

National Architectural Accrediting Board, Inc.

August 5, 2013

Dr. Eli Capilouto, President  
Office of the President  
101 Main Building  
University of Kentucky  
Lexington, KY 40506-0032

Dear President Capilouto:

At the July 2013 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the University of Kentucky, College of Design.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2013. The program is scheduled for its next accreditation visit in 2021.

Continuing accreditation is subject to two reporting requirements.

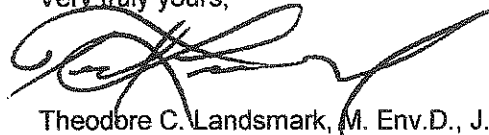
First, all program must submit Annual Statistical Reports (see Section 10, of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*). This report captures statistical information on the institution and the program.

Second, any program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11, of *The 2012 NAAB Procedures*. The next statistical report is due November 30, 2013; the first interim progress report is due November 2015. Please see (Sections 10 and 11 of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*).

Finally, under the terms of the *2012 Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,



Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon.), Ph.D.  
President

cc: David Biagi, Director ✓  
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**University of Kentucky  
College of Design, School of Architecture**

## **Visiting Team Report**

**M. Arch. (Pre-professional degree + 57 graduate credit hours)**

The National Architectural Accrediting Board  
6 February 2013

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	1
2. Conditions Not Met	2
3. Causes of Concern	2
4. Progress Since the Previous Site Visit	3
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	7
2. Educational Outcomes and Curriculum	21
III. Appendices:	
1. Program Information	34
2. Conditions Met with Distinction	35
3. Visiting Team	36
IV. Report Signatures	37
V. Confidential Recommendation and Signatures	38

I. **Summary of Team Findings**

1. **Team Comments & Visit Summary**

The School of Architecture at UK occupies a singular leadership role as the only accredited school of architecture in the Commonwealth. The work it does, the issues it explores, the problems it solves, and the initiatives it takes reflect a proud history, frame the issues of the day, and foreshadow the quality and influence of future architects and architecture throughout the Commonwealth and beyond. During the team visit, we found the stream of communication to be insightful and motivating, positive and unified. Clearly everyone cares about the traditions of the school and is excited about its future.

As the team observed the many-faceted outcomes of a transformed program successfully transitioning from a five-year Bachelor of Architecture program during the previous NAAB visit to the four-plus-two Master of Architecture program today, we found an energy within the program that suggests this transition has launched the program into a new era of relevance and importance to the university, the city of Lexington, and, indeed, the entire Commonwealth. An entrepreneurial spirit is gathering momentum as it makes real-world change in the lives of people, businesses, and communities through such initiatives as the River City project, the Houseboat to Energy Efficient Residences (HBEER) project, and the Town Branch Commons. There is recognition that the revised program offers new opportunities to attract and retain quality students and faculty. The school and its work are making a difference. It is seizing important opportunities to show the value of design and what it can add—economically, ethically, sustainably, and culturally.

The team room was organized to reflect the work of every course that contributes to the overall architecture program at UK. This was an important part of finding evidence of compliance with the Conditions and Procedures required for accreditation. But as important as the team room is, the interaction with key stakeholders in the program—administrators at all levels of the university, faculty, alumni, and of course the students—is also important and provided the team with the following insights:

**University Administration**

The School of Architecture has support at the highest level of the university administration. President Capilouto and Provost Tracy are proud to highlight the school's service to students and to the Commonwealth. Though not the largest school on campus, it is producing results far beyond its size. The university administration understands the importance and value of a vibrant architecture program. This recognition has been validating within the School of Architecture.

**College and School Administration**

The administration at the college and school, led by Dean Speaks and Director Biagi, is committed to the success of the students and has worked hard during tough economic years to minimize the negative impact to students.

**Faculty and Staff**

The faculty and staff are a diverse group that is supportive of each other and of the students they serve. With a balance of teaching and research responsibilities, faculty are motivated to discover and share, supported and encouraged by the university.

**Alumni**

There is pride and support for the program by the alumni. That is manifested by their presence as mentors for students, as employers of graduates, and as

fundere of scholarships and grants. The relationship between the school and alumni continues to grow stronger.

### **Students**

The students form a tight community that supports one another and is very proud of their university and program. The high level of retention is testimony to the close relationship between students and among students, faculty, and staff. The students are bright, confident, and enthusiastic. They exhibit leadership skills and appear prepared to successfully enter the profession.

As the team engaged the work represented in the team room, we observed some solid projects and noted particular strength in the areas of investigative skills and the use of precedents in projects. However, we also noted that the work representing Comprehensive Design did not reflect the full intent of this student performance criterion and therefore was noted as "not met." Causes of concern are listed below.

Building on the strengths of a transformed program, and leveraging the power of interdisciplinary collaboration, the UK Master of Architecture program can build a deeper foundation upon which to build tomorrow's legacy.

## **2. Conditions Not Met**

B.6 Comprehensive Design

### **3. Causes of Concern**

#### **A. Lack of Broad Evidence**

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 was 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.

#### **B. Interdisciplinary Collaboration**

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.

#### **C. Evidence of Integrated Learning**

While course work incorporates the required elements to satisfy most student performance criteria, students appear to learn those elements in isolation during one or two-week segments. The evidence of student work demonstrating the integration of this knowledge to more comprehensive project applications is inconsistent and varies significantly.

#### 4. Progress Since the Previous Site Visit (2007)

**2004 Condition 8, Physical Resources:** *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

**Previous Team Report (2007):** It is apparent that this has been the most visible and most discussed component of the *NAAB Conditions* that continues to impact students and faculty.

Since the last NAAB visit, the building facilities have continued to be renovated and improved on a small-scale, as-needed basis, relying on in-school design competitions to enhance the building while making Pence Hall a more acceptable facility. In a nutshell, having the architecture program scattered across three or more buildings is creating a series of challenges to the pedagogy, collegiality, and sense of community and culture in the School of Architecture.

While some of the existing facilities are spatially adequate to meet the academic needs at this time, by no means are they the best solution one could expect to find in a university setting. For example, the woodshop occupies a large section of the basement and presents some challenges. As students and course work increase, demand of the woodshop and more sophisticated wood-working tools are added to the inventory, it is observed that the residual/open space is becoming increasingly cramped and probably unsafe. There is need for additional air ventilation to ensure that students using paints and/or wood stains, while working on their required course projects, are not impacting the air quality in the shop as a whole. In addition, there is a need for additional staff in order to better manage the woodshop during peak times.

