University of Kentucky  
College of Design  
School of Architecture  

Architecture Program Report  
2013 NAAB Visit  
Continuing Accreditation  

Master of Architecture [pre-professional degree + 57 graduate credits]  

Year of the Previous Visit: 2007  
Current Term of Accreditation:  

“Was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Physical Resources and the progress that has been made in this area. The accreditation term is effective January 1, 2007. The program is scheduled for its next full accreditation visit in 2013. The focused evaluation is scheduled for the calendar year 2010.”  

Submitted to: The National Architectural Accrediting Board  
Date: September 7, 2012
Name and contact information for the following:

**Program Administrator:**
David Biagi, Director, School of Architecture

**Chief administrator for the academic unit in which the program is located:**
Dr. Michael Speaks, Dean, College of Design

**Chief Academic Officer of the Institution**
Dr. Timothy Tracy, Interim Provost

**President of the Institution:**
Dr. Eli Capilouto, President

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design.uky.edu/ukapr2012/VisitingTeamReport.pdf
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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

The APR must include the following:

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education.
- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.
- A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.
- A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

Institution

The University of Kentucky was established by the state of Kentucky in 1865 as the Agricultural and Mechanical College of the Kentucky University.

“Since its inception, the University of Kentucky has been more than a public research University; we have been home to the state’s greatest aspirations – an idea of a new and brighter tomorrow. We are a community of global scholars committed to academic excellence, collaborative scientific discovery, and undergraduate and graduate student engagement. With over 200 academic programs across 16 colleges and professional schools, our worldwide renowned faculty take a multi-disciplinary approach to serving our community and are the foundation of progress and purpose for our Commonwealth. We are a home away from home for a diverse community of students from all 120 Kentucky counties, each of the 50 states, and 115 countries worldwide. Each student is an important part of the intellectual fabric and community that comprise the University of Kentucky. We are an economic engine recruiting innovative, global industries; educating and populating a 21st century workforce; and developing academic research into entrepreneurial enterprises and high paying jobs that position Kentucky to compete in a 21st century global economy. The University of Kentucky emphasizes our outreach and service mission while balancing the preparation of the next generation for a world that never stops evolving.” 

Eli Capilouto, the president of the University of Kentucky since July 2011.

Mission

The University of Kentucky is a public, land grant university dedicated to improving people’s lives through excellence in education, research and creative work, service, and health care. As Kentucky’s flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.

Vision

The University of Kentucky will be one of the nation’s 20 best public research universities.

Values – The University of Kentucky is guided by its core values:

Integrity
Excellence
Mutual Respect and Human Dignity
Diversity and Inclusion
Academic Freedom
Shared Governance
Work-life Sensitivity
Civic Engagement
Social Responsibility
The Board of Trustees has the full legal authority and responsibility for the governance of the University. The President is the chief executive officer. The President and Central Administration are responsible for University wide policies and planning as well as coordination of academic, student, business and administrative service. The provost is responsible for the operations of the academic programs, established University policies, procedures, and has broad discretion in planning and day to day decisions.

Since the last visit, a new university president was named. Dr. Eli Capilouto, the previous provost of the University of Alabama-Birmingham, became the twelfth president of the University of Kentucky in 2011.

Also since the last visit, the previous provost, in 2012, accepted the job to become the president of the University of Massachusetts at Amherst. Currently, the Dean of Pharmacy, Dr. Timothy Tracy is serving as the Interim Provost.

One of the first actions taken by the President was to commission an outside study to address four fundamental questions confronting the university. The preliminary report can be reviewed at www.uky.edu/President/HuronReports.edu. The finding of this report will form the foundation of a new strategic plan. As is the case at the college and school level, the active and engaged debates that are taking place within the academic community will energize and refresh the university community. We as an academic unit are participating, at the university level, as these dialogues move forward.

Each year the Office of the Vice President for Institutional Effectiveness publishes the UK Factbook. The 2011-2012 edition, as well as previous editions, is located at http://www.uky.edu/IRPE/fast_facts/fact_booklet.html. This document provides a statistical profile of the university.

College
The College of Design was established in January 2003, incorporating the School of Interior Design, the Department of Historic Preservation and the School of Architecture.

The College of Architecture had its origins in the 1920's as an architectural option in the College of Engineering. Professor Charles P. Graves joined the Civil Engineering faculty in 1958 charged with converting the architectural option to a professional degree program. The curriculum changed from a mathematical and applied science concentration to courses in the arts, science, humanities, architectural design and history.

In 1960, the Board of Trustees established the Department of Architecture in the College of Engineering, with the understanding that the department would be granted autonomy upon accreditation. The first class to complete the new professional degree program graduated in 1964.

The School of Architecture was established in 1965 with Professor Graves as Dean. That year, the program also received its first accreditation from the National Architectural Accrediting Board (NAAB). The School became a college in 1967.

As the College’s enrollment increased it moved to temporary off-campus quarters in the Reynolds Building, an old tobacco warehouse. In 1965, the program moved to the physics building, Pence Hall. By 1971 the College had grown to over four hundred students. To accommodate this growth, space in Miller Hall was given to the College and a selective admission policy was adopted.

In 1971, Professor Graves resigned as Dean to devote his time to teaching and private practice, Professor Anthony Earlley became the second Dean in 1972. Prior to coming to UK, Dean Eardley served as a professor at the Architectural Association, London, England, Princeton, and The Cooper Union. Professor Jose’ R. Oubrerie became the third Dean in 1986. Dean Oubrerie previously worked as an associate of Le Corbusier and as a professor at Columbia University. David Mohney became the fourth Dean in 1994. Prior to taking the position he served as Associate Director of Education and a Fellow at the IAUS, as a visiting critic at Harvard University, and is a partner of the firm of Chan and Mohney.
As a result of restructuring within the University, the College of Design was created in January, 2003. This new college included the School of Architecture, School of Interior Design and the Department of Historic Preservation. Additional space was acquired in Funkhouser Building and Bowman Hall.

The new college also brought about a new administrative structure for architecture. College of Design Rules and Procedures set forth the governance of the School of Architecture, and its administrative structure and standing committees. Two new administrative positions were created, Director of the School of Architecture and Director of Graduate Studies for Architecture. David Biagi was appointed to both positions in 2003.

In 2008 Michael Speaks was appointed Dean for the College of Design. Dean Speaks is former director of the Graduate Program, and founding director of the Metropolitan Research and Design Postgraduate Program at the Southern California Institute of Architecture in Los Angeles. Speaks also heads Big Soft Orange, a Dutch-American urban research group based in Rotterdam and Los Angeles. He was the founding editor of the cultural journal Polygraph and a former editor at Architecture New York and a+u (Tokyo), and currently serves as a contributing editor for Architectural Record.

Since the last accreditation visit, the long process of transforming the architecture curriculum from an undergraduate program to a graduate program has been completed. During the last visit, half the students enrolled in the program were a part of the old program and the other half were at the beginning of the new program. The School successfully completed a nomenclature change in 2007. The enormous benefits of this change will be highlighted throughout this document. In 2010, the program successfully completed a Focus Evaluation of Physical Resources.

Program
The architecture studio is the foundation of the program. Studio, with its low student/teacher ratios, provides a social and curricular framework for the architecture student. Representational skills such as drawing, model making, and computer modeling are practiced rigorously as essential skills for design. In addition to the design studio, students study building technology; materials and structural systems; digital fabrication techniques; the history, theory, and criticism of architecture; and the ethical and professional principles of a successful architecture practice.

The School of Architecture has moved consistently and deliberately toward the effective use of cooperative learning models and structures, especially in the design studios. Group work, especially in the upper-level design studios, gives our students cooperative, consultative experiences in design thinking, making, and delivery which is the model of current architectural practices, and a demonstrably better way to learn for each individual student.

Students also learn contemporary processes such as prototyping to solve problems, and innovate new solutions. Prototypes, three-dimensional physical models, are created with digital design and fabrication tools and technologies such as CNC milling, 3-D printing, and laser-cutting. Prototypes can be created quickly allowing students to propose solutions; examine results; redefine problems; and propose new solutions. In the School of Architecture, prototyping has come to define a new model of design research in which the focus is not so much on the creation of a final design but rather on the creation of design knowledge itself.

The new curriculum arrangement, with its separate BA in Architecture and M. Arch degrees, has given our students the opportunity, support, and encouragement to pursue studies, at the undergraduate level, in areas that will enhance and deepen interests and passions for allied areas of knowledge. Many of our students, whose high schools offered few options for non-academic classes, choose to take courses, or even to earn a minor, in fields such as music and studio art, history, foreign languages and cultures, and business or economics. The development of such “secondary” skills and interests should give our graduates the flexible and deep capabilities required in a changing, more heterogeneous, entrepreneurial profession.
Context
Driven by advances in building and information technology and accelerated by the tumultuous period of global economic restructuring that commenced in 2008, architecture and interior design practice are today confronted with the necessity of fundamental change. According to the “Building Futures” group at the Royal Institute of British Architects and US-based “Design Futures Council,” both of which recently published studies on this very topic, a great deal depends on what happens in China and other emerging markets, where many European and US firms now have offices. And that is not only because these are the most vibrant markets for architecture and design services, but also because the demands placed on practitioners in these markets are fundamentally changing the way buildings are designed and delivered, at home and abroad. Both studies suggest that all sectors of the A/E/C industry will face increasingly fierce competition that will, of necessity, force practices large and small to compete less on cost and more on value. In the very near future buildings and their interiors will be valued almost entirely based on performance—economic, cultural, environmental—and only those firms able to create these and other forms of added value will survive. Disruptive technologies like building information modeling and integrated product delivery will enable all firms, even those competing solely on the basis of cost, to design better buildings and deliver them more efficiently. But in such a fiercely competitive global marketplace, efficiency alone will not be enough to guarantee market viability. The real differentiator will instead be design.

