University of Colorado Boulder

2019 Program Review

Contents

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!The Academic Review and Planning Advisory Committee (ARPAC) review of the Program in Environmental Design (ENVD) was conducted in accordance with the 2019 program review guidelines. Self-study responses were prepared by the unit and checked by an int9906 590o.y an int9906 590o.am

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Unit Overview

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The campus' standardized description of ENVD is available on the website of [the Office of Data Analytics (ODA)](). ODA updates the profile annually in the fall semester. This report cites data posted in October 2018, reflecting the state of the program as of the academic year (AY) 2017-2018.

Disciplinary context

ENVD is a multidisciplinary unit that features education and training in architecture, landscape architecture, planning, and product design. It combines social sciences, engineering, art, psychology, and other disciplines and approaches, focusing on enhancing the built environment. ENVD collaborates closely with the Department of Geography and the Environmental Studies program in the College of Arts and Sciences, and opportunities exist for new collaborations with the ATLAS Institute, the College of Media, Communication and Information (CMCI), and the Departments of Art and Art History, and Theatre and Dance in Arts and Sciences. ENVD faculty members hold licenses and certificates including credentials as professional architects and engineers, as LEED-accredited professionals, and as planners certified by the American Institute of Certified Planners. The ENVD self-study report does not establish the program's relative prominence within the discipline (or disciplines) it covers. At the next review, ARPAC may want to request a list of programs at other universities that are ENVD's parallel or aspirational peers.

The research of ENVD faculty and students focuses on community engagement and social needs. ENVD intends to build on its expertise in technology, social science, and community engagement to enhance its standing as a research partner and environmental design community resource. ENVD faculty members conduct research on topics such as how stakeholders collaborate to address social-ecological challenges; the effectiveness of bicycle planning efforts; computer-supported capture, design rationale and related

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graphical information management and uses; urban change dynamics and the management of related environmental effects; political engagement in the design profession; and sustainable urban growth. ENVD faculty members have been successful in attaining research support from the National Science Foundation, the United States Forest Service, the Social Science Research Council (i.e., the Drugs, Security and Democracy Fellowship), and the United Kingdom Arts and Humanities Research Council's Partnership for Conflict,

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the first stage, tenured faculty lines were transferred to CU Boulder, and the curriculum was reevaluated. An effort was made to create a five-year professional Bachelor of Architecture degree, but the State of Colorado restricts any degree with "architecture" or "planning" in the title to CU Denver. The Boulder campus explored the creation of a school of sustainability that would have included ENVD, but the plan was dropped. During this period of uncertainty CU Denver initiated an undergraduate architecture program, and ENVD enrollment dropped from 900 to 450 undergraduates.

The second stage saw budget cuts, transitions in the instructor-rank faculty from senior instructors to instructors and part-time lecturers, the hiring of three new tenure-track faculty members, and an increase of enrollments to 650 students as of the fall 2018 census.

The Boulder campus's inability to offer the professional degree option has resulted in an ongoing discussion as to what a bachelor's degree in ENVD signifies and where the program fits within CU Boulder. During the hire of the new faculty members, the following questions about ENVD's focus came up:

Is ENVD discipline-focused, a traditional vertical design education, or a horizontal education that focuses on a broad introduction across the design disciplines?

Should ENVD students take a regimented curriculum, or should more flexibility be provided in the curriculum?

Is ENVD an analytical discipline that al -1 (zont) -1y9r -1 (t) al dSio3r7y9r -1 1(0

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one professional research assistant. The self-study indicates
that ENVD had two tenure-track hires in progress in fall 2019.

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ENVD distributes 16 learning goals derived from corresponding accreditation requirements across its curriculum, and its faculty members review and assess student performance against these learning goals. The program also tracks admission of its

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students whose research has an environmental design emphasis. ENVD believes that graduate programs are essential for moving the unit forward and is in the process of developing and proposing a graduate program that includes professional certificates, a professional master's degree, and research master's/PhD programs. These programs would fill demands for new skills and knowledge in the market

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programs, and travel. ENVD anticipates that it will require a budget increase in the next three years in order to meet strategic program needs.

In their interaction with program personnel, the external reviewers received some indications that faculty member salary procedures had historically been inequitable, particularly

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The Program for Environmental Design is working to further the campus diversity and inclusion dialogue and to coordinate its efforts with Office of Diversity, Equity and Community Engagement initiatives. The program approaches diversity and inclusivity at the individual, program and campus levels while advocating for change in the larger design professions. ENVD engages with professional societies' and the student chapter's diversity and inclusion focused efforts, such as Designers Without Borders, which is part of the CU Lead Alliance.

The ENVD self-study does not address its faculty member or student demographic characteristics. The 2017-2018 ODA ENVD unit profile shows that women accounted for 25% of the program's tenure-track faculty members, members of "minority"[1] populations accounted for 50%, and 33% identified as a member of an underrepresented "minority" population. The profile shows that 43% of ENVD undergraduate students identified as women (a 10% five-year increase), 27% as individuals belonging to a "minority" group (a 10% five-year increase) and 20% as belonging to an underrepresented "minority" population (5% five-year increase). The external reviewers report that women are poorly represented among the tenure stream faculty members and suggest that this has contributed to a lower than expected percentage of women ENVD students. ENVD recognizes that a typical design program has a higher women-to-men student ratio. The program intends to focus on recruiting more women students in the coming years.