The lack of connectivity between the three buildings that the school occupies (four buildings if you include the whole College of Design) ultimately creates an environment in which the design culture is being affected. Faculty and students in the outlying facilities (away from Pence Hall) need access to critical media equipment and other resources that are centrally located in Pence Hall—this impacts the continuity within the teaching of a studio. Students are in need of access to additional computer hardware in order to work as teams within studio time. They are also in need of the required software that is essential for completing their work.

In addition, the lack of private office spaces for faculty makes it difficult for confidential sessions with students as well as privacy to work. A designated communal gallery/gathering space is needed within the School of Architecture for faculty and students to gather to form a cohesive and integrated culture of collaboration.

The proposed renovation and/or addition as presented in the *APR* is a significant step forward at this time and will be of great assistance to the program. As the program embarks on its current academic evolution and with the potential growth of the college, a new facility may be in order within the next decade.

#### **2010 Focused Evaluation Team Assessment:**

The 2007 VTR cited the following deficiencies in meeting Condition 8:

*The college remains inadequate in terms of faculty office space, instructional and pin-up areas, and technology implementation. Up-to date technology is critical, from a competitive standpoint, as many benchmark institutions are 100 percent computerized. The program spaces, split between three buildings, compromise the program and inhibit a culture of collaboration. Although important strides have been made in correcting some of the deficiencies noted in the last VTR, the gravity of the facility deficiencies remains a problem.*

*Please refer to new condition 8 for the 2007 NAAB visiting team comments and also see response to 2001 causes for concern for additional comments on physical resources.*

*This criterion is still not met.*

In addition the 2007 VTR cites from the 2001 VTR a Cause of Concern being:  
*The physical facilities remain substandard.*

And the response in 2007 to this concern to be:  
*The 2007 visiting team found that some of the issues described by the 2001 visiting team have been addressed. The building situation is still seen as a major issue among the faculty and students. The program has made some improvements to resolve its facility issues.*

In response to the 2007 term of accreditation, which included a focused evaluation on physical resources, the University of Kentucky in partnership with the College of Design funded a two-phase evaluation of the College of Design's physical resources. Phase I was a 113-page report, which outlined the current physical resources, analyzed the college's future space needs, and then developed three schematic options. In Phase II a master plan was created based on the schematic design scheme that was considered most viable.

The president and provost have both signed a "Memorandum of Understanding" supporting the results of the two reports. That said, as part of the overall process, the University of Kentucky is required to submit all facility requests in the form of a six-year plan to the state's Council on Post-Secondary Education. This plan lists all capital projects in order of priority and cost. The current approved 2010–2016 plan lists the College of Design as 32nd out of 162 projects with an approved cost of \$35 million. Currently, the project is unfunded by the state but has approval if funding from other sources becomes available.

On a more immediate scale, since 2007 the program has created a faculty lounge adjacent to the copy room and main offices, as well as an additional conference room in the Student Services Office to ensure private student consultations or meetings.

The woodshop seems to be better supervised. A new oversight office was built with the ability to lock up shop tools. In addition the role of student employees was lessened, and the electrical and air handling systems have been upgraded. More complex pieces of equipment for the benefit of the students have been added to the shop area.

Since the 2007 visit, the computer lab has been completely updated with new machines and software. Both labs have the same printing and software capabilities.

As evidenced in the Focus Evaluation Report, it seems that the 2007 VTR was taken quite seriously and productively. It also appears that the college and the university better understand the role of the School of Architecture in the context of the greater whole of the university.

Because of the ranking of this capital project (32 out of 162) in the state's Council of Post-Secondary Education, the focused evaluation team hopes that the College of Design will partner with the state to raise the funds necessary for this project, ensuring the continued progress of their physical resources.

**2013 Visiting Team Assessment:** Following the 2010 Focused Visit to the program regarding physical facilities, NAAB sent the following letter to the University of Kentucky on October 22, 2010:



"After reviewing the *Focused Evaluation Program Report* submitted by the University of Kentucky College of Architecture as part of the focused evaluation of its Master of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory."

During the 2013 visit, the team found existing buildings to contain sufficient space and that key areas had recently been renovated, namely the shop area (which was expanded and received new equipment) and computer facilities. Combined with identified future plans for expansion and further improvement, the team found that this condition continues to be in line with the 2010 approval statement and is met.

**2004 Criterion 13.9, Non-Western Traditions:** Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

**Previous Team Report (2007):** This criterion is not met at the level of understanding.

**2013 Visiting Team Assessment:** The team found this SPC now to be met at the level of understanding in ARC 111-Introduction to History and Theory and ARC 315-History and Theory IV: World Architecture & Urbanism, including Eastern and Western cultures and traditions.

**2004 Criterion 13.13, Human Diversity:** Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

**Previous Team Report (2007):** The team found no evidence that a level of understanding for this criterion has been reached.

**2013 Visiting Team Assessment:** The redirection of course work to address human (cultural) diversity following the last Visiting Team Report has now been met at the level of understanding in ARC 315-History and Theory IV: World Architecture & Urbanism.

**2004 Criterion 13.14, Accessibility:** Ability to *design both site and building to accommodate individuals with varying physical abilities*

**Previous Team Report (2007):** While the team was able to substantiate throughout the program that students were able to understand some aspects of designing for the physically challenged in portions of their projects, we were unable to find consistent evidence of the students' ability to integrate current accessibility guidelines and performance criteria into the design of buildings and site.

**2013 Visiting Team Assessment:** Students demonstrated the level of ability in satisfaction of this criterion in the specific exercises and exams as part of ARC 631-Building Systems Integration. Evidence was also found in ARC 354-Studio IV and ARC 750-Comprehensive Studio that students have the ability to design facilities to provide accessibility within the structure for physical disabilities, such as wheelchair accessibility in bathrooms and accessible paths through buildings.

**2004 Criterion 13.16, Program Preparation:** Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

**Previous Team Report (2007):** An ability to provide a written inventory of space and equipment needs in support of the design layout did not appear to be adequately addressed in the studio course work. There was some program information in the vertical studio, but it did not appear to be consistent within all of the work. Some preliminary programs were provided by the instructors as a part of the project description, but very few were expanded by the student into an assessment of the user needs and the equipment requirements. There were appropriate precedents and analysis of site conditions, but very little indication and understanding of the implication of relevant laws within the context of the problem solution. Listening to several presentations of projects, using an existing building structure, indicated no specific programmatic information had been established prior to the pre-design stage. An emphasis on the preparation of a comprehensive program should begin in the earlier studio work and continue throughout all studio courses, was not present.

**2013 Visiting Team Assessment:** Evidence to satisfy this criterion at the level of ability was found in ARC 354-Studio IV, and the criterion is, therefore, met.