One of the unexpected consequences of the economic downturn has been that the debate over the value of architecture and design is now focused less on style and the exquisite, designed object, and more on the economic and societal value added by design. And that is because almost everyone now acknowledges that we need new design values as much as—perhaps more than—we need new designs. The most promising development, in this regard, and one that affects architecture and design practice as well as design education, is the growing recognition that design is not only a product—a table, building, plan or landscape—but is also a creative process and a powerful engine of innovation. Design, as we see in examples ranging from Frank Gehry’s Bilbao Guggenheim Museum in Spain to the Apple IPod, has become an important feature of our increasingly innovation driven economy. But it is not only the design that is important. What is perhaps just as important is the value added by what design leaders like David Kelly of IDEO call “design thinking,” a form of design prototyping that follows a classic distinction made by business and innovation guru Peter Drucker between problem solving, which answers without questioning the problem given, and therefore adds nothing new, and innovation, which interrogates and reforms the problem given and adds value by creating new knowledge and new products not anticipated in the problem. Problem solving shapes the known while innovation coaxes into existence the unknown. Design thinking is a “thinking by doing” in which plausible solutions are prototyped, interrogated and redesigned. Prototypes, which IDEO call “the shorthand of innovation,” are not, however, variations of a projected final design—they are not guesses extrapolated from the designer’s perfect idea about what the final design might be—but are instead “what ifs” that the designer uses to drive the innovation process itself. The designer uses the prototype to “think through” as many factors as necessary—material, cost, fabrication, etc.—and adjust the design accordingly. Not only are the assumptions of the problem given transformed—opening the way for innovations—but also with each prototype new design knowledge is generated that can be shared and discussed among teams of designers whose additional input further enhances the innovation process.

Design thinking is a thinking by doing that helps us begin to see what new values of new design practice and education might look like. Cheap, fast and adaptable, so that hundreds of iterations can be designed, sorted, and discarded. Big, bold, and dumb, so that clients, stakeholders, even other designers, can engage in transparent, productive discussion that might lead to better problems and better solutions. And finally, apposite not perfect, so that if the design needs to adapt to changing conditions, it can do so with minimal effort and cost. If architecture and design is to thrive during and after the current economic downturn, it will have to adapt to these and other values of the “good enough” revolution, where the quick and dirty have eclipsed the slow and polished and the cheap and simple have eclipsed the expensive and complicated. It is no wonder that in such times, business schools, the military, and engineering schools have embraced design thinking. The question remains whether design schools and colleges will join them.
or will continue as they did before the downturn. What is more certain, however, is that architecture and
design offices and design schools unwilling or unable to innovate, communicate, and adapt, will soon be
left behind, comforted only by the memories of those expensive, incomprehensible, perfectly designed
things that not too long ago fascinated us all.

I.1.2. Learning Culture and Social Equity

The APR must include the following:

• A copy of all policies related to learning culture (including the Studio Culture Policy)\(^1\).
• Evidence that faculty, students, and staff have access to these policies and understand
  the purposes for which they were established
• Evidence of plans for implementation of learning culture policies with measurable
  assessment of their effectiveness.
• Evidence that faculty, staff, and students have been able to participate in the
  development of these policies and their ongoing evolution.
• Evidence that the institution has established policies and procedures for grievances
  related to harassment and discrimination.
• Evidence that the institution has established policies for academic integrity (e.g.,
  cheating, plagiarism).
• Evidence that the program has a plan to maintain or increase the diversity of faculty,
  staff, and students when compared with the diversity of the institution. If appropriate the
  program should also provide evidence that this plan has been developed with input from
  faculty and students or that it is otherwise addressed in its long-range planning efforts

Learning work and social equity are core to both the university’s and the school’s mission and values.
We work as a unit work towards the success of every one of our students, faculty and staff. To create
this atmosphere the school has realized the tremendous resources that are available as a result of being
a part of a comprehensive university. This means that our program uses the experts from across the
university to help in areas such as health, time management and non-traditional learning environments.
The college has moved to professional student assistance in the College’s Office of Student Affairs. This
change means the staff that run this office are trained to identify student issues and refer them to the
appropriate personnel at the university to address their issues.

University Resources

Student Handbook

Institutional Research, Planning, & Effectiveness

Proactive leadership in promoting a culture that values assessment and evidence-based decision
making
Excellence in providing reliable information for planning and policy development
Knowledge and use of innovative tools and technology

Institutional Equity and Equal Opportunity

Develops the University Affirmative Action Plan
Handles both internal and external complaints of discrimination
Train University community of equal opportunity and affirmative action issues
Fosters a diverse and inclusive learning and working environment

Office of Academic Ombud Services

Discrimination and sexual harassment
Academic Integrity: Cheating and Plagiarism
Graduate School

Diverse Student Recruiting and Retention Retreats
School participates and receives funding from the following sources.
List of Lyman T. Johnson Awards and Torches
Summer Career Discovery Scholarships
Recruitment Allocation Fund

College

The College of Design’s website links student to University Resources at: http://www.uky.edu/design/index.php/info/category/resources

School

The above referenced resources assist us in providing training sessions, recruitment funding, scholarships, tuition waivers and special event expertise. Utilization of these university resources has greatly expanded our network of outreach by providing guidance in what works and what does not work, identifying the challenges and the opportunities that our college and school face. This expertise is valuable in guiding our long range planning and assessment.

The School of Architecture has an established tradition of holding an All School Meeting the first day of classes each semester. This community building event allows the energy of the start of a new semester to be focused on the agenda established for the upcoming semester and year. The event allows for the administration, faculty, staff and students to communicate to the entire school body in person. The fall semester meeting begins as a college event and then splits into separate events for each of the academic units. During the spring semester the event is only an architecture event.

The school uses the All School Meeting to put into context the expectations of the school and is a forum to allow the different constituents to communicate the intent behind the policies posted to the website, list serve items and the organizations. Each group is given an opportunity to speak directly to the school body about their mission and scheduled events for the semester.

The school’s, Studio Culture Policy is fully outlined during the fall meeting. We believe it is important to explain how the document came into existence and how it should be reviewed and revised by the current student body. Throughout the semester student groups at the undergraduate and graduate level, working at this on their own, discuss and revise the policy to address the most current issues. Their most recent version follows:

Studio Culture Policy

University of Kentucky / School of Architecture / Studio Culture Policy
Revised August 21, 2012

Goals

1. Evaluate conventional studio culture and address areas of success and failure. Suggest ways to improve efficiency and student behavior in the studio environment.

2. Define the academic relationship between students and instructors to ensure a fair, efficient and creative environment.

3. Suggest practices for instructors regarding the curriculum and grading to avoid ambiguity and misunderstanding between instructors and students.

4. Encourage interdisciplinary collaboration and student/instructor cooperation within and outside of the studio environment.
5. Define the responsibility of the School of Architecture in supporting the Studio Culture Policy to ensure a rich and dynamic design environment.

1. Criticism of Conventional Studio Culture
Students must learn to balance their time in order to ensure their best performance and maintain their health and well-being.

   a. “All-nighters” are counter-productive and should not be encouraged. Instead, the studio culture should promote good time management skills.

   b. Columbia specifies the hours in which students are allowed to be in studio; students cannot be in studio outside the specified time period. This model levels the playing field for all students: those who are on full rides and therefore do not have to work and those who must work to support themselves and, in some cases, their families.

   c. While studio requires more dedication and time than other classes with fewer credit hours, the professor should recognize the importance of other classes in reaching the overall goal of achieving a well-rounded and complete post-secondary education.

   d. Students should maintain rigorous yet manageable workloads in order to have a successful college experience.

2. Students and Instructors
Effective communication, cooperation and mutual respect are all crucial components of the Student-Instructor dynamic. Both parties should be held accountable for their respective involvement in the studio process and the final product.

   a. Professors should emphasize the studio experience as a process towards a final goal rather than placing emphasis on a single product.

   b. Students and professors must recognize that design is a subjective discipline. There is no right answer within the studio culture. While students should listen to and respect a professor’s opinions, professors should also understand that studio is a place for students not only to develop technical skills but also to figure out who they are as designers. There should exist a careful balance to ensure that the student is producing individualized and unique work.

      - This is especially true for graduate level studios, where students have a stronger sense of who they are as a designer.

   c. Students are not subordinates. Professors should recognize the distinction between design work and grunt work

   d. Instructors should stress the critical importance of cataloguing work and preparing studio work for the student’s portfolio. In addition, instructors should make themselves available to provide advice concerning careers and further education.

3. Curriculum and Evaluation
Professors should be held responsible for clearly communicating expectations for a studio, especially those concerning the incremental process that takes place throughout the semester and concerning the end goal. They should also provide students with clear criteria regarding grading. This is to prevent misunderstanding and conflicts if a student feels that he/she has received a grade that does not reflect performance.
a. Professors should provide direct and well thought out plans for their studios to ensure good time management on the part of the students. Without these plans, the students cannot possibly manage their time in a successful way.

