to bring the program back into alignment with national architecture norms. The college tried to find an accommodation between these two competing paradigms, and developed a number of administrative structures and curricular ideas over the years in search of this middle ground. But in the end, they were really mutually exclusive visions.

The rising frustrations on both sides came to a head in 2011. The Boulder-based faculty asked for more autonomous control of the curriculum. The Denver-based faculty began to resist teaching in Boulder. At our request, the CU Boulder and CU Denver senior administrators agreed to undertake a special joint program review to review the entire arrangement. We developed seven scenarios, including moving the entire college to Boulder or Denver, setting up two organically whole colleges on each site, putting planning and architecture on separate sites, etc. We comprehensively explored strengths and weaknesses for each scenario. This was reviewed by a panel with representatives from both campuses, and then by a Blue Ribbon Panel of experts from around the country.

The two campuses agreed on the following. Denver would no longer manage the undergraduate BEnvd in Boulder. Boulder would take responsibility for that degree, and move the appointments of CAP’s Boulder-based faculty to Boulder. Three Planning faculty based in Denver also were allowed to move to Boulder at their request. The newly independent unit would develop the Boulder faculty’s original idea of a more generic design degree, housed in a college still to be determined. At the same time Denver was given permission to offer a four-year undergraduate Bachelor of Science in Architecture (BSArch), finally bringing undergraduate and graduate architecture together on the same site in Colorado for the first time ever. Denver agreed to provide new space for the projected undergraduate enrollments. The Planning Department was provided with four new faculty lines to replace the three departing senior faculty and one retirement.

Once CAP was freed from managing programs across two campuses with different underlying paradigms, now it had both undergraduate and graduate architects together, and now it had faculty lines in Planning to build virtually a new department, it rapidly began to move forward with a clarified vision, new space, and renewed energy among the faculty. These will be explained below.
The University of Colorado and the Denver campus

The University of Colorado has three campuses, in Boulder, in Colorado Springs, and in Denver. The Denver campus has two locations, the Downtown Campus in lower downtown, and the Anschutz Medical Campus in Aurora, about nine miles apart. The University system is governed by an elected Board of Regents who appoint a President, and each campus has its own Chancellor.

The College of Architecture and Planning is one of seven colleges at the downtown Denver location. The others are the College of Engineering and Applied Science (CEAS), the Business School (BUS), the College of Liberal Arts and Sciences (CLAS), the College of Arts and Media (CAM), the School of Education and Human Development (SEHD), and the School of Public Affairs (SPA). The Anschutz campus has four colleges: School of Medicine, School of Dental Medicine, College of Nursing, and Skaggs School of Pharmacy and Pharmaceutical Sciences.

Further complicating matters, the University of Colorado Denver downtown colleges mostly share a physical campus with two other independent institutions, Metropolitan State University of Denver (MSU Denver), and Community College of Denver (CCD). The Auraria Higher Education Center (AHEC) is the landlord for the three institutions, and provides shared general purpose classrooms, library, events center, student union, parking facilities, etc., for all three.

A new AHEC campus plan has assigned physical “neighborhoods” to each institution, upon which they can build their own purpose-built facilities as well. CU Denver is just completing its first building in its neighborhood on the Auraria campus, the Academic Building I. CU Denver also owns three buildings off the Auraria campus and in lower downtown itself: the CU Denver Building, the Business School Building and the Lawrence Street Center building. Architecture and Planning is entirely housed in the CU Denver building, although it teaches some large classes across the creek on the Auraria Campus.

The total student population of CU Denver downtown campus is 14,103 students (Fall 2013). These divide into the seven colleges as follows:
The College of Architecture and Planning

By Colorado state statute, only the University of Colorado Denver is authorized to deliver programs in architecture and planning. Landscape Architecture has competition in the state with undergraduate and graduate degrees at Colorado State University.

Academic Departments.
CAP is divided into three departments that are also the Primary Units for purposes of Reappointment, Tenure and Promotion (RTP). These are the Department of Architecture, the Department of Planning and Design, and the Department of Landscape Architecture. Each is responsible for its own externally accredited professional graduate degree, respectively the Master of Architecture, the Master of Urban and Regional Planning, and the Master of Landscape Architecture. The Department of Architecture is also responsible for the new BS in Architecture degree.

All of the College faculty are rostered in one or another of these departments. Each Department has its own Chair, nominated by the Department faculty and appointed by the Dean. They normally serve four-year terms, and can be considered for reappointment after a performance review. The Chairs are currently: Professor Kat Vlahos, Architecture; Associate Professor Jeremy Németh, Planning and Design; and Associate Professor Ann Komara, Landscape Architecture. The undergraduate program in architecture is managed by a Director, appointed by the Dean in consultation with the Department Chair. The Director is currently Associate Professor of Architecture Phil Gallegos.
The Departments share the responsibility for three additional, non-externally accredited programs, the Master of Science in Historic Preservation (MS-HP), the Master of Urban Design degree (MUD), and the research PhD degree in Design and Planning. Each is managed by a Director appointed by the Dean in consultation with the college faculty. The Directors are currently: Associate Professor of Architecture Christopher Koziol, MS-HP; Associate Professor of Landscape Architecture Ann Komara and Associate Professor of Planning and Design Jeremy Németh, co-Directors of MUD; and Associate Professor of Architecture Osman Attmann, PhD. These programs extensively cross-list courses and draw upon faculty from the main departments, negotiated with the Department Chairs.

**Students.**

The total student population of CAP in Fall 2014 is 636 headcount. This divides into the academic programs as follows:

The following chart shows the headcounts by department from F 2007 to F 2014. The BEnvd undergraduate headcounts in the Boulder program up to 2012 are not included:
The following chart shows the Student Credit Hours for F 2014 compared to the same time last year as of 8/30/14. This shows that the declines in enrollments experienced since 2009 have begun to bottom out in all programs but the Master of Science in Historic Preservation. Please pay particular attention to the Master of Urban and Regional Planning (MURP) and the Master of Landscape Architecture (MLA), since the headcounts for these programs in the chart above show a drop, while the SCH have risen. This reflects a change in curricula and student enrollments patterns, with more students shifting from part-time to full-time in these programs.
Faculty.
Details on faculty can be found in the section “Academic Programs” and the section “Faculty” below.

Dean’s Office.
The Dean of CAP, currently Professor of Architecture Mark Gelernter, is appointed by the Provost in consultation with the faculty, and serves five-year terms that can be renewed after a performance evaluation. The Dean reports to the Provost, and is responsible for the overall well-being of the college and all compliance and fiscal matters including fund-raising. The Associate Dean, currently Associate Professor of Architecture Michael Jenson, is appointed by the Dean and manages a certain portfolio of responsibilities assigned by the Dean, which currently include RTP, International education, and Online education. The Dean is beginning to transition more to fund-raising, while the Associate Dean takes up more responsibility for the day-to-day management of the college. Michael Jenson also holds a 20% appointment as Associate Vice Chancellor for Research and Creative Work in the campus’s central administration.

Staff.
The staff of CAP are organized into the “front of house” Student Support Services, the “back of house” Finance and Administration, staff associated with the research centers and academic initiatives, and staff in the Dean’s office. The “front of house” is currently managed by Assistant Dean Leo Darnell, and the “back of house” by Assistant Dean Andy Reid. In anticipation of Andy Reid retiring later this year, Danielle Brunner has just been appointed Assistant Dean and has been shadowing the position she will inherit from Andy.

The “front of house” Student Support Services has a headcount of nine: an Assistant Dean, a Director of Internships and Mentorships, a Manager of Admissions and Outreach, three Student Advisors, a manager of Visual Resources, a manager of the fabrication shops, and a receptionist.

The “back of house” has a headcount of five: two Assistant Deans (a retirement transition mentioned above), an Assistant Director of Human Resources, an Assistant Director of Business Services, and an Accounting Technician.

The research centers and initiatives have a headcount of six: a Program Manager, four Professional Research Assistants, and a Director of Contemporary Traditional Architecture Initiatives.

The Dean’s office has two staff, the Associate Dean and the Director of Communications and Executive Assistant to the Dean.
Organizational Chart.
The CAP Organizational Chart can be found in Appendix D.

Alumni.
A number of CAP graduates have gone on to distinguished careers:

*Master of Architecture (MArch)*

**Xia Jun** (MArch and MUD 1989), principal and design director for the Shanghai office of Gensler, is designing Shanghai Tower, which will stand more than 2,000 feet high to be the tallest building in China and the second tallest in the world.

**David Tryba** (BArch 1977, MArch 1981), FAIA, president of Tryba Architects, designed some of the buildings that are helping to define the look of 21st-century Denver, including the Wellington E. Webb Municipal Building complex, History Colorado Center, and Cherry Creek’s Clayton Lane.

**Don Johnson** (BFA Interior Architecture 1962), founded his own interior architecture, planning and architecture firm, Aegina Associates, which was a consultant to Getty Oil, Columbia Pictures, the State of California, major real estate development firms, and others. He funds CAP’s Finland Initiatives project that includes funding for scholarships, a Director of Finnish Initiatives position, student mentorship, exchanges, guest lectures and other opportunities for engagement between Finland and CAP.

**Brian Klipp** (BArch 1973), FAIA, is founding principal of the Denver firm *klipp*, whose notable projects include the Hyatt Regency Denver at Colorado Convention Center, Lindsey-Flanigan Courthouse, Denver School of Science and Technology, Denver Central Library, Gates Corporation World Headquarters, and the Integrated Teaching and Learning Laboratory, College of Engineering and Applied Science and Discovery Learning Center at the University of Colorado-Boulder.

**Nan Anderson** (MArch 1984), FAIA, founding principal of Anderson Hallas Architects in Golden, Colorado, was selected by *The Denver Post* as one of Colorado’s 12 most influential women of 2012. She won the American Institute of Architects’ Denver 2012 President’s Award, and has been honored by Colorado Preservation Inc. In 2014 Nan was named to the prestigious American Institute of Architects (AIA) College of Fellows, which recognizes architects who have made a significant contribution to architecture and society and who have achieved a standard of excellence in the profession.

**Ron Radziner** (MArch 1986), owner and design principal at Marmol Radziner and Associates in Los Angeles, was on the *Architectural Digest* AD 100 List in 2012, inducted
into the Interior Design 25th Anniversary Hall of Fame, and named the American Institute of Architects California Council’s Firm of the Year. Dedicated to creating sustainable, modern homes built in a factory and delivered complete, Marmol Radziner Prefab is committed to the design, fabrication, installation, and delivery of its green homes. The firm’s work has been featured in Architectural Digest, Dwell, The Los Angeles Times, Time Magazine and GQ and has been awarded numerous design honors for both architectural and industrial design.

**Master of Landscape Architecture (MLA)**

**George R. Pond** (MLA and MArch 2000) is Vice President for Design and Campus Management for the Denver Zoo. He is responsible for the oversight and execution of the zoo’s Master Plan, including the construction of new exhibits and facility improvements, management of grounds and horticulture, maintenance of all existing facilities, and the zoo’s sustainable initiatives. He also serves on the City Council of Wheat Ridge, Colorado.

**Astrid Haryati** (MLA 1997), ASLA, CLARB, is Global Strategist for Urban Locus in California and CEO of tenDevelopment in Indonesia. She served as Special Assistant to leading green city mayors Richard M. Daley of Chicago and Gavin Newsom of San Francisco, as Commissioner for the Arts in San Francisco, and as Special Staff to Indonesia's Minister of Trade. In 2012 she was named Indonesia’s most powerful woman of the year.

**Angela Dye** (MURP 1983/MLA 1984), FASLA, is founder of A DYE DESIGN, an urban design/landscape architecture firm in Telluride, Colorado, specializing in context-sensitive transportation and transit, site design, and public art-oriented projects. Completed projects include the Central Phoenix/East Valley Light Rail project, Phoenix Convention Center (certified LEED Silver), State Route 179/Sedona All America Road, and Tempe Transportation Center (registered LEED Platinum/SITES Pilot Project). She is a Past President of the American Society of Landscape Architects (ASLA) and an ASLA Fellow.

**Master of Urban and Regional Planning (MURP)**

**David Dowall** (MURP 1974), PhD, is Professor Emeritus of City & Regional Planning and former Director of the Institute of Urban & Regional Development at the University of California Berkeley. With research interests in domestic and international land management, housing policy, economic development strategy and infrastructure planning and finance, he has carried out policy research and designed technical and financial assistance strategies for cities and regions in more than 40 countries.

**Steven P. French** (MURP 1973), FAICP, is dean of the College of Architecture at Georgia Institute of Technology, a position he assumed in July 2013. French joined Georgia Tech in
1992 as director of the City Planning Program and served in that position through 1999. From 1997 through 2011, he was director of the Center for Geographic Information Systems, and he also was associate dean for Research for the College of Architecture for four years.

Kevin Patterson (MURP and MPA 1997) is currently Deputy Chief of Staff & Chief Administrative Officer for Colorado Governor John Hickenlooper. Previously he was Manager of Parks and Recreation, Manager of General Services and Deputy Manager of Denver Human Services at City and County of Denver. He also served on the Denver Public Schools Board of Education. (MPA = Master of Public Administration, School of Public Affairs)

Susan A. Wood (MURP 1998) is Planning Project Manager in the FasTracks Environmental Resource Group of the Regional Transportation District (RTD) and serves as the Project Manager for the Southeast and Southwest Corridor light rail extensions. Prior to joining RTD, she worked in local government, primarily in land use planning. Most recently, she supervised the Long Range Planning section at Douglas County, having worked previously for Jefferson County and Greenwood Village. Susan currently serves as President of the Colorado Chapter of the American Planning Association

Master of Urban Design (MUD)

Zuhair Fayez (MUD 1971) is President of Zuhair Fayez Partnership, one of the leading and most established architectural, engineering, project management, construction management and information technology consultants in the Kingdom of Saudi Arabia with over 37 years of professional experience in the local, regional and international market. The firm employs almost 3300 people in its offices in Jeddah, Riyadh, Cairo and Manila. Fayez is a co-founder and Board Chair of Dar Al-Hekma University, a private not-for-profit college for women in Saudi Arabia. He additionally serves on the College of Architecture and Planning Advisory Board, and is a Trustee of the University of Colorado Foundation. He funds an innovative shared design studio that partners Dar Al-Hekma students with CU Denver Master of Architecture students.

Blake Belanger (MUD and MLA 2006) is Associate Professor of Landscape Architecture/Regional and Community Planning at Kansas State University. He received the Council of Educators in Landscape Architecture (CELA) 2012 Excellence in Design Studio Teaching Award (junior level), an international award that annually recognizes one professor with less than ten years of teaching experience.

PhD in Design and Planning
Manish Chalana (PhD 2005) is Assistant Professor in the Urban Design and Planning Department in the College of Built Environments at the University of Washington in Seattle, Washington.

Debra Flanders Cushing (PhD 2011) is a Lecturer in Landscape Architecture at Queensland University of Technology in Brisbane, Australia.

Claudia Folska (PhD 2012) was elected to Denver’s Regional Transportation District (RTD) Board of Directors for District E. She received the 2014 Rosa Parks Diversity Leadership Award from WTS International, the association for the professional advancement of women in transportation. Claudia, who is blind, has leveraged her role on the RTD Board to increase awareness of the needs of persons with disabilities in public transit.

Enessa Janes (PhD 2013) is a senior planner at Michael Baker International, a leading, full-service provider of engineering, development, intelligence and technology solutions with global reach and mobility. With more than 6,000 employees and over 90 offices located across the United States and internationally, and over $1 billion in revenue, Baker is consistently ranked by Engineering News Record among the top 8% of the 500 top U.S. design firms.

Laura Malinin (PhD 2013) is Assistant Professor of Design and Merchandising at Colorado State University in Fort Collins, Colorado.

Koompong “Joey” Noobanjong (MArch 1998, PhD 2003), Associate Professor of Architecture at King Mongkut’s Institute of Technology in Ladkrabang, Thailand, published The Aesthetics of Power: Architecture, Modernity, and Identity from Siam to Thailand in the Studies in Contemporary Thailand series from White Lotus Press in 2013. The book comprehensively examines the politics of representation in architecture and urban space from the 1850s to the present time.

Overview of the Self Study Process

Both university program reviews and external accreditations encourage and expect regular strategic planning and organizational self-reflection as part of continuous quality control. Typically, this planning and self-reflection takes place at the start of scheduled program reviews and accreditation visits. But CAP has already undertaken a number of extensive strategic planning and self-reflection processes well in advance of this program review. The university Higher Learning Commission (HLC) accreditation in 2011 involved comprehensive strategic planning at the campus and college levels. The joint program review leading to the consolidation of CAP on the Denver campus in 2012 involved fundamentally rethinking the basic paradigm
and organizational structure of the college. Soon after the consolidation in Denver, the college faculty developed a new vision for the college based on three existing or emerging areas of prominence and distinction, Emerging Practices, Enduring Places, and Engaged Communities.

Also, after the consolidation led to the departure of all of its tenured faculty, the Department of Planning and Design created an entirely new strategic plan and vision, leading to successful national searches for four faculty committed to the new vision. The Architecture Department is undergoing its NAAB accreditation this academic year, and developed a new strategic plan for its undergraduate and graduate programs in anticipation. Landscape Architecture is undergoing its accreditation next year, and is beginning to refine its vision. And the PhD, MS-HP and MUD faculty meet periodically to refine their visions and programs.

Because of this extensive and ongoing strategic planning and self-reflection, CAP did not undertake an additional visioning process for this program review. Furthermore, most of the material requested for this Self Study duplicates the material already prepared for these previous visioning processes and the professional accreditations. Therefore, the self-study process has consisted primarily of aggregating and consolidating material from these other processes.

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

Strategic Plan

The University of Colorado Denver developed a comprehensive strategic plan in anticipation of its Higher Learning Commission (HLC) accreditation visit in 2011. The colleges were asked to develop their own plans, consistent with the campus plan. The college plan can be seen in Appendix F. The campus plan is available on the website: http://www.ucdenver.edu/about/WhoWeAre/Chancellor/Pages/StrategicPlan.aspx

Three Areas of Prominence and Distinction

Although this plan provides general guidance at a high level, CAP has found that these kinds of mission and vision plans do not provide much guidance in terms of actual content. What higher education strategic plan would not call for high quality teaching or research, for example? So CAP has long sought more specific visions that could help focus particular directions. Long before the consolidation in Denver, when CAP still managed the Boulder undergraduate program and its faculty, it had to find a vision that could bridge the widely divergent views discussed above. It settled on Integrative Design, which stressed the inter-disciplinary nature of design, and which focused on addressing socially significant design issues. But in hindsight, this was drawn so broadly to accommodate incompatible paradigms that it gave only limited guidance to program development.

After the consolidation in 2012, the CAP faculty, staff, college advisory board members, and student organization leaders met to consider a new vision now freed from compromise with Boulder. As the group pondered its new reality, and reflected on the dramatic changes sweeping over higher education and CAP’s disciplines, it realized that the college would be facing a much more competitive environment moving forward. CAP always enjoyed growing enrollments and never had to advertise or recruit; but in 2012, well into the global recession, enrollments were dropping while student debt was climbing. State support for higher education was declining, and access to fading extramural grants was now significantly more competitive. And while the Boulder BEnvd program would not be allowed by state statute to become a full-blown Architecture or Planning program, it certainly could and would offer courses in these areas. Landscape Architecture already had competition from Colorado State University.

In light of this new competitive reality, CAP resolved that it would need to find areas where it could distinguish itself. Reflecting on other peers and aspirational peers, it determined that reputation, students, exceptional faculty, grants and philanthropic gifts, all flow to programs with prominence and distinction. That is, quality and resources would flow to those programs that are
not only distinct from their competitors, but prominent in areas that are significant for our disciplines and the society we serve.

After an intensive series of meetings, the college identified three areas in which we already are—or expect soon to be—prominent and distinct in our disciplines:

- **Enduring Places** brings together the perspectives of sustainability and historic preservation, exploring how to embrace existing buildings and public spaces and to create new ones that will thrive and evolve over time. Adaptively re-using our building stock, rather than tearing down and building afresh, uses resources more efficiently. Drawing from the past to inform the future, while basing our building designs on deeper traditions, recognizes and protects our cultural heritage while creating more memorable, lasting places.

- **Emerging Practices** explores new modes of professional practice. The design and construction industries are now global, and subject to global social and economic trends. New technologies used in construction, design and visualization are transforming our modes of work. The old business models for professional practice are leaving the designers out of the key decisions that shape the environment. We are exploring how the next generation of designers and planners can flourish in this new context.

