Architecture Program Report

Institution:
University of Kentucky
School of Architecture

Date:
September 7, 2021

National
Architectural
Accrediting
Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Kentucky**
Name of Academic Unit	School of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: 2-year *Undergraduate degree with architecture major + 48 graduate semester credit hours* Track: 3-year *Undergraduate degree with non-architecture major + min. 78 graduate semester credit hours)* ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Director Jeffrey Johnson
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dean Mitzi Vernon
Chief Academic Officer of the Institution	Robert DiPaola, Acting Provost
President of the Institution	Eli Capilouto, President
Individual submitting the APR	Jeffrey Johnson, Director

Name and email address of individual to whom questions should be directed	Jeffrey Johnson jeffrey.r.johnson@uky.edu

Submission Requirements:

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

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

Our last accreditation visit took place in 2013. The Visiting Team Report noted that B.6 Comprehensive Design was a condition not met.

From the 2013 Visiting Team Report:
Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2 Design Thinking Skills, A.4 Technical Documentation, A.5 Investigative Skills, A.8 Ordering Systems, A.9 Historical Traditions & Global Culture, B.2 Accessibility, B.3 Sustainability, B.4 Site Design, B.5 Life Safety, B.7 Environmental Systems, B.9 Structural Systems

"Team Assessment: The team noted that while the individual abilities of performance criteria were met in individual courses throughout the curriculum, the work presented in the comprehensive studios did not rise to the expected level of ability to synthesize and integrate all of the requisite components into the overall project design.

"While evidence exists that the students are given a real site and in the case of the HBEER project, difficult site topography, solutions do not indicate an ability to manipulate the site contours to respond either to the topography or watershed. In the most recent studio project for the U of L Satellite Student Center, even though the site is flat, projects do not show any engagement with the site features (streets, curbs, sidewalks, drainage) addressing building access."

To address this condition, the Director at the time charged the School of Architecture's Curriculum Committee to evaluate the 4+2 curriculum holistically. The criteria included the school's pedagogy, the NAAB 2014 Conditions, and the university's new assessment requirements. The result was a new Curriculum Overlay Document and a new SPC Matrix. In the process, we assigned new SPC's to our roster of courses. Curriculum documents reflect this process of transitioning from NAAB's 2009 SPC's to its new 2014 SPC's.

Click here for Curriculum Matrix that includes 2014 criteria

As we have been transitioning to the 2020 Program Criteria and Student Criteria, the Curriculum Committee has also been evaluating and evolving the curriculum so that it serves the University of Kentucky's requirements for student assessment and learning outcomes. The curriculum committee revised the curriculum framework based on these criteria and is now in the process of implementing.

At the time following the 2013 Visiting Team Assessment, the Comprehensive Studio (renamed Integrated Studio to follow NAAB's 2014 SPC's) ARC 750 and co-requisite Building Systems Integration ARC 631 addressed both B2 Accessibility and B4 Site Design. In response to the team's comments, we restructured the core content to expand a student's ability to learn the issues of universal access and site development. Specifically, we required completion of a series of short design problems to develop student competence. These vignettes address access to the site, navigation on the site, entry into the building and movement within the building. The students then demonstrate their understanding during the design development phase and the detailing of their individual projects.

In 2013 the Visiting Team Report also noted that "a lack of broad evidence" was a cause of concern. *"The team noted that a significant portion of the technical abilities and understandings seemed to be taught primarily in one course, ARC 631 Building Systems Integration. While the team is impressed by the detail and content of this course, there is concern that there is not broader evidence of incorporation of these skills throughout the program."*

Recognizing that the success of students to fully integrate building systems and technologies into their building design process is critical, we have continued to identify curricular opportunities where a broader understanding of full integration can be taught. For example, assignments in ARC 231 Structural and Material Concepts and ARC 435 Material and Methods of Construction, which is currently taught in the fall of second-year, utilize students' ARC 253 Design Studio III projects for their assignments and exercises. Additionally, all students in ARC 253 Design Studio III complete a precedents study assignment that includes identifying and explaining how the context, site, orientation, structure, environmental systems, materials, construction, and sustainable strategies influenced the design.

Additionally, during fall 2020, we experimented with integrating building technologies and systems, requirements of zoning/building codes, regulations, and the broader implications of health, safety, and welfare into a comprehensive building design in ARC 356 Design Studio VI. We wanted to evaluate and assess whether we could assign SC6 to ARC 356 Design Studio VI. While many of the student projects met our expectations in demonstrating an ability to integrate most of the criteria, the studio faculty and the School of Architecture Curriculum Committee felt that minor curriculum adjustments would need to be made to fully prepare our students to fulfill SC6 criteria. Due to the disruptions that were caused by COVID, the Architecture Curriculum Committee decided to evaluate and consider this change following the AY20-21.

Also noted in the 2013 Visiting Team Report *"The team observed that the students work well in teams within the school, and there is a desire among students to collaborate in interdisciplinary teams with fellow students of interior design, historic preservation, landscape architecture, engineering, etc. The team suggests that there is a missed opportunity for collaboration between the different units within the College of Design and the university. The fact that students are spread across three different buildings further reduces opportunities for formal and informal interaction and learning, though this should not be insurmountable."*

In response to the 2013 Visiting Team Assessment, the School of Architecture Curriculum Committee made recommendations that were reflected in the new Curriculum Overlay in 2014 of where collaborations between Architecture and Interiors students could occur. In the spring of 2017, the Curriculum Committees from both Architecture and Interiors met to assess and

determine where interdisciplinary collaboration would be most advantageous for undergraduate students in both programs. It was determined that third-year studios would provide the best opportunity due to the alignment of pedagogies, the typical studio project, and the students' skill sets. Since this determination, we have conducted two third-year undergraduate design studios (ARC 356) where Architecture and Interiors students collaborated as part of our Global Studio: China, one "super studio" that included both undergraduate and graduate students from Architecture (ARC 658), Interiors, Urban Design (Master of Urban and Environmental Design program commenced fall 2019), and Landscape Architecture, and during the spring of 2020 and fall 2021, we conducted a graduate design studio (ARC 658 & ARC 659) that included both Architecture and Urban Design students. We have planned our second "super studio" for fall 2021 that will include undergraduate and graduate students and faculty from Architecture (ARC 658 and ARC 457), Interiors, Urban Design, Landscape Architecture, and Geography.

We have expanded elective courses to include other design majors as well. The most recent being ARC 499/599 Drawing Details Modern Aesthetic Principles offered last spring. This course included architecture and interiors majors and engaged with the Department of Historic Preservation with lectures given by their former Chair, Dan Vivian.

The School of Interiors and Department of Historic Preservation has recently expanded elective courses as well to include our students. ID 563 Material Culture/Media Culture and ID 359/559 Spaceship Earth: a materials workshop are two recent electives in the School of Interiors that were open for Architecture students. Historic Preservation recently taught Sustainability and the Built World that was cross listed as an ARC 499 elective course.

Education abroad courses taught by School of Architecture faculty are also open to all design majors. These faculty-led programs typically offer 9-12 credit hours of courses with design studio as its core. The summer 2015 Prague/Rome program enrollment of 22 students included equal numbers of architecture and interior students. Students earned studio and elective credits for the program.

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

The school has made minor changes to the curriculum and the assigned learning objectives based on the new NAAB 2020 Program Criteria and Student Criteria. Beginning in the fall of 2018, the school's Curriculum Committee evaluated and made recommendations to change and evolve the curriculum so that it meets the new criteria. The curricular framework remained the same with the exception of minor course description changes, which were primarily studio and visualization, and the addition of ARC 749 Master's Project Research, a 3-credit hour preparatory course for graduate students as they prepare for their capstone Master's Project in their final semester. While major changes were not recommended, the entire curriculum was assessed. The Curriculum Committee recommended that, beginning with the design studio courses and visualization

courses during AY2019-20, during each of the following academic years the committee would rigorously assess one of the four major curricular subjects: History and Theory; Studio; Technology; Practice & Technique; to ensure that they are successfully meeting the NAAB criteria and that they align with the advances of the profession and society at large. Additionally, the university also introduced a new internal assessment plan for each program during the spring of 2020. The school aligned its revised curriculum and learning outcomes based on the new NAAB 2020 Program Criteria and Student Criteria with the university's assessment plan.

Click here for Curriculum Matrix with NAAB 2020 criteria and 2014 criteria

NAAB

NARRATIVE TEMPLATE

1—Context and Mission

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

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

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

Program Response:

We will deliver our accreditation virtually, which was decided as a response to COVID. Until March of 2020 all of our courses were taught in-person in response to the pandemic, which caused us to shift to remote and hybrid instruction. Beginning in Fall 2021 we will teach each course in-person as they were intended.

The Commonwealth of Kentucky provides a unique environment to study architecture. Its combination of cities, small towns, and landscapes offers an opportunity to learn about architecture at multiple scales, and with diverse histories and varying influences. Our graduate and undergraduate programs offer students the opportunity to learn about pressing issues facing the state by interacting directly with its communities. Our students discover, firsthand, how design can have a positive impact on the daily lives of people by working with faculty and classmates in the design studio to imagine solutions to challenges in the built environment. We believe such opportunities afford a new perspective on how local issues often have broader national and international relevance and impact.

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service, and health care. As Kentucky's flagship institution, it plays a critical leadership role in promoting diversity, inclusion, economic development, and human well-being. The university is designated as a Research 1 institution, and its academic program consists of a wide range of graduate and undergraduate programs in the arts, sciences, humanities, and professional disciplines.

One of 16 academic colleges at the university, the College of Design was established in January 2003, incorporating the School of Interiors, the Department of Historic Preservation, and the College of Architecture. Today the College has grown to include the Department of Product Design and a master's program in Urban and Environmental Design. It has its own administrative structure and budget, and is responsible for faculty appointments, program and curricular development, academic standards, and admissions criteria. The School of Architecture is the largest unit within the College of Design, and the relationship between the school and the college is deeply intertwined.

Established in 1965 as the College of Architecture, the School of Architecture today employs 25 full- and part-time faculty, who teach approximately 300 graduate and undergraduate students. The teaching, creative scholarship, and research of our diverse and accomplished

faculty is recognized nationally and internationally through numerous publications, exhibitions, and awards. This world-class faculty bring academic and professional expertise to the classroom and studio, where small class sizes ensure students have a significant amount of individual time to learn from broad experiences. As the only accredited school of architecture in the Commonwealth of Kentucky, our program provides the state with the educational foundation for its architects, as well as a platform for architectural discourse and debate for over fifty-five years.

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

Program Response:

While the College of Design is among the smaller colleges at the University of Kentucky, our program plays an important role in university. Faculty participate in university-wide programs and initiatives and are critical members of multidisciplinary research teams. Our faculty also serve on university committees, the Faculty Senate, and teach courses in other academic programs, including the Honors College and Gaines Center for the Humanities, as well as advising students from a variety of degree programs.

In addition to our role within the university, we share its mission to serve the Commonwealth. Many of our design studios are involved in community initiatives, and the culminating graduate studio, called the Commonwealth Studio, is dedicated to addressing issues facing the state. The Commonwealth Studio foregrounds stakeholder concerns by asking each student to identify a unique challenge and to define a project that addresses it through architecture. Students encounter diverse constituents and dynamic social contexts through this endeavor and devise their own engagement methods. Some students consider stakeholder needs in abstract terms; others embrace field research as an essential part of the project. Students often work in close consultation with city officials, community activists, industry, and developers to articulate and design architectural solutions to complex urban and rural challenges. Regardless of approach, students develop an understanding of the users, clients, collaborators, and social complexities that factor into the design process and realization of architecture.

In partnership with the City of Louisville and the Portland Investment Initiative, the College of Design formed a satellite studio in West Louisville in 2017. Called Studio Louisville, students have the opportunity to work in the Portland neighborhood while engaging with residents, community organizations, and other stakeholder groups to address the needs of the area. The initial semester of Studio Louisville focused on understanding the vibrant history that has shaped Portland, including the neighborhood's abundance of shotgun houses. By studying the shotgun typology, students designed a series of shotgun derivatives that contribute to housing density, affordability, and sustainability. Since its inception, Studio Louisville has been a place for collaborations with the School of Interiors, Department of Historic Preservation, and Department of Landscape Architecture.

Studio Appalachia is another community-based design studio in our program. In this initiative, students and faculty work with communities in the Appalachian region to design solutions for a wide range of issues. For example, Studio Appalachia partnered with a nonprofit organization in the Somewhere Project, which speculated on the reclamation of a former coal surface mine to create a new landscape for cultural and educational development. Both graduate and undergraduate students proposed ideas for art galleries, tourism centers, performance art venues, and classroom and workshop spaces, and the work from this studio was exhibited at the 2021 Venice Biennale.

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

Program Response:

Our students have many opportunities to learn beyond the classroom. Students engage directly with working professionals through our Practice Previews program, Mentorship by Design program, and guest lecture series, which features world-renowned designers. Practice Previews is a two-week externship program in the spring semester where students are matched with internationally renowned firms. The students experience life in an award-winning practice, gain experience living in another city, and explore possible trajectories for their future through first-hand experience. Students are encouraged to participate over several years and gain greater understanding of their own professional goals. Some participants secure internships or full-time employment based on their experience, expanding our alumni network and strengthening the relationship of our program with leading firms. Mentorship by Design is a periodic networking event for students, alumni, faculty, and staff that welcomes a different professional for each event to discuss their career path and work experiences. When identifying potential mentors for this program, we seek professionals with diverse backgrounds and identities.

We also offer many travel opportunities, including frequent site visit for design studios, our annual travel week, and multiple education abroad programs, which see the highest rate of participation among students across the entire university at nearly 50 percent. Lexington's location allows studios to travel to notable architectural locations and regional art museums. For example, students regularly travel to Columbus, Indiana to experience Eero Saarinen's Miller House and other notable examples of modern architecture and the Shaker Village of Pleasant Hill in Harrodsburg, Kentucky to see its architecture and craftmanship. Students also visit regional museums, including the Indianapolis Art Museum, Cincinnati's Contemporary Arts Center, and Louisville's Speed Museum. During our annual travel week, students participate in faculty-led tours of prominent landscapes and cities, including, New York City, Chicago, Miami, Pittsburgh, and Atlanta, among others. Faculty-led education abroad programs have had a long history in our school. Studios and related courses have taken place in China, Haiti, Ecuador, France, Germany, Italy, Spain, and the Netherlands. This effort is helped in part by those who understand the value that global experiences can have on the future of design.

Students may also join various student organizations and participate in networking opportunities with architects and designers outside of class. Founded in 1993, the American Institute of Architecture Students (AIAS) chapter sees widespread participation among our students and promotes inclusive and accessible activities. Our students also formed a National

Organization of Minority Architecture Students (NOMAS) chapter, which hosts numerous events each semester. Since 2020, NOMAS has been instrumental in leading the College of Design and School of Architecture to strengthen their commitments to diversity, equity, and inclusion. Qualifying students may also join the Tau Sigma Delta honor society, which has recognized top architecture and design students in our program since 1975. Our top undergraduate students are eligible to apply to the Lewis Honor College and to the Gaines Center for the Humanities, whose missions engage students holistically to learn and thrive. These programs offer innovative and multi-disciplinary curriculums that introduce students to a world of inquiry, including research, education abroad, and service.

Summary Statement of 1 – Context and Mission

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

Program Response:

The University of Kentucky is a land-grant university and the flagship institution of the Commonwealth of Kentucky, and the School of Architecture has the only accredited degree program in architecture in the state. Established in 1965 as the College of Architecture, the School of Architecture today employs 25 full- and part-time faculty, who teach approximately 300 graduate and undergraduate students. The teaching, creative scholarship, and research of our diverse and accomplished faculty is recognized nationally and internationally through numerous publications, exhibitions, and awards. Both students and faculty leverage our position in a large university by creating multidisciplinary teams to address issues facing the Commonwealth of Kentucky and beyond. Our program also maintains strong relationships with community groups, local and regional civic leaders, and industry. The School of Architecture has a rich academic tradition as an open-minded setting that supports diverse intellectual approaches within a rigorous architectural curriculum. The School has long enjoyed a geographical advantage that offers easy access to major cultural centers, while maintaining a critical distance that fosters creativity and innovation. Throughout its history, Kentucky's academic environment, one which balances diversity, connectivity, and ingenuity, has attracted outstanding faculty and students, enabling many to reach the highest levels of national academic and professional achievement.

2—Shared Values of the Discipline and Profession

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

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

Program Response:

Situated within the College of Design, the School of Architecture is surrounded by and infused with design. We share space and events with the School of Interiors, Department of Product Design, Department of Historic Preservation, and Urban and Environmental Design, and we use this proximity to embrace collaborative design. Faculty and students often work together on projects for studio and research, and these collaborations extend to other colleges as well. In recent years, architecture faculty and students have designed projects with the Department of Landscape Architecture, Department of Forestry, Department of Civil Engineering, and Department of Economics, to name a few, and our relationships extend into many communities within and beyond Kentucky. Our collaborative initiatives Studio Louisville, Studio Winchester, Studio Appalachia, and Global Studio have established a consistent platform for the interdisciplinary exchange of design ideas. We believe that collaboration strengthens design, and we demonstrate this belief to our students through the networks we maintain.

We also believe that design is strengthened through testing and iteration. Upon entering the program, our students undertake a five-week workshop series that intends to build their digital design and digital fabrication skills. These workshops are conducted by first-year faculty and are attended by all first-year students. In addition to building fundamental design skills, the workshops also help create a culture of design within the program by establishing a consistent rhythm of iteration and critique among faculty and students. The fundamental design skills are deepened in subsequent studios through studio projects and specific workshops, and at every opportunity, we emphasize the importance of testing and iteration in the design process. To this end, our students often work closely with fabrication shop staff to solve design problems through making.

Our undergraduate curriculum also revolves around design and design thinking. Undergraduate students entering the program enroll in studio during their first semester and are required to take a sequence of seven design studios. The first six are intended to develop their design skills and overall conceptual abilities with specific learning outcomes, studio objectives, and project context, size, type, and complexity. Early in the studio sequence, we introduce concepts of equity, resiliency, and sustainability within a larger architectural brief. Further along, more advanced studios reintroduce these topics, so that students may explore them in greater complexity. The seventh studio is an options studio in which students select from a variety of project-based studios, including vertically integrated graduate studios. Design studio courses are augmented with a design technology sequence and a professional practice series. The robust history and theory sequence contextualizes design within a longer arc, encouraging our students to make connections between their own projects and the history of design.

Our graduate studios extend students' ability to curate their educational experience, offering additional project-based studios often grounded in faculty research interests. The integrated studio simulates the building design process in professional offices and is the most comprehensive studio we require. Students work in teams or two or three to develop the building program, conduct site analysis, create a concept and a concept design, and design the project with an integrated structure, exterior envelope, mechanical systems, site design, energy efficiency measures, and accessibility features. The course is taught in conjunction with a building systems integration course through which students are taught how to apply different layers of technology. To better prepare the students for their professional careers, the course requires students to develop their project with BIM software, which is taught at the beginning of the semester by a local professional who specializes in BIM technology. At the conclusion of the semester the students produce a set of design drawings that reflects the overall building design, site design, structure, exterior envelope, mechanical systems, energy efficiency measures, construction details, and detailed wall sections.

The culminating master's project, the Commonwealth Studio, enables students to define their own design project and work with a range of faculty and professional advisors. Preceded by a directed research course, the Commonwealth Studio aims to address design issues relevant to Kentucky and beyond. Students develop their own design brief and propose projects in response, the results of which are compiled in a studio book and exhibited in local venues. By leading students through the process of creating and solving their own design brief, our program equips students with the agency to shape the trajectory of their concluding design studio project.

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

Program Response:

Throughout our program, students are encouraged to think critically about their role in creating ecologically sustainable and socially equitable environments. Our curriculum ensures that students learn the concepts and skills required to exercise responsible stewardship, and our faculty demonstrate their commitment to sustainable systems through their research and creative activities. Additionally, our program maintains relationships with architects and other professionals from diverse backgrounds to expand our capacity to teach ethical modes of practice.