- Dates for reviews and major deliverables should be clearly outlined in the professor’s syllabus distributed at the beginning of the semester.

b. Professors should emphasize the importance of writing and encourage the use of appropriate language in communicating ideas.

- Design students excel at graphic representation of projects, but their writing abilities are often not as strong. A sharper focus on the ability to describe projects clearly and effectively in writing would be a great benefit to students once they set out into the professional world.

c. Professors should consider a student’s performance over an entire semester in determining the student’s final grade. Explanations, with clear and distinct reasoning, are necessary to explain the professor’s evaluation of the student’s performance.

d. Midterm grades should be given in the same manner as final grades. “Blanket grades” or placeholders are not helpful to student’s progress or final product. According to university policy, midterm grades are not required for graduate students but must be given to undergraduate students. In the past these policies have not been enforced by our School of Architecture.

e. Professors should push students to reach their greatest potential. This includes the issue of leniency. If it is impossible to fail, students will not be properly prepared for the professional world. Professors should hold students accountable for their work.

4. Collaboration and Competition

Collaboration should be highly encouraged at all levels in the School of Architecture and outside: between individual students, studio years, and with other universities.

a. The studio environment is both cooperative and competitive. Students learn immeasurably from their peers through mutual support and healthy competition. Professors should promote a studio environment that includes both.

b. Students should be encouraged to sit on reviews of their peers. Interaction to bridge the gap between undergraduate and graduate programs should be promoted.

c. Collaboration between studio years should be encouraged at all times. Upper-level students have as much to contribute to lower years as their respective professors.

d. The School of Architecture should encourage the inclusion of interdisciplinary faculty, and/or partnerships with other disciplines such as engineering, business, product design, art and landscape architecture.

e. Students are encouraged to take on competitions and responsibilities in extracurricular activities whenever possible.

5. The College and Studio Culture

The College should seek to maintain a fresh and contemporary approach towards design education and provide opportunities for involvement outside the university.
a. New faculty should be added regularly to the College and existing faculty should be encouraged to remain informed about current issues pertaining to design and be proactive in their research.

b. The College should seek to provide a multitude of study abroad opportunities that accommodate students’ different circumstances.

c. Other opportunities such as the Practice Preview should be made available to expose students to the professional world.

d. The College should also encourage student involvement in the community to influence design and its effect on the community at large.

e. The University should be a laboratory for experimentation but should not be oblivious to design’s role in the community.

f. Faculty and students should invest significant time in drafting, communicating, and evaluating policy effectiveness so that this can further inform the development and implementation of studio culture policies as a tool.

g. All students and instructors should be aware of the Studio Culture Policy and seek to uphold it. Conflict or violation of the policy should be addressed directly by the Dean and other concerned parties.

- To achieve this, all students and faculty should be given a digital copy of the Studio Culture Policy at the beginning of the academic year.

I.1.3. Responses to the Five Perspectives

The APR must include the following:

• A narrative description of the program’s response to each of the five perspectives.
• A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.
• A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).

A Architectural Education and the Academic Community

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 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 College of Design 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 (2003) clearly define the relationship between the College and the School.

The requirements for this program include courses in design, methods and materials of construction and technology, history and theory of architecture and urbanism, professional practice, and elective courses which are not limited to offerings in the School, but extend to a wide range of courses in the College and
associated programs at the University. The curriculum has broadened the opportunities for our faculty and students to participate in interdisciplinary graduate studies, research and minors.

The faculty within the School represents a wide diversity in terms of their background, educational experience, professional expertise, interests and age. Through the University Governing Regulations and Administrative Regulations, as well as the College Rules and Procedures, policies which insure academic freedom, along with continuity and stability of academic policies, are clearly stated. College and School policies regarding promotion and tenure clearly define expectations. Faculty serve on university committees, and participate in highly regarded university programs.

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.

The changes in the foundation of the program since the last visit means the program is broadly engaged with programs from across the campus and accessing the resources a research university afford.

B Architectural Education and the Students

The foremost goal of the School of Architecture is to inculcate the belief that the study of architecture is a life-long educational pursuit which involves all aspects of society. Two significant changes have occurred since the last visit, the move of the professional degree to the graduate program and the development of a research culture.

These have introduced expanded opportunities for our students. While the program has always enjoyed access to the highest level of social engagement, i.e. governors, mayors, business and community leaders, it was hampered by only having undergraduate students to work on research projects. Access to funded support for faculty and students has greatly increased both at the institutional level and from external sources. Institutional support comes in the form of funded collaborations on grants, start up for new faculty, funding for faculty research assistants, graduate tuition waivers, support for out of state students to pay instate tuition and other various other funding mechanisms described elsewhere in this document. Outside the institution, new research funding has come from governmental agencies and private partnerships enabling, research assistantships, materials, equipment, travel, exhibition and overhead costs.

Our students are taught almost exclusively by full-time professors and visiting architects. Thus the opportunities for meaningful individual faculty/student relationships are substantial. Indeed, campus-wide evaluation of teaching and advising consistently show the School at the highest level of student satisfaction. The long-term potential of these close relationships continues as students graduate, and faculty members provide guidance and assistance for professional opportunities. Ties between the School and the professional community in the Commonwealth are also close. The school has revised its Spring Break Shadowing Program. The program places students (mostly graduate students) in offices around the world during the week of spring break, so that students gain knowledge of how architecture is produced at the highest level.

Further, because of the move to a graduate degree program, our students now have the opportunity to receive fully funded assistantships as either researchers or teaching assistants. This provides them a new role of responsibly and training within an academic environment. Each assistantship requires the student to work fifteen to twenty hours a week under the supervision of a faculty member. This new opportunity of engagement allows students to develop leadership and organizational skills beyond a student or employee of a firm role.
Whether teaching a class or researching an issue, the assistantship experience provides the students with a new vantage point to develop valuable skills previously not possible within our program structure. Students who participate in the program attend a mandatory training session conducted by the Graduate School.

The new curriculum has created greater opportunities for students to take a more diverse course load and provides an easier path to various minors. The Rules and Procedures for the College and School call for significant student representation on all appropriate standing committees.

C Architectural Educational and the Regulatory Environment

The School’s foremost goal is to instill the belief that the study of architecture is a life-long pursuit. It then follows that preparation of our students for both the immediate requirements of professional practice, as well as the ability to adapt to changing requirements in the future is a key component of the programs. The constant evolution of our curriculum, which balances the needs of both the academic and professional worlds, clearly addresses these issues.

The School has set up a system to effectively coordinate the roles of four different IDP leaders. The first is the School’s IDP coordinator Associate Dean for Administration, Mark O’Bryan. He has participated in the three NCARB IDP conferences in Chicago. In his role he educates entering students on how to enroll in the IDP, works with students and graduates on completing their registration, and advises and updates the School on the actions of NCARB regarding IDP. The second is the faculty assigned to our internship course. This course occurs between a student’s first and second year of graduate school. This faculty member coordinates working with the students on placement, communicates with the employer the course requirements, reviews the IDP file and determines the student learning outcome for a final grade. The third, person is the instructor of our Professional Practice course. This course contextualizes the role of IDP in the life of an architect. Fourth, is the Kentucky Board of Architects (BOA) IDP committee chair who communicates the role of the state board and its actions, This person participates in professional practice classes and works at arranged student meetings. The Executive Director of the BOA regularly assists in this role.

The relationship with the state registration process is particularly close because the Director of the School, or highest ranking registered architect is a member, by statute, of the Kentucky Board of Architects. This person attends all Board meetings, and maintains contact with other Board members. Currently David Biagi serves on the board, and is in his second term as board president. He also serves on NCARB’s Practice and Education committee.

D Architectural Education and the Profession

Opportunities for the development of leadership responsibilities among students comes through student organizations, assistantships, and engagement through team based design projects.

A professorship endowed by the Kentucky Society of Architects, only one of a few funded in this manner nationally, has facilitated a strong relationship between the students and the profession. The professor is responsible for: advising AIAS, attending AIA meetings and mentoring. The local AIA chapter runs a mentorship program for recent graduates.

A new phenomenon at the school is that it has now been in existence long enough to have professionals, who have graduated from the program and that represent all phases of an architectural career. We now have the ability to have students, who either want to stay in the state of Kentucky or move away, to have access to role models across the spectrum of a career in architecture. For students the ability to communicate with these alumni is critical for them to achieve their potential.
The relationship between the school and the profession in the state of Kentucky is strong. One factor in creating this bond is that the School is the only accredited degree program in the state, therefore the majority of architects in the state are graduates of our program.

E Architectural Education and the Public Good

The school, by embracing significant changes to the program over the years has progressed from a school focused inwardly on the designed object, towards one that combines practical skills with pedagogy to improve the lives of the people of the Commonwealth of Kentucky. The focus of projects is now more than just the landscape but the economy and social structure. This new infrastructure means that faculty distribute a significant percentage of their effort towards research. Students receive academic credit and tuition support through assistantships. Partnerships can be developed both inside and outside.

The identification of Design + Energy as the umbrella for our research agenda has allowed many potential partners to become aware of the expertise that exists within the school. Two projects exemplify the potential of this strategy: The River Cities Project and HBEER (Houseboats to Energy Efficient Homes).