- **Engaged Communities** addresses the increasing desire of communities to take an active role in creating satisfying and socially just places. Design and planning students learn how to initiate and manage public processes, as well as to extend participation to those whose voices are not always heard. Project-based learning, in classroom and studio, as well as through the clinical practice model of our Centers, prepares our students to become leaders in a world increasingly open to democratic planning and design among diverse stakeholders. This experiential service learning in a public university directly serves the needs of the state and region.

These three themes are already guiding decisions in the college. For a first example, the focus on Enduring Places helped us see that while we had several components in place—notably, an historic preservation program and research center, and faculty strength in sustainable design—a logical extension of this idea would start to look more carefully at the traditional design languages that had long created enduring places. It turned out that a number of CAP faculty were exploring this independently of each other, and independently of the existing historic preservation and sustainability activities. To help focus this, we hired a Director of Contemporary Traditional Architecture Initiatives, Christine Franck, whose main task initially was to develop, implement and find funding for a research center in this area. The proposed Center for Advanced Research in Traditional Architecture (CARTA) is now working its way through the campus approval process, and has already begun to obtain external funding to support it. This initiative will also run continuing and professional education and certificates in this area.
For a second example, the focus on Engaged Communities helped us see that we had a number of related but so far independent activities underway. Our Colorado Center for Community Development (CCCD) was the first center in the University of Colorado Denver, and for 47 years has been helping Colorado communities with design and planning support. Over time, an increasing number of faculty in the college across the disciplines have also undertaken projects working with communities. Our Center of Preservation Research (CoPR) has worked with ranching communities in northwest Colorado, the Planning faculty have worked with the Union Station neighborhood in advance of the massive redevelopment there, and are currently running a multi-year program called Resilient Colorado, helping communities devastated by the floods in 2013 not only to recover, but also to plan for a more resilient response to future natural disasters. Since our successes in these projects are creating more requests for our services, we are developing ways to manage and direct these in order to respond as effectively as we can, while taking on the ones of the greatest value to the college and to the communities. This initiative will also run continuing and professional education and certificates in this area.

For a third example, the focus on Emerging Practices helped us group together some of our most successful projects and programs into one over-arching theme. We have exceptional strengths in sustainable design—for example, CAP twice won the International Solar Decathlon sponsored by the Department of Energy, and we have won or placed regionally and nationally in U.S. Green Building Council design competitions several times. We have also run a Design Build program for 23 years, with projects that have won 16 awards in the last five years. And we have strong interest in the local professional community in thinking afresh about new practices of design and the design business.
PROGRESS SINCE LAST REVIEW

CAP last underwent an Academic Program Review in 2008. At that time, the University decided that since all of the major degrees are externally accredited, the university program review would focus only on the non-accredited programs, which were the Master of Urban Design (MUD) and the research PhD in Design and Planning. The recommendations resulting from that review can be seen in Appendix G. Here is an update on how CAP responded to the recommendations:

Master of Urban Design

Here are the specific suggestions made to improve the program by the last Program Review, and our improvements:

GENERAL RECOMMENDATIONS

- **Use this period of reassessment of the PhD and MUD programs to evaluate offerings in the history of design and urbanism. It may well be that rather than using lecturers to teach in these subjects, more tenured and tenure track faculty need to be hired in these areas.**
  - A course on the history of design and urbanism is no longer required as a core offering because all MUD admits have a professional degree and, we assume, a substantial background in history and urbanism. Instead, we encourage students to take such courses from allied departments of architecture, landscape architecture, and urban and regional planning, most of which are taught by tenured and tenure track faculty.

- **Create opportunities for students to contribute to college governance, e.g., sitting on committees.**
  - Current MUD students have been invited to attend all MUD curriculum meetings, and a MUD student representative attends the CAP Executive Committee on a regular basis.

- **Place college, departmental, and program policies and procedures on the web site.**
  - College, departmental, program, and university policies and procedures are listed and linked on the college website.

- **Allocate resources to further update the web site including an in-house web master.**
  - The college website has undergone two major revisions since the last program review. Significant resources were invested in research, design and development to create a website specifically tailored to the Architecture and Planning audiences. The Director of Communications and Executive Assistant to the Dean has taken over the responsibilities of in-house web master, and is assisted by other staff members.
• Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty. Provide support for students to negotiate the various administrative problems that occur due to the dual campus, e.g., enrolling in Boulder electives.
  o This recommendation primarily concerned PhD students, and the dual-campus issues were resolved with the termination of the Boulder arrangement in 2012. Student advising in the college has been strengthened, and there are now three student advisors on staff, including one assigned to work with all students in the MUD, MURP and MS-HP programs.

SPECIFIC RECOMMENDATIONS FOR MUD PROGRAM
• Provide a full-time faculty coordinator. The addition of a part-time director of the MUD program has been a good step. However, the program needs a tenure-line faculty member to coordinate it. This faculty member could work to clarify the degree programs and develop the curriculum.
  o Soon after the Program Review, the part-time Director was replaced by an Interim Director from the full time tenured/tenure track faculty. This Interim position converted to a permanent position in Spring 2009, and was held by Jeremy Németh, who is also our Chair of Planning and Design. The new Director worked with faculty to overhaul the curriculum in 2009. Last year, we formed a Co-Directorship with Jeremy and Ann Komara, who is also the Chair of Landscape Architecture. We wished to encourage by this a more direct interaction between Landscape Architecture and Planning in an area in which each discipline makes distinct but related contributions. The program review report recommended reforming the MUD curriculum, to shift towards a more structured, high-profile program, simplifying the program to make it more transparent, reexamining the focus and perhaps broadening it, and having a stronger emphasis on national and global examples of design. The current Co-Directors held a Visioning Workshop in November 2013 with design and planning professionals invited from the Denver metro area; this session was used to recalibrate the professional direction and scope of the MUD program curriculum, which is now in place.

• Create an explicit list of MUD faculty to help identity and governance.
  o The new Director put out a call for all faculty interested in being involved in the MUD program. These faculty members indicated they were all interested in being “designated” MUD faculty, and are now listed on the MUD website.

• Simplify the program to make it more transparent. Currently, the program has a confusing multitude of different paths and credit requirements.
  o The MUD curriculum now explicitly lays out one path to graduation: a 36-credit plan. If students obtained their first professional degree in the College of Architecture and
Planning at CU Denver, they qualify for up to 12 credits of advanced standing (decided upon by MUD Co-Directors).

- **Encourage the MUD faculty to meet regularly, and also examine other MUD programs around the country as possible models.**
  - MUD faculty now meet regularly during the academic year.
  - At one of the meetings early in Dr. Németh’s tenure as Director, a comprehensive spreadsheet was created reviewing the central characteristics (credits required, focus, studio progression, etc.) of 12 existing MUD programs around the world. This review helped to develop the new MUD curriculum that both comports with peer institution offerings but sets us apart and develops the CU Denver MUD as a distinct program.

- **Program Identity: Provide an explicit description of the MUD in the college literature and web pages.**
  - The website provides a clear description of the MUD program, curriculum overview, course sequence, admissions requirements, and affiliated faculty. A printed brochure for the MUD program was created in 2012.

- **Reexamine the current focus of the program, perhaps broadening it. Although the emphasis on implementation (through form-based regulations and infrastructure) can provide useful definition for the program, this emphasis may be too narrowly focused. In addition, while a regional identity has many benefits, it would be worth exploring whether to have a stronger emphasis on national and global examples of design.**
  - The revised MUD program has a broadened focus, recognizing the exercise of urban design as an inherently interdisciplinary field with a necessary balance between theory and implementation. The explicit goal of the program is to train students to become “reflective practitioners”: as such, we instill students with the theoretical grounding while ensuring their future success as practitioners. Besides the three required studios, the new MUD program introduces four seminars with a distinct urban design focus: Design Process, Design Policy, Design Practice, and Design Seminar.

The optional Urban Design Internship is designed to provide professional practice experience in urban design. Students work 10-20 hours/week in professional firms in the Denver metro region. Firms in the MUD Internship Program have included: AECOM, Civitas, Design Workshop, Norris Design, RNL Design, OZ Architecture, studioINSITE, and Tryba Architects. College units including the Colorado Center for Community Development (CCCD) frequently hire MUD students as research assistants (RAs) and the Departments of Architecture, Landscape Architecture and Planning and Design hire teaching assistants (TAs) from our incoming MUD students.
With regard to the geographical emphasis, we now include an explicit focus on national and international contexts, while retaining our ties with the exciting projects occurring in the City and County of Denver – our core studio instructor is the former Director of Community Planning and Development. In addition, we now require all MUD students to take an International Studio that immerses them in a significant urban international location; it has recently been offered in the dynamic cities of Shanghai and Nanjing, China, and Copenhagen, Denmark.

- **Consider having the MUD students move through the program in sync (through a series of studios over a 2-3 semester period) to provide greater cohesiveness and solidarity between students and faculty. This may, however, require more rigidity in the curriculum than is possible.**
  - The MUD curriculum now takes one calendar year to complete, a change we made in order to have a “cohort” of students move through the program together. Along these same lines, we are not currently accepting applications for Spring semester entry. A cadre of entering MUD students in the Fall ranges from 12-16 students.

- **Consider creating an urban design certificate within the College’s masters programs. This would not require additional coursework and as such would not confer a separate MUD degree. However, it could provide more options for students. An additional option is a stand-alone certificate offered externally.**
  - While we strongly considered this option, we decided instead to tighten up the existing program by creating an intensive, 36-credit, calendar year MUD.

- **Consider creating an advisory board of alumni and professionals, both local and national. They can provide advice on community and employer needs in the area of urban design. They can also potentially provide mentorship opportunities.**
  - We have yet to create an explicit “advisory board,” but a number of prominent local and national professionals and academics have played advisory roles while we developed our new focus, curriculum and course progression. We retain our strong relationships with a cadre of local practitioners, who frequently participate as studio jurors or provide desk critiques.

### PhD in Planning and Design

The report recommended changes to the PhD program, which at the time of the program review had become one of the most difficult programs to manage before the separation from Boulder. The program review site visit interviewed unhappy PhD faculty and students, and CAP was encouraged to resolve these problems.
The challenges in the PhD program had grown directly out of the 1993 merger of Denver and Boulder that brought together faculty from the two sites who supported two very different paradigms of the discipline. In this case, the Boulder group broadly saw research in the tradition of the Environmental Design Research Association (EDRA) based in a social science perspective, while the Denver group broadly saw research in the tradition of the humanities and art and architecture history and theory, and research in technology. The former group won control of the PhD curriculum when it was first established in 1997, leaving the latter group feeling unsupported in the curricular needs of their students. In 2008, the PhD faculty met to resolve this, and agreed to split the program between Sustainable and Healthy Environments (SHE) and History of Architecture, Landscape and Urbanism (HALU). This helped ease the tensions, although there continued to be a large imbalance in the students admitted to each area, favoring the social science perspective. The student numbers had also grown out of proportion to the size of the college, in part because a number of students were not graduating in a timely manner.

Further complicating the PhD issues, the program had been approved by the university and the Colorado Commission on Higher Education (CCHE) for delivery in Denver, but over time the Boulder faculty had been allowed informally to deliver the courses in Boulder. The students consequently often believed that they were Boulder students. They were not happy when they discovered that they fell under Denver jurisdiction, and were not treated the same as their fellow PhD students rostered in other academic units in Boulder.

These problems largely resolved themselves when Denver and Boulder split in 2012. The agreement between the two campuses left the PhD program entirely within CAP and located in Denver. The Boulder faculty were approved to continue supervising their existing PhD students. The Boulder campus provided the funds needed to meet the financial commitments previously made to those students. It was agreed that no new students would be admitted in the CAP PhD program for Boulder faculty. The Boulder campus has discussed whether they might admit PhD students for the Boulder faculty into other related Boulder PhD programs, but that is no longer the concern of CAP. The new Director of the PhD program in Denver, Osman Attmann, has been working diligently with the Denver campus Graduate School Dean to enforce the time to graduation rules, and is working with all of the PhD students, whether Boulder- or Denver-based, to expedite their graduation or dis-enroll them from the program if they cannot complete on time. Within another couple of years, we expect that Denver’s responsibility for Boulder-based PhD students will cease.

Meanwhile, the PhD faculty in Denver agreed to tighten up the admissions to the program, to match more closely the capacity of PhD supervisors in Denver available and willing to supervise. The program seeks higher quality with fewer students per supervisor, and research agendas more closely tied to the expertise of the Denver PhD faculty. Still under discussion is
the degree to which the college will provide financial support to the PhD students. The argument has been made that the students and their supervisors need to find external support through research grants, perhaps after an initial year of support. The alternative argument points out that a number of the research fields in CAP, like history and theory, do not have access to research grants. Advice from the program review visiting team on this question, regarding national best practices, would be welcomed.

Here are the specific suggestions made to improve the program by the last Program Review, and our improvements:

**2008 EXTERNAL RECOMMENDATIONS**

**GENERAL**
- Place college, departmental, and program policies and procedures on the web site.
- Allocate resources to further update the web site including an in-house web master.
- Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty.

**Update:** The website has been rebuilt to reflect the recent separation and has dedicated space for PhD and research. A new student handbook was created and approved in 2013 to assist students in navigating the program. All relevant information has been added to the website and updated as necessary. Cross-campus enrollment will be non-existent within the next two to three years.

**DUAL CAMPUSES**
- Provide support for students to negotiate the various administrative problems that occur due to the dual campus, e.g., enrolling in Boulder electives.
- Clarify governance issues between the two campuses across the various programs.
- Other recommendations are outlined below under “PhD Curricular Issues.”

**Update:** Prior administrative problems and governance ambiguity has been cleared up with the separation of the two campuses. The remaining students who were admitted previous to the split are slowly graduating and this condition will be non-existent within the next two to three years.

**PhD STUDENTS ADMISSIONS, FUNDING, AND PROGRESS**

**Fellowships**
- Consider establishing a fixed number of fellowships, free of work, for first year students in program.
- Limit the time period of funding offers – for example three or four years. Funding should also be tied to progress that is assessed annually. Letters need to clearly explain the nature of the support and expectations for both paid work and progress through the program.
- Refine the funding process to remove confusion and help student progress:
o A formal, centralized, transparent process for allocating students to assistantships each year.
o A limit on the number of hours of support each student receives, for example a maximum of 15 or 20 hours, in order to help them progress more quickly and allow more students to be supported. Many students seem to undertake far more than this.
o Limits on being instructor of record before passing the comprehensive examination.
• Institute a rigorous annual review of progress by PhD program faculty. Students who are not performing should be asked to leave. While those students who finish the program do so in a reasonable time on average (5.5 years), many students drop out after a long period of time.

Update: Steps have been taken to bring PhD program expenditures to a manageable level with expectation of size and number of students greatly decreased. Funding is offered on a yearly basis renewable up to three years. Renewal of funding is based upon the review of the students’ progress and is only renewed if the faculty deems sufficient process has been made. PhD students are considered first in line for assistantships, but the vetting process is handled by the individual departments and centers. This helps to clear up past perceptions that one or two faculty were making all the decisions regarding these positions and unfairly favoring certain students. PhD students who are “instructor of record” now have to be approved by the PhD director after faculty discussion, with this title only being offered when there is a substantial record of expertise in the field prior to their present course of study and after initial coursework is finished. In general, the goal is to have students to be ABD level within three years maximum. Focus is now more on course of study/research and less on teaching, and when this teaching occurs, mentors are provided for guidance.

PhD CURRICULAR ISSUES
Revisiting the Core Classes: The core has been updated several times and students in more recent cohorts reported improvement. However, it could be reconsidered again. It is difficult in a program that is designed to be cross-disciplinary – spanning from the speculative to applications-based models – to have a single core curriculum suitable to all students.
• Review the present Core Curriculum to consider its relation to the mission of the program and the essential needs of new doctoral students.
o For example, rather than requiring all students to take the complete core they might have one class in common – potentially a solid research design course – and then take different tracks with a menu of “directed electives,” perhaps humanities and social sciences or some other logical set of tracks.
o The program, students, and faculty, would all profit from establishing this small but focused series of “directed electives” for doctoral students that may also include Masters Degree students. At present, the reverse seems to be the standard. Developing more course work for doctoral students will help further establish the program’s curricular breadth as well as create new learning opportunities for students and faculty.

The Place of Architecture: As demonstrated by the program documentation of doctoral candidate advisers, it remains unclear how much support there is among the faculty for continuing a concentration in “architecture,” particularly when the term “architecture” is so often
used interchangeably with “history, theory, and criticism (HTC).” The division of HTC from the other concentrations seems artificial and unproductive as all of the various concentrations have their own histories, theories, and criticality.

- Reconsider the efficacy of dividing students and faculty by concentration rather than letting them have more individualized interests or dividing by department. Alternatively, the PhD program could work at more clearly defining the architecture concentration.

**Update:** The efficacy of dividing students and faculty by concentration has been reconsidered and abolished per the last review suggestions. At the time of the separation, the SHE and HTC concentrations were dissolved in favor of creating a “newly formed” and more unified, interdisciplinary faculty collaboration at the Denver campus among landscape, planning, historic preservation, and planning. The handbook was created to outline the possibility of allowing students to have more individualized interests that span departments, and they are encouraged to link to the agendas of existing and emerging research centers. It also clarifies the steps that must be taken to successfully complete the research degree. Also, more rigorous discussions have been undertaken by faculty surrounding the admission process to make sure that accepted students have the faculty guidance and support to navigate the field of potentially more diverse individualized interests.

**Role of Centers:** Examine the structural relations of the various centers (some well-established and others still developing) to curriculum.

**Update:** Students are encouraged to work within the centers and to align with current research projects to gain expertise in the grant process and community engagement, and practice within the civic realm. As are most of the recent moves to better the PhD, the program is a work in progress. Implementation is in process and diverse aspects such as this are difficult to track. However, it should be noted that change has occurred on this front since the review and will continue to move in a positive direction.

**OTHER**

**Placement of PhD Students:** It is unclear how students are being prepared for traditional academic positions and high-level research and policy positions in government agencies, nonprofit organizations, and the private sector.

- Create a process for ensuring that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job. This is especially important given the lack of a significant doctoral student culture at the Denver campus.

**Update:** With the creation of the handbook, the re-envisioning of the core sequence, and the new priorities concerning the type of student that is recruited and the criteria by which this is measured, is becoming clearer in the minds of the faculty. This is apparent in discussions that have occurred since the separation. There have also been pilot programs run, such as the annual, one-time grant funding opportunities where current students submit grant proposals with strict criteria that are then critiqued by faculty to mentor students in the
grant writing process. The funds can be used for travel to conferences, equipment, etc. This is to train our students in how to write grants. Though somewhat piecemeal to date with not much more than anecdotal results, all of these measures have been undertaken to ensure “that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job.” It is also to move ahead on our quest to overcome the stated “lack of a significant doctoral student culture at the Denver campus” highlighted in the last committee report.

Space: Allocate space for PhD students in Denver.

Update: PhD students now have their own workspace on the 4th floor of the CU Denver building as well as access to the 3rd floor materials library that has some study space.

**CONCLUSION**

The PhD Program has recruited exceptionally well regionally and internationally in the past, but is currently undergoing great change as far as the type of student it attracts. With increased publicity and more precise, targeted recruitment, it will be important to broaden the reach of the program areas to attract top-notch students from the U.S.

One of the Program’s assets is its ability to contribute to and draw from a rising global city such as Denver. The larger research community within the campus, city, and the region is strong and the connections to the downtown area and the medical campus hold great potential. The Denver campus has long emphasized the professional and applied. This furnishes a rich set of inter-unit study opportunities, expressed not only in Masters-level dual degree options, but also in a wide variety of course and consultation options across Schools and Colleges. Campus-wide strengths include a rapidly burgeoning research culture (due primarily to the merging with the Health Sciences Center but also to a new focus on creating an interdisciplinary research culture by the campus administration), direct partnership opportunities in the health sciences, exceptional programs in environmental sciences, the PhD in Public Affairs immediately across the street, and an amazing downtown urban laboratory right outside its door – all bode well for its future.

The CAP PhD Program is perfectly poised to increase its strength as a nationally and internationally renowned program to study the effects of the built environment. Several factors—the incorporation of a handful of new PhD faculty to the college, stable resources at the college level, and increased emphasis on research at the university level—provide perfect springboards to launch in new directions, while continuing to draw on existing strengths within the Program.
ACADEMIC PROGRAMS AND THE EDUCATIONAL EXPERIENCE

Architecture

Undergraduate Program

The Bachelor of Science in Architecture is an emerging program that offered its first courses in Spring 2013 and has graduated one student, in Summer 2014. The four-year pre-professional program prepares graduates to enter accredited professional Master of Architecture (MArch) programs across the country as well as other graduate programs in disciplines such as landscape architecture, interior architecture, planning, historic preservation and urban design. Students who complete this BSArch degree and enroll in the MArch program will be able to complete the MArch degree in two years, whereas individuals who hold other undergraduate degrees may take up to 3½ years to complete the MArch program. With a BSArch degree, students may also consider careers in construction and real estate as a project manager, marketer, estimator, inspector, appraiser, developer or facilities manager.