We teach our students that as future architects and as citizens they bear the responsibility of stewarding the natural environment and protecting the health, safety, and welfare of the public. These responsibilities are clearly stated in their freshman orientation meeting with the director, and they are emphasized each year in the director's address at the all-school meeting. In our curriculum, stewardship and responsibility are reinforced in several ways.

First, many of our design studios feature principles of sustainability, and highlight contemporary social and environmental challenges in the project descriptions. In recent years, many design studios within our program have featured mass timber construction technology, adaptive reuse

design systems, and landscape mitigation strategies. For example, students in ARC 355 design a civic, cultural, or institutional project that explores the complex relationships between architecture and the public realm while featuring sustainable design principles. In another example, students in the Commonwealth Studio define their own project and are required to focus on contemporary architectural themes that reflect challenges facing the Commonwealth of Kentucky and beyond. Recent projects have included proposals for: reclaiming defunct surface coal mines in eastern Kentucky; rethinking small town design; designing affordable housing in urban areas; and utilizing digital design and fabrication technologies to design and build more sustainable structural systems. Other design studio collaborations with the Department of Forestry have provided opportunities for our students to learn how Kentucky's vast forests can provide renewable materials for building construction and how forests can help mitigate the vast areas of abandoned surface coal mines. Throughout the design studio sequence, our students are encouraged to think critically about the connection between design decisions and their social and environmental impacts.

Second, our technology sequence, elective courses, and other required classes deepen our students' knowledge of both environmentally sensitive design strategies and professionally responsible practices. For example, in ARC 641 students learn the basics of sustainable design scoring rubrics (e.g. LEED, WELL, Energy Star) in the context of regulatory compliance, and the ethical and moral responsibilities to lead the conversation on consumption, conservation, and efficiency. In another example, ARC 599 a course in Material Supply Chains asks students to examine the widespread impacts of material choices in building design. At various points in the curriculum, students are also taught how cultural factors affect expectations for design, as well as the economic impact of improving sustainability performance.

Third, our guest critics and lecturers show our students how these responsibilities apply in different professional settings and showcase innovations in the field. For example, in the fall of 2019, The Living gave a lecture and hosted a three-day workshop with our students that focused on how digital fabrication and robotic arm technology can improve material efficiency in construction and contribute to achieving specific sustainability goals. As a testament to their understanding of and commitment to environmental stewardship and professional responsibility, our students independently organized the 2019 AIAS Midwest Quad around the theme of social, environmental, and economic sustainability in architecture, and drew widespread participation from students, faculty, and local architects.

Among our faculty, environmental stewardship plays a central role in research. Several faculty members participate as experts in the built environment subgroup for the Tracy Farmer Institute for Sustainability and the Environment at the university, and several more faculty members and student research assistants have been awarded over $200,000 of internal grants from the Office of Sustainability. In collaboration with the Department of Forestry and Department of Civil Engineering, we received a $45,000 grant to explore the potential of using undervalued hardwood tree species in Appalachia to produce CLT panels. This research included: a multidisciplinary symposium on mass timber construction that invited speakers and guests from around the county; structural tests of several hardwood tree species CLT panels; and a design-build studio that experimented with CLT panel construction. With the Department of Historic Preservation and the School of Interiors, our faculty used a $33,000 grant to conduct a detailed analysis of six historic buildings on the university campus. The research generated: guidelines concerning treatment, maintenance, and upkeep; recommendations regarding potential improvements to

reduce energy costs, comply with the Americans with Disabilities Act, and achieve more efficient usage; identification of near- and long-term maintenance needs; and a database of comparable buildings that have been rehabilitated to serve modern needs and that meet sustainability standards.

Between the curricular and extracurricular activities and the expertise demonstrated by faculty research, our program promotes an acute awareness among students of the social and environmental impacts of architecture. With this awareness, we lead our students into making ethical decisions in the design process, and we curate a diverse set of experiences and voices that illustrate the opportunities for designing with these connections in mind.

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

Program Response:

In order to create a more equitable, diverse, and inclusive world, these values must be reflected in the institutions, organizations, and professions that contribute to shaping it. While equity, diversity, and inclusion in architecture have been concerns largely absent from architectural practice and education, our program is committed to rectifying these issues alongside a growing number of allies. In addition to creating strategic plans that outline what equity, diversity, and inclusion looks like in our own organizational structures, we have taken concrete steps toward achieving these goals.

In 2015, the University of Kentucky established diversity and inclusion as one of its five strategic objectives. Similarly, the College of Design committed to “cultivate diversity and inclusion” as one of its five goals defined the strategic plan that was developed in 2016-2017. This goal states, “We will invest in initiatives that invite a more diverse student body and enhance our global awareness of the diversity of race, ethnicity, gender, sexual orientation, faith, economic situation, place of origin, and political perspectives within the profession and the culture of design.” Among the related objectives are to develop a diversity plan, increase the diversity of staff, and increase the diversity of the student body. In the School of Architecture, we have made progress toward meeting these objectives, and have taken additional steps to promote accessibility in our program activities.

In 2020, our advisory board formed a subcommittee on diversity, equity, and inclusion to assess current practices and make recommendations to the school. These issues were already among the five priority areas that the board had identified in 2017, and the subcommittee was formed in order to evaluate our progress. The group met with several student groups, including NOMAS, and invited several faculty participants to a series of meetings. Among the recommendations of the subcommittee was to establish a standing committee to periodically discuss issues of diversity, equity, and inclusion. In spring 2021, we assembled a committee of four faculty members that began outlining the framework for how to accomplish our goals. In fall 2021, we intend to work with students, faculty, and staff to create short- and long-term goals with measurable criteria with concrete recommendations for how to achieve them.

With support of the College of Design and the School of Architecture, our students founded a NOMAS chapter in 2019. Since then, the group has remained very active and engaged. We pledged $2,000 to support the participation of two representatives in the NOMAS conference in New York City in 2019, and four participants for the NOMAS virtual conference in 2020 in San Francisco. Our commitment will extend to 2021 and beyond. One of our students who has been the chapter president since 2019 also has served as a NOMAS National Student Representative as well as the National AIAS Executive NOMAS Liaison, the first role of its kind.

During the summer of 2020, the NOMAS chapter submitted to the dean of the College of Design and director of the School of Architecture a list of recommendations for improving equity, diversity, and inclusion within our programs. Throughout the 2020-21 academic year, representatives from the chapter met with the director, faculty, advisory board members, staff, and other students to present these recommendations and discuss how to achieve them. While some of the recommendations require sustained effort over a long period, we achieved some of them within the same year. For example, we achieved better representation of minority architects in our lecture series, and we expanded the diversity of our faculty.

In response to an alumni advisory committee recommendation in 2017, we launched a series of Diversity/Inclusion Mentoring Sessions for our students to hear from architects with similar identities or backgrounds. Hosted in partnership with the University of Kentucky Center for Graduate and Professional Diversity Initiatives, the first of these sessions was in 2018 and was moderated by an appointed Student Success Specialist. The three invited alumni mentors shared their experiences as students and professionals with twelve participating undergraduate and graduate students. Following the session, the students had the opportunity to sit with the mentors over refreshments. Based on the success of this session, a college-wide session was conducted the following semester, which included a broader representation of professional design disciplines. In 2019, our program held a second Diversity/Inclusion Mentoring Session with four alumni mentors and eight students. As with the previous session, the alumni shared their experiences with the students and had an open conversation about any questions the students had. After both sessions, the alumni mentors shared their contact information and encouraged students to contact them, several of which have done so. A third Architecture session is planned for 2021.

Our program also recognizes the economic challenges of attending the School of Architecture, and we work to promote access to a wider range of potential students and future architects. Part of this work includes awarding $60,000 in annual scholarships to students with financial need and demonstrated merit through the Admissions and Scholarships Committee, which consists of faculty members and former students. Of this award amount, $6,000 is dedicated to students that identify as part of a minority group. We also promote access through articulation agreements with other state institutions, including 2-year community colleges and 4-year undergraduate universities. In the spring of 2021, the Curriculum Committee approved a proposal to formalize these arrangements, and we are in the process of completing the necessary steps. Currently, we have informal agreements with one community college and two state universities, and each student who applies from these programs is individually reviewed for compliance with our curriculum by the director and the associate dean of students.

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

Program Response:

According to the Carnegie Classifications, the University of Kentucky is a R1 institution, and as a contributing program to this classification, the School of Architecture is responsible for advancing the field and creating new knowledge. We accomplish this in several ways.

First, our faculty maintain a consistent output of research and creative scholarship in leading venues, both nationally and internationally. Both tenured and tenure-track faculty dedicate approximately 30-40 percent of their effort to research. Among our eleven tenured faculty, this work consists of books, exhibitions, articles, installations, awards, and grants. Of these faculty, three have been awarded the University Professorship, which recognizes outstanding research performance across the university. Several recent examples the demonstrate the innovation and knowledge creation among our tenured faculty include: Anne Filson and Gary Rohrbacher's book *Design for CNC* and accompanying installations at multiple international exhibitions; Jeffrey Johnson's book *China Lab Guide to Megablock Urbanism* and curated exhibitions; Greg Luhan's books *Dayton Eugene Egger* and *Close to Home*; Liz Swanson's multiple exhibition contributions at a variety of venues; Mike McKay's exhibition *Singularities* at the University of Kentucky Art Museum; Martin Summers's installation at *Exhibit Columbus*; Jason Scroggin's installations at 21c Museum Hotel, the Chicago Pedway, and Cathedral Square Park in downtown Milwaukee. The numerous presentations of the work of our tenured and tenure-track history/theory faculty in peer-reviewed journal articles, conferences and seminars around the world also contribute to these research efforts as does the work of our tenure-track design faculty. New tenure-track faculty are supported with startup funding from the university and college and has averaged around $10,000 per faculty. To earn tenure and promotion, faculty must demonstrate how their research advances the discipline and provide evidence that the work has been disseminated and recognized through publications, exhibitions, conferences, design competitions, grants, and awards programs. Our commitment to research and innovation also extends to lecturers and visiting faculty, who spend between 10-15 percent of their effort developing and conducting research and creative scholarship. The College of Design supports additional research among our faculty through annual research incentive grants, which amount to approximately $15,000 per year. Lastly, our faculty have served on editorial boards of leading journals, and as frequent peer reviewers on conference committees and journal articles.

Second, we engage students in the production of new knowledge by assembling research grant teams inclusive of faculty and students, integrating faculty research into both required and elective courses, and inviting subject-matter experts to deliver lectures and conduct student workshops. Faculty are encouraged by the director and the Status of Faculty Committee to incorporate their research interests into their courses. This introduces students to the value of research, contemporary issues and new developments in the field, as well as the ability to participate in faculty-led research projects. Additionally, some faculty introduce their students to innovations in design technologies, including digital and fabrication software and processes, visualization tools, including rendering, animation, virtual reality, and material research. Several examples of recent course titles include: Supply Chain Materialism, Fabricating

Play, Design to Production, Envisioning in Virtual Reality. Faculty also engage students in research through funded projects. In collaboration with the University of Kentucky Center for Applied Energy Research, Anne Filson and Gary Rohrbacher received more than $300,000 in research support from the Department of Energy for their series of design studios examining the remediation of a nuclear gaseous diffusion plant in Paducah, Kentucky. Bill Massie and Joe Brewer were awarded $100,000 from the Precast/Prestressed Concrete Institute for another series of design studios that included student workshops, public lectures, and several proposed projects for Winchester, Kentucky. Furthermore, our students work directly with faculty as research assistants at both the graduate and undergraduate level. Recently, the university's Office of Undergraduate Research piloted a new program to support undergraduate research in partnership with sponsoring faculty. Students in our program were awarded $6,000 as part of this new program.

Third, we invite students to broaden their perspectives on innovations in the field of architecture by hosting events and curating experiences that feature invited guests. In addition to delivering lectures on their research practice, we work with our guests to host workshops with students in which they learn about these emerging technologies. The workshops are typically offered as part of the course ARC 405, but they are frequently extended to all architecture students. Once or twice a year, we invite renowned experts to offer educational workshops to all of our students. Examples of these workshops include: a three-day robotics workshop taught by the New York-based design firm The Living; a three-day computation and design to fabrication workshop taught by SHoP; and a structural innovation workshop co-taught by ARUP and Studio Gang.

At the University of Kentucky, our program contributes to research at the highest level, and in the field of architecture, we consistently demonstrate our capacity for innovation and advancement in prestigious journals, events, and venues. Through faculty research, student-engaged projects, and invited guests, our program offers a range of opportunities for students to learn about emerging themes, innovative methods, and new technologies in architecture and design.

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

Program Response:

Our program treats architecture as a relational enterprise, in which architects engage with diverse audiences in a variety of ways. As leaders of multidisciplinary professional teams, conduits between client and user groups, and stewards of diverse public interests, architects must cultivate the skills necessary to build these different relationships. Through our curriculum, we encourage students to be positive contributors to society and future leaders in the profession and their communities, especially as it relates to the built environment. Outside of curricular activities, students have multiple opportunities to build relationships and learn leadership skills in student organizations within our program, including NOMAS, AIAS, Tau Sigma Delta, and Student Council. Student Council members are selected by the students each semester through their respective design studio course, ensuring broad representation and vertically integrated learning. Together, the curricular and extracurricular structures within our program help foster a culture of relationship building and leadership training among our students.

Student leaders and members of each student organization also engage with administrators and professional organizations at multiple levels. Each semester, students meet with the director of the School of Architecture and the dean of the College of Design, allowing them direct access to the university administration. Representatives from the student organizations and overall student body also join the School of Architecture's Advisory Board meetings, which typically meet twice a year. The president of the AIAS chapter participates in the monthly AIA chapter executive board meetings, and the AIAS chapter at large demonstrated their leadership skills by winning the bid to host the annual AIAS Midwest Quad in 2019. We also encourage student leadership development by instituting student-to-student mentoring. Selected graduate students and upper-level undergraduate students act as studio mentors for our first-year undergraduates, allowing the mentors to share their experiences and offer suggestions to first-year students. In addition to organizations within the School of Architecture, students participate in university-wide organizations, including undergraduate and graduate student councils and the student government association. The Office of Student Organizations and Activities also offers a variety of ways to gain leadership skills and grow as a leader within their organization and on campus.

Community engagement is another pillar of our program, college, and university. As part of a land-grant institution, we embrace the university's mission to "leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars." Aligning with the mission of the college, our program "[builds] on existing relationships and form new partnerships with community and industry peers to explore how the College of Design can participate and assist in local, regional, national, and global projects." And at the program level, students and faculty practice community engagement through design studio courses, community-based studio initiatives, and other outreach projects to engage and collaborate with the public, community leaders and stakeholders, and experts from other disciplines.

In addition to the frequent faculty-led design studios that prioritize community engagement, the College of Design has also instituted several recurring community-based design studios. During the academic year 2017-18, we launched Studio Louisville, which is a community-based design studio located in the Portland neighborhood of Louisville, Kentucky. Since its inception, undergraduate and graduate students have had the opportunity to enroll in studio and elective courses that focus on issues related to the Portland neighborhood, West Louisville, and the greater Louisville urban area.

Similar in mission to Studio Louisville, Studio Winchester is another community-based design studio that launched in 2017. Studio Winchester occupies a storefront space on Main Street in Winchester, Kentucky, and is a collaboration with Community and Economic Development Initiative of Kentucky, which is housed in the College of Agriculture, Food and Environment and affiliated with the Landscape Architecture program. In this initiative, students in our undergraduate and graduate program have opportunities to enroll in design studio courses that focus on challenges that confront the small town of Winchester. Sample projects from Studio Winchester have included affordable housing located on infill sites, a master plan for improving and enhancing the pedestrian experience along Main Street, and the design for fabrication of public furniture for the downtown.

In 2019, the College of Design also instituted a community-based design studio that focuses on the manifold challenges and opportunities facing the Appalachian region. Called Studio Appalachia, this initiative invites our students to participate in faculty research projects as well as enroll in design studio courses that address issues in eastern Kentucky. A recent project entitled the Somewhere Project, enlisted both undergraduate and graduate students to propose a cultural destination on a prototypical defunct surface mine. Students had the opportunity to meet with local residents, leaders, and stakeholders throughout the design process, and work with subject-matter experts from within and outside the university. The project

outcomes were exhibited as part of the 2021 Venice Biennale and are scheduled to be exhibited in three local communities in eastern Kentucky for feedback.

The School of Architecture also maintains a successful working relationship with both the City of Lexington and the City of Louisville. Undergraduates, graduate students, and faculty often work with planners and other city officials on design projects through studio courses, sponsored projects, and design competitions. In addition to serving their communities, these projects enable students to work directly with city officials and community members and leaders. Recent studio projects have included: working with the City of Louisville in the Russell neighborhood on reimagining a one-block area in the heart of the community; proposing a community job training and educational facility in an underserved area of Louisville where unemployment is high; and, reimagining public spaces along a congested urban corridor in Lexington.

Beyond the local context, our program also demonstrates its commitment to promoting leadership, collaboration, and community engagement among our students on an international platform. For example, in the spring semester of 2017 a graduate studio led by Professor Bruce Swetnam solicited and received a grant to traveled to Port au Prince Haiti to program and design housing for the Chez Moi Orphanage. The original orphanage was destroyed by the 2010 earthquake that devastated Haiti and, as a result of the earthquake 27 girls and three caregivers were living in a 1,200 square foot house within a 9,000 square foot walled compound. Our students worked together with local Haitians to design a phased dormitory, cafeteria, classroom, and vocational training area. The products of the studio have been used to raise funds for the project through a supporting NGO, and the students themselves raised funds in order to return in the spring of 2018 to design and build an outdoor classroom and play area for the orphanage. The project was thoroughly documented and self-published in book form, entitled Humanitarian Architecture Haiti, and the accompanying film, entitled Freedom to Play, won the International Category of the 2018 AIA Film Challenge. This project represents many of our program's core values, and it showcases our commitment to empowering students through community engaged design and collaborative practices.

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

Program Response:

We instill in our students the importance of applying their critical perspective, creativity, and imagination to envision a better future for the built environment and its occupants. Our curriculum includes a robust history and theory sequence that contextualizes these pursuits in diverse contexts, such that students can envision themselves participating in shaping the future of the built environment. The sequence of required courses (15 credit hours for undergraduates and 3-9 credit hours for graduate students) outlines how architecture developed as a discipline and profession. As a discipline, our students learn how architecture is both a product and a representation of culture, and how, as a profession, architecture is responsible for serving the wellbeing of society. In addition to teaching the survey courses and seminars, the three tenured and tenure-track history and theory faculty are actively involved in design studio reviews, work closely with studio faculty to synchronize relevant materials, and give frequent lectures to design studio students. By integrating the history and theory of architecture throughout

our curriculum, we show students how architectural knowledge has been and will be continuously evolving.

To expose students to contemporary challenges facing the profession and the society it serves, many of our design studios feature these challenges in the assigned projects and coursework. By responding to contemporary issues in their studio projects, students are encouraged to feel a sense of immediacy, relevance, and purpose around their work. In some instances, a studio will be tasked with designing a project currently underway, offering the students an opportunity to influence the design process. In this way, the faculty, collaborating designers, or partnering institutions demonstrate their commitment to lifelong learning by embracing the students' ideas. We also offer a range of elective courses that explore the leading edge of design technology and building technologies, encouraging students to maintain awareness of these advances. These courses often align directly with faculty research and create another opportunity for the students to influence the course of a project. Combined, these curricular elements reject the idea that architectural knowledge is fixed; rather, they demonstrate our commitment to the fluidity of architectural knowledge through continuous and lifelong learning.