The River Cities Project
“The ambition, from the outset, was to use design—architecture, landscape architecture, planning, adaptive reuse—to help stimulate development [and the economy] in river cities on the Ohio River, which forms the northern border of the Commonwealth of Kentucky. Working with city officials, businesses, non-profit groups, and, most importantly, residents, we have researched and made design proposals that in at least two cases are in the process of being implemented. More importantly, these River City projects have given our students and faculty the opportunity to make real world interventions that show, by example, the real contributions architecture and design make to our continued economic recovery and cultural development. And they allow the college to fulfill its ambition and duty to serve the Commonwealth and its people.” Michael Speaks, Dean

HBEER
This multi-year project was initiated in the fall of 2009 and directly responds to the impact the current economic downturn has had on the houseboat manufacturing industry in the Commonwealth. More than 50 students and faculty at the school were responsible for researching and developing initial models of energy-efficient, affordable housing that could be produced by the region’s houseboat manufacturers. The next phase of the HBEER project includes a prototype for multifamily housing, as well as classroom space for schools as an energy efficient and more durable alternative to portable classrooms. In addition, the space will be flooded with natural lighting, which studies show improves learning.

“The transfer of knowledge and expertise gained during the HBEER project traces the path of an arc leading directly from design research conducted at the University of Kentucky to design products meant to address important energy and economic needs of communities in the Commonwealth of Kentucky and beyond,” Michael Speaks, Dean.

I.1.4. Long Range Planning
The APR must include the following:

- A description of the process by which the program identifies its objectives for continuous improvement.
- A description of the data and information sources used to inform the development of these objectives.
- A description of the role of long-range planning in other programmatic and institutional planning initiatives.
- A description of the role the five perspectives play in long-range planning.
A significant addition to the program, since the last visit, is the establishment of an Associate Dean for Administration (ADA). The ADA primary role is to coordinate long-term planning activities, including the strategic planning process. This has led to recurring policies for gathering, assessing and implementing progress toward the school’s mission.

The architecture program has always been highly respected. To establish this respect, in the past it expended a lot of resources, looking inwardly, to raising the level of architectural discourse among the student body. As the program has progressed, this inward focus has been transformed by the addition of other academic units and the move of the professional degree to the graduate level. This, by circumstance, changed the distribution of effort of our faculty. Previously, faculty devoted their efforts primarily towards teaching. Now, a faculty’s distribution of effort is more in line with the rest of the university, as balanced between teaching, research and service. This created, by design, a faculty that can now engage fully with the academic community and participate in fulfilling the university’s strategic goals. The results of this lead the college to think differently about its own strategic plan. Two main criteria were used to establish the strategic plan: first, build upon the university’s plan and second, address the five NAAB perspectives. Dedicated faculty meetings were devoted to the adoption and integration of this plan resulting in a document that identifies the college’s collective strength and the unit’s particular expertise.

University Strategic Plan
CoD Strategic Plan Implementation Project 2009-2014
CoD Strategic Plan Improvement Action 20011-2012

As the university moves into a new era with a new president, a new provost and a new strategic plan, the ability of the units to adapt and move forward provides us with the opportunity to add value to the university. The university has asked each unit to identify and focus on its core mission.

I.1.5. Program Self Assessment
The APR must include the following:

- A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement, its multi-year objectives and how it relates to the five perspectives.
- A description of the results of faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the five perspectives.
- A description, if applicable, of institutional requirements for self-assessment.
- A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).
- Any other pertinent information.

School Review
The School’s Rules and Procedure outline the areas of responsibility for self assessment. The committee structure allows for representation of faculty, students, staff and professional to participate in the process.

Course and Student Performance
The Curriculum Committee has the primarily role to report to the School’s faculty and director their assessment of the overall curriculum and individual courses. To assist the committee, area coordinators have been established, and report directly to the Curriculum Committee. Area coordinators have been created for: Studio, History & Theory, Technology and Professional Practice. 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
Reactions. An example is provided of the Course Assessment process, including: the ARC 253 Course Assessment document, Second Year Coordination meeting minutes, the Studio Coordinator meeting minutes, the Architectural Curriculum Committee meeting minutes, and the Curriculum Committee report to the director and faculty. Course Assessment

Similarly, the other school standing committees report their findings and recommendations to the faculty and director at the faculty meetings.

The combined results of each “Course Assessment” document are the basis of a yearly Improvement Action Plan. The plan includes an Executive Summary, Methods and Analysis, Benchmarking, and Result and Action Plan-Findings and Recommendations.

Student Course Evaluation
Course evaluations are conducted each semester. Students complete forms developed specifically for our 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 “CoD Strategic Plan, Implementation Project, 2009-2014”. This 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 College of Design Associate Dean for Administration (ADA) is the person responsible for implementing college-wide program assessment. The program assessment is called an Improvement Action Plan (IAP). In general, the purpose of the program assessment is to improve student learning using a targeted goal and measurable results. The IAP involves a brief Reflection Report which reviews the IAP process after it is completed and articulates the strengths and weaknesses of the plan. The ADA works with the program directors to define a plan and revise it for that purpose. In the case of Architecture, the learning outcomes are already clearly defined by the NAAB Conditions of Accreditation. Because the conditions of accreditation are comprehensive, the improvement plan for architecture was developed in such a way that it ensures 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 organized reviews of student work samples strategically and facilitated 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 blackboard data-base and assists program directors in improvement projects targeted to specific student learning outcomes as needed. The assessment of the accredited degree programs in the College of Design by the University began in 2009 with the establishment of the University Assessment Council (UAC) by the Provost. The CoD Associate Dean for Administration serves on the UAC which reviews the assessments reports of all programs at the University and works to improve the reporting process.

The CoD is 100% compliant for Improvement Action Plans and Reflection Reports for the past three years: 09/10, 10/11 and 11/12.

University Review
The university conducts an “External Review” of each college every six years. The review is conducted by four faculty members outside the college but within the university, two outside members from peer institutions and one college representative. 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.
The university conducts a financial audit of a unit at six year intervals. A full audit of the college was completed in 2009.

Faculty Assessment
The provost office sets the schedule for conducting faculty reviews. All tenured faculty members are reviewed every two years. All non-tenured faculty are reviewed every year. The Faculty Standards, Policies and Procedures relating to Distribution of Effort, Performance Review, and Promotion and Tenure outline the requirements for the review. Each faculty is, reviewed first by the School’s Status of Faculty Committee and the results are forwarded to the director. If the director agrees with the review, it is then forwarded to the dean. If the director has a different opinion, that opinion is written and forward to the dean for a final decision. The dean requests the opinion of the college’s Status of Faculty in determining whether the reviews for the academic units were conducted equitably. The dean then forwards the final results of each review to the individual faculty. The faculty member then consults with their director on the review and establishes a direction for the next review period The faculty has the right to appeal any review within a given timeframe.

I.2. Resources

I.2.1. Human Resources & Human Resource Development
The APR must include the following:

 Faculty/Staff
• A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room²).
• A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.
• A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.
• A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.
• The school’s policy regarding human resource development opportunities, such as:
  o A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
  o A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  o Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.
• A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
• A list of visiting lecturers and critics brought to the school since the previous site visit.
• A list of public exhibitions brought to the school since the previous site visit.
Students

• A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).
• A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.
• Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.
• Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.
• Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.
• Evidence of support to attend meetings of student organizations and honorary societies

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 an effectiveness of the administration and fair allocation of faculty and student support. Administrative functions and support staff are shared to efficiently operate a school within a college of this small size. The school has for approximately thirty years, used a selective admissions process to manage the resources including faculty, staff, students and physical accommodations. Towards this ends, a potentially broad curriculum with multiple concentrations possible, has been focused to match the resources that are available. Currently, only the Building Design concentration is offered. By focusing our limited resources in one area of concentration we are able to manage our resources.