Architecture education combines critical thinking with active making. Students learn the fundamentals of design (organization, structure and systems); how to apply them to the design of buildings, neighborhoods and cities; and how to graphically communicate a design solution. Students in our BSArch program benefit from close contact with graduate students and architects and other design, construction and real estate professionals with practices in downtown Denver and the Metro Region.

Students fulfill the majority of their general studies courses in their first two years of study before entering our studio-based curriculum in their final two years. The curriculum for the Bachelor of Science in Architecture is closely integrated with our Master of Architecture program that is accredited by the National Architectural Accrediting Board (NAAB).

Most state registration boards in the United States require an applicant for licensure to have graduated from a NAAB-accredited program, and obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

The NAAB has established 32 Student Performance Criteria (SPCs) that all graduates of an accredited professional program (such as MArch) must satisfy. Students graduating with the BS Arch degree will satisfy 19 of the 32 criteria embedded in the MArch degree. The remaining 13 criteria would be acquired as part of the MArch degree. While these 19 criteria are particular to
the accreditation process, they are also the learning outcomes necessary for a well-rounded undergraduate education for students wishing to pursue careers in design, construction, real estate, and other related professions. The student learning goals of the program also allow its graduates to pursue many other options for graduate study, or careers in related and other fields.

Required credits: 120 minimum credits to graduate
- 49 credits outside the ARCH prefix: 37 required, 12 elective
- 71 credits carrying the ARCH prefix: 54 required, 17 elective

The curriculum is organized around four areas of study:
- Design Studies (27 credits): The complex process of analysis, interpretation, definition and conclusion
- Cultural Studies (9 credits): Unique mode of inquiry (historiography) with particular methodologies for analyzing, organizing, categorizing, interpreting and delivering information about the designed environment’s past
- Technical Studies (18 credits): Scientific methodologies
- General Studies (12 credits): A range of the arts and sciences that constitute a liberal education, grounding the students in a diverse set of modes of thinking that prepare them for upper division studies in the disciplinary part of the program

The same subject matter may be examined in two study area courses using two different methodologies. The question of sustainability, for instance, may be addressed from four very different perspectives – that of the historian, scientist, designer or scholar – depending on the particular focus of the question and the methods of inquiry used. There are one or more required introductory courses in each area of study, complemented by a number of intermediate and advanced courses that emphasize the analytical, interpretive, critical and creative methodologies particular to an area.

One international course has been offered so far, during Winterim 2014: Construction and Environment in Guatemala, taught by Associate Professor Phil Gallegos, was a Design Build course that explored two different architecture styles, Mayan and Spanish Colonial. Using a single project, students fully explored the design phase implementation, estimating, scheduling and project management skills required in traditional construction, and built a dome project on the site of Tecnico Mayo, a school in Comalapa, Guatemala.

**Graduate Program**
In the Master of Architecture program, we prepare students for entry into the profession and licensure. Our mission is to lead in the discovery, communication and application of knowledge in the discipline of architecture by integrating theory and practice. In this collaborative
educational model, environmental, economic, social, cultural, aesthetic and ethical concerns are fundamental. Students whose undergraduate degree was not a design degree will take about 3½ years to complete; those who have an undergraduate design degree will likely receive credit for courses previously taken and can complete typically in about two years. The program provides the skills and bodies of knowledge nationally specified for graduate study in architecture and is fully accredited by the National Architectural Accrediting Board (NAAB).

Special Opportunities:
- Leading technologies: digital tools and a state-of-the-art design fabrication shop, LiDAR 3-D laser scanning technology to document structures, and a Visual Resource Center. We teach both digital and manual graphics skills, with courses in sketching, drawing and ink wash as well as the latest parametric and digital fabrication design technologies.
- Sustainability areas: Courses in Leadership in Energy & Environmental Design (LEED) training and new approaches such as the 2030 Challenge.
- International study opportunities:
  - Internship program sponsored by Gensler Associates to exchange our students and students from Tongji University in Shanghai who study at the host institution and work in the Gensler office in the host city.
  - Collaborative design studios with Dar Al-Hekma University in Saudi Arabia, discovering new ways to preserve cultures and enhance global initiatives in sustainable urban design.
  - Opportunities to develop international partnerships with our diverse body of international and domestic students.
  - Travel study courses to Rome, Finland, Turkey, Thailand or India.
- Design-Build Certificate: Our award-winning program has taken students to sites including Colorado communities, the Navajo Nation, Guatemala, and on local non-profit projects.
- Classical Architecture special topic area: courses qualify students to apply for the Certificate in Classical Architecture from the Institute of Classical Architecture & Art in New York.
- Aspen Summer Design Studio: students work with noted architects in their offices on weekly sketch problems, and have exclusive tours of their built and under-construction works.
- Extensive civic engagement options: paid internships at the college’s Colorado Center for Community Development (CCCD).
- Research assistantships: project and field-based opportunities at the college’s Center of Preservation Research (CoPR).
- Recognition of outstanding student work: via Studio Awards, Design Excellence Awards, and AIA Denver’s Young Architects Awards Gala.

New curriculum:
A new curriculum being transitioned into the graduate program beginning Fall 2014 is designed to provide students with a range of opportunities for exploring the diverse nature of architecture.
It places emphasis on a shift away from the traditional approach of the acquisition of bodies of knowledge to a greater emphasis on the development of analytical, critical, and creative abilities. The outcome is the student’s ability to engage, analyze, organize and manipulate diverse bodies of knowledge essential to the development of creative problem solving skills.

**Studio-based learning:** Both the BSArch and MArch programs orient themselves around the design studio where students may complete assignments individually while acquiring relevant information and knowledge.

**Community-oriented studios:** Many studios propose architectural interventions on building sites in Denver, adjacent neighborhoods, or in other communities around the region. Hands-on studios take students out of the classroom and directly into local communities to design and build real-world projects that benefit the citizens of Colorado.

**Off-Campus and International programs:** Faculty-led programs include short trips (about seven days) to Chicago and multi-week field study courses such as Aspen Design Workshop. International Programs are offered in China, Guatemala, Rome, and Finland.

**Research-based learning:** Students and faculty are partners in the educational process, and students have considerable freedom to direct their learning as they advance through the program. The faculty offers diverse perspectives and creates an environment in which students grow and develop in their own individual directions within the constraints of a professionally accredited architecture program.

**Student Access to Career Development Information:**
- The department offers several formal means for students to prepare for professional careers in architecture, including paid internships within CCCD and CoPR, paid internships with professional offices in the region, access to an Intern Development Program (IDP) coordinator, and a college-wide career fairs drawing employers from multiple industries within architecture.
- Students also have many opportunities to gain from the advice and mentorship of practicing architects, both in regular classes and in extracurricular settings.

**Internship:**
Every semester the College of Architecture and Planning partners with firms and agencies to offer internships for academic credit. The main objective of the program is to immerse students in architecture and begin the networking process.

**Rigor of the Curriculum:**
The rigor is measured through the professional accreditation process by NAAB.
Here are the demographic details of the students in architecture:

### Architecture Headcount

- **March**
- **BS Arch**

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### Architecture Headcount by Gender

- **BS Arch-Female**
- **BS Arch-Male**
- **M Arch-Female**
- **M Arch-Male**

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Landscape Architecture

We offer a professional graduate program in landscape architecture with both a three-year first professional degree and a two-year post-professional degree. The standard three-year course of studies is 90 credits. Post-professional advanced standing of up to 42 credits is offered for professionally trained [BLA, BSLA, BArch, BSArch] undergraduate degree applicants.

According to LAAB in 2014, ours is one of 25 programs nationally offering a stand-alone accredited MLA degree. There are an additional 26 programs offering both BLA/MLA accredited programs, and 18 offering accredited undergraduate BLA/BSLA degrees).

http://www.asla.org/schools.aspx

Dual degrees:
We have a signature dual degree MLA program with Tongji University in Shanghai, China and exchange on average two students a year in this program initiated in Fall 2012. Within CAP we offer a thriving and efficient dual degree between MLA/MURP. In the past we offered a dual MLA/MArch, which we are redefining in the wake of MArch curricular changes being put into place in AY2014-15. We also offer a dual MLA/MBA degree with the Business School; the advising sheet for this dual degree also is under current revision.

Undergraduate:
We directly participated in the undergraduate program in ENVD when CAP was aligned with Boulder. Since that separation we have not been involved directly in undergraduate education in Denver although we have created a proposal for working with architecture and also aspire to a broadly inclusive undergraduate certificate in landscape studies.

Certificates:
We participate through CAP in the campus wide GIS certificate and have students currently pursuing this technically based curricular option. Our certificate requires 15 credits. We previously participated in the Preservation Certificate, and occasionally have students who go on to enroll in the Master of Science in Historic Preservation program.

Online:
To date we do not offer a stand-alone online course, although we do offer hybrid courses, including a technical core class “Landform Manipulation.” We also employ multiple online learning tools for classes, notably the campus-wide CANVAS platform and distance learning video conferencing. Notably, we have used this for cross-institutional courses with Tongji University, as well as for civic engagement courses such as the Learning Landscape Studio that worked with communities in Chicago. We have begun to identify and develop other courses for hybrid or on-line delivery.
**Design Build:**
We have effectively used the “Design Build” model for immersive, hands-on learning. Notable successes include a two-course sequence offered in Spring 2013 (taught by Instructor Heath Mizer and supported by DB Director Rick Sommerfeld). This project resulted in the student team winning a national Honor Award for Civic Engagement from the ASLA for “Shadeworks: Bluff, UT.”

Other successful design build efforts include work commencing in 2006 in New Orleans [NOLA] after Hurricane Katrina. This departmental focus produced a celebrated “Platform” on Bayou Bienvenue, community documents for design standards for landscapes in the Lower 9th Ward, and a schoolyard design for the Lower 9th Ward. Students also produced documentary films in the Lower 9th Ward that explored the ideas of landscape over time, the connection of people and place, and the role of design as a catalyst for positive change for people and the environment.

This NOLA school project reflected lessons learned since 1998 in the department’s “Learning Landscapes” initiative, which has completed 96 designs and installations of public school playgrounds in Denver and is now expanding beyond to other cities. The faculty and students in this program completed work on every elementary school in the Denver Public School District, affecting over 46,500 students daily. This collaborative design work involved graduate design studio students and faculty who developed funded applied research; it included civic engagement with community members including children and their families and teachers, and generated landscape installation funding of over $49 million.

**International Study Abroad:**
The Department of Landscape Architecture has run successful, fully-enrolled Study Abroad Programs since the early 1990s, typically offered in summer session. Programs run by landscape faculty have taken students to Paris, France and Helsinki, Finland. In addition, our students have participated in study abroad programs offered through CAP to Copenhagen, Mexico City, Prague, and Rome, and to China, Egypt, Guatemala, India, Turkey and Thailand.

**Curriculum:**
- Our curriculum, having fully met accreditation standards, is on target with professional expectations as understood in the areas of Knowledge (what we know) and Competencies (what we do) as defined in the 2003 LABOK [Landscape Architecture Body Of Knowledge] Study.
- Our programmatic emphases are arranged and tracked under five summative goals for student assessment and learning: Design; Research; Ethics; Communication and Representation; and Content Knowledge.
- Academic and applied research relevant to the profession and intellectual field is evident
in the rigorous three-course thesis track, commencing with a “Research Methods” class required of all MLA students leading to a thesis proposal vetted by the faculty; an “Independent Study” class focused on research and project development working with the thesis advisor; and the culminating semester of “Thesis” with a defense reviewed by faculty.

- Students graduate with skills leading to entry level positions and possess the baseline technical knowledge to sit for the standard licensure exam after two years in practice (Colorado).
- We offer the core curriculum of required design studios and technical and content knowledge courses to allow a student to graduate within the three-year course of study.
- A decline in entering students over the last three years forced us to reduce the number of elective choices offered, and this has limited our students’ opportunities to explore a more diverse array of seminar or research topics in the field. We anticipate that increased enrollments will allow us to recalibrate this reduction and carefully renew the variety of seminar offerings.
- A modest increase in departmental seminars would once again afford students opportunities to pursue areas of particular interest within the field. This move would enhance one of the department’s strengths in recruiting; our relatively broader curricular selections allow students to build on their diverse backgrounds and areas of interest using landscape architecture as the lens or realm of engagement.
- The campus wide focus on sustainability is well developed in CAP; landscape architecture courses in this area complement those in the other disciplines. One notable course, “Green Roofs/Living Systems,” addresses concepts similar to classes taught in architecture but differentiates its focus by considering the broader context of the urban systems and the role of plants and hydrological drainage systems to mediate conditions. This particular course also has direct relevance and links to the College of Engineering.
- Landscape architecture history and theory courses and graphics and representation classes, whether required core or elective seminars, are directly complementary to other CAP courses in this the history and theory of our design and planning disciplines.
- Our students are encouraged to take 6-9 elective credits within CAP to expand their base of interest and become more familiar with the allied disciplines in design and planning.
- Students from the other programs take our courses, either as cross-listed courses or as open electives within their purview.
- The MLA program is a professional curriculum that prepares students for a career in landscape architecture by training them for entry-level positions and providing the basic preparation for the exam for licensure. Because it is also a creative “design thinking” curriculum, students are also well prepared to enter other disciplines or pursue job opportunities where these skills are desirable.
- Students CHOOSE our program; it is relevant to them on personal, professional, and
intellectual levels.

- The civic engagement aspect is particularly appealing to students, as are the opportunities to use design to create spaces supporting human and environmental health and well-being.

The rigor of the curriculum is measured by professional accreditation through LAAB.

Here are the details on the Landscape Architecture students. Please note that while the headcount below shows a continuing decline, please see the chart titled CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14 on page 12. The actual Student Credit Hours are up this fall, indicating a higher number of students enrolling full time.
Planning and Design

The Master of Urban and Regional Planning (MURP) degree administered by the Department of Planning and Design is a hands-on program, oriented to the real world, which uses Colorado as our classroom. The MURP is a two-year, fully-accredited program that has produced over 1,300 alumni since its founding in 1971. As the only accredited graduate planning program in Colorado and the preeminent program in the Rocky Mountain West, we have a proud history of graduating exceptionally qualified individuals who achieve success in a variety of positions and careers. Our AICP pass rates and job placement success are among the very top in the country.

Our presence in a College of Architecture and Planning ensures that all courses have a strong connection to the built environment, and our location in the heart of downtown Denver presents our students with opportunities to learn what it takes to create amazing cities.

Our students come from all over the world to enroll in a unique curriculum that emphasizes three issues at the forefront of planning practice: Healthy Communities, Urban Revitalization, and Regional Sustainability. Our self-directed curriculum allows students to pursue their passions across the breadth of the planning field while gaining the technical expertise demanded by the profession.
Our world-class faculty includes some of the most respected researchers in the planning field, as well as award-winning planning practitioners who bring a wealth of experience to the classroom. All of our faculty members make teaching a top priority.

Curriculum:
In 2012, the MURP program undertook a major strategic planning process that led to the introduction of an entirely new curriculum and re-envisioned degree program. Our innovative new curriculum adheres to the Planning Accreditation Board’s (PAB) accreditation criteria.

To ensure the relevance and rigor of our curriculum, we undertook a robust stakeholder engagement process. We held several meetings to which all MURP students were invited, and we conducted three online surveys that were completed by hundreds of current MURP students, MURP alumni, and Colorado APA members.

We also held four focus group sessions, bringing together representatives from the following stakeholder groups: Current MURP students, student APA leadership, MURP alumni, MURP adjunct faculty and lecturers, other College of Architecture and Planning faculty, University of Colorado Denver faculty in allied programs, Colorado APA members, locally prominent urbanists, locally prominent planning/design professionals, and nationally prominent planning researchers/scholars. The in-depth interviews and discussions about the key elements of our new program and curriculum proved invaluable to our understanding of the important issues and priorities in the field and directly informed our decisions.

The sequencing of our core and elective courses is designed to enable all full-time students to complete the program in two years. The specific number of electives and sections of core courses we offer each semester is calibrated to our enrollment numbers.

Urban and regional planning is inherently an interdisciplinary field. To ensure our students’ academic and professional success, we deliberately cross-list courses with departments ranging from Architecture and Landscape Architecture to Business and Civil Engineering. The MURP program is the only accredited urban and regional planning program in the state of Colorado, so we offer a unique opportunity for students.

The core (required) courses in our curriculum provide a broad and robust survey of the most critical topics in the planning field. The specific course content is significantly dictated by the demands of the Planning Accreditation Board. By fulfilling these courses, students are well-equipped to enter the planning profession and pass the professional AICP exam.

The MURP program is unique in that once students fulfill their core requirements, we allow them to craft a self-directed educational path. We thus offer a broad selection of elective courses from
which students may choose any combination, whether oriented towards a particular specialization or a generalist survey of the planning field.

The rigor of the curriculum is measured officially by the Planning Accreditation Board. More informally, we frequently survey alumni to determine how well our curriculum has prepared them for their current position.

Here are the demographic details of the students in the Master of Urban and Regional Planning. Please note that while the headcount below shows a continuing decline, please see the chart titled CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14 on page 12. The actual Student Credit Hours are up this fall, indicating a higher number of students enrolling full time.

![MURP Headcount Chart]

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MURP Headcount by Gender

Female
Male

MURP Headcount by Ethnicity

African American
Asian American
Hispanic
International
Native American
Pacific Islander
Unknown
White
Historic Preservation

The Master of Science in Historic Preservation (MS-HP) was initiated in 2010 as an interdisciplinary effort of CAP. This degree program draws upon existing tenured and tenure-track faculty as well as a small number of lecturers to deliver the content of this program that typically requires 45 credit hours as a stand-alone degree, or 30-33 credit hours as a concurrent or additional degree for those with advanced standing. The MS-HP is an integral part of our college vision, contributing to the area of prominence and distinction called Enduring Places.

Curriculum:
The MS-HP degree was designed to be consistent with the standards of the National Council of Preservation Education (NCPE). While this body does not systematically accredit its member programs, all recognized programs do go through a peer-reviewed certification. Our program was certified as a master degree granting member of NCPE in 2010.

NCPE provides guidance on requirements and distribution of credits for its member programs. Our program meets these standards. Core courses are all cross-listed and electives within our program are largely drawn from the offerings of the CAP departments. While resource efficient, this model, and its limited offerings, makes it difficult for HP students to develop a distinct identity within the College.
There is extensive overlap with other CAP departments, especially Architecture through cross-listing, as the MS-HP was conceived as a program that would benefit from existing resources and hence only modestly contribute to curriculum expansion.

The details on the Historic Preservation students follow below. Please note that the headcount below shows a decline, which also shows up in the chart titled CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14 on page 12. The overall number of 24 just slightly exceeds the projection of 22 for AY 2013-14 and AY 2014-15 made when the program was first approved, but nonetheless, we are focusing on building these enrollments back up.

The Director, Christopher Koziol, recently obtained Western Regional Graduate Program (WRGP) certification from the Western Interstate Commission on Higher Education (WICHE), for the MS-HP. Quoting from their website, WRGP “.... allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in some 320 high-quality programs at 56 participating institutions outside of their home state and pay resident tuition. The WICHE states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands.”

The Director also recently obtained approval from NCARB to allow the MS-HP to award up to 930 IDP hours for students who obtain the MS-HP while concurrently earning the MArch. He is also working with the Planning program to develop a dual degree between MS-HP and the MURP.

Perhaps in part because of the link to the MArch program, and in part due to the economy, we have more concurrent degree seekers and part-timers than originally expected, and the students are moving through the program more slowly than originally anticipated.

The Director has reviewed enrollment trends with CAP’s Manager of Admissions and Outreach, Rachael Kuroiwa, and they have determined that we need more and better marketing, and we need to move our deadline for applications earlier in the year to March 15 to be able to make offers before students find offers elsewhere.

It is worth noting that the SCH reported for Historic Preservation (prefix HIPR) by themselves do not fully reflect the vitality of the program. This is because Historic Preservation requires that only 21 of 45 (47%) credits must be HIPR. In fact, no HIPR class is offered exclusively under the HIPR prefix. This means that HIPR students are almost always joining in with other students in cross-listed classes, where the SCH counted for HIPR are not the total number of SCH for the class. For example, this semester HIPR 6010 (which is also ARCH 6230 and URPL 6499) has 23 students enrolled, only 11 as HIPR. HIPR 6210 (also listed as ARCH 6233) has seven of its
12 students enrolled as HIPR. Of the three HIPR prefixed courses offered this semester, only 23 of the 49 enrolled students are enrolled under the HIPR prefix. The Urban Design program, in contrast, requires that 33 of 36 credits (92%) have a URBN prefix, and these courses are offered almost exclusively to MUD students. While the Historic Preservation approach provides opportunities for multi-disciplinary interactions, and uses teaching resources efficiently, it also means that we are not building up more specialized offerings in Historic Preservation. More classes would likely attract more students, which would support more classes, and so on.