Our program also embraces lifelong learning through extracurricular activities and events. Practice Previews, which is a two-week externship program, matches students with internationally renowned offices and offers them a glimpse of different professional environments. In addition to granting students access amid their academic training, students that participate in Practice Previews often secure longer-term internships or employment at these offices. At the local level, we pair students with practicing architects through a program called Mentorship by Design, and our lecture series, which counts toward continuing education credits, is advertised to members of local and state AIA chapters. Through these programs that bridge academic and professional settings, we invite architects, both locally and globally, to participate in the learning and teaching that we value.

The School of Architecture faculty are also committed to lifelong learning. Of the 27 full-time and part-time faculty, most have practiced architecture either in a firm or independently. Many of the faculty worked in nationally and internationally renowned firms, including OMA, Morphosis, Daniel Liebeskind, SHoP Architects, Bernard Tschumi, Reiser + Umemoto, and Machado Silvetti. Seven full-time faculty and six part-time faculty are licensed architects and maintain active practices. From these diverse experiences, the faculty bring equally diverse perspectives to their teaching, and demonstrate for students the value of continuously pursuing new knowledge in architecture.

In our program, students are taught that the needs of society are constantly in flux and the challenges we face as a profession will continue to change. Because of this, we reinforce the necessity for them to maintain throughout their career a continued desire to learn, evolve, and grow as practitioners. As stewards of the built and natural environment, we emphasize the critical role of architects to be projective and proactive to anticipated challenges, not simply reactive to the challenges that confront us today.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

Program Response:

Our curriculum includes two required courses dedicated to professional practice. The first in the sequence, ARC 641, outlines the relevant processes for obtaining a license, and the second course, ARC 642, places students in professional settings where they observe and participate in architectural practice. Beyond the required courses, we offer additional opportunities for professional development and career training in architecture and related fields.

ARC 641 addresses the history of licensure in the United States, the current path to licensure through NCARB's AXP process, the structure and content of the ARE, the role of state licensing boards, and the different types of professional practice. The course also reviews the demographics and statistics of the architectural profession, how these have changed over time, and what graduates are likely to encounter when entering the workforce. Course materials include examples of each type of document involved in the licensure process, links to supplemental resources online, and active discussions on the challenges and rewards of practice. The instructor for ARC 641 is a practicing architect and firm owner in Lexington, Kentucky. As part of the course, students tour local offices, visit construction sites, and attend job fairs hosted by the College of Design and the University of Kentucky. The state AIA Executive Director also comes to speak with students during the course and provides them with the materials needed to join AIAS while they are students. Ultimately, the goal of ARC 641 is to help students prepare for their first job.

ARC 642 equips students with the knowledge and skills required for professional practice and includes an internship component as part of the course. To begin, students tailor their portfolio to suit the internship responsibilities, and meet with local AXP coordinators to establish their NCARB record and begin logging hours. The instructor works with each student to find an appropriate placement in a local office and guides the students through the journaling component of the course. During the internship, students are also required to complete book reviews that extend their exposure to professional practice beyond the local context. Assessment of ARC 642 occurs at multiple intervals during the course, and includes dialogue with professionals and students, exit interviews, course evaluations, end-of-semester assessment meeting with faculty, curriculum committee meetings, and discussion with AXP coordinators.

Alongside the required courses, students are strongly encouraged to participate in several extracurricular programs, including Practice Previews, Mentorship by Design, the Design Career

Fair, and the University of Kentucky Career Fairs. Practice Previews is a two-week externship program in the spring semester where students are matched with internationally renowned firms. The students experience life in an award-winning practice, gain experience living in another city, and explore possible trajectories for their future through first-hand experience. Students are encouraged to participate over several years and gain greater understanding of their own professional goals. Some participants secure internships or full-time employment based on their experience, expanding our alumni network and strengthening the relationship of our program with leading firms. Mentorship by Design is a periodic networking event for students, alumni, faculty, and staff that welcomes a different professional for each event to discuss their career path and work experiences. When identifying potential mentors for this program, we seek professionals with diverse backgrounds and identities. The Design Career Fair is a college-wide event that invites design firms from a range of disciplines, including architecture, interior design, product design, urban design, and construction management. In recent years, many of our students have received job offers as a result of their participation in this event. Lastly, the University of Kentucky Career Fairs are university-wide events that happen throughout the year, which our students are also encouraged to participate in.

In addition to our two required courses above, we offer an elective course, ARC 743, that focuses more specifically on entrepreneurship and the business of architecture. The course gives students the opportunity to design their own business, create a business plan that includes short and long-term goals and objectives, a value proposition, supporting financials, and a marketing strategy. Students also create a pitch packet for presentation to potential clients or investors.

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

Program Response:

Design occupies the core of our program. The curriculum is studio-based, and many of the non-studio courses interface with the student projects and studio themes. This creates a web of design-based learning in which ideas are continually filtered through the lens of design. Each student has a dedicated desk and space for each studio they take, which is accessible around the clock. However, our Statement on Studio Culture discourages all-nighters and promotes health and well-being through responsible time management skills. Students also have full access to the workshop and digital fabrication lab in which they can explore ideas with their colleagues, faculty, and workshop staff. Additionally, students are supported in their curation of computing software and hardware needs in consultation with design faculty and technology staff.

The first-year undergraduate studios, ARC 151 and 152, operate as highly coordinated experiences that introduce students to the studio structure and process, which is intended to anchor them in a design-based curriculum. ARC 151 introduces essential concepts to architectural thinking and ways of making through an intensive workshop sequence of analog, physical, and digitally based representational methods. These methods are then brought to bear on a series of small design projects that explore fundamental ideas of form and space. In ARC 152, students investigate architectural responses to program, circulation, structure, material, and site through the design of small projects. Students extend their investigations of analog and digital methods as a means of discovery, analysis, visualization, and communication.

The second-year undergraduate design studios, ARC 253 and ARC 254, extend the foundational concepts developed in the first-year, and introduce students to additional fundamentals of architectural design. In ARC 253, students explore architecture within the urban fabric through readings, site research, precedent analysis, structure and material development, and the design of architectural interventions on urban sites. Students develop software and digital fabrication techniques throughout the design, analysis, and visualization of projects. Students in ARC 254 explore innovative structural solutions and designing within a complex landscape. Students learn to creatively negotiate between the built and natural environment, while immersing a visiting public in a structurally expressive space.

The third-year undergraduate studios, ARC 355 and ARC 356, deepen the students' understanding of core concepts and techniques while engaging them in increasingly complex systems and themes. In ARC 355, students explore the interrelationship between architecture and the public through the design of a civic, cultural, or institutional project. Students develop research, urban analysis, and creative problem-solving skills in the process of defining a complex program and designing diverse, multi-scaled public and private spaces within the urban fabric. ARC 356 requires students to work in teams on multi-family housing and site interventions through site analysis, building assemblies design, and environmental systems research in the pursuit of a holistic, integrated architectural proposal. Projects feature multi-scalar explorations of the relationships between part and whole, difference and repetition, and architecture and site. The fourth-year studios, ARC 457 and ARC 458 (proposed new course), emphasize the synthesis of multiple factors and techniques. ARC 457 is an advanced, research-intensive studio that draws on themes and methodologies defined by individual faculty. In general, students leverage disciplinary knowledge and applied research, analysis, and critical thinking to design an architectural response to complex problems. ARC 458 is a proposed new course that would be an optional studio, which adopts a similarly flexible approach as ARC 457, and it is also used for the studio-based study abroad programs, which in recent years have included China, Thailand, Colombia, Guatemala, Spain, Portugal, Germany, and Italy.

At the graduate level, ARC 658 and ARC 659 are advanced studios based upon themes and methodologies defined by individual faculty. In these studios, students explore diverse ways that architectural thinking, techniques, and formats yield project outcomes that span disciplines, techniques, scales, and media. In ARC 750, students consider program, site conditions, structural systems, envelope design, energy, economy, and the environment to integrate building components and systems into a holistic design proposal. Students work in teams and employ digital tools to analyze, simulate, and document architectural proposals. ARC 759 is the culminating graduate design studio for architecture students pursuing a professional degree. Working with a team of faculty advisors, students apply disciplinary expertise and a critical position to develop comprehensive architectural proposals that are relevant to the Commonwealth of Kentucky and beyond. This studio is preceded by a research design course, ARC 749, in which students work independently to identify relevant problems or design challenges. Students propose a design scope, research trajectory, and line of action for an independent or collaborative design project that will occupy the core of their work in ARC 759.

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

Program Response:

Our program considers climate change and its spillover effects to be of paramount importance to contemporary architectural practice. The program seeks not only to instill an awareness among students of the role architecture plays in climate change, but also to equip students with tools for combating it and reversing its effects. Students are encouraged to think broadly about the impacts of design, and to consider strategies for intervention beyond prevailing sustainability metrics. Our program demonstrates its commitment to ecologically responsible practices through a broad spectrum of faculty research, curriculum, and program activities.

Much of the faculty research concerns topics relating to climate change. Several faculty members are part of the University of Kentucky Tracy Farmer Institute for Sustainability and the Environment, which is an incubator for multidisciplinary research geared toward ecologically oriented projects. Additionally, collaborative teams of faculty, students, and staff from our program consistently receive internal grants through the University of Kentucky Sustainability Challenge Grant program to explore a wide range of topics, including design and planning of alternative transportation networks; case study analyses of existing spaces; research and fabrication of cross-laminated timber from local forests; lightweight and low embodied energy design and construction methodologies; and the design and construction of landscape and urban interventions that are sympathetic to, compatible with, and restorative of native environments. These teams are also frequent collaborators with the University of Kentucky Center for Applied Energy Research, which is a leading research facility dedicated to developing energy efficient and energy harvesting systems as well as alternative energy sources.

Our students consistently engage with a variety of themes relating to ecologically responsible design. In ARC 254, students are introduced to fundamental concepts of sustainability, including carbon footprints, active and passive systems, embodied energy, and performance metrics. In ARC 332 and ARC 333, students learn principles of building performance and environmental controls and their implications for design, which are then applied in their studio projects in ARC 356. To aid their comprehension of building performance and environmental controls, students are required to perform small-scale tests of existing interior environments using a range of tools assembled in the Building Performance Tool Library. ARC 435 deepens their engagement with the embodied energy and production processes associated with construction materials, systems, and processes and in ARC 631 and ARC 750, students apply principles of energy efficient building systems, ecologically sensitive site design, and high-performance envelopes. In ARC 759 Master's Project, students select topics that bear on prevailing themes in sustainable design and develop a project that addresses these themes. Past examples of student Master's Projects include: the transformation of defunct coal strip mine sites in eastern Kentucky into reforested productive landscapes; regeneration of timber industries for the fabrication of renewable building materials such as cross-laminated timber; and a waste management and recycling facility for an urban area. Additional courses expose students to contemporary discourses in ecologically responsible design that align with faculty research. For example, the course ARC 499/599 Supply Chain Materialism challenges students to consider the sourcing of building materials and their social and environmental impacts. Moreover, many design studio descriptions emphasize ecological considerations through design processes as well as those that focus their projects on adaptive reuse.

Beyond the required coursework, students demonstrate their commitment to environmentally sensitive practices through the priorities established in their student organizations. In 2019, the AIAS chapter hosted the Midwest QUAD and developed a program that included themes of environmental, social, and economic sustainability. The AIAS students invited leading practitioners in sustainable design to deliver keynote addresses and lead tours of the Solar Decathlon house and the Center for Applied Energy Research.

At the program level, additional activities aim to broaden students' exposure to how architects and design professionals engage with issues relating to climate change. Our lecture series features practitioners that specialize in energy efficient materials and processes, which are then demonstrated to the students in collaborative workshop settings. Lectures also feature leading theorists that examine environmental impacts of the built environment, including the long-term consequences of climate change as well as issues related to the immediate imperatives concerning contemporary architecture practices. Office visits to regional, national, and international firms, as well visits to manufacturing facilities and factories, add to the students' broad comprehension of how ecologically responsible design operates in practice. Currently, discussions around the adaptive reuse project being developed by Studio Gang to house the expanding College of Design also contribute to a culture of conscientious design thinking in relation to a changing climate. Once realized, this project will not only be the new home for the College of Design, it will also exist as a pedagogical lesson for best practices in environmentally responsive design. Furthermore, the new facility will continue to develop as a living laboratory for future innovations, innovators, and leaders in the field of ecologically responsible methods and practices.

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

Program Response:

The history and theory of architecture sequence prepares undergraduate and graduate students for careers in architecture and related fields by equipping them with a broad knowledge of the history of the built environment and with the ability to evaluate their own role in its formation. The sequence lasts six semesters: five core lecture courses are followed by a seminar of the students' choice. Taken alongside design studios, the course content continually reminds students that their work is situated in a long history of architectural design. The courses also help students develop ways to discuss architecture, whether it is the work of others or their own. Each course in the sequence explores not only the formal and spatial qualities of buildings but also elucidates the social, intellectual, cultural, political, and technological contexts in which they were formed. Pedagogically, we aim to impress in students a critical understanding of the history of a profession and practice, which has always had implicit social roles and responsibilities. A guiding principle of the history and theory sequence is to demonstrate the importance of the past in informing new design ideas, just as current practice and contemporary concerns influence the questions we ask of the past. Our teaching of architectural history and theory includes its international and cross-cultural dimensions, demonstrating a rich range of precedents while insisting that form is not neutral nor necessarily a clear indicator of intention. Students learn the richness of architectural meaning when form is read with an understanding of the cultural and political conditions that generated it. In this way we aim to contribute to the development of

students' critical visual analysis skills. The history and theory sequence also introduces students to a set of verbal skills in a manner that becomes more complex with each course.

The introductory course, ARC 111, acclimates students to writing with assignments and exams whose goal is to make them more comfortable expressing their thoughts on paper. In particular, the exams rely on short essays that ask students to assemble a range of facts and points derived from the lectures and reading. ARC 111 offers an expansive overview of the history of architecture, surveying Western architecture in some depth while introducing the architecture of Africa, India, China, Southeast Asia, the pre-Columbian Americas, as well as some Islamic cultures. While the course is necessarily selective, the aim of the survey is to aid students in the critical formulation of their own design work, while encouraging a lifelong habit of seeing and understanding architecture in its various contexts.

The second course, ARC 315, takes as its focus the development of urban form from a global perspective. The objective of this course is to provide students with a critical understanding of the ways in which cities have formed or been theoretically conceived through time and across cultures. Considerable attention is given to the built environments of Asia, Africa, the Americas, and Europe as urban forms are studied in relation to major paradigms of thought, political structures, social issues, and religious beliefs, as well as economics and technology. Each lecture addresses a different urban site at a significant moment in its formation or history, such as classical Athens, Ming-Dynasty Beijing, Aztec Tenochtitlán, Safavid Isfahan, Haussmann's Paris, and modernist Brasília. Regular discussion sections focus on a set of readings that introduce students to dominant theories of urban form and significant historical interpretations, usually in connection with one of the cultures or cities examined in lecture. Assessment is based on a series of short reading responses and four tests. Through a variety of question types the tests ask students to show comprehension of both broader theoretical concepts and more specific content related to each city's urban development, its architecture, and the historical context.

In the third course, ARC 212, the assignments and exams require students to write longer essays that require a smooth integration of the material and a clear focus introduced by a thesis statement. Whereas ARC 111 is designed to introduce a large body of students to the history of architecture and ARC 315 is intended to expand the geographical horizons of the introductory history, ARC 212 is the first in a numbered sequence that aims to expose students to a deeper study of a specific chronological period of architectural history. In ARC 212, students examine the history of architecture in the early modern period (1400-ca. 1750), primarily in Europe but including examples from west and south Asia and the colonial Americas. The course emphasizes how buildings illuminate our understanding of political, social, intellectual, and cultural history; how they relate to their urban or landscape setting; and how architecture relates to developments in other artistic media. This contextual approach aims to help students become designers who are self-reflective, well-rounded, aware of their place in an ongoing discourse, and sensitive to how their designs fit into and affect their environment. A combination of unit tests and take-home assignments helps students achieve the course goals. The tests emphasize knowledge of the significance of individual monuments as well as an understanding of key themes and issues. Essay prompts ask students to integrate material from different lectures and readings and synthesize it with a focused claim or thesis. In take-home assignments, students hone their skills in architectural description and analysis.

The objective of the fourth course, ARC 213, is to provide students with an overview of the key themes and historical developments in architecture of the eighteenth and nineteenth centuries, with a focus on the architectural culture of Western Europe and the United States. The course follows a chronological sequence with each lecture focusing on a particular theme, such as historicism, neoclassicism, the Gothic revival, romanticism, eclecticism, and new technologies. These developments in architecture are situated in relation to the overarching historical processes of the period including the Enlightenment, nationalism, imperialism, and the Industrial Revolution. The readings and lectures stress the link between theory and practice, and more generally, the relationship between architecture and the broader cultural, social, and political context. In addition to secondary sources, a selection of primary source readings is listed for most lecture meetings. These add to the vitality of architectural history by including the voices of those who were concerned with its making. Overall, the aim of ARC 213 is to present cities, buildings, projects, and texts in a comprehensive narrative that embraces the contingencies of history while challenging students to develop their own historical thinking.

The fifth course, ARC 314, aims to provide students with a critical overview of the key themes and historical developments in architecture of the late nineteenth century until the present day. The goal is to help students realize that there was more than one kind of Modern Architecture and even more than one definition of architecture. The course presents examples from diverse contexts, demonstrating that the word Modern is not fixed but is repeatedly reinterpreted by cultures, technologies, and architects on paper and in buildings. It also argues that Modern Architecture continues to be relevant for contemporary architects, acting as a foil for the way we approach design. The bi-weekly writing assignments are seven-page essays, which compare two primary texts on an issue central to the specific period. The papers address issues such as nature, technology, or whether architects believe they have left modernism behind. The students' understanding of the texts is developed in the lectures and in weekly discussion sections, in which they are asked to do a close reading based on the issues assigned for the essays. Students learn to develop a main argument and how to provide support for it using the texts at hand. They also situate their analysis of the texts in a context defined in the lecture by buildings as well as the culture, politics, social concerns, economics, and technology out of which they emerged. For their final project, the students rewrite three of their essays and add a discussion of a contemporary text on the same issue so that they can discuss the way attitudes about aspects of architecture both persist and change over time. ARC 314 fulfills the Advanced Graduate Writing Requirement set by the university as well as the Humanities Core requirement.

The seminars dedicated to history and theory, including ARC 511, 512, 513, 514, and 515 offer students a range of options. ARC 511 is the designated course number for pre-twentieth-century topics, ARC 512 for modernism, ARC 513 for contemporary architecture, ARC 514 for theory and criticism, and ARC 515 for the analysis of urban forms. The weekly seminar format allows students to engage in intensive discussions of a set of assigned readings. Over the semester, they also develop a substantial independent research topic culminating in a term paper of approximately fifteen pages. A series of short writing and research assignments guides students through this process, and attention is given in class to helping them find and learn to assess research sources and to hone their research and writing skills. The written assignments encourage the refinement of an original thesis and the construction of a convincing argument. Depending on the seminar, students also create an oral presentation of their research at the end of the semester, which is intended to improve public speaking skills and to demonstrate their research and argument through a set of curated images.

In our review of the course sequence during the 2018-19 academic year, the history and theory faculty decided to move the final lecture course, ARC 315, to the second semester of the first year. The move was approved in the 2019-20 academic year and freshmen were introduced to the new course in the spring of 2021. The new sequence allows students to move directly into independent research after completing the advanced writing course. It also introduces the broader context of urbanism at an early level, giving the students a background that allows them to understand urban ideas introduced in the higher-level courses that follow.
(In the spring of 2021 and 2022, ARC 315 is taught in two sections, one for freshmen and one for juniors. The number will change to a 100 level after spring 2022, when it will be a course for freshmen only.)

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

Program Response:

The range of research and innovation in the field of architecture is broad, and our program is designed to reflect this breadth. Students are offered opportunities to explore diverse themes, often in close partnership with faculty. In each case, the investigations are prompted by questions that seek to advance architectural discourse and knowledge in specific ways. Additionally, the research and innovation in our program draws upon and contributes to wider discussions that bear on cultural, social, political, economic, and ecological issues. As part of a Research 1 university, our program values research and innovation at all levels, and we demonstrate these values in a series of research-based courses.