Associate Dean for Administration, Mark O’Bryan is the IDP Coordinator. ADA O’Bryan has participated in the NCARB training conferences for the past three years.
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University of Kentucky
Architecture Program Report
September 2012
| Faculty Member              | Summary of expertise, recent research or experience (limit 25 words) | ARC 151 | ARC 213 | ARC 231 | ARC 203 | ARC 234 | ARC 235 | ARC 302 | ARC 304 | ARC 305 | ARC 434 | ARC 435 | ARC 497 | ARC 512 | ARC 513 | ARC 515 | ARC 634 | ARC 699 | ARC 735 | ARC 743 | ARC 759 |
|----------------------------|---------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Biagi, David               | MARCH, Principal at Biagi Architect                                  |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Carpenter, Clyde           | MARCH, B.S. Civil Engr.                                             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Co, Angela                 | MARCH                                                               |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Filson, Anne               | BA Art History, MArch, NCARB, AIA, LEEDAP Practicing Architect, Partner - Filson & Rohrbacher |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Heller, Sarah              | MARCH, Sustainability                                              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Jahed, Peyman              | MS Civil Engr. Principal, BFMJ                                      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Levine, Richard            | MARCH, BARCH, practicing architect, Principal CSC Design Studio     |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Luhan, Gregory             | MARCH, BARCH, Principal Luhan Architect; system-thinking, flexible systems & sustainable design |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Manson, Andrew             | MArch, M.A. Architectural History & Criticism                       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| McKay, Michael             | MARCH, Creative work                                                |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Miller, Kyle               | MARCH, Dir. eighteenth-west "facade design" digital fabrication "interactive design |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Miller, Wallis             | Ph.D. Architectural History, Theory & Criticism, MARCH              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Mohney, David              | MARCH, BARCH                                                        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| O’Bryan, Mark              | MARCH, BARCH, Creative work                                         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Parrish, Thomas            | MARCH                                                               |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Puckett, Nicholas          | MARCH, Advanced computing                                           |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Roccanova, Anthony         | MARCH, BARCH, Creative work                                         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Rohrbacher, Gary           | MARCH, BARCH, Digital fabrication                                   |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Rozenberg, Jerzy           | M.A. Cinema Studies                                                 |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Scroggin, Jason            | MSAAD, BARCH, Principal Design Office Takebayashi Scroggin (D.O.T.S) |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Siever, Mark               | BARCH, practicing architect, S+A Architects                         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Smyth-Pinney, Julia        | MARCH, BARCH, architectural design, history/theory 1400-1700.       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Speaks, Michael            | Ph.D English Language                                               |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Summers, Martin            | MARCH, High efficiency envelopes                                    |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Summers, Regina            | MARCH, Creative work                                                |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Swanson, Elizabeth         | MARCH, Creative work                                                |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Swetnam, Bruce             | BARCH, Technology                                                   |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Takebayashi, Akari         | MARCH, Creative work                                                |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Faculty Member  | Summary of expertise, recent research or experience (limit 25 words) | ARC 101 | ARC 102 | ARC 103 | ARC 201 | ARC 202 | ARC 203 | ARC 204 | ARC 301 | ARC 302 | ARC 303 | ARC 304 | ARC 401 | ARC 402 | ARC 403 | ARC 404 | ARC 501 | ARC 502 | ARC 503 | ARC 504 | ARC 601 | ARC 602 | ARC 603 | ARC 604 | ARC 701 | ARC 702 | ARC 703 | ARC 704 |
|-----------------|-----------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Biagi, David    | MARCH, principal at Biagi Architect                                      | x      | x      |        |        |        | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      |
| Carpenter, Clyde| MARCH, B.S. Civil Engr. Principal, Carpenter Architect, general architectural design, historic preservation |        |        |        |        |        |        |        | x      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Filson, Anne    | BA:Art History, March, NCARB, AIA, LEEDAP Practicing Architect, Partner - Filson & Rohrbacher |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Gesund, Hans    | Dr. Eng's, Civil Engineering                                            |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Helfer, Sarah   | MARCH, Sustainability                                                   | x      | x      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Hinze, Brock    | BARCH, Practicing architect, recently designer for L.A. firm Morphosis  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Jahed, Peyman   | MS CIVIL ENGR. Principal, BFMA                                            |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Lucas, Timothy  | BARCH, practicing Architect, co-founder Lucas/Schwering, Planning Architect, RDE Facilities |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Luhan, Gregory  | MARCH, BARCH, Principal Luhan Architect; system-thinking, flexible systems & sustainable design |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Manson, Andrew  | M Phil., M.A. Architectural History & Criticism                         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| McKey, Michael  | MARCH, Creative work                                                    | x      | x      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Miller, Kyle    | MARCH, Dr. eighteenth-west "facade design " digital fabrication "interactive design" |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Miller, Walts   | Ph.D. Architectural History, Theory & Criticism, MARCH                  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| O'Bryan, Mark   | MARCH, BARCH, Creative work                                            |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Parrish, Thomas | MARCH                                                                 |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Pickett, Jeffrey| BARCH, practicing architect, Pickett & Assoc, PLLC.                      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Puckett, Nicholas| MARCH, Advanced computing                                              |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Rash, Timothy   | MARCH, BARCH, founder of Rash, LLC, fabrication & design                |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Roccanova, Anthony| MARCH, BARCH, Creative work                                           |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Rohrbacher, Gary| MSARCH, MARCH, Digital fabrication                                     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Rozenberg, Jerzy | M.A. Cinema Studies                                                      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Scroggin, Jason | MSAAD, BARCH, Principal Design Office Takebayashi Scroggin (O.T.S)       |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Siever, Mark    | BARCH, practicing architect, S+A Architects                             |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Smith, Nathan   | MARCH, Creative work                                                    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Smyth-Pinney, Julia| MARCH, BARCH architectural design, historytheory 1400-1700.             |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Speaks, Michael | Ph.D English Language                                                   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Summers, Martin | MARCH, High efficiency envelopes                                         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Summers, Regina | MARCH, Creative work                                                    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Swetnam, Bruce  | BARCH, Technology                                                        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Takebayashi, Akari | MARCH, Creative work                                                    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

FALL 2011
| Faculty Member         | Summary of expertise, recent research or experience (limit 25 words)                                                                 | ARC 151 | ARC 213 | ARC 221 | ARC 252 | ARC 315 | ARC 333 | ARC 405 | ARC 434 | ARC 435 | ARC 457 | ARC 512 | ARC 518 | ARC 524 | ARC 534 | ARC 599 | ARC 601 | ARC 602 | ARC 605 | ARC 609 | ARC 629 | ARC 645 | ARC 659 | ARC 743 | ARC 750 | ARC 759 |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Biagi, David          | MARCH, principal at Biagi Architect, BARCH                                                                                      | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Betsky, Aaron         | MARCH, Director of the Cincinnati Art Museum                                                                                     | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Carpenter, Clyde      | MARCH, B.S. Civil Engr.                                                                                                          |         | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Filson, Anne          | BA Art History, MArch, NCARB, AIA, LEEDAP, Practicing Architect, Partner - Filson & Rohrbacher                                    |         |         |         |         |         |         |         |         |         |         | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Heller, Sarah         | MARCH, Sustainability                                                                                                           | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Hioe, Brook           | BARCH, Practicing architect, most recently as a designer for the L.A. firm Morphosis                                             | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Jahed, Peyman         | MS CIVIL ENGR, Principal, BFMJ                                                                                                   | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Jacobs, Michael       | BARCH, practising architect, VP Omni Architects                                                                                |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Luhau, Gregory        | MARCH, BARCH, Principal Luhau Architect, system-thinking, flexible systems & sustainable design                                  |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Manson, Andrew        | MArch, M.A. Architectural History & Criticism                                                                                    | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| McKay, Michael        | MARCH, Creative work                                                                                                            | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Miller, Kyle          | MARCH, Dir. eighty-west facade design & digital fabrication & interactive design                                                 | X       | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Miller, Wallis        | Ph.D, Architectural History, Theory & Criticism, MARCH                                                                         | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Mohney, David         | MARCH, BARCH, Urbanism                                                                                                           | X       |         |         |         |         |         |         |         |         |         |         | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Nourrigat, Elodie N.A.| Ph.D Architecture, Principal, NB architects                                                                                      | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| O'Brien, Mark         | MARCH, BARCH, Creative work                                                                                                     | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Pickett, Jeffery      | BARCH, practising architect, Pickett & Assoc, PLLC.                                                                              | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Puckett, Nicholas     | MARCH, Advanced computing                                                                                                       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Rash, Timothy         | MARCH, BARCH, founder of Rash, LLC, fabrication & design                                                                       | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Roccanova, Anthony    | MARCH, BARCH, Creative work                                                                                                      | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Rohrbacher, Gary      | MARCH, BARCH, Digital fabrication                                                                                               | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Scroggin, Jason       | MSAAD, BARCH, Principal Design Office Takebayashi Scroggin (D.O.T.S)                                                             | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Siever, Mark          | BARCH, practising architect, S+A Architects                                                                                      | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Smith, Nathan         | MARCH, Creative work                                                                                                            | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Smyth-Pinney, Julia   | MARCH, BARCH architectural design, history/theory 1400-1700.                                                                    | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Summers, Martin       | MARCH, High efficiency envelopes                                                                                                 | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Summers, Regina       | MARCH, Creative work                                                                                                            | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Swanson, Elizabeth    | MSARCH, BS, Creative work                                                                                                       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Swetnam, Bruce        | BARCH, Technology                                                                                                               | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Takebayashi, Akari    | MARCH, Creative work                                                                                                            | X       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
The University of Kentucky produces annually an Affirmative Action Plan (AAP) for employment based on technical regulatory standards established by federal Executive Order 11246 as amended, and administered by the U.S. Office of Federal Contract compliance Programs. Part 1 of the University Kentucky Governing Regulations clearly states: Equal opportunities shall be provided for all persons throughout the University in recruitment, appointment, promotion, payment, training, and other employment and education practices without regard for economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, or age. The University does not discriminate on the basis of uniform service, veteran status, or physical or mental disability when an individual otherwise meets the minimum qualifications for application or participation. All University members are expected to comply with the institution’s nondiscrimination policy. The president is responsible for the development of an affirmative action plan by which full implementation of this policy shall be effected in the University. Additional information about the University’s regulatory compliance and accountability, as well as contact information can be found online at: http://www.uky.edu/EVPFA/EEO/.