**2004 Criterion 13.25, Construction Cost Control:** Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

**Previous Team Report (2007):** While it was apparent that some exposure to construction costs, cost estimating and life cycle cost were presented to the students through the course work (ARC 231, ARC 631, ARC 641 and ARC 750), the team was unable to quantify the students' understanding of these issues in their solutions. There was evidence that the students had participated in construction estimating for several of their design-build and comprehensive studios, but the team found little or no concrete evidence regarding life-cycle cost issues as part of their process. This left the team with the impression that this criterion needs further attention if it is going to meet the level of understanding.

**2013 Visiting Team Assessment:** Evidence of sufficient student understanding of financial considerations to meet this criterion was found in ARC 641-Introduction to Professional Practice.

## II. Compliance with the Conditions for Accreditation

### Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### Part One (I): Section 1. Identity and Self-Assessment

***1.1.1 History and Mission:*** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

*The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.*

*Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.*

#### **[X] The program has fulfilled this requirement for narrative and evidence**

**2013 Team Assessment:** As a public, land grant university, the University of Kentucky has stated its vision to be one of the nation's 20 best public research universities. In 1960 the university established the Department of Architecture in the College of Engineering. The School of Architecture was established in 1965, becoming the College of Architecture in 1967. As a result of restructuring within the university, the College of Design was established in 2003; it includes the School of Architecture, School of Interior Design, and the Department of Historic Preservation.

In 2007 the School of Architecture completed a nomenclature change from a 5-year Bachelor of Architecture program to a four-plus-two Master of Architecture program. With an increased balance of design research and emphasis on the economic and societal value of architecture and design, the School of Architecture has achieved rising visibility within the university and within the Commonwealth of Kentucky.

A very detailed history and mission of the program and its relationship to the university was provided in the APR to satisfy this condition.

#### ***1.1.2 Learning Culture and Social Equity:***

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

**[X] The program has demonstrated that it provides a positive and respectful learning environment.**

**[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

**2013 Team Assessment:** From our visit, it is clear to the team that the program provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among all the academic community: administration, faculty, students, and staff. During our meetings with all stakeholders, it was clear that the administration is supportive of both faculty and students. Faculty members support each other and are committed to their support of each student. Students support each other and understand the dedication of the faculty, staff, and administration toward the success of each student. When asked, students confidently stated that this support and encouragement will guide their professional conduct throughout their careers.

All the evidence called for in the Conditions for Accreditation under this section has been found either in the APR, the team room, or through meetings with the members of the academic community.

The school, the college, and the university have been working very hard to maintain or increase the diversity of the faculty, staff, and student body, including socioeconomic diversity within the Commonwealth and the region. Since the last visit, ten new faculty members have been hired. Four are women, two of whom are Asian American. A summer camp program, Career Discovery, has been developed that encourages minorities in high school to consider the discipline of architecture as a major. Scholarships are provided to cover the cost of the camp.

***1.1.3 Response to the Five Perspectives:*** Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program is responsive to this perspective.**

**2013 Team Assessment:** The University of Kentucky is the flagship educational institution for the Commonwealth of Kentucky. The university has been recognized as a Carnegie I Research Institution, and its academic program is composed of a wide range of graduate and

<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

undergraduate programs in the arts, sciences, humanities, professional disciplines, and philosophy. Since its founding in 1960, the architecture program has served as the location for Kentucky's only professional degree program in architecture.

The School of Architecture is within the College of Design, which is one of 16 academic colleges at the university. It has its own administrative structure and budget and is entirely responsible for faculty appointments, program and curricular development, academic standards, and admissions criteria. The college's Rules and Procedures clearly define the relationship between the college and the school.

The current architecture program of study is a four-plus-two Master of Architecture. In addition to the architecture pre-professional and professional requirements for this program, requirements include elective courses that are not limited to offerings in the School, but extend to a wide range of courses in the College and the University. Each student takes an average of 50 plus credits of general education (non-architecture) coursework. The new curriculum has broadened the opportunities for faculty and students to participate in interdisciplinary graduate studies and research and for students to pursue minors. It has also established an arena in which both faculty and students can be engaged in scholarship and community engagement studies.

The faculty within the school represents a wide diversity in terms of their background, gender, educational experience, professional expertise, interests, and age. Through the University Governing Regulations and Administrative Regulations, as well as the Rules and Procedures of the college, policies that ensure academic freedom, along with continuity and stability of academic policies, are in place. Faculty and students serve in governance roles in the university and the school.

The school has targeted research activities on the theme of Design + Energy. This has facilitated engagement with numerous centers, departments, and colleges across the campus in a variety of specific programs. For example: Solar Decathlon 2009 and 2013, Center for Applied Energy Resources, colleges of Business, Engineering, and Education.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

**[X] The program is responsive to this perspective.**

**2013 Team Assessment:** Evidence for this criterion can be recognized throughout the culture of the school and through its policies. Students have emphasized in various ways how they value their education; through relationships with faculty, specific courses, and the entirety of their education. Besides recognizing the criteria in personal responses from students, the evidence can be found more specifically in the following courses: ARC 111-Intro to Arch History & Theory, ARC 315-History & Theory: World Architecture and Urbanism, ARC 659-Studio IX, ARC 641-Professional Practice, ARC 642-Professional Internship, and throughout the sequence of studio courses.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**[X] The program is responsive to this perspective.**

**2013 Team Assessment:** The college has a very active IDP educator coordinator, who introduces the students to IDP in the first year. This information is repeated in the second year, at which point students are strongly encouraged to enroll in the program. Students are introduced to licensure requirements in the professional practice class, and they understand what is required to obtain a license to practice. A majority of students plan to remain in Kentucky and obtain a license in this state. Students who plan to go out of state indicated that they were aware of the specific licensure requirements for the state of their intended destination. Students are well aware of IDP. ARC 642-Professional Internship is a required course, and successful completion of the course results in enrollment for IDP. A large percentage had signed up for the program, and some had even earned IDP credits.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

**2013 Team Assessment:** The team found that the University of Kentucky Master of Architecture program has met this condition through core and elective courses and assistantships, as well as a growing relationship between students and practitioners via research work, internships, involvement in community-based design, and involvement in professional events and activities such as mentoring.

As the only accredited architecture degree program in the Commonwealth, the majority of architects in Kentucky are graduates of the program. In addition, the Kentucky Society of Architects endows a professorship at the School of Architecture.