In ARC 510, students are introduced to a wide range of research methods used in architecture. They use these methods in a series of analytical exercises geared toward better understanding relationships of form and context among a set of diverse projects. In the upper-level design studios, students participate in research that aligns with faculty expertise and ongoing work. For example, students in ARC 457 and ARC 658 begin their work in response to a series of research questions. From these questions, students build their projects in the form of a spatial argument, using both theory and evidence to situate their proposals. A combination of individual and group work enables students to explore new paths and establish their own strengths in the research process.

In ARC 659, students take on projects that relate more directly to faculty research, which often involves the interface of digital and analog tools. In recent years, students and faculty have developed projects that involve robotics and other digital fabrication, augmented and virtual reality, and direct modeling and direct editing methods. As part of this course, students improve their digital literacy in the continuous evolution of software and other digital design platforms.

Lastly, in ARC 759 Master's Project students complete an independent design project that results from their individual research that was conducted the semester before in ARC 758 Master's Project Research. In this two-semester sequence, students research relevant precedents, pose research questions, iteratively test applications, and present findings to the wider community. The process culminates in a final design project that addresses a challenge faced by Kentucky residents, our discipline, and the global community. Proposing and executing a project that

endeavors to solve such challenges naturally demands that students investigate, test and evaluate innovations in our field.

Alongside course content and organization, we encourage students to embrace emergent technologies and to cultivate habits for learning software, as these environments are continually changing. Supporting these efforts is a shop staffed and maintained by the College of Design. With a suite of analog and digital fabrication tools, the shop undergirds much of the research and innovation undertaken in our program.

By foregrounding research and innovation in our program, students understand that knowledge is not static, but is continuously evolving. We emphasize that this evolution is foundational for adjusting to ever-changing conditions and technologies, and that to think critically about architecture and its potential futures is an imperative dimension of their education.

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

Program Response:

Architecture relies on the successful cultivation of relationships among a diverse set of professionals and stakeholders, and our program seeks to infuse every dimension of the curriculum and related experiences with opportunities for building relationships. Structurally, our program emphasizes leadership and collaboration primarily in the upper years, after students have acquired a level of disciplinary expertise and are beginning to recognize their agency as designers.

Undergraduate students are required to work in teams in ARC 356 and sometimes in ARC 457, but they often work in small groups in other studios for the entire semester or for parts of it. As a program, we support and encourage consistent engagement with outside influences, and in this way, the students are frequently interacting with different groups. The graduate studios, including ARC 658 and ARC 659, promote leadership in multidisciplinary teams by offering students a variety of opportunities to understand their capabilities as leaders. These studios enable students to develop their skills by teaming up with classmates, interacting with community stakeholders, and engaging with subject matter experts and multidisciplinary consultants. These studios also demand that students work in close consultation with city officials, community activists, and developers to articulate and design architectural solutions to complex challenges. In recent years, our school has placed great emphasis on getting outside of the studio to understand how architecture can make a tangible impact in our communities. While all the advanced studios demonstrate our aspirations for teaching leadership and collaboration, students are assured to gain an understanding of this critical dimension of architecture through the integrated studio, ARC 750, and the master's project pairing of ARC 749 and ARC 759.

In ARC 750, we emphasize collaboration and leadership in multidisciplinary teams. Students are required to work in teams for the entire semester, in order that they develop essential skills in the completion of a complex, integrative project. The studio also invites structural and MEP professionals to create consultant teams that lend expertise to students. The process of

reconciling expert recommendations with design ambitions enables students to exercise their disciplinary expertise and critical thinking.

For the pairing of ARC 749 and ARC 759, called the Commonwealth Studio, students are required to assemble a small, interdisciplinary team of advisors and consultants for their master's project. Students identify relevant faculty from across the college and university, as well as professionals in the community who are uniquely suited to provide expertise on a research topic. Students consult their team of advisors throughout the semester to assist in shaping their independent projects and research. As in ARC 750, we encourage students to leverage critical thinking and disciplinary expertise to reconcile expert advice with their own project agendas. The Commonwealth Studio introduces stakeholder concerns into the studio by asking each student to identify a unique challenge to the Commonwealth of Kentucky and to define a project that addresses it through architectural design. Students encounter diverse constituents and dynamic social contexts through this endeavor and select their own means of engagement. Some students consider stakeholders as a virtual or abstract entity, while others embrace field research and project stakeholders as an essential part of the project. Regardless of approach, students develop an understanding of the collaborators, clients, stakeholders, and social complexities that factor into the design process and realization of architecture.

Our students are also presented with a range of opportunities for working with other schools and departments in the College of Design, the College of Agriculture, Food, and Environment, the College of Arts and Sciences, and the College of Engineering. These partnerships often develop in response to specific demands of an individual course, but we have also created more structured experiences that build on longstanding relationships. Studio Appalachia partners with students and faculty in other colleges to establish a framework for tackling design challenges specific to Appalachian communities. The Global Studio invites students from interior design, architecture, and historic preservation to participate in an international travel experience and design project. Design Week brings together students and faculty in landscape architecture, interior design, and architecture for an annual design charrette in the fall semester. Studio Louisville and Studio Winchester are part of a newly created satellite program that engages professionals and community members in Louisville and the town of Winchester to examine topics specific to the area. The studios are located within the communities and students engage and collaborate with local stakeholders on collectively defined projects. To further instill the spirit of leadership and collaboration, we are in the process of developing two dual degree programs with the Department of Historic Preservation and Urban and Environmental Design.

Student organizations also provide students with the opportunity to develop leadership skills and collaborative practices. Our program has a strong AIAS chapter with programs and initiatives that introduce and prepare students for the profession and the role they can play in leadership as future professionals. We also have a chapter of Tau Sigma Delta, which comprises students of high scholastic achievement. The chapter recognizes intellectual achievement, effort, and initiative as well as leadership and character. And, since 2020, we have a chapter of NOMAS who have been active at the national level as well as with the director and faculty on initiatives to improve diversity, inclusion, and equity in our program and in the College of Design. Demonstrating their leadership, during the summer of 2020 our NOMAS chapter submitted a list of recommendations to the Dean that reflected their observations of how to create a more inclusive and diverse environment within the College of Design and have continued to work with the faculty and administration to develop and implement the students' suggestions.

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

Program Response:

Since our program is studio-based, much of our learning and teaching culture is established in the design studio. To clarify these pedagogical positions, students and faculty have jointly developed and actively maintain a statement on studio culture. In this statement, we establish our values and communicate our priorities, and while this statement is specifically geared toward learning and teaching culture in the studio setting, the values and priorities extend to non-studio courses and other teaching activities.

In addition to the statement on studio culture, our program establishes pedagogical priorities and studio expectations in the first-year studio sequence. ARC 151 begins with a 5-week workshop series where students are challenged with fundamental design prompts to explore space, pattern, and methodologies of making and representation that will propel their thinking with the context of the studio project. This workshop series also promotes community within the new class of students through collaboration, group presentations, and critiques. At the conclusion of the workshop series, we hold an exhibition for the students to present their work as a collective and share their experiences. In addition to collaborative instruction, we introduce all students to the fabrication lab and its staff to ensure familiarity and comfort when working through design issues. ARC 152 begins with a 3-week workshop series in which students enhance basic digital design skills. These workshops featured additional fundamental techniques, including model photography, research of historical precedent and diagraming, and portfolio devolvement. Building on the previous series, these workshops provided additional opportunities for students, faculty, and staff to collaborate within a positive environment.

In addition, to provide additional support for our first-year students, we have assigned advanced students (undergraduate and graduate) to each studio section to assist with questions the incoming students might have regarding studio culture, digital software, fabrication, and where to purchase materials, to name a few. These upper-level students are not teaching assistants assigned to the studio faculty, but peer mentors for the students.

Extending the workshop series initiated in the first-year, second- and third-year studio coordinators also organize skill-building workshops, lectures by faculty and guests, and pinups and other events that are attended by all studio sections. We have found that this assists in maintaining and reinforcing studio culture and a positive sense of a collective student body. Similarly, our program establishes both formal and informal relationships between required courses in the curriculum. For example, the second-year studio course, ARC 253, is paired with an introduction to structural and materials concepts, ARC 231, to establish a link between design and technology early in the program. Another instance of integrated learning includes the co-requisites of the building systems course, ARC 631, with the comprehensive design studio, ARC 750. Further examples of integrated learning include the informal relationships established between the history and theory courses and design studios, in which links are created between historical movements in architecture and their potential lessons and applications for contemporary practice.

Another element of our program that advances the collective spirit of learning and teaching is travel week. To prepare for travel week, which occurs during a designated week in the fall semester, faculty and staff work together to create itineraries for travel experiences regionally, nationally, and internationally. In recent years, all first-year students and faculty participated in guided tours of prominent architectural sites in and around Chicago; in the second year, students and faculty traveled to Pittsburgh and Mill Run; and in the upper-level undergraduate and graduate studios, students and faculty traveled to studio-specific locations to experience projects and sites relevant to their projects.

Other travel experiences that benefit our students' learning and provide a broader world view, include our involvement in education abroad programs, in which students can choose from various faculty led experiences that include a studio course and an elective. Recent programs have included Delft, The Netherlands, Berlin, and Spain. Our collaborative Global Studio also focuses a travel studio on a specific international theme, with our most recent experiences highlighting traditional housing in Beijing and Shanghai.

Our program also has multiple systems in place to solicit feedback and suggest changes to the ways we teach and learn. Each semester, the program director holds town hall meetings with specific groups within the student body. At these meetings, the director is able to hear concerns in an unfiltered way and ensures students that their voices and opinions are valued. Additionally, our program maintains an active student council made up of elected representatives from each studio. This group serves as the official representation of students to our program administration. Moreover, students have multiple seats on the curriculum committee, and their active participation has led to meaningful changes in our course structures and content.

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

Program Response:

In our program, we acknowledge the complicity of built environments, architectural discourses, and contemporary practices in the perpetuation of systemic racism, sexism, ableism, and other forms of discrimination. At the same time, we reject discrimination of any kind and are working to create a more inclusive and equitable discipline and profession. While these efforts have been and remain an enduring commitment in our program, we have redoubled our efforts in recent years and been more proactive in establishing systems, policies, and practices that promote social equity and inclusion.

In our coursework, we address social equity and inclusion through the history and theory sequence as well as select design studios. For example, to better emphasize the diversity of architectural history early in our program, we moved ARC 315, our world architecture survey course, from the third year to the first year. Here students are introduced to cultures and societies across the globe through the lens of urban form. For example, one assignment and one discussion are dedicated to considering the spatial and urbanistic implications of the religious principles of Islam in the Ottoman city. While lectures typically focus on one city, essays and tests emphasize comparative analysis of the cities and cultures examined in class. ARC 315 not only examines cultural diversity, but also how the built environment can encourage or discourage

social equity and inclusion. A major theme of the lectures and readings traces how, throughout history, urban form has been an index and map of social relationships and power structures. Students see how urban design and architecture have historically tended to reinforce social and political hierarchies. For example, one essay question asks students to compare how the layout of Beijing and Constantinople expressed their role as imperial cities and the seats of imperial power. The course also communicates that the meaning of urban space does not derive solely from the vision of power brokers, but also from the lived experience and everyday practices of residents. In our discussions of Tenochtitlán, for example, we examine how the urban plan and appearance after Spanish conquest reflected the violent imposition of foreign cultural forms, but also how the survival of certain aspects of the indigenous city resisted conquest and endured in the urban fabric. In small groups, students consider the complex meanings of this cultural layering for different groups within the city. Concluding the course, we discuss how modern theoretical proposals and planning practices sought to ameliorate the social and environmental ills of industrial cities, while also engendered inequities, especially in housing. Subsequent courses in the core history/theory sequence address similar issues. Together, the courses provide a historical dimension to students' thinking about essential issues that will face them as designers by helping them to recognize how the city and the built environment have created and, more often, denied social equity and inclusion.

In our studio courses, we also foreground issues of social equity and inclusion. In this series, students consider the impact of their own design decisions on social issues through a series of guided exercises, including programming, site analysis, and material selection, wherein they examine the social, cultural, and environmental implications of their design. Alongside these exercises, students are required to read a selection of texts that clarify how their design decisions might affect social relations. Moreover, we host a series of course-specific guest lectures that bear specifically on topics of equity and inclusion in design. Equipped with this knowledge, students are able to propose architectural projects and understand the range of associated social implications.

Beyond required coursework, our program supports multiple efforts to promote social equity and inclusion. At the college level, the diversity officer works with university administrators on broader initiatives geared toward diversification, including hiring incentives and recruitment strategies. Also at the college level, the initiative Inclusion by Design seeks to create more equitable and inclusive professional mentorship and advising opportunities among minority students. Within our program, the National Organization of Minority Architecture Students (NOMAS) has an active membership that also includes several faculty advisors and advocates. Following the social movements of Summer 2020 and the protests against racial injustice and police violence, both faculty and students began working to implement antiracist practices and policies in our program and within the university. This work is ongoing and owes significant credit to organizations like NOMAS, Design as Protest (DAP), and Emergent Grounds for Design Education (EDGE). Recognizing that the creation of committees or statements of values are insufficient actions for change, we intend to work with NOMAS, DAP, EDGE, and others to establish tangible goals and accountability measures for what social equity and inclusion actually look like in our program.

Recognizing that our students identify with our guest lecturers is also critical to promoting social equity and inclusion in our program. To this end, we have made a concerted effort to invite a wider range of professionals and scholars from various backgrounds and cultures. In addition to

those from the US, we have had speakers over the past few years from across the world, including The Netherlands, China, Nigeria, Iraq, UK, and Germany.

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

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

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

Program Response:

Our program emphasizes the relationship between the built environment and the health, safety, and welfare of its occupants in several ways. To promote occupant and user health, we highlight the multiple registers on which health can be measured and emphasize the impacts of design on those various registers. In addition to physical and mental health, our program also encourages students to consider health broadly, to include other species and environments. To highlight the influence of design on safety issues, we encourage students to treat safety as a social leveler in which diverse users deserve equal treatment. And to highlight the opportunities for promoting welfare in design, we not only teach students to understand basic principles, but also invite them to examine structures of discrimination in design that impede progress toward equality. More than a professional code of conduct, we treat health, safety, and welfare as generative principles for more equitable environments.

Students demonstrate their understanding of these principles through their design projects in ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration). Prior to midterm, students develop an initial understanding of codes, and following the midterm review, their projects are adjusted to better accommodate circulation, egress, and accessibility requirements for a building and site, using the current edition of the Kentucky Building Code (as of Fall 2020, the 2018 KBC edition references the 2015 IBC), the Department of Justice's Americans with Disabilities Act, and principles of universal design as guides. These design considerations are documented in either one or two building code analysis drawings, with IBC reference tables and details, and as plans illustrating egress routes and maximum travel distances. Accompanying these drawings are building code analyses of use and occupancy classification, impact of height and areas, and construction type which determines the allowable means of egress and accessible egress. With these drawings and analyses, students work closely with faculty and guest critics to ensure initial compliance at the midterm review, and again at the pre-final review.

Students extend their application of health, safety, and welfare principles through additional content offered in the co-requisite ARC 631. In this course, concepts that were initially introduced in ARC 332 and ARC 333—such as daylighting, electric lighting, acoustics, thermal comfort, air quality, building economics, water usage, sanitation, fire safety, energy conservation, and conveyance systems—are reinforced and applied in the design projects for ARC 750. Additional aspects of ARC 631 reinforce the importance of health, safety, and welfare through concentrated analyses of human physiology and psychology.

In addition to designing for the health, safety, and welfare of users in their own projects, students experience these principles through guided tours of recently completed buildings or buildings under construction. Since the faculty of ARC 750 are practicing architects, these tours offer critical insight into the design considerations surrounding accessible features. Lastly, our program promotes accessible design principles and concepts through our lecture series. By inviting practicing architects and leading academics to explain their experiences in advancing and analyzing health, safety, and welfare in the built environment, we encourage students to see for themselves in these guests, working in ways of conceptualizing architecture that use these principles as fuel for design.

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

Program Response:

In our program, students are encouraged to think broadly and aspirationally about the possibilities of professional practice. In addition to equipping students with the knowledge and skills required to achieve licensure, we challenge students to imagine ways of improving professional practice. To support those goals and visions, our curriculum consists of two courses in professional practice.

ARC 641 addresses the ethical responsibilities of professional practice, how practice is regulated by governmental authorities, and the role of business operations in daily practice. Course materials include detailed reviews of ethical standards, case studies on state laws regarding architectural practice, and contemporary examples of how business principals affect design decisions and time distribution. The ARC 641 faculty member is a practicing architect and firm owner who integrates real-world examples of the course content, enabling students to see the principles at work and hear stories of their implementation. In this course, the state AIA Executive Director attends as a guest speaker and provides students with an overview of their role and outlines the advantages of being members in professional organizations. Students also tour local architecture offices, visit construction sites, and attend various career fairs, both generalized and design-specific. Conceptually, ARC 641 offers students a kit that will prepare them for their first job.

ARC 642 allows students to experience practice through a professional internship. Faculty and students work together to identify an appropriate office, and work with the professional mentor to establish specific learning objectives. Alongside classroom activities that include portfolio development, interview preparation, journal reviews, and required readings, students participate in daily practice, keep an active journal, and log hours in AXP. In addition to these joint endeavors, students are encouraged to participate in various career building opportunities, including Practice Previews, Mentorship by Design, and Design Career Fair.

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

Program Response:

Since the regulatory context in architecture is continually shifting, our program encourages students to develop strategies for accessing regulations on a recurring basis and to stay abreast of proposed and adopted changes, rather than the rote learning of specific rules. For example, students have referred to the new regulations in 2021 IBC that permit mass timber construction up to 18 stories and applied this new capacity in their design projects. We also encourage students to engage in the shaping of regulations that affect architecture on a local level. In recent years, many of our students participated in a design competition that explored possibilities for changing a local zoning ordinance to allow accessory dwelling units. The public exhibition of these designs was attended by the mayor, planning officials, and local media, and the drawings and models were on display at subsequent public meetings. Several students also attended public hearings hosted by the planning commission to discuss the proposed land use change. Throughout our program, we outline the structures, systems, and organizations that create regulations in order to promote critical awareness and active participation among our students.

The required courses that feature regulatory requirements are introduced in two phases. In the first phase, ARC 355 for undergraduates and ARC 550 for graduate students, students are introduced to the regulatory landscape surrounding the design professions. These courses ask students to consider accessibility requirements, land use, and fire safety provisions at a conceptual level, and to accommodate these regulations in their design proposals. While our evaluation of student performance relating to these regulations does not require full compliance, the discussions surrounding compliance issues seek to instill habitual thinking about regulations in our students. These habits are then reinforced in future design projects, where full compliance is required.

In the second phase, during the integrated design studio ARC 750, students integrate principles of accessibility and fire safety in their design projects and undergo frequent compliance reviews with studio faculty and visiting professionals. Students also research land use policies and zoning regulations that apply to their project site and demonstrate compliance through code analyses and descriptive drawings. In the co-requisite ARC 631, students integrate principles of energy conservation and sustainable design according to various standards, like LEED. While many energy and sustainability standards are not regulatory in many jurisdictions, our program prioritizes these metrics and treats them similarly to regulatory measures that have enforcement mechanisms. After learning to use the LEED checklists, students apply these design principles to their projects in ARC 750 and are evaluated according to LEED criteria.

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

Program Response:

Through the building technology sequence in our curriculum, students not only understand the various applications of technology in architecture, but also learn how to participate in the continuous evolution of design technology. By promoting this co-evolutionary perspective, we invite students to explore themes that exceed an instrumentalist view of technology. To assist in this exploration, the College of Design has recently created a Director of Technology position, which is intended to help steer our program toward the threshold of technological innovations,

such that our students feel invested in the coevolution of technology. Many of these explorations occur in studio settings alongside faculty research, but the intellectual foundation of these studies lies in our sequence of required courses in building technology. The sequence consists of four themes: material and structural systems, environmental control systems, structural design, and design application.