We welcome advice on our Master of Science in Historic Preservation program. We see this as one of our key specialized programs in our bigger college vision, and would like to help this thrive as much as possible.
Urban Design

The Master of Urban Design (MUD) in the College of Architecture and Planning is an advanced post-professional degree program requiring 36 credits. The program is studio based with accompanying related topical and depth seminars. It culminates with a signature International Studio in the summer; this has recently been offered in the dynamic cities of Shanghai and Nanjing, China and Copenhagen, Denmark.

The MUD program draws students from backgrounds in professional programs in planning, architecture and landscape architecture. In addition to appealing to students seeking to cap their design experience in the College, the MUD program attracts students from across the U.S. and globally. It boasts a strong cadre of international students. Its reputation sustains this international appeal, which includes current students entering the program from the prestigious Fulbright International Exchange program.

Its graduates have attained significant roles in professional design firms around the world, and include some of the most prestigious alumni in the College. Recent alumni of the program have entered not only academic positions and professional offices but also have taken jobs in government agencies and offices as well as in consulting and advising for the design and planning industries.
The Urban Design program at CU Denver was initiated in the early 1970s and has been housed in various administrative iterations within CAP departments. Program Directors currently share part-time appointments as Co-Directors. The structure of the CAP MUD program is created to allow for flexibility; no faculty is assigned full-time to the program. MUD program faculty is drawn from the three affiliated departments in the College of Architecture and Planning (CAP): Architecture, Landscape Architecture and Planning and Design. MUD faculty lecturers are also hired from the local design and planning community, as befits this intensive professional curriculum. This interdisciplinary faculty is committed to implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality.

The financial basis for the MUD resides in the overall CAP budget, and is based on student enrollments. It benefits from a proportional allocation of the College’s budget to support initiatives and scholarships. The funds are used to enhance pedagogical and course delivery efforts as well as to support student success in the program. The program’s costs are comparable to other programs, with an advantage thanks to our participation in the Western Interstate Commission for Higher Education-Western Regional Graduate Program (WICHE-WRGP, http://www.wiche.edu/wrgp), which allows residents of any of the 15 member states to pay Colorado resident tuition.

The MUD co-directors and faculty have developed four broad objectives and a series of measurable student learning outcomes that are shared by all faculty members delivering an MUD course and are introduced to the students through syllabi and rubrics. These specific learning outcomes describe the knowledge, skills and abilities that students are expected to have upon completion of MUD degree. The program is structured to address student learning as follows:

1) **Design excellence**: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.

2) **Communication skills**: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

3) **Professional expertise**: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.
4) **Substantive knowledge**: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

The CU Denver Outcomes and Assessment Office has provided the following feedback on the program’s process and progress towards achieving the learning outcomes:

“The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There is an assessment matrix (outcomes by courses by assessment method) and multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. As well, the faculty members meet to discuss the assessment results and then use the information to guide their program improvement recommendations (e.g., possible inclusion of a reflective component in the form of a portfolio).

Particularly notable is the careful analysis of student performance and recommendations for course and program improvements (e.g., Learning Outcomes Assessment for Urban Design 6610). As well, the format and forms for instructors to report on student performance for their courses is an excellent design! [July 8, 2014, Kenneth Wolf, Outcomes Assessment Committee, Re: Feedback on the 2013-2014 Assessment Report for the Master’s in Urban Design]

**Curriculum:**
The MUD program held a Visioning Workshop in November 2013 with design and planning professionals invited from the Denver metro area; this session was used to recalibrate the professional direction and scope of the MUD program curriculum, which is now in place.

Curricular overlap with the other disciplines in CAP is intentional and created to enhance this post-professional program’s mission and pedagogical requirements to advance the training and preparedness for each student. A few MUD seminar courses are open to students in CAP on a cross-listed basis; this creates a learning environment that consciously integrates students throughout the design and planning disciplines and enhances the College’s mission. Further, elective courses are required outside of the MUD program; students enroll in such classes offered across the College, which furthers this integrative mission.

MUD faculty review the goals and outcomes of the curriculum in design reviews as well as annually in a faculty retreat. External peers drawn from the design and planning professions are invited to design studio reviews where they comment on the materials produced by students in the program and provide reflection on the quality of the project work. These professionals also participate in the review of design portfolios. Professional internships, an optional opportunity in
the program, ask the professional host to evaluate the individual performance, which is then reviewed by the co-directors to assess their preparation and ability to meet professional expectations. Job placement also indirectly reflects the quality of the curriculum.

Here are the demographic details of the Urban Design Students:

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Urban Design Headcount by Ethnicity

- African American
- Asian American
- Hispanic
PhD in Design and Planning

The PhD in Design and Planning is a research oriented degree. Initiated in 1997, the program is dedicated to the education of future architects, landscape architects, and urban planners who are intellectual leaders, and who have a critical understanding of the social, political, and global conditions that influence their profession. The PhD degree in Planning and Design is appropriate for those seeking careers in research and teaching or in roles in government or professional consultation, all of which require a research specialization. So far, over 40 graduates of the program have gone on to faculty positions at universities in the United States and elsewhere, post-doctoral work, and into private consulting, nonprofit organizations, and the federal government.

Students may choose to focus in Architecture, Planning, or Landscape Architecture, or work in any combination of these disciplines. The modes of inquiry may draw from scientific, critical, historical, and creative disciplines. But common to all are (a) the physical environment as the domain of interest, (b) its interdisciplinary and integrative orientation, and (c) its applied nature.

Admission to the program is competitive and based on merit and available funding for research projects relevant to the central initiatives in the program. In the first two years of residence, students take courses to satisfy the requirements of a major and a minor field of study and the
core requirement of the program, as well as additional electives. The minimum residency requirement is four semesters, not including summer semesters. The first step is the completion of the coursework required by the candidate's selected major and minor fields of study. The second step is the comprehensive examination in the selected major and minor fields of study. Students then move on to preparing a thesis topic and research proposal which is presented and defended in a public event. With the successful defense of the thesis topic and research proposal, students are admitted to candidacy. Finally, the completed thesis is defended in a public examination involving external examiners in addition to the members of the committee.

Curriculum
The required core curriculum develops topics in theory, methodology, and application, and also includes a series of program-wide colloquia. A defining characteristic of the Program and the disciplines from which it draws is its interdisciplinary nature—bridging architecture and planning; the humanities and the social sciences. Proper scholarly training within these disciplines presents inherent challenges from a pedagogical perspective. Coverage aims to be in depth but also with breadth so as to illustrate the complex interrelationships among planning and design problems.

The minimum requirement is 36 credit hours of coursework, all of which must be at the graduate level (5000 and above) and 30 hours of dissertation credits. All PhD students are required to take 12 credit hours of core courses. The curriculum is divided into three stages consisting of core courses, major and minor field courses, and the dissertation. The program requires a minimum of 66 hours of graduate work, 30 of which must be earned while in residence.

Students are required to submit year-end reports that update their progress relative to the program of study. The report must be first approved by the student’s advisor, then by the PhD Program Director, and forwarded to the Graduate School Office to be placed in the student's file. University of Colorado Denver requires that doctoral students, whether enrolled full time or part time, must complete all degree requirements within eight years of matriculation.

Here are the demographic details of the PhD Students:
International Programs

The College of Architecture and Planning has always been a leader in international education, due to an unusually large number of faculty with international backgrounds or interests. CAP typically has run more study abroad programs than any other college in CU Denver. This focus has become even more important in recent years, as the design and construction industries are rapidly globalizing. Many of our students will need to work abroad, or will work in U.S. firms undertaking work abroad, at some point in their careers.

To build more infrastructure for international programs, international education has been assigned as part of the portfolio of responsibilities of the Associate Dean (first Yuk Lee, and on his retirement, Michael Jenson). We have been working closely with the Office of International Affairs to align with campus protocols and strategic plans, as well as drawing on their experiences regarding MOUs, for example.

Michael Jenson established the CAP Global Study Committee in fall 2013 to both expand and refine our international education programs by following three key principles: 1) strategically focus CAP programs in certain regions of the world where we can be most effective; 2) integrate the international experiences more fully into the life of the college and the existing degree programs; 3) provide centralized support staff for greater efficiencies.

The Committee is made up of the Associate Dean, Department Chairs from Architecture, Landscape Architecture, and Urban and Regional Planning, Program Directors from Urban Design and Historic Preservation, the Undergraduate Director, and a CAP global study coordinator. All international proposals are brought to the committee for review and approval. The committee welcomes faculty members with international contacts or experience to develop and submit a program proposal. The committee is charged with evaluating existing programs as well as recommending the suspension or reallocation of faculty for global study programs.

The coordinator provides the following services:
- Give assistance on how to develop a program
- Supply all required procedures for the establishment of the program, including program application
- Assist with promotion and student recruitment
- Assist with pre-departure orientation sessions
- Facilitate transition to the Office of International Affairs
- Work with student enrollment, advising, and degree conferral
- Coordinate CAP global study scholarship process
Formal, Continuing Programs
We established our first formal, continuing relationships with institutions abroad, in most cases supported by philanthropic gifts:

Dar Al-Hekma University is one of the first private all women’s universities in Saudi Arabia. One of its prime founders is Zuhair Fayez, who is also one of our most distinguished alumni. He provided resources for CAP to develop a proposal for a five-year Bachelor of Architecture degree for DAH, which was approved by the Saudi Ministry of Education four years ago. Zuhair also funded an innovative joint studio between DAH and CAP. Each year, DAH students are teamed with CAP students, and each team designs a project together by way of the Internet and email. These projects introduce each side to the other side’s cultural traditions and building technologies, creating greater cultural understanding. We recently received a new gift from Zuhair to add to previous gifts, to create an endowment of $2M. This will be used each year to support the DAH design class visiting Denver, and the CU Denver design class visiting Jeddah.

The Finnish Initiatives are supported by another of our most distinguished alumni, Don Johnson, and his wife Maria. Don and Maria have close connections to Finland (Maria’s birthplace), which is one of the world’s most distinguished design cultures. Don and Maria are supporting developing closer ties between Finland’s design schools and CAP, starting with giving full tuition scholarships for Finnish design students to complete our MArch. We also look forward to study abroad opportunities for our students in a major Finnish design school, for example, the Alvar Aalto University in Helsinki. A key point of overlap is the Finnish focus on wood construction and product design, and our focus on design/build projects in our Emerging Practices initiative.

The Tongji Dual Degree is an exchange program between CAP’s Master of Landscape Architecture and the same degree in Tongji University in Shanghai. Tongji is ranked #2 for design in China, and so this is an aspirational peer for us. Our students begin here, spend a year at Tongji, and return here to complete the requirements for both the CAP and Tongji degrees; this works in reverse for the Chinese students. We believe this is the first dual degree of its kind in Landscape Architecture in the United States.

The Gensler Exchange was created with the help of yet another of our most distinguished alumni, Xia Jun. Jun obtained his Master of Urban Design here, worked in the Gensler office in Denver (Gensler is one of the world’s largest and most global design firms), and then started up the firm’s office in Shanghai. He and the firm are now completing construction on the world’s second tallest building, in Shanghai. Jun helped us establish a scholarship, in which a CAP student could work in the Shanghai office, and a Chinese student could work in the Denver office. This innovative program is unfortunately on indefinite hold starting this year, due to recent changes in the Chinese visa and work regulations.
Revolving Programs

In addition to these more formal arrangements, CAP also runs extensive summer abroad, Maymester and Winterim programs based on faculty and student interests. Recent programs include:

• **Sustainable Tourism in the Slow City: Seferihisar, Turkey:** The curriculum emphasis highlights the city’s historical layers, the Roman heritage, the Byzantine and Ottoman, in terms of urbanization in Turkey’s first certified “slow city.” The slow city movement features locally grown food, sustainable living, and decisions made within a local community context. Students learn about urban planning and design policies and their effects.

• **Architecture and Urban Context of Rome, Italy:** Lessons from the culture and city frame a specific understanding of historical buildings and architectural design styles. Classes take advantage of Rome as a contemporary city where historical settings and modern life form an integrated whole.

• **Architecture in Cultures: Thailand:** Studies provide a broad introduction to the cultural and architectural traditions from the vernacular to urbanism, from temples and palaces to the hectic pace of urban Bangkok. Many of the most significant accomplishments in the history of global architecture are represented in this location, where cultural and architectural history spans thousands of years. Students investigate the process of globalization and urbanization and the impact of the built environment.

• **Design Build Construction in Guatemala:** Mayan architects have been wrestling with volcanoes, earthquakes and mudslides for millennia. Similarly, CU Denver students face these challenges as they conduct research and build a school using locally owned, sustainable materials and techniques. They explore all phases necessary to modern design builds: design phase implementation, estimating, scheduling and project management skills required in traditional construction.

• **Southeast University of Architecture, Nanjing, China:** CAP’s Master of Urban Design program and Southeast University of Architecture (SEU), Nanjing, one of the oldest urban planning departments in China, collaborate on joint urban design studios. In China, designs for a complex urban site along the famous city walls of Nanjing are underway. Students visiting Denver learn about the Denver Performing Arts Center, which is the nation’s second largest performing arts center (Denver citizens contribute more public funding for the arts per capita than any other U.S. city), Denver’s Civic Center Park, the Colorado Convention Center, and the rapidly expanded multi-modal transit hub downtown.

Extended Studies

At present, our continuing and professional education program is in a rebuilding phase as it strategically refocuses its efforts in support of the College’s signature areas of prominence and distinction. We are actively evaluating several new certificate programs targeted at students
currently enrolled in a University of Colorado degree program who wish to add a credential to their degree, and working professionals who do not wish to enroll as degree students, but who wish to pursue a certificate to improve job skills.

The College of Architecture and Planning offers two graduate certificates: in Design Build and in Geospatial Information Science (GIS). The graduate certificate in Design Build is offered as an extension of the Master of Architecture program. Course work in this extension emphasizes the designer's perspective as master builder. One of the primary offerings currently in the Design Build program is a collaboration with DesignBuildBluff, a program started through the University of Utah that brings architecture graduate students to a Navajo reservation in Bluff, Utah, to build sustainable homes for Navajo families in need.

In partnership with the Civil Engineering and the Geography Department, the College offers a certificate program in Geospatial Information Science (GIS). Known to some as “computer mapping,” GIS is used to store, manage, analyze, synthesize, and display spatial data and information. This certificate program is intended for degree-seeking students and non-degree-seeking professionals with a strong interest in the application of GIS to the design and planning professions.

In combination with these efforts, our recent programs have been skills-based workshops and seminars. These have been one- to three-day intensive courses that focus primarily on enhancing skills related to a particular software or medium (i.e., drawing, photography, etc.). The College is exploring additional opportunities to partner with professional organizations such as the American Institute of Architects (AIA) to provide CPE credits to its members as part of the on-going educational requirements for licensing.

**Advising**

CAP has invested in a professional advising staff and infrastructure to provide strong support for our students. We have three advisors, one assigned to BSArch students, another to MArch and MLA students, and a third to MURP, MUD and MS-HP students. They are cross-trained to cover for each other during vacations, leaves, etc. We also have a director of internships and mentorships, who helps connect students to professional offices. The student advising services are highly effective, as seen in an exit survey of graduates conducted in Spring 2014:
Further Information about support services is readily available on the CAP website:
http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Pages/StudentResources.aspx

The Campus Life section of the university website also offers extensive information:
http://www.ucdenver.edu/life/services/Pages/index.aspx

Besides the centralized advising offered in Student Services, individual programs offer additional help:

**ARCHITECTURE**

- Faculty and advisors work closely with individual students to assist them in setting personal goals and to advise them on elective choices and career directions.
• Students often seek informal advice from faculty, and the advising staff can help students find the appropriate resource to meet their personal and professional needs.
• The Graduate Academic Advisor (staff) and the Associate Chair (faculty) advise MArch students on all aspects of the curriculum as well as issues that might affect student performance in the program.
• The Undergraduate Academic Advisor (staff) and the Director of the Undergraduate Program (faculty) advise undergraduate students.
• Students meet with an advisor throughout the academic year as needed, to discuss issues of academic course planning. Advisors assist students with information and advice about graduate schools and employment possibilities available to them upon completion of their academic program.
• The Graduate and Undergraduate Advisors, the Associate Chair, and the Director of the Undergraduate Program meet regularly to discuss student issues and concerns, and to review department policies that affect students.

LANDSCAPE ARCHITECTURE
• Faculty advisors are assigned to the departmental student organizations: Student ASLA, ROOT, and Urban Horticulture Club.
• T/TT faculty and all instructors are required to post office hours and be available by appointment; lecturers are also encouraged to offer office hours and/or appointments. We are all readily available through e-mail.
• The MLA faculty is required to attend our departmental “assemblies” or informational sessions that occur at least once a semester.
• The Department Chair and Associate Chair maintain “open door” policy and shared contact information that allows students nearly immediate response as needed in emergencies.
• The Department Chair and Associate Chair are familiar with Campus Resources and make referrals as needed.
• All field trips use release forms, as do Study Abroad and Design Build programs, which also put in place Risk Assessment and Emergency Management Plans.

URBAN DESIGN
• Student support is available through direct access to the directors of the program, who are both Department Chairs and quite able to provide referrals to the extensive support infrastructure available in CU Denver; Office of Global Education for international students; direct access to the Student Academic Advisor for MUD housed in CAP.
OUTCOMES ASSESSMENT

College Outcomes Assessment

CAP remains committed to developing and implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality. The culture of assessment continues to improve and expand in the College. Each program has developed student learning outcomes, implemented assessment methods, collected data and, to varying degrees, used the information to inform program improvements. However, the type and ability for each program to collect specific and consistent data varies greatly.

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

As professional programs, Architecture went through accreditation in 2008 and was granted full reaccreditation in 2009, Landscape Architecture went through accreditation in the Fall of 2009, and the Planning accreditation review was in Fall 2010. During the preparation of each department’s self-evaluation report for accreditation, each department reflected on the performance of the students as well as the faculty and curriculum.

As required by the university, each program is to submit an annual outcomes assessment report in May for review by the Director of Assessment, Dr. Kenneth Wolf. Dr. Wolf provides feedback and recommendations for improvement to each program. In general CAP has been consistent in providing the annual reports, however, last year due to administrative transitions and significant curricular changes a few programs did not submit annual results reports as new plans for assessment were developed.

To briefly demonstrate that student learning outcomes are being measured and the results obtained from measuring learning outcomes are being used to improve each program, Dr. Wolf’s feedback for 2013-14 reports is included in italics below.
Programs with external accrediting agencies

Master of Urban and Regional Planning
(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)

Knowledge and skill goals: We take the assessment of the outcomes of our program extremely seriously. We used the whole of the PAB Standard 6-Program Assessment as a touchstone for the restructuring of the MURP program, and have begun to introduce metrics that will, over time, be the measure of the success of our new program. The response below matches the structure of Standard 6 and demonstrates that we have identified measurable goals, instituted rigorous learning outcomes assessments, and have begun systematically tracking graduate satisfaction and success.

The specific knowledge, skills and values that we must assess for the Planning Accreditation Board include the following (source: PAB Accreditation Standards and Criteria (final - approved April 14, 2012):

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings; such evidence will be provided in Standard 6. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

A. Required knowledge, skills and values of the profession: The program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in core courses required of all students, although other approaches are possible. Specifically:

1. General planning knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.
   a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
   b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
   c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
   d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.
   a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
   b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
   c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
   d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
   f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
   a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
   b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
   c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
   d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
   e) Social Justice: appreciation of equity concerns in planning.

How knowledge and skill goals are made known to students and other learners: The specific PAB outcomes that will be assessed in each course are noted in the course syllabus.
How well the knowledge and skill goals are being met: See Outcomes Assessment Report.

How learning outcomes are measured: Each course instructor selects the assessment instrument best suited to their course (e.g., a self-survey, inclusion of particular questions on exams, inclusion of particular essay questions, etc.). These are described in great detail in the Outcome Assessment Reports.

Learning outcomes measures change: The MURP program has begun using the 2012 PAB Accreditation Standards and Criteria.