ARPAC notes that while the ENVD self-study report included vision and mission statements for diversity and inclusivity, it

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faculty, those two populations also indicated issues with one or more faculty members saying things or behaving in ways that humiliate or intimidate and with feeling excluded from informal program networks.

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reviews, that the program's most significant challenge remains a lack of clarity regarding its role within the CU Boulder academic offerings. Faculty member evaluation criteria also remain insufficiently clear, as pointed out by the internal reviewers.

In 2011, a joint-campus program review panel issued a special College of Architecture and Planning report. The report noted that while the graduate programs within the college had been through review for professional re-accreditation and the Denver programs had been included in regular review cycles, the Boulder-based undergraduate program had not undergone program review since 1991. The panel went on to recommend that the program segments located separately in Boulder and Denver, but at the time unified under the CU Denver College of Architecture and Planning's jurisdiction, be administratively separated and placed under the jurisdiction of their respective campuses and that each institution should create distinct programs that reflect the "strengths and missions of the campuses."

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From 2016 to 2018, the Program in Environmental Design engaged in a strategic planning process aimed at creating a collaborative plan for the program's future and developing actionable goals. This process resulted in four goals:

1.! Define and improve educational outcomes and enhance the pool of students seeking admission.
2.! Enhance student engagement with the program, faculty members, peers, and community through the development of hands-on student learning experiences.
3.! Undertake activities to build a robust environmental design research capability.
4.! Identify and support activities that broaden awareness of the unified ENVD vision.

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research masters/PhD programs. ARPAC agrees that this is not an appropriate time to move forward on these proposals and encourages ENVD to concentrate on improving undergraduate

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first two years of studio in a "hot desk" model inhibit community building and a co-learning culture. Similar programs use "hot desk" only in the first year. ARPAC recommends that ENVD make a case to the Graduate School for appropriate, contiguous space and that campus planners address the needs of the increasing numbers of ENVD students and faculty and staff members.

ENVD planned to revise its bylaws in fall 2019. ARPAC asks the program to make sure to review its annual merit standards and procedures and to develop appropriate grievance policies. The program should also develop criteria for promotion from instructor to senior instructor, and from senior instructor to teaching professor. ARPAC expects ENVD to do what it can to clarify the tenure and promotion process for its tenure-track faculty members and to ensure that the process includes research-active faculty members as members of primary unit evaluation committees. As ENVD has taken steps toward hiring instructors instead of temporary lecturers, ARPAC suggests that the program should consider offering an instructor mentoring program. ARPAC also encourages ENVD to take steps to ensure the equitable distribution of salary, teaching assignments, and service responsibilities.

ENVD is committed to recruiting and retaining individuals who identify as women and/or as members of underrepresented "minority" populations as faculty members and students. ARPAC supports the program's proposed steps toward an inclusive teaching and learning environment and recommends that ENVD develop clear strategies for engaging the Graduate

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ENVD is aware of its climate shortcomings and is working to address these by developing a unified program vision that emphasizes collaboration. The internal reviewers note that tenured faculty members show a lack of trust in ENVD decisions. The external reviewers note that the tenure-track faculty members do not feel supported or respected by their senior colleagues and there is tension around teaching allocations and chances to teach in specialty areas. Climate surveys show that there are issues with respect, intimidating or humiliating bc1oqa(e) 11 (i) -1 (m)D.24 0 0 0.1694m BT-0.0019 Tnilh ts 19 (ts -1 (a

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     areas of student demand, and to advance ENVD inclusive
     excellence.

    •!A plan for improving communication and transparency
     across the unit.

2. In light of the results of strategic planning, direct mentoring
   of untenured faculty members toward developing their roles
   as members of a program with the identity ENVD has
   planned for itself.

3. In mentoring untenured faculty members and in assembling
   PUECs for reappointment, promotion, and tenure, ensure
   that the development and review of untenured faculty
   members appropriately reflect current standards in those
   faculty members' areas of expertise. Consider including
   research-active faculty members from outside of the
   program in the tenure and promotion process.

4. Upon completion of strategic planning and steps toward
   implementing the plan, make a case to the dean's office and
   campus administration for an appropriate administrative
   home for ENVD at CU Boulder, taking into consideration the
   scholarly, instructional, and budgetary goals of ENVD, the
   suggestions of the external reviewers, and the alternatives
   proposed in the ENVD responses to the internal reviewers'
   report.

5. Continue laudable recent efforts to improve the climate in
   the unit, including developing and implementing the means
   to strengthen a sense of community among program faculty
   members, staff, and students. Ensure that policies on uncivil
   behavior are appropriately communicated and enforced.

6. Develop and implement a concrete plan for recruiting and
   hiring more faculty members who identify as women or as

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13. Work with the dean of the Graduate School and the Executive Vice Provost for Academic Resource Management on short-term and long-term space shortfall solutions. Make a case for securing long term contiguous space.

14. Ensure instructors who are doing significant service are rewarded appropriately in annual merit review and in review for promotion within the instructor track.

15. Upon completion of strategic planning and after having made progress on the above-mentioned issues, make a case with the Graduate School for developing professional certificates, professional masters, and/or research masters/PhD programs.

16. Support ENVD in its quest to better position itself within the CU Boulder administrative structure.

17. Support ENVD in improving the climate for faculty and staff members and students. Ensure that policies on uncivil behavior are appropriately communicated and enforced.

18. Support ENVD through the strategic planning process.

19. Review course proposals to ensure they do not contribute to redundancy with other schools and colleges and make best use of instructor resources that might be available through other schools and colleges.

20. Work with ENVD and the Office of Advancement to put

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