Initiatives for Diversity:
University Initiatives: In September 2010 the Kentucky Council on Postsecondary Education (CPE) adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institutional Diversity Plan Development. This CPE Diversity Policy requires each public postsecondary education institution in the Commonwealth to develop a five-year diversity plan that addresses student body diversity, achievement gaps, workforce diversity, and campus climate. The University of Kentucky 2011-2015 Diversity Plan establishes student objectives consistent with the UK Strategic Plan, and employment objectives based on the UK Affirmative Action Plan. The Diversity Plan includes narratives describing many of the programs, services, and initiatives that support attainment of our institutional objectives. Under the leadership of so many university officials, and contributions of every faculty, staff, and student, the University of Kentucky strives to build and maintain an inclusive and welcoming campus community. The 2011-2015 Diversity Plan can be found online at http://www.uky.edu/DiversityPlan/diversity_plan.html

Student Admissions:
Goal IV of the University Strategic Plan is to promote diversity and inclusion. Toward this goal, the Office for Institutional Diversity (OID) serves the entire university community. More information about the OID and its efforts can be found here: http://www.uky.edu/Diversity/about.html

Faculty Recruitment:
http://www.uky.edu/Provost/APFA/Recruitment/ and http://www.uky.edu/EVPFA/EEO/pdf/UK_AAP.pdf

Staff Recruitment:
http://www.uky.edu/HR/working/abouthr.html

University Support for faculty & staff:
http://www.uky.edu/UKHome/subpages/FacultyStaff.html

Program Endowed Funds:
The School has a number of endowed professorships, including endowments supported by Kentucky’s Research Challenge Trust Fund (RCTF) that provide funds in the form of salary support and/or an annual stipend to support travel, equipment or other expenses to further faculty research agenda and professional development. The Brown-Forman Visiting Chair in Urban Design was established with an initial gift of one million dollars to support the salary and other expenses of a visiting professional with a record of national achievement, to teach and participate in a design and research oriented project based in Louisville, KY. The Sutherland Professorship of Landscape Design is awarded to a new or current professor who has a distinguished career in landscape architecture, or urban and rural use planning.
The Kentuckiana Masonry Institute Endowed Professorship is awarded to a member of the faculty who specializes in instruction on construction materials. The AIA Kentucky Endowed Professorship is awarded to a faculty who demonstrates a record of achievement in the practice of architecture or urban design, and who, in addition to his/her instructional and other scholarly duties, serves as liaison with AIA Kentucky and the profession. The Charles Parker Graves Endowed Professorship is awarded to the faculty member who has a demonstrated record of achievement in design and/or a field of academic study related to architecture.

The School also has the John Russell Groves-Kentucky Housing Corporation Affordable Housing Design Research Fund, which was established with an initial gift from the Kentucky Housing Corporation, and matched by the state through the Research Challenge Trust Fund. The endowment, now worth nearly a million dollars, funds research initiatives in affordable housing, including the basic research that eventually lead to the Houseboats to Energy Efficient Housing (HBEER) project.

More information about the Research Challenge Trust Fund is available here: http://www.uky.edu/Development/dcs/rctf.htm

Leaves of absence:
The School of Architecture encourages faculty to take advantage of the university policy on leaves of absence for both scholarly and personal reasons. Leaves may be financially supported by the school, the college, outside funds or a combination of funds. The university’s policy regarding faculty leave is found in here: http://www.uky.edu/regs/files/gr/gr10.pdf The University-Supported leaves include sabbatical, educational leave, scholarly fellowship leave, and entrepreneurial leave.

Evidence of University Supported Leaves of Absence for Faculty
2012  Angie Co, Scholarly Leave/Rome Prize
       Len Wujcik, paid sick leave
2011  Jerzy Rozenberg, 1/2 Sabbatical
       Liz Swanson, 1/2 Sabbatical
2010  Wallis Miller, Full Sabbatical
       Julia Smyth-Pinney, Full Sabbatical
2009  Len Wujcik, Full Sabbatical
2008  David Mohney, Full Sabbatical
       Wallis Miller, Visiting Scholar, Royal Technical University, Stockholm, Sweden
2007  Julia Smyth-Pinney, Scholarly Leave

Research
University Support of Faculty – The University of Kentucky offers Full-time faculty members an opportunity to apply for a competitive internal grant program through the Vice-President for Research's office. Awards generally range from $2,000 to $20,000, with the funding supporting up to one year only from the date of award.

In addition, the University provides start-up, Retention, and Retraining support for faculty which provides funds for equipment, supplies, and personnel necessary to recruit the best research faculty possible, and to provide adequate resources for an effective start to their research program. Normally, commitments for new faculty start-up packages are negotiated between the Vice President for Research and the deans and department chairs prior to a faculty member’s arrival on campus.
Evidence of University of Kentucky Support of Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Angie Co</td>
<td>Start-up funding, $24,600</td>
</tr>
<tr>
<td></td>
<td>Martin Summers</td>
<td>Start-up Funding, $36,120</td>
</tr>
<tr>
<td></td>
<td>Kyle Miller</td>
<td>Award, Summer Faculty Research Fellowship, University of Kentucky, 2012, One of six selected for this fellowship from over three hundred applicants.</td>
</tr>
<tr>
<td>2011</td>
<td>Michael McKay</td>
<td>Start-up funding, $16,600</td>
</tr>
<tr>
<td></td>
<td>Kyle Miller</td>
<td>Start-up Funding, $16,600</td>
</tr>
<tr>
<td>2009</td>
<td>Anne Filson</td>
<td>Start-up funding, $26,850</td>
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<tr>
<td></td>
<td>Nick Puckett</td>
<td>Start-up Funding, $127,000</td>
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<tr>
<td></td>
<td>Gary Rohrbacher</td>
<td>Start-up funding, $26,850</td>
</tr>
<tr>
<td>2007</td>
<td>Liz Swanson</td>
<td>Research Fellowship, University of Kentucky Special Summer Faculty Research Fellowship, $7,000, Research Fellowship to support the completion of Teardown presentation (Phase One), 2007.</td>
</tr>
</tbody>
</table>

College Support of Faculty
The College of Design encourages its faculty to engage in scholarly and research activities. To support these endeavors it has developed a funding stream to support faculty research initiatives and to enable emerging scholarly and creative research within the College of Design. While this research initiative-funding process gives priority to junior faculty all full-time tenure-track and tenured faculty will be considered and therefore, are encouraged to apply. Applications are electronically submitted to the College of Design-Associate Dean for Research who then ranks the proposals. The proposals are then reviewed by the College of Design Executive Committee, who then make their funding recommendations to the dean.

Evidence of College Support of Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>($10,000)</td>
<td>Angie Co</td>
<td>College of Design Research Initiative Funding, $7,300</td>
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<td></td>
<td>Anne Filson</td>
<td>College of Design Research Initiative Funding, $2,500</td>
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<td>Gregory Luhan</td>
<td>College of Design Research Initiative Funding, $3,590</td>
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<tr>
<td>2008-2009</td>
<td>($19,200)</td>
<td>Karen Lewis</td>
<td>College of Design Research Initiative Funding, $5,000</td>
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<td>Gregory Luhan</td>
<td>College of Design Research Initiative Funding, $4,200</td>
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<td>Jeroen van den Hurk</td>
<td>College of Design Research Initiative Funding, $10,000</td>
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<td>2007-2008</td>
<td>$12,000</td>
<td>Gregory Luhan</td>
<td>College of Design Research Initiative Funding, $1,656</td>
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<td>Gregory Luhan</td>
<td>College of Design Research Initiative Funding, $2,144,</td>
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<td></td>
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<td>Michael Spencer</td>
<td>College of Design Research Initiative Funding, $5,000</td>
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</table>

Research Output Evidence

2012

Michael Speaks, Principal Investigator, River Cities IABR Making Cities 2012. Funded research totaling $40,000 to design and build exhibition; design and produce publication.

Michael Speaks, Principal Investigator, Louisville Water Company, Louisville, KY. Funded research totaling $20,000 to design and build models for a water education facility.
2011
David Biagi, Grant, Principal Investigator, (Co-principal Investigators, Michael Jacobs, Bruce Swetnam, Michael Speaks), Energy Efficient Housing, United States Department of Commerce - Economic Development Administration Grant, $252,000.

Anne Filson, Atomic Cities/PGDP Modeling: Paducah Micropolitan Study, US Department of Energy (DOE), University of Kentucky Center for Applied Energy Research (CAER), With Gary Rohrbacher, $300,000.

Sarah Heller, LexArts EcoArt Grant, Public Art Installation, $5,000.

Gregory Luhan, Grant, Co-Principal Investigator with Dusan P. Sekulic, Gregory A. Luhan, Fazleena Badurdeen, Margaret J. Schroeder, Leslie H. Vincent, "Systems Thinking for Sustainability: TUES-Phase 1: Exploratory," National Science Foundation (NSF), Research, $200,000 [$80,000 Engineering; $40,000 Design, Business, and Education], 2011-2014

Gary Rohrbacher, Atomic Cities/PGDP Modeling: Paducah Micropolitan Study, US Department of Energy (DOE), University of Kentucky Center for Applied Energy Research (CAER), with Anne Filson, $300,000.

2010
David Biagi, University of Kentucky Commonwealth Collaborative, $10,000, May 2010.
Michael Speaks and David Biagi, Co-Principal Investigator, HBEER (Houseboat to Energy Efficient Residences), University of Kentucky College of Design, School of Architecture, 2010-present. Funded research and working capital, including federal, state and municipal grants totaling $1.7 million to design, prototype and manufacture affordable, modular housing units built in former house boat factories.