Student employment/acceptance into graduate programs: April 2013 survey of May and August 2012 MURP graduates - Question: Are you working in a full-time planning-related job? (25 responses)

Yes 15 60%
No 10 40%

Our students have been very successful at passing the American Institute of Certified Planners (AICP) licensing exam. From 2004-11, the MURP program had a pass rate 8% higher than the national average, and we are ranked third out of 96 accredited programs in total number of alumni who have passed the exam during this period.

The percentage of MURP graduates who pass the AICP exam within three years of graduation:

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>27%</td>
</tr>
<tr>
<td>2007</td>
<td>11%</td>
</tr>
<tr>
<td>2008</td>
<td>29%</td>
</tr>
<tr>
<td>2009</td>
<td>12%</td>
</tr>
</tbody>
</table>

How results have been used to revise and strengthen the program: Results from our Outcomes Assessments were instrumental in the development of our new program mission and curriculum. Our new approach rectifies gaps in the students’ learning under the old curriculum made evident by our Assessments. We have just completed the first year of our new curriculum and will be drawing on our Assessments to adjust our courses as our program develops.

Dr. Wolf's feedback for 2013-14 - The department continues to have in place an excellent outcomes assessment system. Learning outcomes are linked to professional standards,
assessments are diverse (e.g., exams, papers, projects, presentations), rubrics are in use, and recommendations are made for improving the learning experiences for students. As well, students are performing at proficient levels and above. Kudos.

In 2013-2014 the department focused on assessing learning in a number of core courses. I will make a few brief comments about the assessment report from each course.

**UPPL 5000 Planning History and Theory**
Nice touch aligning the exam questions to the course learning outcomes. Good recommendations for improvement (e.g., revision of the exam format).

**URPL 5010 Planning Methods**
Linking the learning outcomes to the educational outcomes in use by the Planning Accreditation Board helps to ensure that the course learning outcomes are sound. Good reporting of the assessment results for each specific learning outcome.

**URPL 5030 Planning Profession**
The assessment (i.e., take-home paper) pushed the students to reflect on their learning and on the profession more broadly.

**URPL 5040 Natural and Built Environments**
Good observation: “…our learning objectives were quite broad and were not consistently evaluated. In future iterations we expect that outcomes and assessments will line up more tightly.” Next year, design the assessments so that they better measure specific learning outcomes.

**URPL 6000 Planning Project Studio**
A very ambitious real world project! Despite the political tangles it was no doubt an excellent learning experience. Student self-assessments (as was the key assessment for this course) are valuable but they are not sufficient for outcomes assessment purposes. Necessary as well are the assessments of student products or performances. Self-assessments were nicely linked to the course and profession learning outcomes.

Overall, a well done assessment report (and excellent program from all appearances). The report would be even stronger if the program chair would review the findings from all of the courses and identify patterns across courses and students that the program overall might find useful to highlight.

**Master of Landscape Architecture**
(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)
Knowledge and skill goals for graduate student and other learning: Our programmatic emphases are arranged and tracked under five summative goals for student assessment and learning: Design; Research; Ethics; Communication and Representation; and Content Knowledge. There are numerous subcategories of knowledge and competencies in these areas that are addressed specifically through the core curriculum, but also in electives.

How the knowledge and skill goals are made known to students and other learners: Students are introduced to the five areas of emphasis and the learning expectations orally in our departmental meetings, and more directly they receive course syllabi that indicate the particular outcomes being addressed or highlighted in that course.

How well the knowledge and skill goals are being met: Overall, they are met quite well. The indicators we see over the last several years show that even our students for whom English is a second language are making great improvements in the program’s assessed areas of knowledge and competency.

How learning outcomes are measured: Please see our Annual Assessment Report. The department uses several methods of direct and indirect assessments for specific classes and for program level review. Rubrics are one standard example for assessing coursework, and are used in many of the MLA classes. External professional assessment of student learning occurs in the design studio audit or review. We are discussing how to best implement a student “self-reflective” assessment point in our curriculum.

Student employment/acceptance into graduate programs:

- Two 2013 MLA graduates were accepted into and now attend PhD programs.
- While the program and course level assessments show the variation and character of student success, it is quite evident in the ability of the students to find meaningful relevant work upon graduation. The last few years have been successful in this direct indicator of successful learning in our professional curriculum.
- While we need to better track this data through alumni connections, our informal understanding indicates that at least 75% of the recent graduates (2012/2013) of the MLA program have sought and found work in the profession or a directly related field.
- The faculty works closely with the professional community to make students aware of job and employment opportunities. This effort needs to be more focused and accessible.
- A longitudinal indicator of student success can also be seen in our 10+ who hold tenure or are in tenure track positions in landscape architecture at institutions of higher education nationally, including one who is now a department chair. Many other alumni are involved in teaching as lecturers or instructors, and as studio critics.
- An alumnus of our program has held the elected post of President of the American Society
of Landscape Architects.

- At least three of our alumni are Fellows of the American Society of Landscape Architects, a national position attained through nomination and review by a body of peers in the profession.
- Several of our alumni are Principal or CEO in internationally acclaimed design firms, and many others are Senior Associate.

*How results have been used to revise and strengthen the program:* The department annually dedicates a faculty meeting to discussion of the learning outcomes and assessment. Full consideration is given to how results impact curricular decisions and direction for making the program’s learning better. One example is the inclusion of “Research” as a learning outcome category and the revision of the “Research Methods” course to address this, and its status as a required core course for all MLA students.

*Dr. Wolf’s feedback for 2013-14 - Kudos once again this year to the Landscape Architecture program.* The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions. As well, students appear to be performing at high levels both within the program and outside of it (e.g., numerous student applications for external awards and scholarships).

*The program is ambitious in its vision and has used the assessment process to improve its effectiveness.* Examples include the program’s careful analysis of assessment results (e.g., “Most students have a reasonable command of representational conventions and media, but lack critical insight in medium-content relations.”). As well, the program has many plans for future improvements. Examples include possibly hiring a teaching assistant to help international students in assimilating more quickly into the program, developing methods for assessing students’ understanding of ethics related to the field of landscape architecture, and arranging for workshops on rubric development and written communication.

*Impressive!*

**Architecture**

The development of the new curriculum structure demonstrates that NAAB perspectives are essential to the character, mission, and goals of the department. In fall 2014, the new curriculum is being implemented, taking into account the need for a transitional period. An assessment process will be implemented within the Department on an annual basis.
Teaching Assessment

- Teaching development and assessment will be at the forefront of discussion in Fall 2014. Faculty will participate in a workshop focused on the development of learning outcomes and rubrics for the new curriculum.
- The faculty will assess the plan each year to see where the Department has been successful in meeting the goals, and new strategies will be adapted to further the Department's goals and ambitions.

Faculty Self-Assessment

- The faculty engages in self-assessment in a variety of ways. First, the faculty actively participates in governance of the department through its work on the four standing committees: Curricular Affairs, Student Affairs, Faculty Affairs and Academic Affairs.
- In Fall 2014, the department will establish an end-of-semester review policy for all studio work. This will permit faculty, students, staff, and others to participate in review of student work.
- Student evaluation of faculty teaching is performed in every class using the Faculty Course Questionnaire (FCQ) form.

Assessment process

- The Department of Architecture currently responds to the campus wide assessment process. A report is submitted each spring semester.
- Beginning in Fall 2014, the academic affairs committee whose members represent all academic ranks, from lecturer to professor, will develop the new departmental self-assessment process. It will identify means for gathering data as well as various individuals and groups with which to meet on a regular basis to gather input.
- In fall 2014, faculty will develop course rubrics as a tool for outcomes assessment. Dr. Kenneth Wolf, Director of Assessment for the University of Colorado Denver campus, will be instrumental in developing a workshop for the faculty.

Master of Architecture

(Reports not available but a multi-year plan has been developed with Dr. Wolf.)

The focus of outcomes assessment in 2013-2014 was on re-designing the curriculum and mapping the learning outcomes required for professional accreditation to the new curriculum. The outcomes assessment plan for 2014-2015, as part of the professional accreditation process, is to identify and assess weak and strong samples of student work for each course and for each learning outcome as a way of documenting and analyzing student performance.

For 2014-2015, the program will submit an assessment report (due May 30, 2015) describing the results of the assessments that were carried out for each course. A plan will be included in
this report for how the outcomes assessment process will unfold in 2015-2016 (and subsequent years). This plan would identify in which courses assessments will be administered, for which outcomes, and by whom to have the necessary assessment data for the 2015-2016 annual assessment report (due May 30, 2016).

Bachelor of Science in Architecture
(Refer to Appendix H for 2013-14 annual results report.)
Dr. Wolf’s feedback for 2013-14 - The Architecture BS program is making steady progress in putting in place an effective outcomes assessment system. The program has identified learning outcomes (linked to the NAAB criteria), and identified which outcomes are addressed (and included on the syllabi) in which courses. As well, the program has developed a number of rubrics for assessing performances. The plan for fall 2014 is “to review our current assessment tools and establish uniform means of data collection.” The program then plans to collect assessment data in the spring of 2015 to inform the program improvement process (and the 2014-2015 annual assessment report).

Programs without external accrediting agencies

Master of Urban Design
(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)
Dr. Wolf’s feedback for 2013-14 - The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There is an assessment matrix (outcomes by courses by assessment method) and multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. As well, the faculty members meet to discuss the assessment results and then use the information to guide their program improvement recommendations (e.g., possible inclusion of a reflective component in the form of a portfolio).

Particularly notable is the careful analysis of student performance and recommendations for course and program improvements (e.g., Learning Outcomes Assessment for Urban Design 6610). As well, the format and forms for instructors to report on student performance for their courses is an excellent design!

Simply stellar. A model I hope to share with other programs across the university.

Master of Science in Historic Preservation
(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)
Dr. Wolf’s feedback for 2011-14 – The Historic Preservation program has many excellent features in place in terms of outcomes assessment. The program has identified key learning outcomes, created a curriculum map indicating where students have the opportunity to learn these outcomes, and measured student learning through a variety of measures. The assessment results are then used to inform program improvement decisions.

The assessment report and assessment process would be stronger if the results more clearly indicated the relationship between specific assessments and student performance; however, given the small number of students in the program, the more general reporting on student performance for each learning outcomes, based on the program chair’s specific knowledge of each student, is most likely very accurate.

PhD in Design and Planning
Value-added is an elusive quantity, and the diversity of intellectual trajectories in the program—while fostering interesting cross-fertilizing discussions—makes it harder to address the many distinct foundational needs of the students. Gauged in terms of academic placements, the program is not yet where many faculty would aspire for it to be. Prior to the split from Boulder, the target, as most if not all would assert, was academic destinations in architecture, urban and regional planning, and perhaps landscape architecture. However, the newly formed CAP PhD faculty at CU Denver have found it necessary to review past performance and expectations to extract lessons in envisioning next steps to what in many ways is a new program. Amongst these are: that Program faculty must aspire to higher visibility amongst peer faculty and institutions, that the previous core curriculum focused on “Environmental Design” rather than the professional disciplines, and that the market value of the PhD has expanded beyond its traditional role as a training ground for academics because research is now the foundation of many disciplines within politics and business. It is within this last aspect that much of the focus of discussion about the future of the program has rested.

There has been faculty discussion regarding, but no formal plan drawn up to enlarge the concept of research and its role in endeavours more aligned with CAP research centers such as CCCD and CoPR. Research within these groups is markedly geared more towards application and integration into the professional/community engagement realms and the newly emergent public policy (“think tank”) world. This will change the way financial resources for students are given and what type of student the program will recruit. It has also transformed the way the methodology course sequence is delivered — to make sure that students are aware of the full possibilities of their skillset and not the defaulting to an ever more competitive market of traditional academia as the sole measure for success. Though the program will inevitably place future students in traditional academic positions, especially if it maintains its current path – it should also be able to point to a diversity of job placements for our students in the future.
Faculty Roster

Here are the faculty rosters as of Fall 2014:

Department of Architecture

Professors:
Mark Gelernter, PhD, University of London (Bartlett School of Architecture, UCL)
Julee Herdt, MArch, Southern California Institute of Architecture
Laurence K. Loftin, III, MArch, University of Virginia
Ekaterini Vlahos, MArch, University of Colorado

Associate Professors:
Amir Ameri, PhD, Cornell University
Osman Attmann, PhD, Georgia Institute of Technology
Robert H. Flanagan, MArch, University of Colorado
Phil Gallegos, D.Arch, University of Hawaii
Michael Jenson, PhD, University of Edinburgh
Christopher Koziol, PhD, University of Colorado Denver
Taisto H. Mäkelä, PhD, Princeton University
Hans R. Morgenthaler, PhD, Stanford University

Associate Professor (Clinical Teaching Track):
Barbara Ambach, MArch, Southern California Institute of Architecture

Senior Instructors:
Ranko Ruzic, MArch, University of Colorado
Erik Sommerfeld, MArch, University of Colorado

Instructors:
Amir Alrubaiy, MArch, University of Colorado
Matthew Shea, MArch, University of Colorado
Jo Vandenburg, MArch, University of Colorado

Adjunct
Assistant Professor: Fred Andreas
Associate Professor: Christopher Nims

Department of Landscape Architecture

Professor:
Lois A. Brink, MLA, University of Pennsylvania

Associate Professor:
Ann Komara, MLA, University of Virginia

Assistant Professors:
Jody Beck, PhD, University of Pennsylvania
Joern Langhorst, Diploma, University of Hannover
**Senior Instructors:**
Lori Catalano, MLA, University of Pennsylvania  
Anthony R. Mazzeo, MLA, University of Pennsylvania

**Instructors:**
Emmanuel Didier, MArch, MLA, University of Virginia  
Leila Tolderlund, MLA, University of Colorado

**Department of Planning and Design**

**Associate Professors:**
Jeremy Németh, PhD, Rutgers University  
Austin Troy, PhD, University of California, Berkeley

**Assistant Professors:**
Carrie Makarewicz, PhD, University of California, Berkeley  
Carolyn McAndrews, PhD, University of California, Berkeley  
Andrew Rumbach, PhD, Cornell University

**Instructors:**
Ken Schroeppel, MURP, University of Colorado  
Jennifer Steffel Johnson, PhD, University of Colorado

**Adjunct**
Professor: Gil McNeish  
Professor: Tom Ragonetti  
Associate Professor: Peter Park  
Assistant Professor: Korkut Onaran

**Professors Emeritus**
Ernesto Arias – Planning  
Thomas A. Clark – Planning  
George Hoover – Architecture  
Joseph Juhasz – Architecture  
Yuk Lee – Planning  
Patricia O’Leary– Architecture  
John Prosser – Architecture  
Fahriye Hazer Sancar – Planning  
Peter Schneider – Architecture
Faculty Data

Here are the demographic data for the CAP faculty:

CAP Faculty Headcount by Rank

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

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

Faculty Research and Creative Work

ARCHITECTURE
Our research and creative work are strongly tied to our teaching and service. Faculty interests are broad and center around Community Outreach, Design Build, Green Technology/Energy, Digital Practices, Preservation and Traditional Architecture.

The professors and associate professors have received grant funding in the areas of Preservation, Community Outreach, Traditional Architecture, and Green Technology. Nearly all of this work is community-oriented and applied research. Particularly through the Center of Preservation Research and Colorado Center for Community Development, faculty work in partnership with federal, state and local agencies, in addition to the private sector. Over $1.5 million was brought in from the centers from 2012 to the present.

Areas of applied research include exploring high-tech documentation methods and best practices for federal agencies such as the Bureau of Land Management, National Park Service and Department of Wildlife. Professor and Chair Kat Vlahos has obtained considerable funding, including a project working with state and local organizations developing architectural survey data for neighborhoods in the urban center of Denver and rural neighborhoods throughout the state. The State Historic Fund has also funded a multi-phase, multi-year project to develop preservation education and training programs for the state’s rural communities.

Other areas of research include the development of architectural materials aimed at sustainable building practices. Working closely with the university’s Technology Transfer program, Professor Julee Herdt has developed and filed patents for an innovative sustainable building material called BioSIPs Structural Insulated Building Panel, for which she received funding from the U.S. Department of Agriculture and the State of Colorado Advanced Technology Fund. Faculty publications in this area include Associate Professor Osman Atmann’s book Green Architecture: Advanced Technologies and Materials (McGraw-Hill's Greensource Books, 2009) and Assistant Professor Adjunct Fred Andreas’s co-authored book A Simple Path to
Sustainability: Green Business Strategies for Small and Medium-Sized Businesses (Praeger Publishers, 2011). Andreas also serves as Assistant Research Professor in the College of Engineering and Applied Science at University of Colorado Boulder, where he is part of a team awarded $1.97 million by the National Science Foundation to develop a "living wall" system based on biomimicry, or the imitation of nature, to slash energy use in buildings.

The Design Build program has received multiple national awards for projects that engage regional communities such as the Navajo Nation in Utah. Rick Sommerfeld, Senior Instructor and Director of the Design Build certificate program, will present three projects at the ACSA Fall Conference in October 2014. The program received the first-ever 2014 ACSA Design Build Award for the project Nakai Residence, which also will be in an international exhibit at the Pavillon de l'Arsenal in Paris, France, this fall. Design Build projects were included in Bridgette.Meinhold's book Urgent Architecture: 40 Sustainable Housing Solutions for a Changing World (Norton, 2013). Associate Professor Phil Gallegos, who began the Design Build program in CAP, continues this work in Guatemala, where he and several classes of CAP students have worked to build a school and medical facilities, researching appropriate materials and techniques to accommodate the various environmental, economic, and social conditions that typify the Trifinio region.


We also have faculty with research interests in emerging practices in architecture. Associate Professor/Associate Dean of Academic Affairs/Assistant Vice Chancellor for Research/Creative Activities Michael Jenson in recent years has produced a book, *Mapping the Global Architect of Alterity: Convention, Practice, Representation, and Education* (Routledge, 2014), a book chapter entitled “The Global Nomad: Navigating Mediated Space at a Global Scale” in *Global Media, Culture, and Identity* (Routledge: Rohit Chopra & Radhika Gajjala, editors) and an article included in the published collection of essays entitled *Design Studio Pedagogy: Horizons for the Future* (Open International Press). Associate Professor Robert Flanagan has been exploring the cutting edge of architecture project delivery methods.

**LANDSCAPE ARCHITECTURE**

*Major scholarly, research and creative work interests of the department:* Our program’s point of view and faculty research emphasize design and planning to facilitate and create landscapes supporting human and environmental well-being. Our research also probes understanding landscapes as cultural products expressing social and political values. Our work is primarily civic and urban in focus. We embrace civic engagement and applied research, as well as qualitative research in history and theory that interprets landscapes as cultural products that generate and express meaning for individuals and society.

- **Learning Landscapes – applied research.** Learning landscapes for public schools create focused community spaces that enhance learning and address wellness through activities. These playgrounds and schoolyards include vegetable gardens and orchards to provide food and teach students about healthy eating.
  - Research studies human factors and benefits from designed landscapes. Evaluation of impacts of designed landscapes on health (particularly childhood obesity) and learning (particularly retention of material and student focus and attention rates).

- **Food Sovereignty and issues of hunger – applied research.** Research explores and studies how to improve the world around us by creating equity in access to resources affecting well-being and health such as food, water, and open space. These studies explore the connection between landscape and political form.
  - Identify food deserts and create design solutions to mitigate this condition – faculty and studio work in North Aurora for example.
  - Understand the political systems creating inequality in access to healthy foods.
  - Engage communities to generate design and re-imagine not only the food system of our society but the political and social structure on which it rests.
  - “Garden to table” solutions with urban agriculture for elementary schools showcase one example addressing this.
• Green roof/living systems – applied research. Study ways to reduce energy use, conserve water, and cool buildings using cutting edge technology and materials.
  o Current efforts focus on studying buildings on the Auraria Campus in partnership with the College of Engineering and Applied Science.
  o Produce technical metrics for evaluating green roof impacts on building heating, water absorption for drainage, and materials studies.

• Cultural Landscapes – applied research / landscape documentation. Study landscapes to understand environmental and social dynamics and formulate design solutions for new uses that maintain relevance over time.
  o Document historic vernacular landscapes in Colorado and across the U.S. to identify significance and cultural value. Recent examples of funded research are landscapes of the Civilian Conservation Corps such as Red Rocks Amphitheater and landscapes in Rocky Mountain National Park.
  o Research studies of designed historic landscapes in Denver and Boulder to create a basis for design changes implicit in development and future alterations.

• History/theory – qualitative research.