The material and structural systems theme includes ARC 231 and ARC 435. As part of ARC 231, students are exposed to a wide range of design opportunities afforded by different material and structural systems, presented as a series of thematic case studies. Students complete a series of detailed precedent analyses that showcase the featured material and structural systems and their impact on formal and spatial organization. Drawing on these analyses, students apply their understanding of these systems in their co-requisite studio course. Working with studio faculty and ARC 231 faculty, the students clarify their applications of material and structure and document the impact of these systems in their final project for ARC 231. The synergies created between the technology course and the studio ensure that students understand their role in relation to building technology as active, not passive. Early in our program, students are empowered to experience a dynamic relationship to technology by testing the application of their knowledge in their own design work. These lessons are reinforced and deepened in the second material and structural systems course, ARC 435. Here, students are presented with small design challenges that test their ability to use material tolerances and structural potentials as design drivers, rather than design limitations. Part of these design challenges involves the fabrication of physical models, which allows students to experience a simulation of these tolerances and potentials and reinforce their participatory relationship in the evolution of technology.

The environmental control systems theme consists of ARC 332 and ARC 333. In ARC 332, students learn principles of lighting and acoustics, and the design considerations that affect these variables. In addition to a series of exams and projects that test the students' comprehension of concepts, we create opportunities for more meaningful engagement with the course content through experiential and applied learning. For example, students design and build a luminaire as a way of applying their knowledge of lighting and its impact on form, space, and color. Similarly, after learning about acoustical design considerations in the classroom, students are able to experience different acoustical environments through campus field trips. In both cases, we encourage students to understand their relationship to these technologies as active. In ARC 333, students learn about the factors influencing thermal comfort and building performance, as well as the range of material assemblies associated with each theme. The course uses exams and tests as evaluative measures, and it includes opportunities for experiential learning through field trips guided by systems and technology experts on campus. To extend additional hands-on learning opportunities, students in ARC 332 and ARC 333 learn how to use a toolkit of building performance data collection equipment, include luminance and illuminance meters, wind speed monitors, temperature and relative humidity sensors, and other devices. Together, these pedagogical techniques help students understand their participatory role in their relationship to environmental control systems.

The structural design sequence includes ARC 434 and ARC 533. In ARC 434, students learn the principles of statics, material properties, and structural analysis, and they begin to understand the implications of design decisions on these variables. In ARC 533, students extend their knowledge of structural principles, and deepen their understanding of specific assemblies through guided exercises and a series of exams. The course also outlines the advantages and disadvantages of

wood, steel, concrete, and masonry structural systems, and prepares students to make design decisions based on their understanding of these systems.

The design application courses are the co-requisites ARC 750 and ARC 631. These courses provide students with the opportunity to apply their knowledge of building technology and material assemblies, and to assess the appropriateness and effectiveness of these technologies in their own work. In addition to creating isolated drawings of the material assemblies for ARC 631, students perform an energy analysis of their design projects in ARC 750. From these analyses, students are able to advance their designs with the aid of technology, and in doing so, they participate in the coevolution of these technologies.

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

Program Response:

Throughout our program, we highlight opportunities for design synthesis among curricular and extracurricular offerings, and we emphasize the enduring value of synthesizing accumulated information and experience in the design process. With a focus on iterative design processes, we encourage students to use the provided curricular and extracurricular frameworks as springboards for further study, drawing on outside influence and personal experience to extend their learning. Leading up to the capstone courses of ARC 750 and the companion class of ARC 631, in which students demonstrate their ability to make synthetic design decisions, we ensure their capacity to do so by introducing these concepts throughout the curriculum. For example, the environmental controls course sequence ARC 332 and ARC 333, students learn principles of accessible design and practice their implementation in studio. In this sequence, students also learn about site design considerations relative to localized environmental conditions and gain exposure to the multiple factors that affect human comfort. In ARC 356, students practice their ability to synthesize user needs, including relevant codes and ordinances, site constraints, and the ecological impacts in their studio project. This practice ensures their capacity to demonstrate their ability to synthesize complex variables in their final studio course.

In ARC 750, students work in teams of two as a strategy to further understand the value of a respectful team approach to problem solving and the application of collaboration skills to solve complex problems. Students begin the studio by researching building typologies and precedent projects relevant to the studio theme, using this research to establish a qualitative and quantitative program for the design project. For the qualitative program, students write a short project statement that articulates their goals for the series of experiences they seek to create and establishes the criteria by which their design will be evaluated. To capture the range of possible experiences, students research and discuss the diversity of user requirements specific to the building typology on the provided site, taking into consideration local context and culture. Through this process, students are asked to think critically about the studio brief, and to draw on relevant histories and theories of architecture in crafting their project statement. As the studio site and program change and evolve each year, students are also challenged at multiple scales to develop culturally and contextually specific responses to these project requirements. For the quantitative program, students critically examine a sample building program and begin transforming it relative to their project statement. Students are asked to be inventive with programmatic spaces, and to

use the process to begin transforming their qualitative program into a conceptual sequence of spaces, inclusive of both interior and exterior environments.

In ARC 631, alongside their programmatic research and design, students develop conceptual strategies for synthesizing building systems and site constraints. After developing their own timeline for the studio using the critical path method, students complete a comprehensive program based on their studio investigations, a consolidated site analysis drawing, and a code analysis and regulatory requirements summary. Building on these, students create a series of conceptual models and diagrams that establish a direction for the subsequent design work. In this course, students also perform topical analyses of site constraints, environmental factors, accessibility, egress, structural requirements, building envelope, lighting, mechanical, electrical, and plumbing systems.

Moving fluidly between the requirements of ARC 750 and ARC 631, students propose site design strategies that leverage their preliminary research and design work. Prior to this process, students and faculty travel to the project site and meet with stakeholder representatives and design professionals to understand some of the broader considerations and specific factors at play. Throughout this process, students develop goals for sustainability and work iteratively to achieve those goals. Students and faculty of ARC 750 and ARC 631 also travel to local construction sites to identify instances of code compliance measures and regulatory requirements at play. Through these multivalent processes and experiences, we seek to instill the importance of synthetic design thinking that draws from a wide range of influences, and in doing so, we utilize multiple teaching methods that demonstrate our commitment to design synthesis. In each instance, students are asked to consider how each element of the design proposal supports the overarching concept.

In our last NAAB accreditation report, we were advised to more carefully consider accessibility in the student projects. In response, we have instituted a code compliance review midway through the semester of ARC 750, in which faculty members meet with the student teams to ensure that their design proposals meet accessibility requirements. The feedback takes the form of an annotated code compliance drawing, which the students then use in finalizing their projects. Using this modification as a prompt, we have also adjusted the feedback systems in ARC 750 to include periodic in-depth reviews of other considerations, including site design strategies and sustainability measures. By creating specific topics for closer scrutiny among small groups of faculty and students, we are better able to position our students to demonstrate their ability to synthesize seemingly disparate variables in the design process.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Just as the integration of systems is critical to the functioning of buildings, so too is the integration of design principles in a robust architecture curriculum. To prepare students to successfully integrate multiple systems in their design project for ARC 750 and ARC 631, our program introduces integrative design thinking throughout the curriculum. For example, the materials and systems course sequence of ARC 231 and ARC 434 presents case study projects and analytical

exercises in which students learn how these concepts operate in theory and practice. Similarly, the structures sequence of ARC 434 and ARC 533 prepares students with structural design principles and techniques that equip them for application in their own design projects, and the environmental controls sequence of ARC 332 and ARC 333 introduces them to building performance basics and to preliminary design exercises that apply these lessons. Finally, the studio course ARC 356 serves as a preview of ARC 750 by asking students to practice the integration and application of these systems in their design projects. With this preparatory learning, the students are equipped to demonstrate their ability to successfully implement multilayered systems in their design projects for ARC 750 and ARC 631.

In ARC 750, students begin integrating building systems early in the semester. Alongside their initial programmatic research and design process, students participate in a workshop with a practicing architect that asks them to simultaneously consider structural systems, environmental control systems, envelope strategies, and building performance goals. Early in the semester, the studio hosts a series of guest lectures by local architects and structural, mechanical, and electrical engineers, which are followed by desk crits that review relevant systems and BIM technologies for integrated design. By positioning the preliminary design of building systems alongside their initial research and design work, we seek to condition the students' design decisions to be integrated from the very beginning. This enables them to move through the semester with confidence that their conceptual ideas are backed by the functional supports of building systems. At the midterm review, students prepare complete drafts of their integrated building design, which are reviewed by faculty and external critics for systems coherence and conceptual fitness. Included in this review is a specific drawing that shows the life safety systems in place, which is annotated by reviewers for future revision. Students respond to these reviews by clarifying their design concepts and elaborating the building systems for the final review. By creating these periodic design reviews, we aim to bolster the students' confidence by ensuring they have satisfied the systems integration of their project, which may prompt them to be more creative and expressive in their conceptual design work.

In a workstream parallel to ARC 750, students complete system-specific research and documentation of their projects for ARC 631. For these assignments, students isolate the envelope assembly, structural system, environmental control systems, life safety systems, and building performance topics as separate drawings and detail them for review by ARC 631 faculty. The sequential nature of these assignments ensures that each element functions appropriately, and that the integration of systems maintains functionality and coherence. In addition to detailing the designs of these systems for their own design projects with wall sections and exploded axonometric drawings, students are also tested on these themes through a series of exams in ARC 631. Through cyclical reviews of building systems, students find synergistic solutions that support the design intent, which yields improved design efficiency.

As the student projects evolve in complexity, our methods of instruction increase their specificity. Often hosted in tandem with our guest lecture series, ARC 750 and ARC 631 students participate in workshops that deepen their knowledge of particular building systems and their relation to design thinking and technologies. In recent years, these workshops have included: a three-day workshop from SHoP Architects on using Grasshopper to optimize envelope systems; and, a one-day workshop from Arup on structural design concepts; a one-day workshop from The Living on using robotics to reduce the carbon footprint of reclaimed cladding. Among the many considerations in creating a guest lecture series, we include the engagement of students in ARC

750 and ARC 631 through a workshop setting as a priority. In this way, we ensure that our students are exposed not only to our curricular offerings that introduce and reinforce principles of integrative design, but also to practitioners that represent the leading edge of building systems integration technology.

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

Click here for University of Kentucky accreditation letter by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

4.2 Professional Degrees and Curriculum

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

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

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

Program Response:

Our professional studies curriculum is organized into four themes: design, history and theory, building technology, and practice and technique. Undergraduates are required to take 42 credit hours in design, 21 credit hours in history and theory, 15 credit hours in building technology, and 6 credit hours in practice and technique. Graduate students are required to take 27 credit hours in design, 3 credit hours in history and theory, 6 credit hours in building technology, and 6 credit hours in practice and technique.

The undergraduate program requires 120 credit hours for the Bachelor of Arts in Architecture. Of the 120 credit hours, 93 credit hours are specific to the degree with 12 credit hours reserved for electives that can be taken within the College of Design, School of Architecture, or in subjects offered across campus. Additionally, students are required to take 27 credit hours of university core courses.

The graduate program requires a minimum of 48 credit hours to earn the Master of Architecture degree. Six of these credit hours are elective courses that can be taken within our program or in other colleges in the university. The 3+ year track requires an additional 30 credit hours minimum of compulsory courses.

Click here for link to School of Architecture Curriculum Plan

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

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

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

Program Response:

Our program integrates general studies through required core courses and a range of electives, both within and outside of the School of Architecture. The University of Kentucky requires 30 credit hours of core courses for baccalaureate degrees. Our institutional regional accreditor, Southern Association of Colleges and Schools Commission on Colleges, also requires a minimum of 30 semester hours or the equivalent of general education for baccalaureate programs.

Students must take one 3-credit hour course from each of the following four areas: intellectual inquiry, composition and communication, quantitative reasoning, and citizenship. Course themes in the intellectual inquiry area include arts and creativity, social sciences, humanities, and natural, physical, and mathematical sciences. For written, oral, and visual communication, students select from two courses in composition and communication. In the quantitative reasoning area, course themes include quantitative foundations and statistical inferential reasoning. And for the citizenship category, students choose from a course in community, culture and citizenship in the USA and a course in global dynamics.

We reinforce with our undergraduate and graduate students the importance of a broad education. We encourage students to take advantage of being at a large university and to enroll in courses in subjects that they have an interest in or that they are curious about. In addition to courses offered by the School of Interiors, Department of Historic Preservation, Department of Product Design, and Urban and Environmental Design within the College of Design, our students often take courses in the Department of Geography, College of Fine Arts, Department of Forestry and Natural Resources, Environmental and Sustainability Studies, and Social Theory, among others. When students show interest in a minor or certificate, we encourage and support them in their effort.

We evaluate undergraduate and graduate transfer students on an individual basis, to ensure that they have fulfilled all required core courses. During the undergraduate admissions

process, advisors in the College of Design Student Services office, faculty on the School of Architecture's Admissions Committee, the Director of the School of Architecture, and, in certain cases, the Associate Dean for Students in the College of Design review student transcripts. Based on the assessments of each of these reviews, we require transferring students to enroll in the required core courses that have not yet been satisfied. During the graduate admissions process, we evaluate prospective transfer students twice. Each applicant must first gain admission to the University of Kentucky Graduate School, which reviews each applicant's transcript to ensure they meet the general education requirements. Their applications are then reviewed at the College and School level in the same manner as transferring undergraduate students.

Click here for UK Graduate School Application for Admission
Click here for School of Architecture Application for Admission

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

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

Program Response:

In addition to the university general core course requirements, we encourage undergraduate and graduate students to take advantage of our position within a large university in their optional studies selections. For their elective requirements, we recommend students enroll in courses in subjects related or complementary to their interests. Our undergraduate degree requires a minimum of 12 credit hours of electives and our graduate degree program requires a minimum of 6 credit hours.

During the 2020-2021 academic year, the School of Architecture Curriculum Committee began creating a framework for elective courses that would incorporate courses from within and outside of our program and started to establish thematic groups among these courses. Student members of the Curriculum Committee helped create these groups with courses they and their peers were frequently taking. The committee also developed a plan for creating new course numbers for repeat elective courses, which would establish these courses as permanent offerings. While students must take a required minimum number of electives, they may choose to take additional courses to further broaden their knowledge. Many electives in the College of Design and around the university are open to architecture students, and we encourage them to explore a wide range of topics.

In recent years, many of our students have earned minors and certificates, and we are working to establish a dual-degree option for a Master of Architecture and Master of Historic Preservation, as well as a Master of Architecture and Master of Urban and Environmental Design. Since its inception in 2015, 49 Master of Architecture students have earned a certificate in Historic Preservation. In 2020, Historic Preservation created an undergraduate certificate and four

architecture students have thus far earned the distinction. Since the last accreditation visit, 360 undergraduate Architecture students have earned a minor. Common minors awarded are Art Studio, Business, Digital Media, Art History, and Geography.

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

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

Program Response:

Master of Architecture degree (2-year and 3+ track)

Pre-professional degree: Bachelor of Arts in Architecture

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

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

Program Response:

N/A

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

Program Response:

Master of Architecture
Undergraduate courses if preparatory

Required Prof Courses		*Elective Prof courses*		*General Studies*		*Optional Studies*	
Course #s & titles	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*
ARC 111 Into to History & Theory	3	ARC 499/599 Topics in Arch	3	CIS/WRD 110 Commposition & Communication	3		
ARC 151 Design Studio I	6	ARC 499/599 Topics in Arch	3	UK Core Course	3		
ARC 315 World Architecture & Urbanism	3	ARC 499/599 Topics in Arch	3	CIS/WRD 111 Commposition & Communication II	3		
ARC 152 Design Studio II	6	ARC 499/599 Topics in Arch	3	UK Core Course	3		
ARC 101 Arch Visualization & Representation I	3			PHY 151 Intro to Physics	3		
ARC 212 History & Theory I	3			UK Core Course	3		
ARC 253 Design Studio III	6			UK Core Course	3		
ARC 231 Structural & Material Concepts	3			UK Core Course	3		
ARC 203 Arch Visualization & Representation II	3			UK Core Course	3		
ARC 213 History & Theory II	3						
ARC 254 Design Studio IV	6						
ARC 314 History & Theory III	3						
ARC 355 Design Studio V	6						

ARC 332 Environmental Controls I	3						
ARC 356 Design Studio VI	6						
ARC 333 Environmental Controls II	3						
ARC 511-515 (choice of) History & Theory Seminar	3						
ARC 457 Design Studio VII	6						
ARC 435 Materials & Methods of Construction	3						
ARC 434 Structural Design & Analysis I	3						
Required Prof Courses		*Elective Prof courses*		*General Studies*		*Optional Studies*	
Course #s & titles	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*
ARC 658 Design Studio VIII	6	ARC 599/699 Topics in Arch	3				
ARC 533 Structural Design & Analysis II	3	ARC 599/699 Topics in Arch	3				
ARC 641 Professional Practice	3						
ARC 511-515 (choice of) History & Theory Seminar	3						
ARC 659 Design Studio IX	6						
ARC 642 Professional Internship	3						
ARC 750 Design Studio X Integrated Studio	6						

ARC 749 Masters Project Research	3						
ARC 631 Building Systems Integration	3						
ARC 759 Master's Project	6						
Total req prof	123	Total elec prof	18	Total gen stud	27	Total Opt'l st	
Total # of degree credits							**168**

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

N/A

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

Applicants to our NAAB accredited degree program apply in two stages: they first apply for admission to the Graduate School at the University of Kentucky, and then apply for admission to the School of Architecture in the College of Design. In addition to our Graduate School's submission requirements, applicants submit transcripts, a portfolio, GRE scores, and three reference letters in their application to the School of Architecture. Our Admissions Committee evaluates applications and then makes admissions recommendations to the Director.

Each year, the Admissions Committee meets and establishes a scoring rubric, ranging from 0 to 100 in increments of 10. Criteria include: academic achievement based on undergraduate transcript and GPA and, secondarily, GRE scores; professional experience based on resume/CV; and evidence of ambition, skills, and professional potential in personal statement, letters of recommendation, and especially portfolio. After all committee members evaluate and score each applicant, the committee assigns a final score to an applicant, based upon the average. The committee then focuses on the upper and lower range of applicant scores, reevaluating the high scores for scholarship awards and the low scores to determine where the proper cut-off for admission should be. We focus on the highest and lowest scores because the most critical admissions decisions affect these two groups, either the awarding of financial aid or denial of admission. These committee discussions attempt to remove any anomalies in the evaluation process and to strengthen the committee's unanimity before the final drafting of the recommendation letter to the director. A minimum threshold score is established during this final evaluation and is adjusted to yield a class size that matches faculty resources, space limitations, and program growth goals. Applicants with a Bachelor of Science or Arts in Architecture may be accepted into the 2 year Master of Architecture program, while applicants without a background in architecture may be accepted into the 3+ year track Master of Architecture program.

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

Program Response:

Students who completed their pre-professional degree in our Bachelor of Arts in Architecture program make up 70% of our graduate applicant pool. We evaluate their application materials with the understanding that they have met accreditation criteria for our graduate program admissions and may begin the two-year professional degree program. For admitted students that have a pre-professional degree from another institution, the Director, Director of Graduate Studies, and Associate Dean for Students review their transcripts, and in some cases syllabi, to ensure their undergraduate coursework has met our accreditation criteria. If there are unmet criteria, the school requires students to take additional courses to make up for the gaps.

The Director, Director of Graduate Studies, and Associate Dean for Students review all application materials for students who did not complete a pre-professional degree. For each of these students, the Directors create an individualized curriculum within the three-year program based on their background and courses taken. All students without a bachelor's degree in a design field will take two nine-credit hour studios, ARC 550 and 551, and three history and theory courses, ARC 510 and a choice among ARC 511, ARC 512, ARC 513, ARC 514, and ARC 515. This individualized evaluation ensures a tailored curriculum that may also include additional technology courses in environmental control systems or structural design, and a summer preparatory course in visualization and digital design.