In conversation with students and alumni during the site visit, the team found evidence of a commitment to design that is relevant to the Commonwealth and to design-based solutions that respond to local, regional, and global challenges. It is common for local practitioners to participate in student critiques, and the school's commitment to broadening and strengthening its connections to professional, social, and political networks in Lexington and beyond is having a positive impact overall in raising awareness of the profession.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

**2013 Team Assessment:** As a land-grant institution, outreach to the citizens of Kentucky has been a hallmark of the University of Kentucky since its founding in 1865. Both the university and the School of Architecture's current strategic plans emphasize and continue this focus. Students

are introduced in early design studios to "real life" project scenarios in local communities where interaction with clients takes place. In later studios, specifically the HBEER project, the River Cities project, and the Paducah project, all students are engaged with the local business community, politicians, and other stakeholders where studio solutions are reviewed. In the case of HBEER, student projects were developed by local architects and built, aiding an economically depressed industry.

Recent efforts by the university in its quest to become a top-20 research institution have provided the School of Architecture the opportunity to increase time available for faculty research. This focus and the increased number of faculty positions added in the last four years has given the school impetus to address the important issues of energy and economic development for the citizens of the Commonwealth. The school has targeted research activities on the theme of Design + Energy. This has facilitated engagement with numerous centers, departments, and colleges across the campus in a variety of specific programs, including, for example, Solar Decathlon 2009 and 2013, Center for Applied Energy Resources, and the colleges of Business, Engineering, and Education.

Through the efforts of Dr. Michael Speaks, dean of the College of Design, the School of Architecture has elevated the value of design in the reenvisioning of downtown Lexington, Kentucky. In concert with the mayor and the Downtown Development Corporation, the School of Architecture has attracted renowned global firms to the campus as speakers and to participate in the downtown design efforts. Students are exposed to this effort, and some studio projects are built around these actual projects.

***1.1.4 Long-Range Planning:*** *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2013 Team Assessment:** Both hard copy and online information addressing long-range planning was provided. The School of Architecture's long-range planning goals and objectives align with those of the university. Continuous and directed review of data is taking place in the School of Architecture's planning efforts.

***1.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2013 Team Assessment:** The School of Architecture's Rules and Procedures outline the areas of responsibility for self-assessment. Faculty, students, staff members, and outside professionals participate in the assessment process.

Specific responsibility for assessment within the school falls to the Curriculum Committee. The primary responsibility of the committee is to report its assessment of the overall curriculum and individual courses to the school's faculty and director. To assist the committee, area coordinators have been established for Studio, History & Theory, Technology, and Professional Practice; coordinators report directly to the Curriculum Committee. The coordinators lead the faculty in these specific areas, to complete the Course Assessment document. The topics covered in this document are General Assessment Events, General Assessment Summary and General Assessment. The results of each Course Assessment document form the basis of a yearly Improvement Action Plan (IAP). The plan includes an executive summary, methods and analysis, benchmarking, and result and action plan—findings and recommendations.

Student course evaluations are conducted each semester using forms developed specifically for the architecture academic unit. The evaluations are reviewed for multiple purposes, including: course value, teaching value, and faculty improvement.

In conjunction with the college, the school participates in the College of Design (CoD) Strategic Plan, Implementation Project, 2009–2014, which is a yearly review and scoring of the CoD objectives in relationship to the university's strategic plan. Each item is scored for its continued value to the program, specific outcomes, and action to be implemented. A summary is reported to the faculty and the university Office of Assessment.

The CoD associate dean for administration (ADA) is responsible for implementing the IAP. Its purpose is to improve student learning using targeted goals and measurable results. The IAP involves a brief Reflection Report, which reviews the IAP process after it is completed and articulates the plan's strengths and weaknesses.

In architecture, the learning outcomes are defined by the NAAB Conditions for Accreditation. Because they are comprehensive, the improvement plan for architecture was developed to ensure a comprehensive review by faculty of student work samples (evidence) using student work displayed at the design review. The ADA and the architecture program director organize review student work and facilitate communication between studio year coordinators and the building technology and history/theory faculty for the purpose of assessment and improvement plans. The ADA enters the college assessment reports into the university database and assists program directors in improvement projects targeted to specific student learning outcomes as needed. The CoD is 100% compliant for Improvement Action Plans and Reflection Reports for the past three years: 09/10, 10/11, and 11/12.

The university conducts an external review of each college every six years. Four University of Kentucky faculty members outside the college, two outside members from peer institutions, and one college representative conduct the review. The most recent report was the College of Design 2010 External Review Report. The committee reported on fifteen recommendations. The college completed a Program Review Implementation Plan in October 2011.



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**PART ONE (I): SECTION 2 – RESOURCES**

**I.2.1 Human Resources & Human Resource Development:**

▪ *Faculty & Staff:*

- *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies that may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

**[X] Human Resources (Faculty & Staff) are adequate for the program**

**2013 Team Assessment:** The School of Architecture has appropriate human resources to support student learning and achievement. This includes administrative leadership, full- and part-time instructional faculty, and technical and administrative support. The School of Architecture is the largest unit within the College of Design, which is one of the smallest colleges at the university. The relationship between the school and the college is deeply intertwined. The successful working relationship allows for effective administration and fair allocation of faculty and student support. Administrative functions and support staff are shared to efficiently operate a school within a small college.

The School of Architecture adheres to established university policies for Equal Employment Opportunity/Affirmative Action initiatives. Under the new master's program, faculty workloads have been revised to an average of approximately 50% teaching, 45% research and scholarship, and 5% service. The majority of the faculty has expressed support for this change. The university and the college have allocated funding to support professional development, and offered generous start-up packages to incoming faculty.

Procedures for tenure and promotion are according to the university policies. The new master's program and redistribution of the faculty responsibilities (teaching, research, and service) have produced a climate in which faculty members have the potential to be tenured and promoted. Priority has been given, even in tough financial times, to providing resources to support human resource development.

Mark O'Bryan, the associate dean for administration, is the IDP coordinator. He has participated in the NCARB training conferences for the past three years.

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

The 2012 APR includes: a matrix of faculty assignments, a résumé for each faculty member, a list of visiting lecturers and critics, and exhibitions brought to the school since the last visit.

- **Students:**
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

**[X] Human Resources (Students) are adequate for the program**

**2013 Team Assessment:** Students have two entry points into the school and one entry point to the accredited degree program. Students must apply to the University of Kentucky and then apply to the School of Architecture. The college's Office of Student Affairs administers the application process with the charge assigned to the Admissions and Scholarship Committee. The committee recommends students for each of the two entry points and scores and ranks each application individually. The director then reviews the recommendations and reviews all applications not accepted to ensure equity. Undergraduate students accepted into the Kentucky's Governors School for the Arts or National Merit Scholars, upon completion of the required applications, are automatically accepted into the four-year program.