2009
David Biagi, Houseboats to Energy Efficient Residences, Kentucky Highland Investment Corporation, $150,000.

2008
Richard Levine, China Symposium Grant, $3,000, from University of Kentucky Asia Center, Lexington, KY, United States.

2007
Gregory Luhan, Grant, Co-Principal Investigator with Donald Colliver (Agriculture) and Hilary Bryon (Architecture) "Solar Decathlon 2009: SMART BLUES |A Proposal from the University of Kentucky," US Department of Energy (DOE) and National Renewable Energy Laboratory (NREL), Research, $100,000 [$50,000 Agriculture; $50,000 Design].
The College of Design has 18 Tenured faculty, 1 Tenure-track, and 7 Lecturers. Faculty productivity through presentations and publications is tracked through submitted faculty curriculum vitae (CVs). The table below provides a snapshot of the breadth and range of productivity in the calendar years 2004-2012 in comparison to 1999-2004.

*The tabulation below is based upon faculty CVs submitted.*

<table>
<thead>
<tr>
<th>Research Output</th>
<th>(F) 2004 / (S) 2012</th>
<th>(F) 1999 / (S) 2004</th>
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<tr>
<td>Books</td>
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<td>Book Editor</td>
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<tr>
<td>Book Chapters</td>
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<tr>
<td>Refereed Papers</td>
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<td>30</td>
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<tr>
<td>Refereed Abstracts</td>
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<td>17</td>
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<tr>
<td>Refereed Presentations – Regional</td>
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<td>Refereed Presentations – National</td>
<td>45</td>
<td>17</td>
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<tr>
<td>Refereed Presentations – International</td>
<td>36</td>
<td>5</td>
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<tr>
<td>Invited Presentations</td>
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<td>38</td>
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<tr>
<td>Research Grants and Awards – Internal</td>
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<td>Research Grants and Awards – External</td>
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<td>Juried Competitions</td>
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<td>Exhibitions – Invited</td>
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<td>Exhibitions – Refereed</td>
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<tr>
<td>Recorded Presentations</td>
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<tr>
<td>Workshops</td>
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<tr>
<td>Reviews of Creative Work</td>
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<td>Reviews of Scholarly Work (Book Reviews)</td>
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<td>Reviews of Creative Work</td>
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<tr>
<td>Honors/Awards</td>
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Policies, procedures, and criteria for faculty appointment:
The School of Architecture adheres to University policy on appointment, promotion and tenure. The full policy is found here: [http://www.uky.edu/regs/ar.htm](http://www.uky.edu/regs/ar.htm)

The University of Kentucky requires that each academic unit establish the criteria for policies regarding faculty appointment, promotion and tenure. The policies are to align with the university’s Governing Regulations and Administration Regulations and the colleges Rules and Procedures for Operation.

The university establishes the time frame for evaluation. Regular Title Series are review every two years. All other positions are review annually. The criteria for evaluation are established in the College of Design, Faculty Standards, Policies, and Procedures Relating to Distribution of Effort, Performance Review, and Promotion and Tenure. Since the adoption of these rules the success rate for promotion has been 100%. This includes the first promotion to full professor by an associate faculty member (not hired as a full professor) in thirty years. The main accomplishment of this document is to balance traditional teaching responsibilities with new research expectations. The document establishes the value of time for each type of class and the expectation of accomplishment of research. The document is flexible enough to allow each faculty member to work with the director to establish a plan for them to continue to move up through the faculty ranks.
College of Design Lectures
Lectures recordings can be viewed online.

Spring 2007
2.12 – Stow Chapman, University of Louisville
2.19 – C.A. Debelius, University of TN
2.20 – “The 2010 Imperative: Global Emergency Teach-in”
2.26 – Heinrich Schnoedt, Virginia Tech
3.19 – Lance Hosey, William McDonald + Partners
3.23 – Michael Speaks, UCLA & Herman Alonso-Diaz, Columbia University
3.26 – Liz Swanson, University of Kentucky
4.09 – Hilary Bryon, Virginia Tech
4.26 – David Mohney - Dean

Fall 2007
9.13 – Cameron Sinclair Architecture for Humanity
9.14 – Victor Margolin, University of Illinois at Chicago
9.24 – Christian Unverzagt – Principal, M1/DTW
10.1 – Jeanne Gang, Studio/Gang Architects
10.15 – Erik Reece, UK College of Arts & Sciences
10.22 – Mac Scogin, Mack Scogin Merrill Elam Architects
10.29 – Interboro – Brooklyn, NY
11.15 Hilary Sample, MOS,

Spring 2008
2.11 – Jeroen Van Den Hurk
2.25 – Dmitry Strakovsky
3.3 – Bureau V
3.24 – Robert De Leon
4.7 – Lois Weinthal

Fall 2008
9.17 – Michelle Provoost, Crimson, Rotterdam
9.24 – Bjarke Ingels, BIG, Copenhagen
10.08 – Rahul Mehrotra, MIT, Cambridge
10.15 – Gary Bates, Space Group, Oslo
10.29 – Mette Ramsgard Thomsen, CITA, Copenhagen
11.05 – Emmanuelle Bourlier, Panelite, Los Angeles
11.12 – Neil Denari, NMDA, Los Angeles
11.19 – Mabel Wilson, Columbia, New York

Spring 2009
3/5-3/7 - Historic Preservation Symposium: New Models of Practice:
3/5 – Bill Weyland, managing Director, City Properties Group, Louisvill
3/6 – Tom Gilmore, Director, Gilmore Associates, Los Angeles
3/6 – Robert Z. Melnick, University of Oregan
3/6 – Rahul Mehrotra, MIT/Rahul Mehrotra Associates
3/7 – Scott Diaz – Managing Director of Kubit / Mark Hanna – Faro Technologies
Fall 2009
9.16 – Sam Jacob – FAT, London
9.23 – Daan Roosegaarde – Studio Roosegaarde, Amsterdam
10.12 – Matthijs Bouw – One Architecture, Amsterdam
10.21 – Kevin Knudson – Perkins + Will, Minneapolis
10.28 – Joe Tanney – Resolution 4 Architecture, New York
11.04 – Robert Somol – Director, UIC School of Architecture, Chicago
11.11 – Monica Ponce de Leon – Dean, U-M Taubman College
11.23 – Jianfei Zhu – Associate Professor, University of Melbourne, Melbourne

Spring 2010
2.17 - Robert Ivy, Architectural Record
2.19 - Ronnie Parsons + Gil Akos
3.10 - Marcelo Spina
3.24 - Henk Ovink
4.1 - Eileen Jones
4.13 - Jeffrey Kipnis, Marcelo Spina, David Erdman, Michael Speaks - 3and1

Fall 2010
9.10 – Aaron Betsky, Cincinnati Art Museum
9.29 – Bart Lootsma, Leopold-Franzens, University of Innsbruck
10.01 – Florian Idenburg - SO-IL/NY, Brown-Forman Visiting Chair in Urban Design
10.04 – Christian Moeller – UCLA Design Media Arts
10.20 – Matias del Campo – SPAN/Vienna
10.29 – Elise Co & Nikita Pashenkov – aeolab, Los Angeles
11.08 – Brett Steel – AA School of Architecture & AA Publications, London
11.10 – Ruben Suare – 3Form, Salt lake City
11.11 – Architecture Open House
11.12 – Interior Design Open House

Spring 2011
3.25 - Design Chat 4: Twenty Something
Rene Condee, Brittany Davidson, and Amberlee Isabella
3/31 - 4.01 - Historic Preservation Symposium Adaptive Reuse: Preservation Through Innovation:
3/31 – Holly Wiedemann , A.U. Associates
4/1 – Donovan Rypkema , Place Economics
4/1 – Matthew Kiefer, Harvard University Loeb Fellow, and Board President of Historic Boston, Inc.
4.4 - Design Chat 3: David McConnie, Visual Manager/Mass Channel Merchandising

Fall 2011
9.13 - Gregor Zimmerman, Ph.D., G.tecz, Kassel, Germany
9.23 - Ann Swope, Swope Design Group, Louisville
9.26 - Freek Persyn, 51n4e, Brussels, Belgium
10.07 - James Crump, Ph.D., Cincinnati Art Museum
10.10 - Ronald Jones, Ph.D., Director of Experience Design, Konstfack University, Stockholm, Sweden
10.14 - Alex Deutschman, Morphosis, Los Angeles
10.21 - Dan Colvin and Silke Becker, RossTarrant Architects, Lexington
10.21 - Keely Colcleugh, Kilograph Visualization, Venice, California
10.24 - Mark O’Bryan, Associate Dean for Administration, University of Kentucky College of Design
11.04 - Gregory Romine, Axis Facades International, LLC, New York
11.18 – Christian Unverzagt, M1DTW, Detroit
Spring 2012
1.11 - Aaron Betsky, Director, Cincinnati Art Museum, Cincinnati
2.3 - Adam Fure, Director, SIFT Studio, Ann Arbor
2.10 - Design for Healing: Albert B. Chandler Hospital
2.17 - Brennan Buck, Partner, Freeland Buck, New York
The 6th Annual Historic Preservation Symposium - New Voices, Current Needs:
3.01 - Ned Kaufman, Place Matters
Alicestyne Turley- Director of the Underground Railroad Research Institute
3.02 - Thomas F. King, Cultural Resource Management
Stanley Lowe - Pittsburgh Neighborhood Preservation Services
40+ Rethinking Design: Interior Design Symposium:
3.29 - Prataap Patrose, City of Boston, SRED: Socially Responsible Enlightened Design
Robin Guenther, Perkins+Will, New York
3.30 - Cindy Coleman, Gensler, Chicago
Chris Collins, Tipodean Technologies, San Francisco
4.04 - Jianfei Zhu, University of Melbourne
4.06 - Clark Thenhaus, Principal, Endemic Architecture, Melbourne
4.11 - Aaron Betsky’s public lecture series, “Where We Are Now”

Exhibitions


“(Re)Making City” Exhibition on Positive Futures for the Paducah Gaseous Diffusion Plant at CAER May 5-August 15, 2012

College of Design, Third Annual End of Year Show, Land of Tomorrow Gallery, May 4, 2012

Groundwater Concentrations Model Presentation at the Doe Information Center for the Citizens Advisory Board Meeting in Paducah, KY Presentation October 24, 2011. On display for community and agency meetings until April 2012.