**Collaborative efforts:** There are several collaborative efforts within CU Denver and beyond.

• MLA and College of Engineering – work on Green Roof/Living Systems for North Classroom Building
• MLA and Department of Geography – collaboration through GIS on applied research in Learning Landscapes; the GIS Certificate in Landscape Architecture. This collaboration is also potentially expanding to include partnering to study food sovereignty and issues of hunger.
• MLA with Campus Planning and Design: Auraria Library and North Classroom Urban Design Study (corner at Larimer and Speer Boulevard)
• Community partnerships over the last three years: LiveWell, Denver Public Schools, The Kitchen Community, Chicago Public Schools, City of Leadville Parks, City of Aurora, Boulder – Four Mile Canyon fire area, Denver Parks.
• National Park Service CESU (Cooperative Ecosystems Studies Unit) for projects in Rocky Mountain National Park.

**Quality and recognition by external professional communities:** The MLA faculty provides evidence of success through: external funding for research, awards recognizing research and creative activities (design), publications in peer-reviewed journals, book publications, invitations to speak at conferences, conference proceedings publications, public presentations of work, invitations to participate on research teams, and invitations to offer professional expertise for juries, design reviews, peer reviews of papers and proposals, and conference keynote speaking
engagements.

**PLANNING**

Major scholarly, research and creative work interests of the department: Our research interests center on three main areas: healthy communities, urban revitalization, and regional sustainability. Our department consists of three assistant professors and two recently tenured associate professors. Four of these five faculty members joined the university in 2012 and 2013. These five tenured/tenure-track faculty were awarded over a dozen grants in 2013, and raised over $250,000 in external funding from the NSF, Kaiser Family Foundation, U.S. Fire Service, National Park Service, Tri-County Health District, and Natural Hazards Center (among others). In the past year, this work has resulted in several publications in press or under review, as well as a piece in *Journal of the American Planning Association* and the *Journal of Planning Education and Research*, the two “journals of record” in the planning field.

Areas of strength and trends in activity and productivity: In general, our research uses quantitative and qualitative tools to assess how different policies from zoning to disaster recovery regimes to housing policy have differential impacts on different populations, with a special emphasis on the most marginalized groups of society. Nearly all our work is community-oriented, engaged research: for example, the Resilient Colorado initiative ([www.resilientcolorado.org](http://www.resilientcolorado.org)) works with flood-affected communities in the Front Range. Another project includes $210,000+ to examine the lessons learned from the FasTracks buildout. Research from these projects and others related to health policy, walkability, and transportation equity promise to directly influence policy. More and more, our work looks at issues relevant to the Rocky Mountain region and the Denver metropolitan region in particular. Our junior and senior faculty members are submitting on average 3-4 articles each year and have published in top journals on these topics.

Collaborative efforts: In AY 2013-14, Professors Makarewicz, Németh, and Rumbach have won $70,000+ in funding from NSF and others for work on the flood recovery project. Professors Makarewicz, Németh, and Troy have won an additional $210,000+ from the Denver Regional Council of Governments. Professors Makarewicz and Németh won $12,000 on a collaborative grant to examine transportation equity in Denver.

Problems or deficiencies in research and planned activities to correct them: Given that we have three new assistant professors, we are proud of our productivity but hope and expect to increase the number of publications each year, shifting our focus from grants and contracts to peer-reviewed publications.

Adequacy of resources: We have an excellent grants/contract staff member (Danielle Brunner) who has been amazing. We have the support we need, but are currently exploring restarting the
Center for Sustainable Urbanism to provide a more visible entity to channel funded and community-based research.

*Quality and recognition by external professional communities:* In 2013-14, our five tenured/tenure track faculty members published articles in top peer-reviewed journals such as: *Journal of the American Planning Association, Journal of Planning Education and Research, Journal of Environmental Planning and Management, Environment and Planning B* (two articles), *Transportation Research Record, Journal of Rural Studies, Cities, Science, Technology and Human Values, Accident Analysis and Prevention, Habitat International,* and *Ecology and Society*. This is in addition to several book chapters and around a dozen conference presentations.

**HISTORIC PRESERVATION**

As there are no TT or Instructor-level faculty rostered to Historic Preservation, hence course offerings draw upon the “elective” contributions of TT faculty, and currently three courses offered by lecturers. The Center of Preservation Research offers an opportunity for faculty research collaboration.

**URBAN DESIGN**

There are no tenured or tenure-track faculty rostered in Urban Design.

**PhD IN DESIGN AND PLANNING**

Fourteen members constitute the program faculty and their research interests are provided below. CAP is fortunate to have made three exceptional faculty hires since the separation who are poised to inject new energy and capacity into the program. The faculty represents a broad range of interests and expertise.

Amir Ameri, Associate Professor, Department of Architecture
PhD, Cornell 1988
History and Theory of Architecture from Renaissance to present, Cultural Studies, Contemporary Theory, History of Building-types

Osman Atmann, Associate Professor, Department of Architecture
PhD, Georgia Tech 1999
Green Buildings, Sustainable Living Environments, Environment & Health, Architectural Technologies

Jody Beck, Assistant Professor, Department of Landscape Architecture
PhD, University of Pennsylvania 2009
Politics of land use, particularly focused on energy and food
Phillip Gallegos, Associate Professor, Department of Architecture
ArchD, University of Hawaii 2007
Education and the Profession

Mark Gelernter, Professor, Department of Architecture
PhD, University of London 1981
History, Theory, Urbanism, Traditional Design Languages

Michael Jenson, Associate Professor, Department of Architecture
PhD, University of Edinburgh 1996
The Philosophical Relationship of Power and Utopia

Chris Koziol, Associate Professor, Department of Architecture
PhD, University of Colorado Denver 2003
Evidence-based design, Applied public interest design/research, Historic preservation & design policy history.

Taisto Mäkelä, Associate Professor, Department of Architecture
PhD, Princeton University 1991
Aesthetic theory, the modern movement, cultural institutions, cultural criticism, classical & vernacular traditions, and global urbanism.

Carey McAndrews, Assistant Professor, Department of Planning
PhD, University of California Berkeley 2010
Transportation planning, policy, and design; Public health and healthy communities; Organizations and institutions

Hans Morgenthaler, Associate Professor, Department of Architecture
PhD, Stanford University 1988
Modern European Architecture

Jeremy Németh, Associate Professor, Department of Planning
PhD, Rutgers University 2007
Land Use, Zoning, Social Justice, Public Space, Urban Design

Jennifer Steffel Johnson, Senior Instructor, Department of Planning
PhD, University of Colorado Denver 2006
Mixed-Income Housing, Housing Policy, Social Justice, Diversity, Communities
Faculty Service

Faculty are engaged with the appropriate professional communities in these ways:

ARCHITECTURE

The Architecture faculty are or have been recently involved in many activities that benefit the community, including:

- President of the Board of Directors, El Centro Su Teatro
- Kommos Conservancy Advisory Board
- ASLA Historic Landscape Committee
- State Historic Fund Advisory Board
- Schweiger Ranch Advisory Board
- Four Mile Historic Park Advisory Board
- Denver Art Museum College Advisory Committee
- Denver Children’s Museum, Past Member of Board of Directors
- Downtown Denver Partnership, Past Member of Board of Directors
- Historic Denver Inc., Past Member of Directors
- Friends of the Auraria Library, Past Board President
- Redevelopment plan for the Capitol Theatre, Fall River, Massachusetts
- Recipient of Carnegie Medal by the Carnegie Hero Fund Commission and a Silver Medal from the Humane Society of the Commonwealth of Massachusetts for Life Saving Intervention

Faculty also provide considerable service to the profession, including:

- NCARB, Colorado State Education Coordinator
- NCARB, ARE Grader and Mock Design Exam Proctor
- Association of Collegiate Schools of Architecture Representative on National Architectural Accrediting Board Visiting Teams
- Association of Collegiate Schools of Architecture Faculty Councilor
- The Social Sciences and Humanities Research Council of Canada (SSHRC) Grant Application Reviewer
- AIA Colorado Board of Directors
- Serving on design award juries, including:
  - Annual AIA Central States Design Awards
  - AIA Western Slope Design Awards
- AIA Arizona State Design Awards
- AIA Western Mountain Region Awards
- AIA Nevada Design Awards
- Selection committees with the Committee for Art in Public Places for Denver’s Auraria Higher Education Center projects
- Committee for the Arts in Public Places for the University of Arizona in Tucson projects
- Committee for the Arts in Public Places the Denver Justice Center’s program for Art in Public Places

**LANDSCAPE ARCHITECTURE**

MLA faculty members have positions and serve on, amongst others:
- Professional Advisory Board of the Jane Silverstein Ries Foundation
- Research Board of Green Roofs for Healthy Cities
- Regional Director for the Design Communication Association
- “Arts Professional” Members, Denver Public Art Selection Review Process
- Members of local review agencies and design committees
- They also serve the ASLA, CELA, EDRA as peer reviewers for conference abstracts and proceedings, and serve as peer reviewers for highly regarded academic journals such as *Landscape Journal*, *the Journal for Studies in the History of Designed Landscapes*, *the Journal for the Society of Architectural Historians*, and *the Journal of Architectural Education*.

**PLANNING**

- Resilient Colorado ([www.resilientcolorado.org](http://www.resilientcolorado.org)): Led by a MURP professor, the College of Architecture and Planning is assisting flood-affected communities with their long-term recovery through coursework across the College and faculty research and service.
- We annually partner with Housing Colorado to produce plans for three affordable housing projects for non-profit clients
- Recent featured article in the *Journal of the American Planning Association* (JAPA) by MURP faculty member examines who benefits from Colorado’s medical marijuana industry. Same faculty member served on Amendment 64 Task Force (appointed by Governor Hickenlooper).
- Several faculty members serve on local and statewide boards and committees, e.g.:
  - Colorado APA: Board member/Faculty Representative
  - Denver Civic Ventures, Downtown Denver Partnership: Board Member
  - Union Station Advocates: Board Member
  - Mile High Connects: Education Working Group and Transportation Working Group
o STAR Communities: Technical Advisory Group
o Amendment 64 Task Force (appointed by Governor Hickenlooper)

- Faculty member is owner/editor of extremely popular DenverInfill and DenverUrbanism blogs (www.denverurbanism.com; www.denverinfill.com)
CENTERS

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

**Center of Preservation Research (CoPR)**
The Center of Preservation Research (CoPR) is an interdisciplinary, collaborative organization that investigates and participates in the preservation of built environments, cultural landscapes, cultural heritage, and natural landscapes. The Center focuses documentation, survey and assessment through outreach to the wide variety of rural, suburban and urban communities, professional, government, and public communities engaged in preservation in Colorado and the Rocky Mountain West, throughout the United States, and around the world. The projects developed in the CoPR focus on demonstrating new ways of engaging traditional and cutting edge approaches to better documenting, analyzing and understanding community needs and the preservation of heritage, in order to guide informed decision making. Through education and scholarship, CoPR’s exploration of the past for application in the present provides a basis for future sustainable preservation and development. Read more on the website: [http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/centers/CenterPreservationResearch/About%20CoPR/Pages/coprMission.aspx](http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/centers/CenterPreservationResearch/About%20CoPR/Pages/coprMission.aspx)

**Colorado Center for Community Development (CCCD)**
The Colorado Center for Community Development (CCCD) is a clinical teaching practice providing students with real world experiences in design and planning as the center provides communities and neighborhoods with services in these areas. CCCD strives to enhance the quality of community life – through collaboration, applied research and innovative design – for the betterment of all residents. In the process, students’ educational experience is enhanced by taking what is learned in the classroom and academic studio and employing it in projects of public and civic interest. Communities benefit through design work that is continuously being improved through research and innovation. Moreover, together we become partners in the design thinking process, thus expanding our mutual and individual capacities to further envision and implement projects of significant public impact. Read more on the website: [http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/AboutCAP/ResearchCenters/CCCD/Pages/default.aspx](http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/AboutCAP/ResearchCenters/CCCD/Pages/default.aspx)
Center for Advanced Research in Traditional Architecture (CARTA) (in Review for Approval)
CAP wishes to contribute to the contemporary renewal of the study of traditional architecture, building crafts, landscape architecture, and urban design by creating the Center for Advanced Research in Traditional Architecture (CARTA). CARTA’s mission is to advance the interdisciplinary study and practice of traditional architecture, building craft, urban design and landscape architecture through spirited debate, rigorous education and transformative research so we may improve the built environment and people’s quality of life in Colorado, the West and beyond. CARTA will likely be the first center of its kind in the world, bringing together diverse international organizations, practitioners, scholars, students and the general public. To advance its mission CARTA will draw upon the most innovative theories and practices from academic and industry leaders in traditional design and construction including the disciplines of architecture, urban design, landscape architecture, construction, building technology, building craft, material science, environmental science, history, psychology and philosophy. CARTA’s activities will be organized around several themes that will be explored by integrating research, outreach, education, and scholarship.
The College of Architecture and Planning is committed to enrolling a diverse student body. College recruiting staff participates in outreach activities organized by the Office of Undergraduate Admissions as well as school group visits from underserved populations. During academic year 2013-2014, the College of Architecture and Planning hosted several middle school and high school visits including visits from students in the Denver Leadership Academy and a girls-only STEM club from Greeley, Colorado. These visits introduce students to the field of architecture through hands-on activities and demonstrations as well as introduce them to the college environment. Graduate architecture students participate in the ACE Mentor program in the Denver Metro area. This program introduces students to the fields of architecture, construction, and engineering with the goal of engaging minority and female students in these fields. According to a survey of ACE participants between 2002 and 2009, the ACE Mentor program participants graduate at a higher rate than non-participant counterparts and the program engages a higher percentage of minority students than other after school programs. During Spring 2014, CAP was pleased to host the ACE Mentor awards program for the front range.

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

Here are specific efforts in the various programs:

**ARCHITECTURE**
- As part of developing a clear mission and strategic plan, the Department of Architecture will discuss and develop a department Diversity Plan that reflects the Department of Architecture commitment to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Colorado Denver.
- These efforts will include effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants, teaching courses and studios that work with diverse groups of people in the community.

**LANDSCAPE ARCHITECTURE**

*Recruitment of Diverse Students*
The MLA program has slightly more women than men. International students make up about 15% of our MLA student population; they come mostly from China and Southeast Asia but also represent the Middle East and European Union. We have one currently enrolled black student, and a small proportion of Latino students.

We have not actively recruited for diversity, but recognize this limits us so we are working on this currently with the CAP Admissions Office.

Since our inception we have matriculated one black female (2011), numerous Hispanic students, and a host of international students.

Recruitment of Diverse Faculty

- The MLA faculty is split 50:50 between men and women, and does not currently present ethnic diversity.
- Our faculty searches advertise for and actively seek diverse candidates, and we actively seek connections to diverse practitioners to assist in our search.

Diversity in the Curriculum

- Our curriculum stresses civic engagement and to this end, addresses issues of diversity for students to more sensitively interact with and engage their constituents.
- We have several systems in place to assist with international students, including a “buddy system” which allows them to have an upper class mentor. This past year we introduced a Chinese student liaison (an upper level Chinese student whom we paid as a Departmental Assistant from TA funds). This person helped incoming students navigate the challenges of first year with faculty conversations and course syllabi “translations”; created an online “professional vocabulary” Chinese: English dictionary; and sponsored some casual get-togethers to help the international students mingle with their American cohorts.

Faculty Engagement with Diverse Communities

- As a group we are quite receptive and so manage this pretty well, but I am sure we could do even more.
- We host the Tongji dual degree students.

PLANNING AND DESIGN

Recruitment of Diverse Students

The MURP program is taking the challenging issue of student and faculty diversity extremely seriously. In 2011, we developed an explicit plan for improving the recruitment and retention of minority students, and have been implementing the plan ever since that time. We have made important strides in improving both the actual diversity and the climate of inclusivity in the MURP program, but we also have identified further steps we will be continuing to take.
We have begun to enhance our recruiting and marketing efforts generally in order to expand our applicant pool. We will continue to look for non-traditional marketing venues in order to reach the widest possible range of applicants.

We updated our website to reflect the program’s new direction and curriculum. We developed a professional marketing brochure that highlights key program features. Hard copies have been distributed at university open houses and professional and academic conferences, and the electronic version has been emailed widely and is available on the college website.

We systematically identified all relevant undergraduate programs (e.g., geography, political science, environmental studies, architecture and planning) in the Western U.S. and sent them materials about the MURP program, including the brochure.

We have worked with college staff to increase the department’s web and social media presence, and to produce news stories about our faculty and student accomplishments that have been published in the University and College newsletters, posted on both websites, and published in mainstream media.

We have expanded the range of recruiting events at which we represent the program.

We have developed targeted recruitment efforts designed to attract well-qualified minority students to the program.

We systematically identified all undergraduate ethnic studies programs (e.g., Chicano Studies, Native American Studies) in the western U.S. and sent them materials about the MURP program, including the brochure, as well as follow-up announcements.

In Fall 2012, we created the $5000 MURP Diversity Scholarship, representing a clear commitment of departmental resources toward attracting traditionally underrepresented students. We marketed this scholarship on all our webpages, referencing it in all communications to prospective students, and including it in materials sent to undergraduate Ethnic Studies programs.

We have connected with the Ethnic Living and Learning Community program at CU-Boulder and have started making regular presentations to their students.

Student APA members are making visits to relevant courses all over Auraria campus, with a focus on speaking to undergraduate students of color, to introduce the MURP program and invite undergraduates to our public events.

We have instituted active post-admissions recruitment strategies to increase the number of accepted students who enroll in our program. We individually call and/or email every accepted student to encourage them to come to the MURP program and respond to any questions or concerns they may have. We paid particular attention to applicants who self-identified as a racial/ethnic minority, completing their application process very quickly and reaching out to them immediately.
• We have ensured that MURP recruitment/program materials visually and verbally reflect our commitment to diversity and emphasize the role of planning in creating more inclusive cities.

• In Fall 2012, we changed our application essay question, asking applicants to identify “the ways in which your special strengths, values, personal beliefs, background, and/or experiences will enable you to make a unique contribution to the MURP Program.” We are hoping this communicates to our students from the first moment that we have a broadly inclusive culture of diversity here, and that they are welcome.

• Recognizing that financial challenges have historically been a significant barrier to graduate school attendance for many of our students of color, we have consciously worked to minimize these barriers for MURP students, both at the outset of their studies and during their attendance.

• In 2013, the MURP was admitted to the Western Interstate Commission on Higher Education – Western Regional Graduate Programs (WICHE-WRGP) program, which enables out-of-state students in 15 Western states to qualify for Colorado resident tuition in the MURP program, a savings of approximately $15,000. We widely advertised our membership in this prestigious program, including contacting each applicant to the MURP program to let them know about the opportunity.

• We strive to help students earn money and advance their careers while in school through a robust internship program.

Recruitment of Diverse Faculty
Since the department’s 2012 major restructuring we have made significant efforts to hire a diverse faculty. Below we summarize faculty demographics in AY 2012-13, as well as results from APA’s 2012 national survey of planners which serves as a helpful marker of diversity in the profession.

<table>
<thead>
<tr>
<th></th>
<th>AY 2012-2013 (n=32)*</th>
<th>National survey (n=10,182)**</th>
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</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>27 (84%)</td>
<td>Male (62%)</td>
</tr>
<tr>
<td>Female</td>
<td>5 (16%)</td>
<td>Female (38%)</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>26 (84%)</td>
<td>White (91%)</td>
</tr>
<tr>
<td>Asian</td>
<td>3 (10%)</td>
<td>Asian (4%)</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>1 (3%)</td>
<td>Black (3%)</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1 (3%)</td>
<td>American Indian/Alaskan (1%)</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td>29 (94%)</td>
<td>Non-Hispanic (95%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2 (6%)</td>
<td>Hispanic (4%)</td>
</tr>
</tbody>
</table>

* n=31 in race and ethnicity categories (one person declined to respond)
In sum, this table shows that the MURP program – as well as the broader planning profession – has suffered historically from a lack of diversity. Nonetheless, we have been making considerable efforts to improve our faculty’s racial/ethnic and gender diversity, exemplified by our 2012-13 search for three new T/TT faculty members, documented below. Throughout all stages of the search process, we followed our own University guidelines about “searching, not selecting” diverse candidates. (Please note that we take very seriously the importance of diversity with regard to sexual orientation, and several of our faculty are members of the LGBTQ community.)

October 2012: Search committee crafted job descriptions to include the strongest language possible about diversity. However, University HR only allowed us to incorporate one sentence on this, a bold-type sentence stating, “The University of Colorado Denver is committed to recruiting and supporting a diverse student body, faculty and administrative staff.”

November 2012: Professors Németh and McAndrews sent personalized e-mails to every person in ACSP’s Faculty Women’s Interest Group (FWIG) résumé book. We sent our job ad to leaders of FWIG and the Planners of Color Interest Group (POCIG) and had them post it on their respective listserves. Dr. Németh presented these positions at the FWIG luncheon at the ACSP conference to several hundred female faculty members. At this conference, Professors Németh and McAndrews held individual meetings with all persons who requested one.