Graduate students first apply to the University of Kentucky Graduate School and then to the School of Architecture. The committee then reviews all applications and identifies a class to be admitted. The director of graduate studies (DGS) works with the Office of Student Affairs to review applications from students with degrees from other institutions. These reviews consist of comparing the course work at the first institution to the requirements of the school's degree. A path to graduation is created that ensures all SPCs will be addressed before graduation. This path is used for students who are transferring from a preprofessional degree from another NAAB-accredited program. Students are not accepted into the accredited professional degree program without a preprofessional degree from a NAAB-accredited or Canberra Accord program. Students from the University of Kentucky's Bachelor of Arts in Architecture program who have achieved a 3.0 GPA are, upon completion of the applications required, automatically accepted.

All advising is handled by professionally trained advisors from the Office of Student Affairs. They work with the director and associate director to advise undergraduate and graduate students on progress toward a degree in a timely and accurate manner.

Students have the opportunity to participate in summer study abroad trips and take field trips as part of classwork. Student organizations, including AIAS and Tau Sigma Delta, are available for student participation. Students also have opportunities to engage in research and scholarship through grants and working on faculty-led research. Resources are also made available to support travel to national and regional meetings of student organizations.

**1.2.2 Administrative Structure & Governance:**

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**[X] Administrative Structure is adequate for the program**

**2013 Team Assessment:** This is met based on evidence of administrative structure, position descriptions, and description of committees that were found in the Architectural Program Report and online resources.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

**[X] Governance opportunities are adequate for the program**

**2013 Team Assessment:** The program has a long history of bottom-up governance. It is evident that there are multiple opportunities for students, faculty, and staff to participate in governance at all levels. This condition is met.

**1.2.3 Physical Resources:** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are adequate for the program**

**2013 Team Assessment:** Based on a review of the information provided in the APR relative to the facilities, the results of the 2010 Focused NAAB visit related to facilities (supported by NAAB's letter stating adequacy of the facilities to meet this condition), as well as a tour by the team in Pence Hall and Miller Hall, the physical resources are considered adequate for the program.

The team found evidence of the modest renovations that have been made to the buildings recently – notably the renovation of the lowest level of Pence Hall to make room for new equipment to support model-making and fabrication of components for student design work. The team also saw evidence of master planning and conceptual programming identifying the location for a future addition to Pence Hall. During the team's meeting with the president and provost, the team received an explanation of the difficult process for obtaining legislative approval and implementing capital improvement projects. Both the president and the provost strongly support the college and recognize the need for improved facilities.

The team found overall adequate space for individual and collaborative work within Pence and Miller Halls; however, we noted that the separation of these buildings, and therefore the separation of functions of the School of Architecture, presents challenges to the overall connectivity of the program and its stakeholders. The ability for all levels of the program to interact on a formal or informal basis is reduced, as is access to common resources, such as shop facilities, media equipment, library facilities, and support services.

**1.2.4 Financial Resources:** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are adequate for the program**

**2013 Team Assessment:** Financial resources are centralized at the college level. Fee income provides support for unit operating budgets as well as services that are shared at the college level, such as studio technology, the digital fabrication lab, and college lectures and events. Roughly 70%

of the college's non-salary, base state allocation budget is supported by student fees.

The Architecture School director has autonomy over the budget allocation, consisting of faculty salaries for the unit and an increment for other operating expenses. The director may petition the dean for additional funds at any time during the fiscal year.

Like other state universities, UK has been affected by the global recession. Many UK spending distributions have been reduced. State appropriations to UK were cut by about \$20 million for FY12-13. The College of Design's base budget has been reduced by 8.3% since 2007, and another 7.53% for the 2013-2014 academic year. However, stringent budget controls at the college level have allowed the college to retain significant fund balances and to absorb budget cuts at the dean's level, resulting in minimal impact on the individual academic units. UK currently does incremental budgeting, but will be moving toward responsibility-centered management (RCM) beginning with the FY13-14 budget cycle. The specifics of how it will affect the College of Design and specifically the School of Architecture are not known at this date. The dean of the college is optimistic that it will not significantly impact the financial situation of the school and may indeed improve it.

The provost has offset the loss of faculty lines forfeited through budget reductions through the reallocation of 2.5 FTE faculty positions for architecture in FY10. Additional investment by the provost as part of the start-up allocation for the new dean has also helped the college weather the past two budget cuts.

The College of Design has received a number of significant gifts in support of the School of Architecture, namely in the form of endowed/nonendowed scholarships. A large focus has been put on these areas primarily to bolster the college's ability to recruit students while rewarding and retaining top achievers.

Over the past five years various donors have given in excess of \$125,000 to support the multiyear River Cities project. These donations enable faculty and student research, as well as travel for a number of significant, high profile projects. Most recently, the school participated in the International Architecture Biennale Rotterdam 2012.

In 2011, the Ken Greene Memorial Scholarship in Architecture and the Jim Pinholster Memorial Scholarship were established for students. There are also a number of donors, local organizations and student groups that are finalizing nonendowed scholarship agreements.

In addition to these endowments, a number of large, one-time gifts have been made to support scholarships to the College of Design Student Enhancement Fund. Kentucky Highlands Investment Corporation made a gift of \$15,000 to the general scholarship fund to support students who are helping with the HBEER project. In addition, the Lexington Downtown Development Authority has donated \$10,000 to host a series of Urban Innovation Labs in Lexington. AIA Kentucky and the AIA Central Kentucky chapter annually provide tuition for a graduate student.

***1.2.5 Information Resources:*** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information Resources are adequate for the program**

**2013 Team Assessment:** This criterion was met through the university library services. The Design Library, located in Pence Hall, offers convenient access to all of the information resources as listed: literature, information, and visual and digital resources. Expertise and staffing specialists are on hand to help faculty and students navigate through resources and educate students on various research skills. Additions to the collection are made in one of two ways: either upon request of students and faculty, or through librarian research on trends in architecture topics or popularity in distributors.

The Design Library is one of the few specialty libraries housed within its unit at the university. However, the college anticipates that the Design Library will leave Pence Hall and merge with the Fine Arts Library, located two buildings away. The current library space would be converted to studios, classrooms, and offices.

The library is staffed by a full-time librarian, one full-time library technician, and student assistants. The library is open 58 hours per week, but there are no weekend hours. The compensation for lack of weekend hours is in terms of more materials available online, as well as the increased use of course packs and e-reserves for lectures.

**PART I: SECTION 3 –REPORTS**

**1.3.1 Statistical Reports<sup>3</sup>.** Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

**[X] Statistical reports were provided and provide the appropriate information**

**2013 Team Assessment:** Statistical reports for program student characteristics and for program faculty characteristics were found by the team during the visit in the APR, the team room, and in conversation with the director. This condition is met.