Click here to view 3+ track curriculum sheet that is used for each 3+ student

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the

admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

Application requirements and the evaluation processes for advanced standing in our graduate, professional degree are clearly outlined on the College of Design's admission webpage. Each applicant is evaluated based on their curriculum vitae, personal statement, portfolio, and undergraduate coursework, GRE scores, and reference letters. The deadline for submission is typically early January, and accepted students are notified on a rolling basis by an acceptance letter and email sent from our Student Services office. The letter states if they are accepted into the two- or three-year track Master of Architecture program. After a transcript review by the Director, Director of Graduate Studies, and Associate Dean for Students, applicants to the three-year track may be asked to provide additional information, such as course syllabi and additional references. Students accepted through this process will receive additional information in their award letter that details their individual required curriculum.

Click here for School of Architecture M.Arch Application Instructions
Click here for School of Architecture M.Arch Application Requirements
Click here to view 3+ track curriculum sheet that is used for each 3+ student

5—Resources

5.1 Structure and Governance

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

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

Program Response:

The governance of the University of Kentucky is vested by law in its Board of Trustees. The Board of Trustees is the final authority in all matters affecting the institution and exercises jurisdiction over the institution's financial, educational, and other policies and its relationship with state and federal governments. The President of the University, Dr. Eli Capilouto, reports directly to the Board of Trustees. In 2001 the Board of Trustees adopted a Provost model for the University's administrative organization. The Provost is the chief academic officer for the University and oversees the research activities of the University. On July 1, 2021, Robert DiPaola began as the interim/acting Provost. The Dean of the College of Design, Mitzi Vernon, reports to the Provost. Dean Vernon directs affairs specific to the College of Design and oversees the Directors and Chairs of the programs within the College of Design, as well as some senior staff.

The College of Design consists of four educational units and one program: School of Architecture, School of Interiors, Department of Historic Preservation, Department Product Design, and the Master of Urban and Environmental Design program. The Directors and Chairs of these units are: Jeffrey Johnson, Director of the School of Architecture; Rebekah Radtke, interim Director of the School of Interiors; Doug Appler, Chair of the Department of Historic Preservation; Jonathan Mills, Chair of the Department of Product Design; and Jeff Fugate, Director of the Master of Urban and Environmental Design program.

The Director of the School of Architecture is responsible for all the activities concerning the School, including finances, policies and procedures for graduate and undergraduate programs, oversight of faculty and faculty committees, faculty recruitment and hiring, and the promotion and tenure process. The current director, Jeffrey Johnson, is an Associate Professor and also serves as the Director of Graduate Studies. Providing administrative support to the director is the Associate Director of the School of Architecture, which is a new position created in 2021-2022. The current Associate Director is Anne Filson, who is also a Full Professor. The Associate Director's role includes strategic planning, coordinating program assessment, oversight of the implementation of the School's recruitment strategy, and is ex-officio on all School committees.

Other administrative units in the College of Design include the Fabrication Lab, which is overseen by Bill Massie, Director of Design Technologies, and the Office of Student Services, directed by Azhar Swanson. The Associate Dean for Students, currently held by Associate Professor Bruce Swetnam, coordinates the College's and School's enrollment, recruitment, and student activities with the Office of Student Services and with the Director of the School of Architecture. Lauren Hogsed is the College's Assistant Dean of Finance and Administration and oversees all budgetary and financial processes for the College and the School. Jeff Fugate, in addition to his role as Director of the Master of Urban and Environmental Design program, is the Associate

Dean for Administration, which is responsible for overseeing the administrative and staff duties within the College.

Several departments reside at the College level and support all of the academic units. The Student Services, Office, Business Office, Recruitment, Communications, and Administrative Support are departments and staff that support the School of Architecture in various ways. The School of Architecture does not have its own dedicated staff, but new to the 2021-2022 school year has one part-time staff member to provide direct support to the Director and program.

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

Program Response:

The School of Architecture's rules, governance, and committee structures are defined by the College of Design Rules of Procedure that were amended and approved in November 2013. The Rules of Procedure are written, revised, and amended by the College of Design Faculty Council, which consists of all tenured faculty, except for those holding an administrative role within the college. When the rules, governance, or committee structures pertain specifically to the School of Architecture, the architecture faculty on the Faculty Council make the necessary recommendations. During AY19-20, revisions and amendments to the rules were proposed by the College of Design Faculty Council and approved by faculty. These revisions are pending the Dean's and University's final approval.

The College of Design Rules of Procedure outline the policies regarding academic requirements, courses of study, class schedules, graduate and research programs, service functions, and faculty review and appointments, and to establish a conduit for making recommendations to the University Senate, to the President, or to other administrative officials. The director of the School of Architecture is responsible for administrative matters and is ex officio on all committees. The associate director provides administrative support to the director and presides over the long-term planning of the program. As specified by the Rules of Procedure, the entire faculty meets at least twice each semester, and convenes as necessary on specific matters. In the first meeting of the year, the faculty decide on voting privileges, which are then applied to all voting matters in the academic year. Committee structures for the School of Architecture are outlined in the Rules of Procedure. These include the Committee on the Status of Faculty, Admissions and Scholarship Committee, Curriculum and Advising Committee, and Nominating Committee. The elected Student Council Representatives from the second, third, and fourth years of our undergraduate program serve on the Admissions and Scholarship Committee, alongside elected faculty members, and appointed alumni, and the College of Design Development Officer. The Curriculum Committee consists of elected faculty, a student representative, and an alumnus or professional. That Status of Faculty Committee is made up of only elected tenured faculty. And the Nominating Committee is comprised of elective faculty.

Beyond these committees, the Rules of Procedure stipulate that the faculty may create an ad hoc committee or task force by action of a two-thirds majority of the faculty to consider a specific problem or to give advice on any matter not in the domain of a standing committee. The current Rules of Procedure were reviewed and updated in 2018 and approved by faculty vote in 2019. In the governance structure of the School of Architecture, the Rules of Procedure accompany the

Governing Regulations of the University of Kentucky. The Governing Regulations outline the roles and responsibilities of the various levels of administration at the university, including the president, university senate, staff senate, and the university assembling.

Beyond their official committee appointments, students are actively involved in the governance of the School of Architecture in several ways. At the beginning of each semester, the director holds town hall meetings with each studio year, in which students are encouraged to communicate directly with the director about their specific studies or more general school matters. The director uses these conversations to gather feedback and to make plans for addressing concerns or issues that students bring up. Students are also encouraged to speak with their faculty or with the Associate Dean for Students about any outstanding concerns or suggested changes. Another place for student involvement with school governance is through the Student Council. In each studio from each year, students elect a representative to serve on the Student Council, and within that body, the representatives elect executive members to work with other student and faculty groups. The Student Council works closely with the Associate Dean for Students to give students a voice on governance issues within the School of Architecture. One of the Student Council's recent achievements is an updated Statement on Studio Culture.

5.2 Planning and Assessment

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

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

Program Response:

In 2016, the College of Design developed a strategic plan to guide the direction of each program within the college. Part of this plan included six specific goals, which are detailed below. All full-time faculty, including tenured, tenure-track, and lecturers, within the College of Design participated in creating the strategic plan. Since 2016, the School of Architecture followed this plan and officially voted to adopt it in 2019. The strategic plan aligns with the priorities and goals of the University of Kentucky's strategic plan, which was developed in 2015. The university is currently updating its strategic plan, which will be implemented in 2021-2022.

The first goal in our strategic plan focuses on the undergraduate experience. As part of this goal, we aim to offer a differentiated undergraduate design experience that is unique regionally and nationally, with signature programs relevant to Kentucky that can be translated beyond. In support of this goal, we have built collaborative fabrication facilities and studio-away venues that offer students broad and deep design experiences. To further support our undergraduates, we have sought to enhance our already outstanding recruitment and advising framework, and to further diversify our student body.

The second goal concerns graduate programs within the College of Design. We seek to strengthen existing programs and develop new degrees, as well as increasing and diversifying graduate faculty. This goal also commits to maintaining prestigious programs that are regionally and nationally competitive.

The third goal seeks to cultivate greater diversity and promote broader inclusion. Alongside the College of Design at large, we have invested in initiatives that invite a more diverse student body and enhance our global awareness of the diversity of race, ethnicity, gender, sexual orientation, faith, economic situation, place of origin, and political perspective within the profession and culture of design. Students from all programs, including the School of Architecture, are welcomed and embraced by an environment of inclusion.

The fourth goal outlines the framework for shaping a culture of creative scholarship. Research in design disciplines covers a variety of types of creative scholarship, from theory to practice. In addition to more traditional research in design history, the College of Design and the School of Architecture have their individual histories of creative scholarship inspired by the needs of the Commonwealth of Kentucky and beyond. Part of this goal is to discern and disseminate the definition of design research in each of the programs, which we have worked to articulate in the School of Architecture.

The fifth goal aims to elevate the place of design through community engagement and outreach efforts. The College of Design has a reputation for exemplary approaches to community engagement and outreach. Part of this goal includes building on existing relationships and forming new partnerships with community and industry partners. We work closely with these partners and stakeholders to explore how the College of Design programs can participate and assist in local, regional, national, and global projects. This goal also commits to seeking ways to further build community engagement and outreach into the curricula, amplifying the university's definition of best practices in the region.

The sixth and final goal seeks to enhance the student experience of the College of Design. Along with our colleagues in the College's other units, we strive to cultivate a shared culture of design among students, even though the College of Design's units and facilities are spread across four different buildings on campus. To support student and faculty desires for greater awareness of the work of other disciplines and studios, we try to overcome the physical distance whenever possible. We support interactions between design students and faculty, to facilitate the exchange of ideas, and we encourage a more dynamic culture by reaching across the college. We achieve this through a shared fabrication shop and library, cross-registration of courses and multi-disciplinary outreach studios, as well as visiting lectures and exhibitions that involve all of the College's units.

Aligning with the University's strategic planning, the College of Design will develop a revised strategic plan in 2021-2022 with new and revised objectives with a three-year term timeline. The School of Architecture will also be developing a new vision plan during 2021-2022, led by Associate Director of the School of Architecture, Anne Filson.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The University of Kentucky identifies several indicators to measure success and to determine supplemental funding to the various colleges. These indicators include enrollment and growth, student retention, graduation rate, participation in Project Graduate--a university initiative to encourage and support students who left school without graduating to return and graduate--the amount of courses taught by tenured and full-time

faculty, the diversity of tenured and full-time faculty, and external funding from grants and collaborations.

While neither the School of Architecture nor the College of Design set specific target goals for these indicators, we do place significant emphasis on them. For example, the retention rate in the College of Design is consistently among the highest across campus. The School of Architecture and the College of Design have also placed an emphasis on the growth of graduate programs, including the reinstatement of the three-year Master of Architecture track and the formation of multiple dual-degree opportunities, including the Master of Architecture/Master of Urban and Environmental Design and the Master of Architecture/Master of Historic Preservation. In addition to the enrollment growth of our incoming in-person students, we have also seen enrollment growth through the introduction of our first online course (DES380) in media and visualization, which is led by architecture faculty and open to students across campus. Similarly, we have also begun offering more courses during the intersessions, including winter break and summer break.

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

Program Response:

In response to the strategic plan's first goal, the undergraduate experience, we have made several changes and created several new initiatives. To better promote the undergraduate experience, we initiated a complete reconstitution of the first-year design faculty in 2017-2018 to place more emphasis on the development of studio culture and a curriculum that emphasizes digital design principles and techniques. We also changed the courses ARC 101 and ARC 203 to focus on visualization and methods of representation, using digital and analog methods in parallel. To provide additional assistance to the first-year students, we created a studio mentorship program, in which a graduate student mentor is assigned to each studio. These mentors offer first-year students software assistance, modeling tips, clarifications of terminology, and general advice. To help build comradery and studio culture in the first-year, we established a series of shared events and workshops, often including food and refreshments.

Beyond the first-year, we have created additional experiences that aim to improve the undergraduate experience. To expose our students to emerging technologies on a recurring basis, we created a series of workshops led by faculty and outside experts. These workshops occur over several days, and they feature specific digital design technologies, enabling us to highlight innovative methods in computational design, building technology, rendering and visualization, and digital fabrication. We have also instituted a host of thematic design studios to strengthen the undergraduate experience in our program. The Global Studio, first launched in 2018-2019, brings together undergraduate students in the School of Architecture and School of Interiors to travel abroad and consider design problems on an international scale. For example, students in Global Studio: Beijing explored Beijing's historical hutong as urban, architectural, and interior conditions. Studio Louisville, Studio Appalachia, and Studio Winchester present further opportunities for undergraduates to engage in collaborative work.

We have also exceeded our undergraduate enrollment growth goals. In 2016-2017, we sought to increase freshmen enrollment to 100 students by 2024. We achieved this goal in 2019-2020, with

enrollment exceeding 100 new students, and again in 2020-2021. For 2021-2022, however, we reduced new enrollment to 90 due to physical space constraints. We have also been promoting diversity among our undergraduate student population. Since 2016, 22 percent of our students have identified as part of a minority group. At the University of Kentucky, this figure is 17 percent, and in the Commonwealth of Kentucky, 12.5 percent. Moving forward, our goal is to increase the diversity of our undergraduates by an additional 20 percent each year.

The second goal of our College's strategic plan, strengthening graduate programs, has led us to make changes to the graduate program and to create new experiences. Many of our graduate students go through our undergraduate program, and in recent town hall meetings with the program director, they expressed a desire to distinguish their graduate experience from the undergraduate. In response, we have redoubled our efforts to establish external collaborations and to participate in sponsored projects that focus on graduate students. These initiatives shape our program's identity through the promotion of our students and faculty, and by showcasing the work they do. They also provide graduate students opportunities to engage with communities, outside experts, and stakeholders while expanding our reputation and network. Lastly, these projects provide financial support for our school and college.

For example, in 2020 we were invited to participate in the Somewhere Project, an initiative aiming to catalyze long-term cultural and economic development in eastern Kentucky by repurposing abandoned mines with arts- and education-based programming. More specifically, the project assessed the viability of a permanent home for Berlinde de Bruyckere's sculpture, "Cripplewood." With our graduate students, the design process began with broad-based research into mine reclamation techniques, adaptive reuse strategies, and cultural organization structures. From these analyses, students collaborated with community members to develop design interventions for the site. The studio work is currently on display at the 2021 Venice Biennale and is slated for exhibition at three venues in eastern Kentucky. The project was also featured in The Architect's Newspaper, and the work of two graduate students, Jane Foote and Lexi Bowling, was selected by dezeen as one of the 10 Most Interesting Projects as part of their Virtual End of Year Show among international schools of architecture in the spring of 2020.

Another experience unique to the graduate program is the Commonwealth Studio, which debuted in 2017. For this capstone project, students research a topic of their choice and create a design proposal that addresses issues arising from their research. The projects focus on challenges facing the Commonwealth of Kentucky and seek to discover applications beyond the local context. At the conclusion of the studio, students present their work to public audiences through exhibitions in local galleries and printed books.

Beyond defining and distinguishing the graduate experience we have strengthened the graduate program in other ways. After years of dormancy, we reinstated our three-year Master of Architecture program, catering to those students without backgrounds in design. This program has expanded the diversity of the School of Architecture and has invited broader perspectives to our other degree programs. We have also been working to establish dual degrees at the graduate level. In 2021, the faculty voted to approve two dual degree programs, including a Master of Architecture and Master of Historic Preservation as well as a Master of Architecture and a Master of Urban and Environmental Design. We are presently moving forward with our College and University approvals.

We have also made significant progress toward achieving the strategic plan's third goal, to promote greater diversity and inclusion. After realizing the potential barriers to entry that our undergraduate application required, we redesigned the application process to remove those barriers and to promote broader accessibility. Many school districts in Kentucky have seen significant cuts to their arts and humanities programming, and the admission application questions that asked for evidence of their artistic or creative talents and abilities were unwittingly disqualifying many applicants who did not have access to such training or resources. Since implementing this change in our application process, our freshman enrollment has not only expanded, but also diversified.

We have taken further steps toward cultivating greater diversity and inclusion among our students. In 2019, faculty supported our students in creating a new chapter of NOMAS and have committed resources to their programming and development since then. Two student representatives traveled to New York City for the national conference in 2019, and four students participated in the 2020 virtual conference hosted in San Francisco. The chapter has an active and engaged membership, and they continue to grow their membership and expand their programming. In early 2021, we formed a working group in the School of Architecture that seeks to establish a more structured approach toward diversity initiatives, outlining our diversity goals and the methods of accountability for working toward those goals.

Our commitment to diversity and inclusion has also extended to changes in our lecture series. In recent years, we have invited guests that better represent the various identities of our students, and we continue to make conscious efforts to reflect the diversity of our student population in those guests we invite to participate in our public lecture series. We have also made concerted efforts to diversify our list of guest reviewers from local and national professional fields, as well as visiting faculty from other institutions. Finally, we have made progress toward diversifying our faculty with new hires, both temporary and permanent, and are committed to doing so in future hires.

The fourth goal, to cultivate a strong culture of research and creative scholarship, has also been met with remarkable success. In addition to the achievements in personal research projects, including articles, books, exhibitions, and installations, our faculty regularly engage in multidisciplinary research with teams consisting of members of the University of Kentucky population as well as those in neighboring communities and partnering organizations.

The fifth goal builds on this work by making community engagement a top priority of the teaching, research, and service efforts in the School of Architecture. Many faculty have longstanding relationships with community organizations locally, nationally, and internationally. These relationships often yield financial support from internal and external grant programs, which enables more impactful projects and facilitates stronger engagement with students. Recent projects have included partnerships with groups in China and Haiti, as well as in eastern Kentucky and numerous nonprofits and local municipalities.

The sixth goal, which seeks to foster a strong sense of community among our students, has improved significantly, despite many hurdles. While the COVID-19 pandemic has taken a significant toll on our students, faculty, and staff, each has demonstrated great resilience and continues to perform at the highest level. When classes transitioned to remote learning, the sense of community persevered despite the distance. And when classes returned to in-person, students

embraced the opportunity to learn from their peers and from their faculty in a safe and responsible manner. Another challenge that our students, faculty, and staff have overcome is the physical distance we experience when on campus. Spread across four buildings, the College of Design has grown beyond its current footprint, and as construction is slated to begin on the new building, designed by Studio Gang, we have developed strategies for maintaining a sense of community among the School of Architecture and the College of Design. These strategies include joint workshops across studio years, guest lectures, social events for students and faculty, and collaborative studios that span multiple disciplines. Our deliberate acts to foster community within our program, despite the many hurdles, demonstrates the strength of the relationships among students, faculty, and staff within the School of Architecture.

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

Program Response:

We have many strengths and opportunities that help us in the continuous improvement of our program. One of our greatest assets is our faculty, and the support we provide ensures the faculty can continue researching and teaching at the highest level. In addition to a workload that balances research and teaching, we support our tenure track faculty with research stipends, conference funding, and special equipment purchases.

Another strength of our program is in the relationships we have built with our community partners. Between the multidisciplinary, community-engaged studios, including Studio Appalachia, Studio Louisville, and Global Studio, as well as our frequent collaborations with the City of Lexington, our program has cultivated a network of community partners that encourage us to meet contemporary challenges relevant to our context. The accountability we have with our community partners ensures that these initiatives grow responsibly and improve with each iteration.

Our program also has a long history of excellence in fabrication and advancing design through processes of iterative making. The fabrication shop is managed by a team of experts that seek continuous improvement of the equipment and technologies we have, and this expertise is extended to faculty and staff in their use of the shop. That fabrication has such a strong presence in the School of Architecture creates a culture of making that is continually improving and evolving.