December 2012: Professors Németh and McAndrews emailed 24 persons of color identified from a survey of top faculty advisors working in the planning field. Several of those contacted decided to apply for our postings. The search committee then developed a “medium list” of 21 candidates, ten of whom were persons of color or foreign candidates. Based on letters of reference and several phone interviews, the search committee identified a short list of ten candidates for these three positions; this short list included two men and two women of color.

January 2013: Search committee invited eight candidates for campus interviews, including five women (two women of color).

March 2013: Search committee made job offers to three candidates, including two women (one woman of color). The woman of color accepted a competing offer. Three candidates accepted offers: one white woman and two white men.

The search was eminently successful in hiring excellent new faculty members but disappointing in our desire to recruit a more diverse faculty. As a small faculty (two T/TT) we needed to fill some key roles in the department, so although we tried our best to increase the diversity of our full-time faculty, curricular requirements and teaching needs were just as paramount. For example, we sought to make one Associate Professor hire. For that position we received only
one application from a person of color, and he made our short list. Our T/TT faculty only make up around 40% of our total faculty, though, and we are making solid progress since 2012 in increasing the diversity of our lecturers. Of the six lecturers teaching for us in Fall 2013, two are Asian and one is Hispanic. We are actively seeking a more diverse set of lecturers for our Spring 2014 courses and have contacted several women and persons of color to better reflect both our student body and the diversity of our region.

Diversity in the Curriculum
The learning environment in the MURP program is bolstered by its students’ distinctive viewpoints. We work to ensure that our guest speakers are broadly diverse, emphasizing to students both the breadth of the profession and its practitioners. Across our new curriculum, we have included course content that addresses issues of social justice, meaningful community engagement, discrimination, and similar topics in urban planning and design. Some examples include:

Social Justice in Planning- URPL 6410
This course investigates the various issues encountered in planning relating to social justice, including conflict resolution; advocacy; environmental justice; social equity; culture and diversity; disadvantaged populations; public engagement techniques; affordability; equal access; and policies and impacts.

Urban Housing- URPL 6405
This course examines the realm of urban housing, including housing trends and patterns; housing markets (supply/demand, finance, demographics); housing problems (substandard quality, inequitable distribution, special needs, segregation/discrimination); and the role of the planner and the public/private sectors.

Urban Social Problems- URPL 6449
This course examines local government from the perspective of sociology and group dynamics, including neighborhoods and community groups, class and race relations, community crime, social service issues, immigration, the underclass in American society, and related urban social problems.

Community Development- URPL 6400
This course introduces community development, a field closely allied with planning, with an emphasis placed on understanding groups, organizations, and communities; and developing skills in such areas as community analysis, goal setting, group facilitation, and problem solving.

Planning Politics and Engagement- URPL 6210
This course focuses on the politics involved in planning and the planner’s role in engaging with the public. Topics include planning advocacy, public meetings, public engagement techniques, diverse publics, controversial planning topics, mediation and negotiation.

Planning for Healthy Communities- URPL 6305
This course provides a comprehensive review of the relationship between human health and the built environment. Topics include the planner’s role in understanding and promoting physical fitness; food access; walkability; environmental quality; active transportation; and public policies and community partnerships.

Community Food Systems Planning- URPL 6310
This course examines how communities can develop sustainable local and regional food systems and how they can collaboratively develop and implement programs, processes and practices that help ensure food security and equitable access to healthy food options for all populations.

Global Health Studies II- URPL 6349
This course examines the social/cultural construction of sickness, varying roles of healer and patient, and the cultural basis of all healing systems; considers health systems in the context of global health reform, the roles of institutions of health governance; and the interrelationship of health, foreign policy and global security.

Planning in the Developing World- URPL 6650
This course explores the issues involved in planning in the developing world; challenges and solutions for complex development; health/community issues; social justice; cultural/technological issues; environmental justice; funding; infrastructure development; international development organizations.

Comparative International Planning- URPL 6655
This course investigates the global dimensions of planning, including a survey of global planning issues; a comparative analysis of planning philosophies, policies, techniques and approaches used throughout the world; and international planning coordination and organizations.

Student Projects:
Many courses across our curriculum feature real-world projects that focus on bringing meaningful change to disadvantaged communities—which in Denver, have high percentages of racial/ethnic minority residents. Recent examples include:

Welby: Planning Methods II students contributed a walkability and existing amenity analysis using modified LEED-ND criteria, as well as a demographic and socioeconomic profile and an
economic forecast for Welby and Adams County as a whole. Planning Studio I students proposed two floating cluster development zones to protect and encourage family farming by accommodating mixed-use development, cluster housing and agriculture. Planning Studio II students prepared two framework plan proposals, one focusing on land use conflicts and the other focusing on creating agritourism opportunities in the area. Social Planning students worked with a class of Hispanic high-school students and a group of elderly Welby residents to identify community issues and these residents’ vision for the future. Public Participation Processes focused on identifying key stakeholder groups for future planning efforts in Welby.

Globeville/Elyria/Swansea: With Habitat for Humanity as a client, Urban Housing students conducted a physical survey of all 1100 housing units in the Globeville neighborhood, identifying deficiencies and determining which intervention efforts should be prioritized. Transportation and Land Use students worked at the intersection of the interests of two clients: GES LiveWell, a grassroots community health planning organization led by residents of Globeville, Elyria, and Swansea neighborhoods, and the City of Denver Department of Community Planning and Development that is currently creating neighborhood plans for Elyria and Swansea. The objective was to create transportation and land use analyses that were (1) grounded in reality, and (2) grounded in neighbors’ aspirations and concerns so that they could be used in both the official neighborhood planning and grassroots neighborhood planning processes. Example projects include a pamphlet to demystify the displacement and housing assistance program associated with the I-70 reconstruction project, a study of heavy truck traffic in the neighborhoods and how policy and urban design might mitigate the conflict between trucks and neighbors, analysis of physical barriers of heavy industrial land use and infrastructure (e.g., railroad tracks and how they affect neighborhood accessibility), and programs to foster access to bicycles for youth.

Westwood: Advanced GIS and Transportation and Land Use students have supported the grassroots planning and research interests of a collection of organizations in the Westwood neighborhood, including LiveWell Westwood and Westwood Unidos. Projects have included detailed surveys of the physical and social conditions of the alleys in Westwood, analysis of the location of graffiti and protocols for removing and preventing graffiti, and accessibility studies focused on barriers to youth access to parks, schools, and other neighborhood resources. In addition to doing assignments for their courses, a number of students have volunteered with these groups regularly throughout the semester, attending meetings with residents and organizers to accomplish the "Big Day of Service" where hundreds of volunteers from across Denver came to Westwood to clean four alleys, paint murals on the alley pavement, dumpsters, and garage doors, and install security lights. This work has been especially successful in creating more engaged students.
Five Points: Candy Chang's "Before I Die..." installation came to life in Denver's Five Points neighborhood in the fall of 2012 as a result of a collaborative effort between the University of Colorado's College of Architecture and Planning, Denver Parks and Recreation, local business and community leaders and the Rocky Mountain College of Art and Design. The installation, which started in New Orleans on the side of a vacant house after Hurricane Katrina, has grown to a worldwide work of art as individuals in communities around the world record what they want to do before they die on giant chalkboards in public spaces. MURP student John Hayden brought the idea to community groups in the racially and economically diverse Five Points neighborhood. "The installation is about the hopes and dreams of a community and I thought it would be the perfect way to start a conversation about what local Five Points residents want to see happen in their community." The content is as diverse as the people who live in Five Points. "Be President," "Skydive naked," "See all my children content," and "Love with reckless abandon" are just a few of the many thousands of dreams that have been recorded since the installation opened. The work has inspired others to take an active role in their community. After the initial September party, a group of neighbors got together to form a park stewardship program that will care for this historic but often neglected park.

Across Colorado: Led by a MURP instructor, three interdisciplinary teams comprised of students from every College department and program each work with a real client to design innovative affordable housing on three very different sites across the state. Each site has its own assets and challenges, and the students spend weeks leading up to intensive, three-day design charrettes conducting extensive research and participating in community engagement meetings. Their groundwork sets the stage for the charrettes which bring together design, finance, construction and development professionals, as well as staff of the respective housing developer clients.

Faculty Engagement with Diverse Communities
The CU Denver Master of Urban and Regional Planning (MURP) program comprehensively supports diversity and a culture of inclusion throughout our program.

Diversity in the profession of Urban and Regional Planning, and thus in the schools that educate planners, is not just a matter of "political correctness"; it is essential to the very future of our nation's cities. Planners help shape metropolitan areas whose populations are becoming increasingly socioeconomically and racially/ethnically diverse. Planners themselves must reflect this diversity to foster effective communication and leadership, and ensure that their decisions support the priorities of the communities for whom they are working.

The MURP program not only promotes broad diversity and inclusivity among our faculty and student body, but fosters an intellectual environment that welcomes meaningful debate about the complexities of urban issues in relation to the multiple dimensions of diversity. We
recognize that when our program is informed by diverse lived experiences, we are better able to challenge entrenched assumptions, solve problems creatively, and serve diverse communities.

Both within the learning environment of the MURP program and in our community engagement, we emphasize the role that planning can play in promoting equity and facilitating strong, inclusive communities.

We are continually working to strengthen the climate of diversity with the MURP program. Examples include:

- Reviewed our department’s website to ensure that pictures and language convey an appreciation of diversity, and included language throughout the site that reflects our commitment to/ appreciation of diversity
- Enhanced relationships with professional planners from underrepresented groups, including making particular efforts to bring in diverse guest lecturers, especially in our Planning Profession course
- Improved our awareness of college- and campus-level support available to all students, especially students from underrepresented groups, and included links to students-of-color organizations, multicultural affairs office, etc. on our website and syllabi.
- Launched a chapter of Planners Network, a group that focuses on issues of social justice in planning
- We are creating two mentorship programs for all MURP students, making especially sure that students of color are invited to participate: 2nd year students + 1st year students, and professionals + students.
- As noted above, our new curriculum includes expanded course offerings/ content that better address issues of social justice, discrimination, etc. in urban planning and design.

**URBAN DESIGN**

*Recruitment of Diverse Students*

- We are contacting the Chairs and Directors of design and planning programs all over the nation to solicit candidates for application to the MUD program. The MUD program holds WICHE status, which further allows for drawing a diverse student population. MUD’s international student population offers a very specific population of diverse students.

*Recruitment of Diverse Faculty:* This has not been directly addressed.

*Diversity in the Curriculum:*

- We meet individually with students and deal with any issues as they arise. Faculty meetings address issues of Title IX as a framework for equality and the treatment of students. Students have a voice regarding their treatment by faculty in the FCQ and also through the
MUD student leader, who attends CAP Executive Committee meetings and meets with the co-directors.

Faculty Engagement with Diverse Communities

- Apparently faculty engage pretty well, especially faculty teaching in the Study Abroad Studio who by default are required to interface with other cultures and situations. Faculty as a whole are invited to express questions or concerns about their work with students to the co-directors, who would then support them by finding teaching resources on campus or by coaching them to navigate sensitive issues. We also work closely with new faculty, whose classroom experience is less developed.
RESOURCES

Fiscal Resources

CAP obtains and uses fiscal resources in five broad areas: General Fund, Extended Studies, Auxiliaries, Sponsored Projects and Foundation Gifts. In Fiscal Year 2013-14 total expenditures of $8,287,805 were divided as follows:

**General Fund.** The largest amount, the General Fund, is annually appropriated by the Colorado Legislature and divided among all of the institutions of higher education in the state. (In recent years, Colorado has been at the bottom of the states’ rankings in the percentage of its overall budget given to it by the state; this last year, it was number 48, giving CU Denver 11% of its total budget, and CU system overall 6% of its budget.) The University of Colorado divides this among its campuses, and the University of Colorado Denver divides it among its colleges in both the Downtown and Anschutz locations. The amount given to each college is not determined by a funding model, and so is not directly related to enrollments. Each college largely receives what it received the year before, and any dramatic changes in circumstances—like high growth or a continuing decline in enrollments—are managed by conversations between the Dean and the Provost and Vice Chancellor for Finance. New programs are set up financially

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on a Memorandum of Understanding that provides a specific level of new funding assuming certain enrollment targets are met.

The central administration keeps an amount of the tuition generated by each college, to help support central services and administration. The amount as a percentage varies from college to college.

This picture is recently complicated, however, by the special arrangements created upon the split between Boulder and Denver. When Denver was still managing the Boulder BEvmd program, a special Memorandum of Understanding was developed to share the resources between the two campuses. Unlike any other colleges, and unlike its own graduate programs, CAP received a certain percentage of the tuition generated by the BEvmd program. In the last years of the arrangement, the amount was 45% of the tuition. This was a good deal for CAP, because even in years of increasing enrollments, the income exceeded the costs of running the program. The CAP Denver graduate programs were in effect subsidized by the undergraduate program on the Boulder campus, which meant that the Denver campus did not have to allocate as much annually to CAP as it otherwise might have done. In many years when enrollments were growing, the subsidy from Boulder often helped the entire Denver campus with its overall bottom line.

In exploring the viability of terminating this arrangement, CAP and the Denver campus administration predicted the likely enrollment growth pattern for proposed new BS in Architecture in Denver. It was determined that the program would likely start with enrollments of around 50, and this would increase to potentially as many as 750 at full build-out (see Appendix I). Calculating the cash flow, the income from the new program in the first years of operation would not be sufficient to make up the loss of the subsidy from Boulder, and CAP would be in deficit for the first time in at least 20 years. It was predicted that it would take six or seven years of undergraduate growth for CAP to come out of deficit, and it would cost as much as $3M in subsidies before CAP was self-sustaining again. It was agreed that CAP would put in the first $1M from its reserves, then the Denver campus would put in $1M, and then if still necessary, the Boulder campus would put in the final $1M. Based on current enrollment trends, we are currently predicting that we will not need to draw upon resources from Boulder.

This means that, since the split in 2012 and up to perhaps FY 2016-17, CAP is running a deficit that is offset each year by agreed college and campus resources in order to balance its budget at the close of the fiscal year.

In FY 2013-14, the total General Fund budget of $6,708,651 was expended as follows. Teaching Resources include Information Technology, Visual Resources, Design Fabrication and Lecture Series. Research Support includes support for the Center of Preservation Research, the
Colorado Center for Community Development, and a pass-through of various Indirect Cost Recovery funds for sponsored programs.

**Cash Funded.** CU Denver also allows cash funded programs. In these programs, a college sets its own tuition charge to cover expenses, as well as campus overhead charges. The overhead charge is usually significantly less than the effective overhead charged on the college’s general fund, and so over the years, Denver downtown colleges have been highly motivated to move their programs into the cash funded arena where possible. This cash funded alternative to the general fund was originally designed to manage extended studies or other off-campus programs, so there were sometimes some creative ideas on how to turn what originally were campus based programs into cash funded entities. The campus became increasingly concerned about the softening of resources for the central services and administration, and after extensive efforts to rationalize the differences between the two types of program funding, has encouraged each college to develop innovative income generating ideas, and the campus will negotiate an income sharing idea between the college and the campus.

Given this new environment, CAP has begun to develop new income generating ideas projected to come online this year and next. These are primarily certificate programs, and continuing and professional education, where the faculty have special expertise and where we believe there is an external market. They are related to the strategic areas of prominence and distinction. In *Enduring Places*, we are developing a certificate in contemporary traditional architecture. In
Engaged Communities, we are developing a certificate in managing public charettes. In Emerging Practices, we are developing a certificate in Geospatial Information Science (GIS) in which we will partner with the College of Liberal Arts and Sciences and the College of Engineering and Applied Science, and we will expand our existing certificate in Design Build.

**Auxiliaries.** Auxiliaries come primarily from income on the plotters and color printing, extended studies, and service learning activities.

**Grants.** Until 2003, the college was undertaking little extramural funded research, and even that was declining. As seen in the chart below, the entire college including both Boulder and Denver had generated $229,000 in 2001, and that had declined to $110,000 by 2003. The faculty were called together in 2003 and asked to consider starting up some research centers to focus and to expand our research. Proposals were solicited, and in a remarkable evening meeting called to consider the proposals, well over a dozen ideas suddenly reduced to four when the faculty realized they had more common interests than they had realized.

As the ideas were further developed, they reduced to three: Children Youth and Environments (CYE), the Center for Sustainable Urbanism (CSU), and the Center of Preservation Research (CoPR). The fourth one, Emerging Practices, could not be fully developed at the time, and was put on the shelf; but it has more recently been resuscitated in our newest vision as described above. At the same time, we began to rejuvenate the Colorado Center for Community Development (CCCD), the college’s original and only center that was based on service not research, and that had only recently been moved back into the college, as previously explained.

Starting up these new centers dramatically increased our research capacities, and led to a ten-fold increase in extra-mural funding in just four years, from $110K in 2003 to $1.1M in 2008. This is one of the most remarkable achievements of the college in recent history, showing how the talents and motivations of the faculty could be unleashed with the right administrative support and encouragement.

We eventually dropped the Center for Sustainable Urbanism, when its leader left for a position in another university and no one picked it up. Around the same time, Professor Lois Brink was appointed Director of CCCD, and she brought into it her highly successful Learning Landscapes projects, which had built dozens of innovative playgrounds for the Denver Public School System over the years. She formed a partnership with Dr. James Hill, Executive Director of the Colorado Center for Health and Wellness at Anschutz Medical Center, to research the health implications of playground design, and they obtained a multi-year, multi-million dollar grant from the National Institutes of Health, the first from NIH in the history of the college. Chris Koziol has more recently been appointed Director of CCCD.
The picture changed a little after the split from Boulder was finalized in July 2012. We gave Boulder the Children, Youth and Environments center. We lost about a third of our research faculty who chose to stay in, or move to, the Boulder program. But even with this loss of capacity, our projected totals for 2014 are only dropping to $1.15M, just under our averages before the split. The large jump in 2012 in the chart above was the first year of the multi-year NIH grant.

We also intend to add one more center, the Center for Advanced Research in Traditional Architecture (CARTA). This one has the capacity to obtain more philanthropic support than our existing centers, and will likely increase our national stature in this emerging area. This has strong support from the professional community, led by Don Ruggles, President of Ruggles Mabe Terrell Architecture, and David Tryba, Founding Principal of Tryba Architects.

In addition to these extra-mural grants, both CoPR and CCCD are increasing their fee for service activities, projected to reach $100,000 this year. We are now developing more fee for service activities, and expect this number to rise in the next few years.

Extra-Mural Grants 2001-2014

- $0
- $450,000
- $900,000
- $1,350,000
- $1,800,000

- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

Research Centers started
Split from Boulder
2014 total through March + projected
Gifts. From January 2004 to May 2014, CAP raised $9.8M in philanthropic gifts. This breaks down as $4.42M in gifts and pledges, and $5.38M in estate bequests (at current market value; the CU Denver Office of Development projects these will be worth something substantially more when they eventually come to the College). The following chart based on the most recent report from the CU Foundation shows the CAP totals for the ten year period from January 2004 to May 2014 in relation to the other Colleges and Schools. The third type of gift shown for CAP is a pending $6.5M gift to name a renovation of our building’s annex as a home for our research centers:

The following chart shows the philanthropic gifts raised by each college from 2004 to 2014, relative to the size of the colleges. The denominator is the average student headcount of each college over this ten year period. While headcount is not directly connected to fundraising, it gives a very rough indication of the size of the pool of alumni upon which the college can draw. The following chart does not include the pending $6.5M gift for CAP mentioned above.
**Budget History.** The following chart shows the history of Fiscal Year expenditures with all funds, since the last program review. Note that FY 2013 was the first year after the separation from Boulder.
Budget Process and Resource Allocation

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

**Budget Process.** Each fiscal year begins July 1. The budgeting process begins in the Spring Semester, in anticipation of providing a budget in May to the University for the forthcoming fiscal year. This process begins with Assistant Dean Reid preparing his usual monthly update on college budgeted and actual expenditures, also projecting known encumbrances to the end of the fiscal year. He also predicts and/or confirms the likely budget authority that the college will receive from the campus. This gives us clear understanding of what it is currently costing us to deliver all parts of the college, and what our income is likely to be the next year. This is then presented to the college’s Executive Committee, which consists of all Associate and Assistant Deans, Department Chairs, Associate Chairs, and Program Directors. This group discusses likely or proposed changes to the college for the next year, including projected enrollments, college initiatives, etc. It also discusses whether there were too few or too many resources budgeted to each area. Ideas for adjustments to the budget are then discussed, and Andy Reid
rolls these into a draft budget for the next year. This budget is reviewed and revised several times in consultation with the Executive Committee, and then confirmed and submitted to the campus.