**1.3.2. Annual Reports:** The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

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<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information**

**2013 Team Assessment:** Evidence of the Annual Reports from 2008 to 2011 is located on the University of Kentucky College of Design web site, [http://www.uky.edu/design/index.php/info/category/naab\\_and\\_career\\_development/](http://www.uky.edu/design/index.php/info/category/naab_and_career_development/). Reports prior to 2008 are on file at the school and available upon request. This condition is met.

**I.3.3 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2013 Team Assessment:** Curriculum Vitae were provided for all faculty members—full-time and part-time. Exhibits of the work of full-time faculty were also on display. The program has been very successful in recent years in recruiting a number of very talented faculty members to augment the established program faculty. The dean has also been able to work well with the university administration and other departments on campus to create a cohort that is largely comprised of full-time faculty. Within this group are tenured members, tenure-track members (in varying stages of that process), and non-tenure-track full-time and part-time instructors. The overall result is an architecture faculty that has a broad range of knowledge and experience, comes from different backgrounds, has a diverse set of research interests, and has an extensive network of connections both in the professional and academic arenas.

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<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room met the requirements of Appendix 3**

**2013 Team Assessment:** The documents referenced in Appendix 3 of the 2009 Conditions for Accreditation were provided in the team room.



## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

#### **Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

#### **A.1. Communication Skills: *Ability to read, write, speak and listen effectively.***

**[X] Met**

**2013 Team Assessment:** Writing skills at the level of ability were demonstrated in ARC 314-History and Theory III: Twentieth Century. Reading, discussion and speaking skills at the level of ability were demonstrated in ARC 511-515-History and Theory Seminars. The team also observed discussion and speaking skills through various meetings and presentations during the visit.

#### **A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.***

**[X] Met**

**2013 Team Assessment:** Students demonstrated compliance at the level of ability in design thinking skills in ARC 101- Introduction to Design Studio, ARC 151-Studio I, and ARC 750-Comprehensive Studio.

#### **A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

**[X] Met**

**2013 Team Assessment:** Evidence of this performance criterion at the level of ability was observed throughout the design studio sequence in both the undergraduate and graduate portions of the program.

- A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.***

**[X] Met**

**2013 Team Assessment:** Evidence of student ability in technical documentation was seen in ARC 759-Masters Studio and ARC 631-Building Systems Integration.

- A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

**[X] Met**

**2013 Team Assessment:** Students engage in the research of relevant information at the level of ability in ARC 314- History & Theory II: Twentieth Century, and the graduate courses, ARC 512, 513 and 514-History and Theory Seminars. Independent research in the ARC 750-Comprehensive Studio demonstrates the ability to meet this SPC.

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

**[X] Met**

**2013 Team Assessment:** Evidence of this criterion was demonstrated at the level of ability in ARC 151-Studio I and ARC 252-Studio II.

- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

**[X] Met**

**2013 Team Assessment:** Evidence of precedent use at the level of ability was observed across the board in both the undergraduate and graduate studies, and more specifically in ARC 212-History and Theory I: 15<sup>th</sup>-17<sup>th</sup> Centuries and ARC 213-History and Theory II: 18<sup>th</sup>-19<sup>th</sup> Centuries.

- A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding in ARC 212-History and Theory I: 15<sup>th</sup>-17<sup>th</sup> Centuries, ARC 213-History and Theory II: 18<sup>th</sup>-19<sup>th</sup> Centuries, and ARC 750-Comprehensive Studio. The team also noted that significant attention is paid to understanding and use of ordering systems in the ARC 102-Introduction to Design Studio and ARC 151-Studio I.

- A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

**[X] Met**

**2013 Team Assessment:** The redirection of course work to address this criterion, following the last Visiting Team Report, has now been met at the level of understanding in ARC 111-Introduction to History and Theory and ARC 315-History and Theory IV: World Architecture & Urbanism. The graduate studios also address climatic, ecological, socioeconomic, and public health issues in the River Cities Project as part of ARC 750 – Comprehensive Studio.

- A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

**[X] Met**

**2013 Team Assessment:** The redirection of course work to address cultural diversity, following the last Visiting Team Report, has now been met at the level of understanding in ARC 315-History and Theory IV: World Architecture & Urbanism.

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

**[X] Met**

**2013 Team Assessment:** This criterion was satisfied at the level of understanding in ARC 456-Studio VI and ARC 659-Studio IX. The River Cities and HBEERs projects, part of ARC 750-Comprehensive Studio, are also evidence of this criterion.

**Realm A. General Team Commentary:** In general, the team observed that the research emphasis by the university and the reassignment of faculty load to include research has provided the opportunity for these criteria to be emphasized. Students develop the tools and skill sets necessary to perform and assess research, communicate effectively through a variety of methods, and design for diverse cultures, economies, and environmental conditions.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

**[X] Met**

**2013 Team Assessment:** Evidence to satisfy this criterion at the level of ability was found in ARC 354-Studio IV.

- B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.***

**[X] Met**

**2013 Team Assessment:** Students demonstrated ability of this criterion at the level of ability in the specific exercises and exams completed as part ARC 631-Building Systems Integration. Evidence was also found in ARC 354-Studio IV.

- B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.***

**[X] Met**

**2013 Team Assessment:** In the pre-professional curriculum, evidence of student ability in the area of sustainability was found in ARC 332-Environmental Controls I and ARC 333-Environmental Controls II. At the graduate level, students demonstrated ability of this criterion in the specific exercises and exams completed as part ARC 631-Building Systems Integration. The program has also participated in graduate studio options such as the Solar Decathlon and the Houseboat to Energy Efficient Residences (HBEER), where sustainability was the main focus.

- B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.***

[X] Met

**2013 Team Assessment:** Students demonstrated the level of ability of this criterion in the specific exercises and exams completed as part ARC 631-Building Systems Integration.

**B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.***

[X] Met

**2013 Team Assessment:** Students demonstrated the level of ability of this criterion in the specific exercises and exams completed as part ARC 631-Building Systems Integration, and to a lesser degree in ARC 333-Environmental Controls II and ARC 641-Introduction to Professional Practice.

**B. 6. 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                   | B.2. Accessibility         |
| A.4. Technical Documentation                  | B.3. Sustainability        |
| A.5. Investigative Skills                     | B.4. Site Design           |
| A.8. Ordering Systems                         | B.7. Environmental Systems |
| A.9. Historical Traditions and Global Culture | B.9. Structural Systems    |
| B.5. Life Safety                              |                            |

[X] Not Met

**2013 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 student 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.