The program's long history has provided us with a very committed and dedicated alumni that, while strongest locally and regionally, extends across the country and world. The network of alumni provides our students with opportunities for mentoring and employment. Many of our alumni have founded award-winning firms, are partners or principals in leading offices, and have worked for some of the most influential practices around the world, including Pritzker Prize award winners. Alumni are very engaged with the School. They participate in our Practice Previews program, join our final reviews, take part in the Career Fair, sponsor workshops and lectures, offer scholarships, and provide employment opportunities for our students.

In addition to the strength and reputation of our current instructors, our rich history of deans and faculty include many who are now nationally and internationally prominent scholars who have or currently hold positions at leading schools and universities. It is important to our program that we

maintain and strengthen this tradition by inviting visiting faculty and instructors for a semester, one-year, and two-year terms. We provide an excellent teaching and research environment for aspiring faculty who are seeking their initial teaching position or one early in their careers.

We have a very strong, diverse, and committed advisory board who offers both their support and their insightful recommendations on improving and evolving the program. The advisory board meets a minimum of twice a year (once each semester) with at least one of those being a visit to the College to meet with faculty and students as well as review student work. The board is made up of leading practitioners, some which are alumni, academics, and other leaders in allied disciplines.

Our program faces several challenges to continuous improvement of our learning objectives and opportunities. The University is shifting its funding model to a net-tuition revenue system. As a smaller college on campus with low student to faculty ratios, the College of Design's administration struggles to quantify its value under this model. Our college is dependent upon supplemental funding from the university to cover its expenses and must negotiate its budget with the university each year. This financial unpredictability impedes the School of Architecture's capacity to establish a strategic budget and undermines pro-active and long-term planning initiatives. Beyond budget variability, the associated funding shortfalls challenge our ability to fund a robust lecture, workshop and event series, sponsor special student projects and student/faculty research, and to purchase and upgrade design technologies and equipment. It also precludes hiring necessary faculty, as well as supporting our current faculty with the travel, professional advancement, and essential technology that enables them to deliver a contemporary architectural education.

We are also challenged by our physical environment. The College of Design is currently spread across four buildings on campus. The School of Architecture is located in three buildings, with studios and faculty offices in all three. While Pence Hall functions as the headquarters of our program, it only accommodates our first-year undergraduate studios and a few faculty offices. Additionally, the buildings we occupy were designed originally as classroom buildings so we have had to adapt the classrooms into studios and other types of learning spaces. Lastly, our fabrication shop is located in the lower level of Pence Hall and has inadequate space to expand and to accommodate necessary new equipment. This limits us in our student and faculty output and in providing them with the most current equipment. The College of Design is also at its capacity for growth in our student population. With the current allocation of space and in the current configuration we have no ability to grow our programs.

We also have difficulty in recruiting new faculty, especially diverse candidates. To continue to evolve as a program and equip our students with the knowledge necessary to practice architecture in a contemporary and globalized world, we need to recruit faculty that have experience and expertise in contemporary architectural practice and scholarship. Our faculty also need to represent the diversity of our students and the society they will serve as future architects.

Despite our ability to award $60,000 in student scholarships and offer approximately 5 teaching assistantships each year, we find it challenging to recruit top-performing in-state undergraduate and graduate students, as well as those from out-of-state. From these top-performing candidates, we often hear that they received more financial support from another institution.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The School of Architecture utilizes a number of methods to engage with and gain input from individuals outside the college, including practitioners, academics, alumni, and industry leaders in diverse fields. In the fall of 2017, the School of Architecture Advisory Board was reconstituted and expanded to twelve members. The Board meets a minimum of twice a year with the School's Director, as well as select meetings with faculty and students to provide advice and guidance on aspects of professional practice, such as employment trends and job opportunities for students, market conditions, curriculum enhancement, emerging technologies, and other matters. One member of the School of Architecture Advisory Board also serves on the Dean's Advocacy Board. The Advisory Board members are a diverse group of professionals representing small to large firms in our region and as far away as Chicago and New York City.

We also invite input from local, regional, and national practitioners during our studio final reviews, often for multiple days. These guests engage with students directly and often discuss the relevance and application of their design work in the process. Faculty are also able to engage with these guests in both formal and informal settings. Another method we employ for maintaining a consistent flow of outside input is through our committee structures and board appointments. Practicing alumni serve on many School of Architecture committees and offer input on curricular matters, admissions policies, and technology advances. Working with the local architecture community, the director of the School of Architecture acts as a liaison between the local and state chapter of the AIA and attends the monthly and quarterly executive meetings. Additionally, the director frequently meets with local and regional practitioners to receive feedback on how well graduates have fared in their offices, as well as to hear what they are looking for in their future recruits. In recent years, the Career Fair has also provided the school with input from participating firms following their interviews with students. This feedback addresses their observations regarding student portfolios, resumes, and interview skills. Lastly, our Practice Previews program and Professional Internship course (ARC642) gives us the ability to receive feedback annually from a wide range of offices.

Click here for SoA Advisory Board member bios

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

Program Response:

The University Assessment Council has designed a new program-level student learning outcome assessment process that is intended to provide programs with opportunities for reflection and improvement. We were required to follow their PSLO template and submit an assessment last summer 2020. This year we are expected to submit results from year one of the assessment plan. The assessment plan is a four-year cycle with years one and two being collection and result years. Year three is for the program to reflect on the results and look for improvement. Year four is for action when programs will put the improvements into place. The School of Architecture has aligned our Student Learning Outcomes with NAAB's accreditation program and student criteria.

Click here for UK Program-level Student Learning Outcome Plan for Undergraduate Program
Click here for UK Program-level Student Learning Outcome Plan for Graduate Program

Additionally, during AY2019-2020, the University's Office of Strategic Planning and Institutional Effectiveness launched a revised process of periodic program review. The purpose of periodic academic department review is to strengthen and sustain the quality and integrity of the departments and programs at the University. Units undergo a thorough review to assess the current strengthens and weaknesses of the unit in order to plan for the future direction, needs, and priorities of the unit. Typically, each unit will be reviewed every 8 years.

Click here for UK Program Periodic Review

5.3 Curricular Development

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

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

Program Response:

In our program, we conduct general course assessments each semester and year. The area coordinators are responsible for summarizing these assessments in a report that is delivered to the director. The director then reviews the assessment reports and recommends curricular adjustments to the Curriculum Committee. In addition to reviewing the assessment reports and recommending changes, the director also makes recommendations to the Curriculum Committee concerning the alignment of the NAAB student criteria and the curriculum. Ultimately, all changes to the curriculum go to the Curriculum Committee and the voting members of the faculty for approval.

At the School of Architecture level, criteria are assessed by faculty within each area of knowledge, by the Curriculum Committee, and when deemed necessary by the entire faculty. The curriculum for Bachelor of Arts in Architecture and Master of Architecture are organized into five realms of knowledge: Design; Building Technology; History and Theory; Visualization; Professional Practice.

The Curriculum Committee, which is made up of six faculty, one student, one alumnus/professional, and representatives from the College of Design's Student Services, recommends changes, revisions, and updates to the curriculum. The Curriculum Committee maintains consistent communication with faculty, faculty coordinators, and the director. The Curriculum Committee meets approximately three to five times a semester depending on the tasks requiring attention. In addition to the Curriculum Committee, each realm is assigned a faculty coordinator, with the exception being design, which has a studio coordinator for each year. During each semester, the faculty coordinators meet with their respective faculty to review and discuss any curricular issues that might arise. At the end of each semester, the faculty coordinator meets with their faculty group to assess the semester, the students' adherence to the learning outcomes and criteria, propose recommendations for revisions or changes, etc. The

faculty coordinator reports directly to the Director any recommendations made by the faculty. Every realm also has a faculty representative on the Curriculum Committee who reports the recommendations to them as well. In response to the assessments, minor curricular revisions occur fluidly within each realm with approval by the director. Major curricular changes are recommended by the Curriculum Committee and put forward to all faculty with voting privileges (tenured and tenure-track faculty) for review, discussion, and a vote. If the proposed curricular change passes by simple majority, the recommendation is then voted on by the College of Design Curriculum Committee. Once the major curricular change is approved by both the unit and the college, it moves on to the university where it is also reviewed and voted on by the faculty senate.

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

Program Response:

Area coordinators are responsible for summarizing course assessments in a report that is delivered to the director each semester and year. The director then reviews the assessment reports and recommends curricular adjustments to the Curriculum Committee. In addition to reviewing the assessment reports and recommending changes, the director also makes recommendations to the Curriculum Committee concerning the alignment of the NAAB student criteria and the curriculum. Ultimately, all changes to the curriculum go to the Curriculum Committee and the voting members of the faculty for approval.

To comply with the new assessment requirements of the University of Kentucky, we assess all of our required courses on a four-year cycle. In the first two years, we complete assessment reports for all required courses. In the third year, we propose recommendations for changes based on these assessments, and in the fourth year, we implement those changes. Throughout the process, we are aided by the Office of University Assessment to ensure an effective assessment process.

To ensure that our program meets the NAAB program criteria, the director works closely with the Curriculum Committee, Lectures and Exhibitions Committee, Admissions and Scholarships Committee, the Associate Dean for Students, and the area coordinators. Since the program criteria bear on much of the activity within the School of Architecture, the director supervises these activities and makes adjustments where needed.

Below is a summary of curricular and/or course changes based on these assessments over the past four years:

AY2019-20: At the completion of every semester and year the design studio coordinators, both undergraduate and graduate, schedule end-of-year term assessment meetings with studio faculty. Each studio year then submits an assessment report to the Director to review and consider the strengths and weaknesses and actions that can be taken based on these outcomes, and to determine what recommendations to share with the school's Curriculum Committee. From these assessments, during AY19-20, the Curriculum Committee made a number of recommendations to the faculty to update the seven required studios in the undergraduate program and to create a new course, ARC749 Master's Project Research, that would act as a

requisite for ARC759 Master's Project, the capstone project for the Master of Architecture degree. These changes were approved by the faculty and implemented at the start of fall of 2020.

Click here for course description updates

AY2019-20: The History and Theory coordinator recommended to the SOA Curriculum Committee to shift ARC 315: World Architecture and Urbanism from the spring of third-year to the spring of first-year. The change was based on the recommendations of the History and Theory faculty to both create a continuous sequence of H&T courses (there was previously no H&T course taught in the spring semester of first-year) and to extend and expand upon the architectural history survey taught in the first-semester. This change was approved by the School of Architecture faculty and has been implemented for the AY2020-21.

AY2018-19: the design studio faculty initiated a proposal to require all current architecture students to submit student portfolios each year. This was brought to the SoA Curriculum Committee for review and further discussion. What was approved by the Curriculum Committee and implemented fall 2019 was the requirement that all current students submit portfolios at the beginning of the fall semester to their respective studio faculty for review and recommendations. Students are required to then submit final portfolios at the end of the spring semester. Awards are given for the best portfolios as determined by the faculty.

AY2018-19: ARC457: Design Studio VII was an optional studio that students could take or replace with two electives. Based on the assessment of graduating undergraduate student design skills, the SoA Curriculum Committee proposed that all undergraduate students be required to take the design studio course. This was voted on and approved by the architecture faculty and implemented for the freshman class fall 2019.

AY2016-17: the design studio faculty recommended to the director and the SOA faculty that first-year undergraduate students receive teaching in digital media. For AY2017-18, ARC203: Digital Media was moved from the fall semester of the second-year to the spring semester of the first-year.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

In our program, the Curriculum and Advising Committee develops, reviews, and recommends educational policies, strategies, and procedures. Its membership is made up of the director, six faculty members representing each of our curricular topics, two student representatives, one professional member from the architectural community, and a representative from the Office of Student Services. Reporting to the Curriculum Committee are the area coordinators from design studio, history and theory, building technology, and professional practice. In addition, our AXP coordinator reports an agenda item to the Curriculum Committee and at School of Architecture faculty meetings. The Curriculum Committee reports its action and motions at the faculty meetings for review, discussion, and action, and any action requiring College or University approvals is forwarded to the appropriate bodies. The Curriculum Committee is also responsible for coordinating, compiling, and advancing recommendations for curricular development as they

pertain to the university-mandated program self-study and periodic review. The director and area coordinators in our program are responsible for advising the Curriculum Committee on proposed changes.

Actions from the School of Architecture Curriculum Committee are delivered to the College of Design Curriculum Committee, which is responsible for reviewing proposals to ensure they are successful as they move through the university process. The membership of the College of Design Curriculum Committee is made up of six members, one from each unit plus two at-large from the faculty and one from student affairs staff as an ex-officio member.

5.4 Human Resources and Human Resource Development

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

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

Program Response:

A faculty member's workload is defined by a combination of teaching, research and creative activities, and service. The University uses a distribution of effort (DOE) system to calculate the percentage of effort and set expectations to ensure an overall balance of their workload. Effective and fair distribution of the College's faculty workloads is based on clear and accurate agreed upon standards regarding responsibilities and expectations. Such standards are critical and are established to give appropriate weight to various work activities within the College for all faculty members. These standards are established in conformity with the University requirements and in relation to the standards of the other colleges within our Area Committee: Fine Arts and Arts and Humanities, and are part of our *Faculty Standards, Policies, and Procedures Relating to Distribution of Effort, Performance Review, and Promotion and Tenure.*

At the beginning of every school year the Director meets with each full-time faculty member to discuss their workload in relation to their teaching, research, and service activities. A DOE form is then created to reflect each faculty's workload percentages with detailed information on each category. The form is reviewed and signed by the faculty member, director, and dean. The director has authority to adjust loads to accommodate special requests or promote specific initiatives, so long as these accommodations align with the *Faculty Standards*. Annual Performance Reviews are based on the faculty member's DOE percentage allocation to teaching, research, and service and on a set of expectations for achievement in each of these three areas.

Typically, tenured and tenure-track faculty are allocated between 30-40% of their effort to research and creative scholarship. This enables them to share their contributions to the discipline with students in the classroom and in collaborative research projects. By dedicating a significant percentage of effort to research, tenured and tenure-track faculty have the capacity to produce

new creative scholarship and to stay informed on new technologies, disciplinary trends, or contemporary issues, which are critical to a successful school of architecture preparing students to be future practitioners. Among these faculty, 50-60% of their effort is put toward teaching, where they can apply their findings from research and insights from creative scholarship.

Click here for the School of Architecture Faculty Standards document
Click here for the University's Faculty Workload Policy Statement
Click here for more information on the effort planning system
Click here resume sheets for fulltime faculty who teach in the professional degree program

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

Program Response:

Associate Professor Bruce Swetnam is the Architect Licensing Advisor in our program. He is also our Building Technology and Professional Practice coordinator and our AXP faculty coordinator. Swetnam teaches ARC 642 Professional Internship where he frequently invites representatives from NCARB to the class. He also attends NCARB events on behalf of the School of Architecture. The director, Jeffrey Johnson, AIA, is a licensed architect and a member of the Kentucky Board of Architects, and he and his predecessor, David Biagi, have also attended regional NCARB meetings.

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

Program Response:

Professional development for faculty is one of the five topics that the Dean of the College of Design has prioritized for 2021-2022 and for inclusion in the next strategic plan. In the School of Architecture, we support professional development in several ways. Because we are a program that offers professional degrees, the University of Kentucky encourages creative scholarship among faculty, which can include professional work. Many of our faculty maintain active design practices, and several own their own firm. For promotion and tenure, faculty are asked to demonstrate how they have contributed to the advancement of the discipline, which can include design projects. Additionally, faculty are permitted, with approval, to dedicate up to one day a week on endeavors outside their university obligations so long as it does not interfere with them.

Faculty are supported in their professional development in other ways as well. Each year, funds are set aside in the general School of Architecture budget for tenure-track faculty to spend on research, professional development, and for travel to attend conferences to support their

promotion process. Additionally, all full-time faculty have a modest annual allocation of funds from the College of Design and School of Architecture budget that may be used for anything that supports their teaching, research, or professional development.

The public programming in the School of Architecture is another demonstration of our commitment to professional development. Most of our guest lectures qualify for AIA continuing education units for faculty and outside professional attendees. These events see widespread participation among local practitioners and contribute to the professional development of not only our faculty, but also the larger design community.

Moreover, faculty can use the Employer Education Benefit to take courses tuition-free across the university as a non-degree or degree-seeking endeavor.

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

Program Response:

The College of Design has two academic advisors from the Office of Student Services. They work with the Director and Associate Director to advise undergraduate students on progress towards a degree and assist by finding appropriate resources and tools for success. The Director of Graduate Studies advises the graduate students in the same manner. The academic advisors respond to alerts from faculty who report issues students may be having in the classroom. The Associate Dean for Students oversees the Office of Student Services and will intervene when problems arise by assisting with the appropriate course of action whether it is academic, financial, or mental well-being.

Students can receive career guidance by participating in our Practice Previews and Mentorship by Design programs. Practice Previews is a two-week externship program in the spring semester where students are matched with internationally renowned firms. The students experience work life in an award-winning practice, gain experience living in another city, and explore possible trajectories for their future through first-hand experience. Students are encouraged to participate over several years and gain greater understanding of their own professional goals. Some participants secure internships or full-time employment based on their experience. Mentorship by Design is a periodic networking and mentoring event for students, alumni, faculty, and staff that welcomes a different professional for each event to discuss their career path and work experiences. When identifying potential mentors for this program, we seek professionals with diverse backgrounds and identities.

The College of Design Career Fair provides students with the opportunity to meet prospective employers and to receive feedback on portfolios, resumes, and interview skills. Students are also encouraged to attend university-wide career fairs.

Our curriculum includes two required courses dedicated to professional practice. The first in the sequence, ARC 641, outlines the relevant processes for obtaining a license, and the second course, ARC 642, places students in professional settings where they observe and participate in

architectural practice. Beyond the required courses, we offer additional opportunities for professional development and career training in architecture and related fields.
ARC743 Advanced Professional Practice provides students with the opportunity to learn about real estate development, design-build, and entrepreneurship. Students in this course are tasked with designing their own business, including a business plan, short and long-term budgeting, and branding and identity.

The School of Architecture Advisory Board also provides advice and guidance on aspects of professional practice, such as employment trends and job opportunities for students. In 2020-2021, a subcommittee of the Advisory Board was formed to provide more direct involvement and to focus on the topic of professional engagement. This subcommittee met with select students to gain ideas on how to better engage with them and use their expertise and knowledge for professional opportunities and will continue to focus on professional engagement in 2021-2022. We also utilize the extensive resources that the University of Kentucky provides to support mental-wellbeing and wellness among our students.

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

We strive to reflect the diversity of our students in our faculty and staff, such that incoming students can see themselves represented and begin fulfilling their goals without the impediments of seeing only a few identities present. We also strive to reflect the representation of the diverse identities found in Kentucky, the United States, and beyond, to encourage our students to think broadly about where their careers might take them. Where we fall short of these ambitions, we engage our community and professional partners to help us broaden our scope of representation among our human resources in the School of Architecture.

The physical resources of the School of Architecture and the College of Design are intended to promote accessibility across a range of abilities. In each course, faculty are required to work with students who have a documented disability to ensure equal access to all course material. The Disability Resource Center at the University of Kentucky has staff that can help translate the course requirements to meet individual needs. These requirements are clearly outlined in the syllabus of every course. Beyond these required accommodations, the College of Design has recently made changes to its physical resources in order to be more inclusive to gender non-conforming and gender queer students, faculty, and staff. In Pence Hall, where much of the school's activities take place, four single-stall restrooms were converted to unisex, located in the most public areas of the building. And in the planning and design for the new building, we have implemented principles of universal design and other inclusive design features in the physical spaces.

Our program extends its commitment to social equity, diversity, and inclusion through the allocation of financial resources. Most directly, we have earmarked $6,000 in scholarships to be

awarded to students that identify as part of a minority group. We have also supported members of the NOMAS chapter to attend the annual NOMA meeting and have plans to continue to do so.