Over the last several years, the Dean has worked to delegate more budget authority and responsibility to the Chairs and Directors, on the expectation that everyone would spend resources more wisely and strategically if they were spending their own money rather than asking the Dean for money incrementally as ideas arose. And rather than the Dean’s office monitoring class sizes to ensure we did not wastefully hire more term faculty than enrollments warranted, it was felt that if the Chairs managed this wisely they would be able to spend more of their money on other projects. Chairs would be allowed to run small classes where pedagogically important, by offsetting this with large classes. They could decide this based on their own strategic vision, and within their budget authority, rather than having a uniform policy imposed on each department.

The college implemented this idea in the last few years by pooling together all of the resources traditionally given to the departments for non-faculty expenses—mostly, faculty development and travel, Teaching Assistants, and operating funds—and called this the Fungible Funds pool. Each department was allocated its share of this pool as a rough proportion of the size of the department relative to the whole. Once allocated, the Chairs are able to spend this as they and their faculty best see fit, and conceivably could decide to reduce TAs or travel money in order to undertake a large project or initiative. For this new budget year, we increased the overall pool, to account for inflationary pressures.

Every few years, when the college is anticipating some large changes in its fiscal or educational environment, the entire college is brought together to review the budget and to discuss where and how the expenditures might be adjusted. A few years ago, a college-wide budget hearings meeting agreed to continue subsidizing our research centers when it was discovered that they employ a large number of our students. When the campus was preparing for large budget cuts when state resources were under pressure, the entire college came together to discuss priorities for cutting, creating a list that the Dean’s office could work down until the needed cut was achieved (in the end, major cuts did not transpire).

**Salaries.** An important aspect of managing the college resources deals with salaries and salary compression. Each year, the Board of Regents agrees on a pay pool, which is a percentage of the entire salary bill. This pool is allocated to campuses then colleges, and then departments, in the proportion of their salary bill to the whole. By Regental law, salary increases are based entirely on merit, with no cost of living. In CAP, each department determines a merit score for its faculty members based on their annual Faculty Report of Professional Activities (FRPA). The professional exempt staff are similarly evaluated by their supervisors. These scores are then put
in rank order, and each faculty and staff member receives his or her share of the pool (in the unit in which they are rostered) according to where the score lies in relation to the mean. The higher above the mean, the higher the percentage of the pool, and vice versa. Until a few years ago, the college gave straight percentage pay increases, which meant that a full professor making $100K a year would obtain twice the dollar increase of an instructor making $50K per year, if their merit scores were the same. Over time, this led to a widening gap between the lower and higher paid, and to severe pay compression at the lower end. A few years ago, CAP agreed to give half of a merit pay increase as a percentage of pay, and the other half as a set dollar amount for a given score. Over time, this has begun to bring the CAP salaries a little more into an acceptable range.

But there are consequences. Our highest paid employees are often our most productive, and their salaries relative to their peers outside CAP are beginning slowly to fall behind. With the retirements and resignations of a number of the very highest paid employees in the last few years, the gap between high and low is less severe, and this policy probably needs to be reviewed. Finally, CAP sets aside a small portion of the pay pool each year, to be allocated to those employees whose salaries are considered to be severely compressed. An annual campus report to the college identifies those faculty whose salaries appear to be out of line with their peers whose records are similar, and the Dean and the college Executive Committee discuss why this might be. The compression pool is then allocated to resolve as many legitimate compression cases as possible; sometimes, the most severe cases took several years of annual adjustments.

**Equal opportunity for resources.** CAP tries as much as possible to allocate resources for special projects as transparently as possible, where everyone is made aware of funding opportunities, and can submit a proposal. An important example in the last decade was a public call for proposals for research centers, of which CAP had none (CCCD was historically a service learning and outreach center). The call elicited well over a dozen ideas, and when the faculty realized that many of them were working on similar ideas, they were consolidated into three new centers. A second important example was a call to the faculty for proposals for new degree programs. After a public review of the proposals, the college selected the one that eventually led to the creation and approval of our Master of Science degree in Historic Preservation. And in the most recent example, when the campus called for income generating ideas from the colleges, CAP issued a call to faculty for proposals, and we are beginning to develop the ones that look most viable. These include new certificates in GIS, traditional architecture, and managing public design charettes, and expanding our existing Design Build certificate. We are also exploring fee for service ideas including one using our LiDAR scanning technology in the Center of Preservation Research (CoPR) to provide accurate as-built drawings for design firms undertaking adaptive re-use projects.
Facilities

Colleges of architecture make special demands on university space and facilities. The studio method of teaching design requires large, open spaces with work stations assigned to each student 24/7; every additional student admitted to the program requires additional studio space. Good design colleges also serve the professional community as the place where the public conversations about design and planning take place, which requires exhibit space and lecture halls. And the quality of design of our facilities brands us as knowing and caring about good design, for current and future students, and for the profession. High quality facilities really matter to the health and well-being of design schools.

Unfortunately, CAP’s facilities were always barely adequate. In Denver, the program was housed in the old Bromley building until 1987, when it moved across the street to the Dravo Building (now the CU Denver Building). Although space was renovated for architecture in Dravo, it looked like a typical tenant-finish office building, and had little space for exhibits or large public lectures.

CAP undertook a fund-raising campaign for a new building in Denver, starting in the late 1990s. Over time, some money was raised, and a number of proposals for public/private partnerships were explored. A building concept was also developed, spanning the building across Speer Boulevard between LoDo and the Auraria campus:

![Conceptual Design for CAP building across Speer Boulevard 2007.](image)

This quest for a new building faltered when the great recession of 2008 undermined the pool of potential donors, which were primarily developers. And by the time the economy was beginning to recover, CAP was already engaged in discussions ultimately leading to the split from Boulder. This changed the nature of what we began seeking. A key question in deciding on which campus the college would be located had to do with space. Wherever we landed, we would
need significant additional space to accommodate both undergraduates and graduates. Boulder had no concrete ideas for space. Denver, on the other hand, said they were committed to finding us the space we would need.

This moment coincided with a fundamental sea-change in the profession regarding new construction versus adaptive re-use of existing buildings. The sustainability movement pointed out that the greenest building is the one already built, since its resources have already been harvested, mined, manufactured and delivered. It would always be more sustainable to adaptively re-use a building than to build a new one. This idea and the global economic meltdown had left a significant number of building owners around the world wondering how to undertake renovations of their existing buildings with incremental resources, unable to move out existing tenants for a remodel, and adapting what were by this time energy inefficient, often ugly duckling buildings.

And we had the perfect example of this international challenge right beneath our feet. Our CU Denver Building is an energy inefficient, ugly duckling Urban Renewal project sitting on the best site in downtown Denver, between Cherry Creek and Larimer Square. We conceived of using this as a local case study for an international challenge. CU Denver agreed to give us all of the building over time—except for the CAM labs on the 8th floor, and the classrooms on the ground floor—and a stream of incremental resources to adapt it to our needs as we grew.

We had previously been given resources to remodel the 7th floor, and this helped set the example of what we might do with the rest of the building. Our first big project following the separation from Boulder was to renovate the 2nd floor after the Business School moved to their new facilities. Here was our first opportunity to brand the new college with signature space.

RNL Design in Denver, whose chief designer on the project was one of our alumni, Dominic Weilminster, worked with a large building committee of faculty, staff and students led by Architecture Associate Professor Clinical Teaching Track Barbara Ambach. The group conceived of the floor as an urban loft-like space for an urban university design school. We used raw industrial materials like rolled steel and plywood, and exposed the structure and mechanical systems.
The design exudes creative energy, and has already won one national and two state design awards. Recently, the university has been using this space to hold public functions, in part because it represents the essence of an urban university. And students are beginning to make decisions to enroll here because of the quality of the design. For the first time in its history, CAP has obtained space that feels like a design school.

Wanting to ensure the continuation of this successful project as the rest of the building is re-developed, CAP asked the university to hire a firm that could work out a conceptual design for the entire site. The Chancellor then asked if the college could do this, and a team of our best designers led by Barbara Ambach was funded to develop a comprehensive plan for the building, addressing the urban design issues of connecting Larimer Square to the Creek through our courtyard; addressing sustainability with a protective skin, natural heat stacks, and new building systems, and creating a signature image for CU Denver and for CAP. We expect that this concept will help shape all subsequent development of the building.
At the time of writing this self-study, CAP was approached by a family foundation interested in naming a remodeled and expanded annex building on the north end of CAP’s building. This annex is intended to hold the college’s research centers including the Center of Preservation Research (CoPR), the Colorado Center for Community Development (CCCD), and the proposed Center for Advanced Research in Traditional Architecture (CARTA).

Resource Sufficiency

Fiscal resources are sufficient to deliver CAP’s programs with distinction. As described above, the college is currently running a deficit while the undergraduate program enrollments grow; but the difference is made up by support from the university according to an agreed Memorandum of Understanding, and the enrollments are growing faster than predicted. The resources not only cover the delivery of the existing programs, but reserves also allow strategic investment in new initiatives, particularly those that will begin to generate additional resources.

Regarding faculty resources, CAP is about on par with other CU Denver programs in terms of number of courses taught by different faculty types. Also, the student-faculty ratios compared to the other colleges are still quite favorable in terms of the smaller class sizes needed for design based education. The college is able to deliver all of the necessary courses for its programs, with sufficient frequency, to allow students to graduate on time. Class sizes have remained fairly constant over the years. The Planning Department just received a major infusion of four new faculty as a result of a retirement and then three of its senior faculty leaving for Boulder after the split, and the new faculty team is fast building a signature department. As part of the Memorandum of Understanding established at the start of the new BS in Architecture program, a hiring plan will be submitted this year for the new faculty for the Architecture Department now that the enrollments are growing faster than expected. Landscape Architecture is just turning around a decline in enrollments, and currently has sufficient faculty to deliver its program. But it
has only two tenured faculty, one on a release from the department while working on research at the Anschutz Medical Center, the other the department chair. Of the two tenure-track faculty, one is going through a reappointment review, and the other a tenure review this academic year. CAP would appreciate thoughts from the visiting team on stabilizing this department.

The CAP facilities are sufficient to support all of its activities, and to accommodate the growth of the college to about 2021. After that, the college will have to discuss with the university whether it caps enrollments, or obtains additional space.

Support Resources

*Visual Resource Center*

The Visual Resource Center (VRC) is a student and faculty services center that provides access to a variety of photographic and audiovisual equipment, a portfolio photography studio room, and analog (35mm slides) and digital image collections. VRC staff members assist faculty members and students with images for teaching and classroom presentations, including the purchase of commercial images and videos, as well as assistance scanning images on site. Portfolio photography seminars and basic training on how to take quality digital images of student projects are offered. VRC staff members also provide professional input on digital imaging issues surrounding copyrights, file type choices, Adobe Photoshop image corrections, and long term digital file storage.

The VRC is located in Room 490A in the CU Denver Building. The Portfolio Studio is in Room 420. Equipment is checked out from the Student Services Suite, #2300. Students and faculty members can check out a variety of equipment for educational use, including: digital cameras, digital video cameras, tripods, digital voice recorders, digital projectors, laser pointers, a mobile TV/DVD/VCR unit, and day-lighting light meters.

Digital Image Databases: The College has amassed a digital image library of over 104,722 images, which depict contemporary practices as well as the history of architecture, landscape architecture, and urban and regional planning. The CAP collection also includes over 100 videos of visiting lecturers who gave talks as a part of the college’s visiting lecturer series. This library includes approximately 46,200 images owned by the college as well as content licensed from professional photographers. The digital library database allows users to save groups of images for student review within the database, the ability to create PowerPoint style presentations in the Artstor workspace, and the ability to export to PowerPoint slideshows offline. The database also has the capability to play videos, and display pdfs or Microsoft office files.
**Digital Fabrication Lab**
Students have access to a well-equipped and well-maintained 3000-square-foot facility that includes:
- an After Hours Shop for assembly and wood storage area,
- a large explosion-proof spray booth,
- a Laser Cutter Lab that houses two 150 watt (one large format) and two 75 watt laser cutters that is open 24/7. The laser cutter lab is staffed by student employees during the day and well into the evening to assist in the set-up and processing of model parts. The college is currently exploring the purchase of a 3D printer for this lab to enhance model making capabilities.

The 1500-square-foot Machine Room houses the bulk of the woodworking tooling this lab has to offer. A partial list can be seen below. This area of the lab is open to students from 8:00am to 10:00pm Monday through Sunday and is also staffed by student employees. The Design Fabrication Lab is managed and supervised by a full-time staff member who conducts all the required training for this facility and is available to students Monday through Friday 8:00am-5:00pm.

A mandatory “Basic Safety Orientation,” conducted only at the beginning of the semester, is required for all students. This course is an introduction to the college's and building’s safety polices as well as the proper use of personal safety equipment and safe practices on the smaller shop machines. Students may then attend “Tool Seminars,” conducted at the beginning of each semester, to instruct in the proper use of the larger floor mounted machinery as well as handheld power tools. Currently, the Design Fabrication Lab is open seven days a week with the Machine Room open Monday-Sunday, 8:00am to 10:00pm. The After Hours Shop, Spray Booth and Laser Cutter Laboratory are available 24/7.

Available tools:
- Two 10" band saws
- 14" band saw
- 20" band saw
- Two 20" scroll saws
- Two 10" 5 horsepower table saws
- 6"x108" edge sander
Two 4"x36" belt sanders
10" and 18" drill press
Radial arm drill press
42" Lathe
8" & 6" jointers
15" planer
18" and 24" drum sanders
12" chop saw
12" sliding compound saw
Mortising machine
Shaper and router table
Sheet metal combination machine
12-ton tube bender
As well as a variety of handheld power tools and hand tools

Computer Lab
The College of Architecture and Planning Computer Lab is in Room 460 of the CU Denver Building. It is open seven days a week, 24 hours a day and accessed with a coded student ID card. The computer lab manager and lab monitors facilitate the printing room and technical maintenance.

Computers:
- 36 Intel Pentium Dual Core PCs and 11 Intel i7 PC's running Windows 7 Pro; 4 Apple Macs running OS 10.6.8
- 18 computers in a classroom format for instruction. 16 are in a general use area. 5 are used exclusively for PhD. 1 to run the print shop.
- 42 machines have been purchased for Fall 2014 term. 38 new Intel i7 PC’s and 4 Apple iMacs running OS 10.9.2.

Scanners:
- 16 small format (8.5 x 11); 4 small format (11 x 17); 1 large format color (36”); 1 large format B&W (36”)

Server:
- 1 Windows 2008R2 server with 8TB of storage for entire college. Purchased in 2011

Printing:
- 1 large format laser printer/plotter; 2 large format color printer/plotters; 1 small format color laser printer; 2 small format B&W laser printers

Network:
- All systems are 100baseT Ethernet/Internet savvy and are accessible 24 hours a day in a secure room. Lab and classroom machines are connected to University domain over a wired Ethernet network. Throughout the CAP building there is a secure wireless network that students, staff and faculty use.
Software:
- Software upgrades within the main lab are a constant occurrence. The most recent versions of all major interdisciplinary software are available to students and faculty in the labs, including: AutoDesk Education Master Suite (AutoCAD, 3D Studio Max, Revit), SketchUp, Adobe Creative Suite Design Premium (Photoshop, InDesign, Illustrator, Dreamweaver), Microsoft Office 2013. These are updated regularly to stay current with the newest release.

**FASTLab**
The Facility for Advanced Spatial Technology (FAST) Lab forms the core of geo-spatial analytical activity at the University of Colorado Denver. The FAST functions as a partnership among the College of Architecture and Planning, the Department of Geography and Environmental Sciences/College of Liberal Arts and Sciences, and the School of Public Affairs. This multidisciplinary laboratory provides state-of-the-art GIScience technology (geographic information systems, remote sensing, GPS, and cartography) for teaching and research on the downtown Denver campus. At present, the FAST supports the following proprietary spatial analysis and visualization software:
- ArcGIS desktop 10.2.2 (ArclInfo Version), ArcGIS server, ERDAS Imagine, ENVI, LizardTech, Google
- Earth Pro, and Adobe Design Standard. And the following, free and open source software: QGIS 2.4.,
- GRASS GIS, DIVA-GIS, uDig, MapServer, PostgreSQL/PostGIS, GPS Utility, GPS Babel, 3DEM,
- GeoDa, Inkscape, the GIMP, SketchUp Make, Pencil, Dia, and R/R-Studio. The FAST runs Windows
- 7 desktops, and a mix of Windows Server 2008 R2, Citrix XenApp 6.5, and CentOS 6 to support our in-class and online classes.

**Exhibit Space**
The College of Architecture and Planning has five exhibition spaces: the Dean’s Gallery (in the Dean’s Suite), the first floor (which is shared with other colleges on campus), second floor (by the reception desk), the Octagon (adjacent to the main lobby and the third floor faculty offices), and the fifth-floor gallery (adjacent to the fifth-floor studios and faculty offices).

**Student Lounge**
There is a designated student lounge on the fourth floor, which is open 24 hours a day. It has couches and comfortable chairs, a microwave, full-size refrigerator, sink, television, ping-pong table, a few desks and chairs, and houses the student mailboxes.
PhD Student Lab
Adjacent to the student lounge on the fourth floor is a large locked office for the exclusive use of PhD students. In it are six desks with desktop computers, a small couch, file cabinet, bookshelf, and small refrigerator.

Materials Library
In the Dean’s Suite there is a Materials Library that houses samples of tiles, bases, veneers, screens, vinyl accessories and wall protections, stone surfaces, shingles, and color swatches.
SUMMARY

In summary, the College of Architecture and Planning is now in the best place it has been since it was first split onto two campuses almost half a century ago. Over this period, the University of Colorado tried every permutation of management structures, from Boulder managing it all, through two entirely separate colleges, to Denver managing it all. And throughout this period, two very different cultures of design education emerged on each site, which the college valiantly tried to reconcile—unsuccessfully—into one coherent vision. Once freed from managing these compromises, and now with undergraduate and graduate architecture programs on the same site for the first time in the college’s history, the College of Architecture and Planning in Denver is quickly moving forward.

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

The college has obtained the best facilities in its history, with a new exhibit hall, reception area, consolidated student services offices, and undergraduate design studios. For the first time, the college has space that looks like a design school, rather than a generic office building, and it has already won two local and one national design award. The new space, and the energy and activities of the faculty, brought in the largest crowds to public events in recent memory. CAP is fast becoming the center of the public conversations about design and planning in the Denver area. All of this has led to recent earnest discussions between the university and a potential donor who is interested in naming a redevelopment of the annex north of our building as a home for our research centers. This would be the first named building for CU Denver downtown.

The most recent challenge of declining enrollments after the global economic meltdown seems to have bottomed out. All of the enrollments in the graduate programs with the exception of the Master of Science in Historic Preservation have maintained or slightly exceeded last year’s enrollments. Work is underway on bolstering the MS-HP. And the new undergraduate BS in Architecture is exceeding its projections. In this second full year of operation, it has already
replaced all of the enrollments lost in the graduate programs, bringing the overall college enrollments back to its high point before the global economic meltdown.

There are some areas of concern, about which the college would welcome advice from the Program Review Visiting Team. Regarding our Historic Preservation program, we would like to hear your views on whether we should continue with our current strategy of small numbers in cross-listed courses, or perhaps switch to our Urban Design model of more specialized and free-standing classes. Any advice on any other aspect of building the program would be welcome.

Our PhD program has significantly benefitted from its fundamental re-jigging after the separation from Boulder, but still needs further discussions about how and to what extent students are supported by the college or are required with the help of their supervisors to find their own resources in grants. It also needs to develop learning outcomes.

The college must also continue to diversify its income streams. We are relying excessively on tuition, in a period of declining state support, rising resistance to tuition increases above the cost of living, and unexpected enrollment swings as seen in the last recession. We must create more continuing and professional education courses, and more certificates and short courses. Advice on this would be most welcome.
APPENDICES

**APPENDIX A.**
Master of Science Degree in Historic Preservation Self-Study Report 2014

**APPENDIX B.**
Master of Urban Design Self-Study Report 2014

**APPENDIX C.**
PhD in Design and Planning Self-Study Report 2014

**APPENDIX D.**
College of Architecture and Planning Organizational Chart

**APPENDIX E.**
Tasks Assigned to CAP Leadership for the Self Study

**APPENDIX F.**
CAP Strategic Plan developed for the HLC Accreditation Visit in 2011

**APPENDIX G.**
Recommendations of the University Program Review held in 2008

**APPENDIX H.**
Outcomes Assessment Reports

**APPENDIX I.**
Projected enrollment growth for the BS in Architecture, as estimated in the MOU