**B. 7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.***

[X] Met

**2013 Team Assessment:** Evidence at the level of student understanding of financial considerations was found in ARC 641-Introduction to Professional Practice.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

**[X] Met**

**2013 Team Assessment:** Students demonstrated the level of understanding of environmental systems in ARC 332-Environmental Controls I and ARC 333-Environmental Controls II. Students also demonstrated satisfaction of this criterion in the specific exercises and exams completed as part of ARC 631-Building Systems Integration.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

**[X] Met**

**2013 Team Assessment:** Students gain the level of understanding of structural systems in ARC 434-Structures Design I and ARC 533-Structures Design II.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

**[X] Met**

**2013 Team Assessment:** Students satisfied this criterion at the level of understanding in the specific exercises and exams completed as part ARC 631-Building Systems Integration, and to a lesser degree in ARC 333-Environmental Controls II.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

**[X] Met**

**2013 Team Assessment:** The team found evidence at the level of understanding of the basic principles of the appropriate application and performance of building service systems in ARC 333-Environmental Controls II, and ARC 631-Building Systems Integration.

- B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

**[X] Met**

**2013 Team Assessment:** This criterion was satisfied at the level of understanding in ARC 231-Structural & Material Concepts, ARC 435-Materials & Methods of Construction, ARC 533-Structures Design II; ARC 332-Environmental Controls I, and ARC 333-Environmental Controls II

**Realm B. General Team Commentary:** In general, the team found that students were able to demonstrate the requisite ability or understanding for each of the separate performance criteria, with the exception of Comprehensive Design. The team noted that many of the SPCs in this realm were satisfied by only a few courses, which effectively focused on individual elements of design and construction. However, the evidence that students had an ability to put the elements together in a well-integrated, comprehensive technical design was inconsistent.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of ability in ARC 456-Studio VI. These projects were completed under the larger umbrella of the River Cities project and the UK Center of Applied Energy Research.

**C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding of human behavior in ARC 355-Studio V, ARC 658-Studio VII, and ARC 631-Building Systems Integration.

**C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding through multiple design studios at both the preprofessional and graduate levels, as well as opportunities for engagement with project stakeholders, especially the River Cities and HBEER work.

- C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding as evidenced in ARC 641-Introduction to Professional Practice.

- C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding as evidenced in ARC 641-Introduction to Professional Practice.

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding of leadership skills in ARC 659-Studio IX.

- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

**[X] Met**

**2013 Team Assessment:** This criterion is met at the level of understanding of legal responsibilities in ARC 641-Introduction to Professional Practice.

- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

**[X] Met**

**2013 Team Assessment:** This SPC is met at the level of understanding in ARC 641-Introduction to Professional Practice.

- C. 9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

**[X] Met**



**2013 Team Assessment:** Evidence of this criterion was found at the level of understanding in student work for ARC 759-Masters Project, ARC 659-Studio IX, and ARC 750-HBEERs studio.

**Realm C. General Team Commentary:** In general the team observed that the students in the School of Architecture are engaged in a series of projects that have provided them with an opportunity to understand various aspects of professional responsibility and practice. Graduate studios have provided the students opportunities to demonstrate their abilities to collaborate with stakeholders and professionals in communities throughout the Commonwealth of Kentucky. This form of service, coupled with the professional practice course, provides the students with a well-rounded understanding of professional and societal responsibilities.

**PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

**[X] Met**

**2013 Team Assessment:** The University of Kentucky is accredited by the Southern Association of Colleges and Schools. The institution was last reviewed, and accreditation reaffirmed, in 2002 and is scheduled to receive its next reaffirmation of accreditation review in 2013. A letter dated September 23, 2003, from James T. Rogers, Executive Director, Commission on Colleges, Southern Association of Colleges and Schools, to then-President Lee H. Todd, University of Kentucky, was included in the Architecture Program Report.

**II.2.2 Professional Degrees and Curriculum:** *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

**[X] Met**

**2013 Team Assessment:** The M. Arch. program is the only professional degree program in the School of Architecture, and the only accredited architecture program in the Commonwealth of Kentucky. It is supported by the requisite professional studies, general studies, and electives.

**II.2.3 Curriculum Review and Development**

*The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Met**

**2013 Team Assessment:** The architecture program has developed and fully implemented a new four-plus-two Master of Architecture degree curriculum since the last visit in 2007. The focus of this new curriculum is to refine the curriculum with a research emphasis on design plus energy, student interests, changes in the profession, faculty composition, and a new university-funding model.

The school's standing Curriculum and Advising Committee has the responsibility for reviewing, developing, and recommending educational policy. Its voting membership consists of five faculty, one student, and one member of the licensed professional community. The director and the associate director for student affairs serve as ex-officio members.

**PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**2013 Team Assessment:** As identified in the APR, the team found that the Master of Architecture program has two paths for admission to the accredited degree program: completion of the UK Bachelor of Arts in Architecture program; and entrance from a preprofessional degree program within a NAAB-accredited program or a program under the Canberra Accord. Historically, most students have followed the first path. Those following the second path first apply to the UK Graduate School and then to the architecture program. Students entering from outside UK must demonstrate satisfaction of SPC matrix items to enter the program. These matrices are evaluated on a case-by-case basis by the director of graduate studies and the Office of Student Affairs.

Going forward, with the potential of increasing numbers of transfer students and international students, the evaluation of preprofessional education will necessarily require focused attention and scrutiny to maintain consistency and rigor.

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

**II.4.1 Statement on NAAB-Accredited Degrees**

*In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**[X] Met**

**2013 Team Assessment:** The required language appears on the main web page for the architecture program. <http://www.uky.edu/design/>

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2013 Team Assessment:** The web site for the College of Design includes a link for “Resources,” under which is another link for “NAAB and Career Development.” This leads to a page with several links. The first subheading is for Accreditation Information. Within that is a link that leads to the NAAB web page containing the 2009 NAAB Conditions for Accreditation. A second link leads to the NAAB web page with the 2012 (current edition in effect) Procedures for Accreditation.  
[http://www.uky.edu/design/index.php/info/category/naab\\_and\\_career\\_development/](http://www.uky.edu/design/index.php/info/category/naab_and_career_development/)

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*[www.ARCHCareers.org](http://www.ARCHCareers.org)*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional’s Companion*

*[www.NCARB.org](http://www.NCARB.org)*

*[www.aia.org](http://www.aia.org)*

*[www.aiaa.org](http://www.aiaa.org)*

*[www.acsa-arch.org](http://www.acsa-arch.org)*

**[X] Met**

**2013 Team Assessment:** The web site for the College of Design includes a link for “Resources,” under which is another link for “NAAB and Career Development.” This leads to a page with several links. A subheading of Career Development Information has links to all of the above-noted documents.  
[http://www.uky.edu/design/index.php/info/category/naab\\_and\\_career\\_development/](http://www.uky.edu/design/index.php/info/category/naab_and_career_development/)