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

Program Response:

In 2015, the University of Kentucky established diversity and inclusion as one of its five strategic objectives. Similarly, the College of Design committed to "cultivate diversity and inclusion" as one of its five goals defined the strategic plan that was developed in 2016-2017. Among the related objectives are to develop a diversity plan, increase the diversity of faculty and staff, and increase the diversity of the student body. In the School of Architecture, we have made progress toward meeting these objectives, and have taken additional steps to promote accessibility in our program activities. Our short-term and mid-range goal is to have faculty representation that matches that of our students – approximately one-quarter of faculty identifying as non-white. Currently, we have one tenure-track faculty out of seventeen full-time faculty members (tenure-track, tenured, lecturers) that identifies as non-white. As a comparison, at the University 19% of full-time faculty and 15% of full-time employees identify as non-white. When new positions are available, we will advertise them across multiple national and international platforms, including NOMA, ACSA, Archinect, Inside Higher Ed, Insight into Diversity, Diverse Issues in Higher Education, Latinos in Higher Education, and HigherEdJobs. We are anticipating one new tenure-track position each year over the next two years, a new Director, as well as at least two, one-year full-time visiting positions.

In 2020, our advisory board formed a subcommittee on diversity, equity, and inclusion to assess current practices and make recommendations to the school. These issues were already among the five priority areas that the board had identified in 2017, and the subcommittee was formed in order to evaluate our progress. The DEI subcommittee met with student representatives and faculty during spring 2021 and will meet again with the School's DEI committee and students during fall 2021 to define and recommend three to five priority action items.

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

Program Response:

Increasing the diversity of the student body is one of the School's major objectives as part of our strategic plan. We have made progress toward meeting these objectives and have taken additional steps to recruit and support our students. The Director has set a goal to increase the student diversity by 20% each year, which would add about eight new minority-identifying students to the undergraduate program per year, and two new minority-identifying students per

year in the graduate program. Since the last accreditation, we have gradually increased the number of non-white students. In 2013-2014, 17% of our students identified as non-white. For the past two years, this figure has been 22% in the School of Architecture. (For reference, the University of Kentucky is 19% non-white and the non-white population of Commonwealth of Kentucky's is 13%.)

One primary goal was to increase our recruitment and outreach to underserved communities and to high school and middle school students who may not have had the opportunity to learn about architecture as a future career path. In 2021-2022, we will be partnering with AIA Kentucky on a pilot program that will offer architecture workshops to students at two elementary schools in Lexington, Kentucky. We are in the planning stages to identify middle schools or high schools in Lexington and Louisville to pilot similar programs. Lastly, we are currently working with the Paris, Kentucky Independent Schools on developing a high school course that could count towards college credit in the future. While we most likely will not have the advanced placement credit approved by spring 2022, we are planning to offer a high school course at a community design center in downtown Paris.

We also target our recruitment and outreach efforts at regional and national events. In addition to the University recruitment fairs and events, we annually participate in the NOMA Conference Expo, Philadelphia Architecture and Design College Fair, AIA Dallas Architecture and Design College Fair, Chicago Architecture + Design College Day, Boston Society for Architecture Architecture/Design Fair, and Cooper Hewitt Design Fair/Meet the Colleges.

To provide access to a wider range of potential students and future architects, a second objective is to provide more financial support. Part of this work includes awarding $60,000 in annual scholarships to students with financial need and demonstrated merit. Of this award amount, $6,000 is dedicated to students that identify as part of a minority group. These scholarships were created over the past five years. Our goal is to increase scholarships for incoming freshman, minority students, first generation students, and students with demonstrated financial need.

In 2020, our advisory board formed a subcommittee on diversity, equity, and inclusion to assess current practices and make recommendations to the school. These issues were already among the five priority areas that the board had identified in 2017, and the subcommittee was formed in order to evaluate our progress. The group met with several student groups, including NOMAS representatives, and invited several faculty participants to a series of meetings. Among the recommendations of the subcommittee was to establish a standing committee at the School to periodically discuss issues of diversity, equity, and inclusion. In spring 2021, we assembled a committee of four faculty members that began outlining the framework for how to accomplish our goals. In fall 2021, we intend to work with students, faculty, and staff to create short- and long-term goals with measurable criteria with concrete recommendations for how to achieve them.

Our third objective is to support our current minority students. We have initiated and supported a number of new programs. Architecture students founded our NOMAS chapter in 2019, and the School of Architecture funded the participation of two representatives in the NOMAS conference in New York City in 2019, and four participants for the NOMAS virtual conference in 2020 in San Francisco. Our commitment will extend to 2021 and beyond with the minimum pledge of $2,000 per year.

In response to an alumni advisory committee recommendation in 2017, we launched a series of Diversity/Inclusion Mentoring Sessions for our students to hear from architects with similar identities or backgrounds. Hosted in partnership with the University of Kentucky Center for Graduate and Professional Diversity Initiatives, the first of these sessions was in 2018 and was moderated by an appointed Student Success Specialist. The three invited alumni mentors shared their experiences as students and professionals with twelve participating undergraduate and graduate students. Following the session, the students had the opportunity to sit with the mentors over refreshments. Based on the success of this session, a college-wide session was conducted the following semester, which included a broader representation of professional design disciplines. In 2019, our program held a second Diversity/Inclusion Mentoring Session with four alumni mentors and eight students. As with the previous session, the alumni shared their experiences with the students and had an open conversation about any questions the students had. After both sessions, the alumni mentors shared their contact information and encouraged students to contact them, several of which have done so. A third session is planned for 2021.

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

Program Response:

The University has several key departments to ensure diversity, equity, and inclusion.
The Office of Institutional Equity and Equal Opportunity promotes an environment free of discrimination and inequity by upholding the University's commitment to equal opportunity for all members of the University community. This office upholds policies regarding equal employment opportunity, affirmative action, Title IX, and ADA compliance.

The University has recognized diversity, equity, and inclusion as a major priority, and the School of Architecture adheres to all policies put in place. Through the "Diversity, Equity and Inclusion Implementation Plan" the University seeks to "Enhance the diversity and inclusivity of our university community through recruitment and retention of an increasingly diverse population of faculty, administrators, staff and students, and by implementing initiatives that provide rich diversity-related experiences for all to help ensure their success in an interconnected world."
The University has numerous resources for students, faculty, and staff to provide support and build community on campus. The Office for Institutional Diversity centralizes information and provides assistance all members of the campus community.

Beginning in spring 2021 the Diversity, Equity, and Inclusion Committee was formed in the School of Architecture as an open committee of students, faculty, and staff to further our goal of enabling equitable access to the field of architecture. At their first meetings, faculty facilitated a discussion that sought to create a strategic plan that clarifies our goals and objectives relative to diversity, equity, and inclusion, and an accessible conduit for ongoing dialogue. Building on the recommendations that NOMAS brought to the dean of the College of Design in 2020, the committee has identified 5 areas of focus: representation, connection, opportunity, transparency, and accountability.

For the second year in a row, the Director has allocated School funding from the general budget to be put specifically towards diversity, equity, and inclusion efforts. These funds are used for events to educate and build community, scholarships, or any purpose that will advance the initiates the Diversity, Equity, and Inclusion Committee recommends, as well as those proposed by NOMAS.

Click here for the Office of Institutional Equity and Equal Opportunity
Click here for the Office of Institutional Diversity website
Click here for NOMAS recommendations brought to College Dean
Click here for DEI Committee's working document

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

Program Response:

The School of Architecture follows the University's policies and procedures for providing reasonable accommodation to qualified students, employees, and all those with disabilities participating in its programs and services. The Disability Resource Center in the Office for Student Success works with students to provide a variety of services for those who have a need for reasonable accommodations. For faculty and staff, the University has appointed an ADA Coordinator and Technical Compliance Officer to help facilitate accommodations.

Click here for the Disability Resource Center website
Click here for the Office of Institutional Equity and Equal Opportunity

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

All students of architecture enrolled in a design studio have a designated studio space and a cold desk for the semester. Studios are spread across three buildings (Pence Hall, Miller Hall, and Bowman Hall), all with twenty-four-hour keycard access. Of the twenty total architecture studios, all but three are in individual rooms with lockable doors. Three studios meet in a large open ground floor space that we typically dedicate to collaborative studios or studios of the same year. Individual studio spaces range in size between 500 square feet to 950 square feet, all with tall ceilings, good ventilation, and ample natural light. Enrollment in each studio is between 10 to 16 students. In addition to desks for all students, all studios have a large mobile monitor and wall space for pinups. Many of the studios have a shared meeting table, and depending on the pedagogy of the studio, some have additional equipment including 3D printers and foam cutters.

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

Program Response:

Pence Hall, the College's only building with sole use for design, has one lecture hall that holds 120 students. This space is used for lecture courses, School meetings, guest lectures, and events. Two rooms located on the second floor are used for seminar classes and can be reserved by faculty, students, and staff for other uses such as meetings and small events. The large hallways on three floors of Pence Hall and on two floors of Miller
Hall provide space for studio pinups and final reviews. The hallway on the second floor of Pence Hall also acts as a temporary exhibition space. A small café on the lower level of Pence
Hall provides space for students and faculty to meet and work.

The College of Design Digital Output Lab is located in the basement of Pence Hall. It is accessible to all College of Design students on weekdays from 10:00am to 12:00am and on Sunday from 8:00am to 12:00am. The lab offers a range of digital output technology, as well as access to electronic resources provided by the University of Kentucky. The equipment available in the computer lab includes:

- 3 large-format printers, HP XL3600 MFPs
- Black and White Laser Printer
- Color Laser Printer
- 2 FormLabs Form 3 3D Printers
- 5 FormLabs Form 2 3D Printers
- 11 Prusa MK3S+ 3D Printers
- 20 Flat Screen TV's on Carts (for checkout)
- 2 FormLabs Form 3 3D Printers
- 2 Wacom Tablets with 3D Graphic Computers

The College of Design Fabrication Lab, also located in the basement of Pence Hall, provides a safe, well-maintained environment in which both students and faculty can explore three-dimensional construction in most media. The laboratory maintains equipment to handle both large- and small-scale constructions. Below is a list of the digital technology equipment and some of the more traditional tools and machines for making. The prototyping portion of the shop includes the following equipment:

- 96"x 48"x 17" Precix 3axis CNC router
- 18"x 24"–60-watt Universal Laser
- 24"x 32"–120-watt Universal laser
- 3 X 16"x30" Boss LS1630 105-watt CO2 laser
- 24"x40" Boss HP2440 150-watt laser
- Fablight Tube and Sheet Metal Laser
- Uprint Plus 3d printer (abs)
- Dimension 1200es 3d printer (abs)
- 53"x100" Multicam Apex3r CnC Router

The woodworking and general use equipment in the shop consists of:

- Two table saws
- Panel saw
- Two chop saws
- Wood and metal lathes
- Jointer
- Scroll saw
- Mortiser
- Radial arm saw
- Stationary belt sander
- 3 drill presses
- 4 band saws
- 3 stationary disc/belt sander
- Two planers

The shop also has equipment for metalworking. These include:

- Manual roller
- Vertical band saw
- Large drill press
- Polishing wheel
- Shear
- Break
- Oxygen and acetylene torch set
- Hobart MIG welder 110 service (inter-shield)
- Melismatic 252 220 service MiG and somatic welder
- Hyperthermia PowerHA 45 plasma cutter
- Welding supports
- Grinders
- Abrasive chop saw

The blend of analog and digital fabrication tools mirrors the pedagogy of the School of Architecture, and encourages students to advance their understanding of architecture through interactive processes of making.

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

Program Response:

The School of Architecture is housed in three buildings: Pence Hall, Miller Hall, and Bowman Hall, with Pence Hall. Classrooms, studios, and faculty offices are located in all three buildings, with administrative offices, staff offices, and shared resources primarily located in Pence Hall. Faculty offices consist of both individual and shared spaces, with the majority being offices shared by two faculty. Faculty that focus their research and teaching on fabrication are supported by the Director of Design Technologies and a knowledgeable shop staff, who assist in a range of technological

matters. For faculty that research the history and theory of architecture, the library staff assist with accessing special collections, purchasing of new and rare books and publications, and reserving material for courses. Throughout our program, students are encouraged to meet with faculty during designated office hours, before or after class, or at other times to discuss both academic and professional topics. Faculty are required to include office hours on their syllabi. There are seminar and meetings rooms in each of the three buildings that can be used by faculty to meet together or with students, in groups or individually. The majority of these rooms, which are at times used for seminars or electives, have monitors and whiteboards.

Faculty and students are supported with additional resources, including two copy rooms, mailroom (part of a copy room), workspaces, conference rooms, and informal gathering space, all located in Pence Hall. Student advising takes place for undergraduate students in the Student Services suite in Pence Hall. This office of two advisors and one administrative assistant provides a place for students to talk in confidence with advisors without faculty or other staff nearby.

There are limitations of space and technical capabilities across our three buildings, and we look forward to a new building currently under renovation that will house all of the College of Design and include the Department of Landscape Architecture from the College of Agriculture, Food and Environment. Currently in the design phase, a former warehouse will be converted to 141,000 square feet classroom space, offices, an auditorium, fabrication lab, studio spaces, exhibition and pinup spaces, and a café. This building will provide much needed space for collaboration for students and faculty among all College programs.

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

Program Response:

Throughout our three buildings we have spaces to support all learning formats of our curriculum, including dedicated studio space with a desk for each student, seminar classrooms, a shop for fabrication, a computer and printing lab, and a lecture hall with enough seats to accommodate up to 120 people. All of our facilities are equipped with space for hands-on learning and technologies to support digital displays and presentations. While our curriculum does not offer any exclusively online or remote courses, we were able to adapt during the COVID-19 pandemic when the University of Kentucky opted to shift to emergency remote instruction in March 2020 and continue a remote or hybrid approach during most of the 2020-2021 academic year. The College of Design purchased cameras and microphones for staff and faculty, and faculty remained flexible with students who had limited access to internet, cameras, or microphones. Classes were conducted through Zoom, Canvas, or socially distanced in-person instruction. Throughout the pandemic, the University has provided ample tools and resources to support online instruction.

Click here for UK's E-Learning website

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

Program Response:

Our program pedagogy requires use of all of our physical resources. During periods of remote or hybrid instruction due to COVID-19, facilities, such as the fabrications lab and digital output lab, remained open with limited hours, which were scheduled by faculty for their students. The fabrication lab was utilized primarily for student output rather than first-hand application for students. In design studio courses every student had an assigned desk even if their class was meeting virtually. At any given time a studio's occupancy was not allowed to exceed 50%. All lecture courses that met in-person or in a hybrid format were scheduled in larger classrooms across campus where students could maintain 6ft social distancing. All School-wide meetings were held virtually.

5.7 Financial Resources

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

Program Response:

The UK College of Design maintains a centralized non-restricted (undesignated) budget of $5M funded by the University, and a $500K non-restricted (designated) budget derived from program fees assessed on all College majors. The College of Design undesignated budget supports all College payroll expenses, including those of 17 full-time, regular faculty and a number of full-time and part-time temporary faculty. Adjustments are made during an annual budget preparation cycle, taking into consideration funding increases required to cover faculty hiring in support of both course coverage requirements and the pedagogical composition of School of Architecture faculty.

The School of Architecture receives a pro-rata share of the College designated revenue budget, allocated proportionally with its share of total College enrollment, to comprise its operating budget. Operating funds are budgeted to support the direct expenses incurred in providing a design education that includes digital fabrication and output, community and industry engagement, and domestic and international travel.

Based on a rolling 3-year average, the School of Architecture undergraduate and graduate enrollment comprises 63% of College enrollment while its direct expenses (payroll and operating) are supported with 40% of total budgeted College funds (non-restricted). In addition to direct funding provided to the School of Architecture, the department also benefits from funding allocated to supporting units. Funds budgeted by the Office of Academic and Student Affairs provide recruitment, advising, and careers services and resources to College of Design students. Ongoing support is also granted to College fabrication facility operations, guaranteeing availability of resources required for the digital and physical output required by the pedagogy in our program. This method of non-restricted budget allocation and holistic approach to funding the School of Architecture will continue into the next accreditation period.

In addition to non-restricted funds, the School of Architecture benefits from 23 individual endowments directed specifically to architecture student scholarships and endowed professorships. With a combined contributed value of $1.92M and a combined market value of $2.16M as of December 31, 2020, these endowments are projected to provide an estimated $79K in spending distribution for the College in FY21. Of the $79K, $25K is made annually available to

students as scholarships, awarded on the basis of merit and financial need. Despite recent market volatility due to the COVID-19 pandemic, spending distributions remain on par with previous years and are projected to maintain these levels into the future.

University and College of Design Philanthropy continues to engage the architecture community, including University of Kentucky alumni, with opportunities for meaningful gifts to the program, both terminal and endowed.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The University of Kentucky College of Design Library, located on the second floor of Pence Hall, provides library support for all Schools and Departments in the College of Design. The collection includes 41,651 bound volumes and 40 serial titles. The College of Design library does not support an AV collection, although images are available through a library system subscription to Artstor. Through the University of Kentucky Library System, students have access to a total collection of 5,144,730 print and e-volumes, 88,531 print serial titles, and 224,423 e-serial titles. Expanded access is offered to all students and faculty through a free Interlibrary Loan service. The monograph allocation for the College of Design Library in 2020-2021 is $27,657; our serials expenditure will be approximately $15,231. In 2021-2022, we will see a 15% cut in our serials budget and an approximately $1,800 decrease in our monograph budget.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Service is provided by a full-time librarian, one full-time library technician, and a team of student assistants. The librarian and the technician select the materials for the collection, and a high priority is given to faculty, staff, and student requests. The librarian and library technician provide both class and individual library instruction. Instructional sessions are geared toward more advanced seminars, although introductory sessions are frequently offered to beginning students. Each instructional session focuses on the seminar topic and includes a demonstration of specialized databases within and outside architecture. There are also specially developed handouts for the topic. The Design Library maintains a web page and has an on-line research guide specifically designed for architecture. Librarians are also available for individual consultations. Plans to integrate the library with the Fine Arts library will be implemented within the next one to two years. Access to the collection will not be as convenient, especially for the students, and it is unclear if we will have the same dedicated staff.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

This information is available on our College of Design website from the School of Architecture page on the "accreditation" tab.
Click here for link to College of Design website for the School of Architecture information

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

This information is also available on our College of Design website from the School of Architecture page on the "accreditation" tab.
Click here for link to College of Design website for the School of Architecture information

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Students receive career counseling from advisors, the Associate Dean for Students, and the Director/Director for Graduate Studies. They may take part in our Practice Preview Program, mentorship program with professionals, and graduate students have required internships. Students may also sign up through our website to access job postings.

Click here for College of Design job board

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

This information is also available on our College of Design website from the School of Architecture page on the "accreditation" tab.
Click here for link to College of Design website for the School of Architecture information

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

Application instructions and scholarship information for all students including first-time, first-year, and transfer students can be found on our website:
Click here for link to apply to School of Architecture professional degree program

Demographics are not part of the School's application selection process and are not considered when making admission decisions. Though we strive to increase diversity in our student body, diversity goals do not affect admission procedures. There is a question regarding ethnicity on the undergraduate application but the Admissions Committee is not allowed to see the answer to that question. The Admissions Committee does see the question on the graduate application from Apply Yourself. Race and ethnicity do not factor in the decisions.

All applicants are eligible for scholarships when submitted by the earliest deadline. Additionally, financial aid information is communicated to students by our Student Services office and directly by the University's Student Financial Aid Office.
Click here for College of Design Student Services information
Click here for link to UK Student Financial Aid Office

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Every student is assigned a financial aid counselor, and this information is communicated to them directly from the University. Students also receive information from our College's Student Services office, and their webpage offers many links to resources.

Click here for link to UK Student Financial Aid Office
Click here for College of Design Student Services

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

The University is responsible for providing tuition and fees information and makes it publicly available through the Registrar's Office.
Click here for UK Registrar's Office for information regarding tuition and fees

The University Registrar's Office provides a list on their website of course fees and program fees for every College. We charge one program fee to every student per semester.
Click here for list of program and course fees