#### **II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

- All Annual Reports, including the narrative*
- All NAAB responses to the Annual Report*
- The final decision letter from the NAAB*
- The most recent APR*
- The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

#### **[X] Met**

**2013 Team Assessment:** Public access to NAAB required documents including all Annual Reports (2008-2011), NAAB responses to the Annual Report, final decision letter from the NAAB, the most recent APR, and the most recent VTR are available electronically and located under a singular heading titled NAAB and Career Development Information. From the University of Kentucky web site, the information is available in four clicks. [http://www.uky.edu/design/index.php/info/category/naab\\_and\\_career\\_development/](http://www.uky.edu/design/index.php/info/category/naab_and_career_development/)

#### **II.4.5 ARE Pass Rates**

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

#### **[X] Met**

**2013 Team Assessment:** The web site for the College of Design features a link for "Resources," under which is another link for "NAAB and Career Development." This leads to a page with several links. A subheading for public access to the APRs and VTRs includes a link to a chart with the ARE pass rates for 2007 through 2011. <http://design.uky.edu/webfiles/AREPassRates.pdf>

**III. Appendices:**

**1. Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution (I.1.1)**

Reference University of Kentucky, *APR*, pp. 6

**B. History and Mission of the Program (I.1.1)**

Reference University of Kentucky, *APR*, pp. 7-8

**C. Long-Range Planning (I.1.4)**

Reference University of Kentucky, *APR*, pp. 17-18

**D. Self-Assessment (I.1.5)**

Reference University of Kentucky, *APR*, pp. 18-20

- 2. **Conditions Met with Distinction**
  - A.5 Investigative Skills
  - A.7 Use of Precedents

### 3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,




Thomas R. Mathison, FAIA, REFP  
Team Chair

Representing the AIA



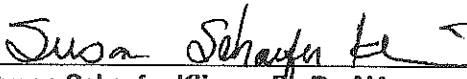
Michael J. Buono, AIA, LEED® AP  
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Representing the ACSA



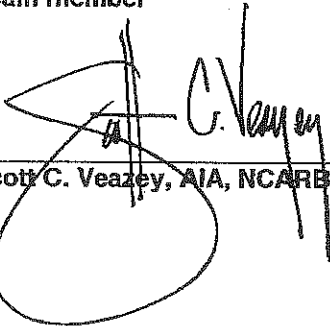
Melissa M. Schulteis  
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Representing the NCARB



Scott C. Veazey, AIA, NCARB

Non-voting member



## SECTION 10. ANNUAL STATISTICAL REPORTS

Continuing accreditation and candidacy is subject to the submission of *Annual Statistical Reports*.

*Annual Statistical Reports* are submitted online through the NAAB's Annual Report Submission (ARS) system (<http://ars.naab.org>) and are due by November 30 of each year. For specific information or instructions on how to complete *Annual Statistical Reports*, please refer to the ARS website.

### 1. Annual Statistical Report

- a. **Content.** This report has six sections that capture statistical information on the institution in which an architecture program is located and on the accredited degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS)<sup>15</sup>. Much of the information requested this report corresponds to the *Institutional Characteristics, Completion and 12-Month Enrollment Report* submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. A copy of the questionnaire used in the ARS is in Appendix 3.
- b. **Submission.** *Annual Statistical Reports* are submitted through the NAAB's Annual Report Submission system and are due on November 30.
- c. **Fine for Late Annual Statistical Report.** *Annual Statistical Reports* are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of \$100.00 per calendar day until the *Annual Statistical Report* is submitted. This fine will be assessed when the report is submitted.
- d. **Failure to Submit an Annual Statistical Report.** If an acceptable *Annual Statistical Report* is not submitted to the NAAB by the deadline, the NAAB may advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable *Annual Statistical Report* after an extensive period of time, the NAAB executive committee may consider advancing the program's next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.

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<sup>15</sup>IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see <http://nces.ed.gov/IPEDS/>



## SECTION 11: INTERIM PROGRESS REPORT

Continuing accreditation is subject to the submission of a narrative, interim progress report submitted at defined intervals after an eight-year term of continuing accreditation is approved.

Programs with three-year terms of continuing accreditation or two-year probationary terms are exempt from this requirement.

Annual statistical reports (Section 10) are still required, regardless of a program's interim reporting requirements

*Interim Progress Reports* are due on November 30 at defined intervals after the most recent visit and are also submitted through the ARS (see Section 10).

1. **Interim Progress Report.** Any program receiving an eight-year term of accreditation must submit two interim progress reports.
  - a. The first is due on November 30 two years after the most recent visit and shall address all sections in the interim report template (see Appendix 5).
  - b. The second report is due on November 30 five years after the most recent visit and shall address at least Section 4 of the template, although additional information may be requested by the NAAB (see below).
  - c. **Content:** This is a narrative report that covers three areas:
    - i. Changes to the program's responses to Conditions I.1-I.5 since the previous Architecture Program Report was submitted.
    - ii. The program's response or progress in addressing not-met Conditions or SPC or Causes of Concern from the most recent Visiting Team Report.
    - iii. Significant changes to the program or the institution since the last visit.
  - d. **Submission:** *Interim Progress Reports* are due on November 30. They are submitted electronically through the ARS in Word or PDF. Reports must use the template (see Appendix 5). Files may not exceed 5 MBs.
  - e. **Review.**
    - i. *Two-Year Interim Progress Reports* are reviewed by the NAAB Executive Committee. The Executive Committee may make one of three recommendations to the Board regarding the acceptance of the first interim report:
      1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR; only the mandatory section of the fifth-year report is required. The annual statistical report (Section 10) is still required.
      2. Accept the interim report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth year report must include additional materials or address additional sections. The annual statistical report (Section 10) is still required.

3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.
  4. The annual statistical report (Section 10) is still required.
- ii. *Five-Year Interim Progress Reports* are also reviewed by the NAAB Executive Committee. The Committee may make one of two recommendations to the Board regarding the acceptance of the report:
1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
  2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.
  3. The annual statistical report (Section 10) is still required.
- f. **Decision.** The Executive Committee's recommendation on any interim progress report will be forwarded to the Board at the next regularly scheduled meeting.
1. The responsibility for the final decision rests with the NAAB Board of Directors.
  2. Decisions of the NAAB on an interim progress report are not subject to reconsideration or appeal.