5th International Architecture Biennale Rotterdam (IABR), April thru August 2012.

UK/CoD and Louisville Water Company, Idea Festival with Water Conference, August 30, 2012

“(Re)Making City” Exhibition on Positive Futures for the Paducah Gaseous Diffusion Plant at West Kentucky Community College, Late Fall 2012

College of Design, Second Annual End of Year Show, Land of Tomorrow Gallery, May 6, 2011

“River Cities Tour” Paducah, KY, Sept. 11, 2011

“River Cities Tour,” Henderson, KY, July 22, 2011

Students Helping Honduras Photography Exhibit, Reception, Saturday, April 16, 2011

New Faculty Exhibition, Land of Tomorrow (LOT) Lexington, November 19, 2010
“A Bereavement Center” Exhibition of Third Year Studio Projects for St. Elizabeth’s Hospice. Carnegie Library, Covington Kentucky November 4, 2010

College of Design and artwithoutwalls co-sponsored an exhibition of SO-IL’s award winning work in downtown Lexington’s Institute 193, September 9 through October 3, 2010

Mike McKay, LOT Louisville, KY, Grand Opening, October 11, 2010

“The Henderson Project”, Henderson, KY, June 2007

Students
Students have two entry points into our school and one entry point to the accredited degree program. In both cases, a student first applies to the University of Kentucky. A student meeting the requirements to be accepted into the university must then apply to the School of Architecture. The application process is administered by the College’s Office of Student Affairs. The School’s Rules and Procedures assign the responsibility of identifying the methods of admission and the evaluation of candidates through the Director, with the charge assigned to the Admissions and Scholarship Committee. The committee recommends a body of student for each of the two entry points. The committee reviews and scores each application individually. They rank all the applicants. The director then reviews the recommendations and reviews all applications not accepted to assure equity.

Undergraduates
Students who are accepted into the Kentucky’s Governors School for the Arts or National Merit Scholars upon completion of the required applications are automatically accepted.

Graduate
The process for these students is to first apply to the University of Kentucky Graduate School and then to our program. The committee then reviews all applications and identifies a class to be admitted. Notes regarding the different standing of students are forwarded to the Director of Graduate Studies (DGS). The DGS working with the Office of Student Affairs reviews the applications individually, using their previous matrix in comparison to our matrix, we then meet with the student to create a path that ensures all SPC will be addressed prior to graduation. Individual paths are then placed in the students file. The student is required to provide evidence for any work that is in question. This path is used for any student who is transferring from another NAAB accredited degree program. We do not accept students into the accredited professional degree program who are not from a NAAB accredited degree program or Cambria accord school. Students from our undergraduate program who have achieved a 3.0 GPA are upon completion of the applications required automatically accepted.

Academic and Personal Advising
The Office of Student Affairs, are professionally trained advisors. They work with the director and associate director to advise undergraduate and graduate students on progress towards a degree in a timely and accurate manner. They maintain detailed records, respond to early alerts from faculty; communicate to students their options for completing their degree; work with the director to make decisions in regards to credit overloads and appropriate overrides in SAP; share important reminders; oversee and maintain SAP and other student databases. Monitor mid-term grades and advise students on pros and cons of dropping courses or not. Process exceptions in APEX; monitor academic progress in APEX. Work closely with Education Abroad on appropriate course selection and program choices. They communicate frequently with students on graduation checks, submission of GRE and recommendation letters, portfolios, graduate admission, and provide preliminary advising for graduate programs. They provide programming to students on graduate school admissions policies/regulations. Promote best practices in recruitment and admission to graduate programs through “Graduating Seniors as Part-Time Graduate Students.” Identify and closely monitor those on student on probation, coming back from suspension, and other challenged students and assist in finding appropriate resources and
tools for success. Send congratulatory Dean’s List letters; provide informational sessions to students on University research, and scholarship opportunities.

They provide information about repeat options, pass/fail, academic bankruptcy, probation policies, and graduation applications. Process Reasonable Academic Process forms; advise students on post-midterm withdrawal and retroactive withdrawal paperwork. Perform detailed APEX Degree Planner audits on every graduating senior, process any exceptions/waivers in APEX. Monitor student schedules closely each semester; communicate with students early and often to make changes to schedule to ensure timely graduation. Remind students of appropriate graduation deadline, including the application process.

Advising Conferences
Actively prepare materials and audits in advance for approximately 24 advising conferences per year. Give parent presentations, group presentations for students, and Q&A sessions for each conference; invite faculty and graduate student participation. Advise and register incoming students.

Transfer Equivalencies
Collect syllabi and work with program directors to identify appropriate course equivalencies from transfer coursework. Assist transfer students with appropriate course petitions. Discuss Transfer Equivalency System (TES) with students when wishing to take courses outside of the University.

Career Guidance
Provide orientation for graduating graduate students, which details submission of necessary paperwork with Graduate School, inform them of deadlines, and provide career guidance.

Travel
The School has revived its student travel opportunities. All programs are run through the university’s Office of International Affairs. Students have the option of participating in general university exchanges, specific program exchanges, faculty lead travel programs and course related travel. Programs travel to Italy, Spain, Germany, Netherlands, Russia, Dubai, Brazil, Chile, Japan and China.

Funded Travel Itinerary Faculty and Students

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Instructor</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18/2012</td>
<td>Pittsburgh, PA</td>
<td>Biagi, David</td>
<td>NAAB</td>
</tr>
<tr>
<td>4/13/2012</td>
<td>Rotterdam, NL</td>
<td>Filson, Anne</td>
<td>IABR</td>
</tr>
<tr>
<td>5/16/2012</td>
<td>Rotterdam, NL</td>
<td>Kidd, Sydney</td>
<td>IABR</td>
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<tr>
<td>2/14/2012</td>
<td>New York, NY</td>
<td>Luhan, Greg</td>
<td>Workshop</td>
</tr>
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<td></td>
<td></td>
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<td>ACSA National Conference</td>
</tr>
<tr>
<td>2/28/2012</td>
<td>Boston, MA</td>
<td>Luhan, Greg</td>
<td>NSF grant at the IEEE-ISSST</td>
</tr>
<tr>
<td>5/23/2012</td>
<td>Boston, MA</td>
<td>Luhan, Greg</td>
<td>Boston</td>
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<tr>
<td>6/28/2012</td>
<td>Frankfurt, Germany</td>
<td>Miller, Wallis</td>
<td>research</td>
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<tr>
<td>3/15/2012</td>
<td>Ne York, NY</td>
<td>Miller, Kyle</td>
<td>Facades conference</td>
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<tr>
<td>3/15/2012</td>
<td>Boston, MA</td>
<td>Miller, Kyle</td>
<td>Conference</td>
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<td>2/27/2012</td>
<td>Mississippi State</td>
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<td>5/16/2012</td>
<td>Rotterdam, NL</td>
<td>Parrish, Carolyn</td>
<td>IABR</td>
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4/4/2012 New York, NY Rozenberg, Jerzy Research
3/14/2012 China Speaks, Michael Planning
3/14/2012 Florence/Milan Speaks, Michael Planning
5/21/2012 Rotterdam, NL Speaks, Michael IABR
5/25/2012 Rotterdam, NL Summers, Martin IABR
4/16/2012 San Francisco, CA Swetnam, Bruce Zata modular
11/28/2011 Los Angeles, CA Biagi, David ACSA/NCARB
9/15/2011 Dayton, OH Carpenter, Clyde AIA
9/27/2012 Winchester, KY Carpenter, Clyde KY Advisory Board
1/20/2011 St. Louis & Ann Arbor Co, Angela Review
4/18/2011 New York, NY Co, Angie Rome Prize
7/19/2011 Montpellier, France Co, Angie
4/6/2011 Portland, TN Lee, Jonathan Research project
3/22/2011 Lincoln, NE Miller, Kyle Acadia Conference
2/16/2011 New York, NY Miller, Wallis College Art Assoc
7/5/2011 Berlin, Germany Miller, Wallis Research
5/12/2011 Paducah, KY Owens, Andrew Jury
1/19/2011 London, UK Puckett, Nick Research
2/22/2011 Los Angeles CA Puckett, Nick Lecture/workshop
4/12/2011 Copenhagen Puckett, Nick Workshop
4/12/2011 Los Angeles CA Puckett, Nick Workshop
5/27/2011 Bilboa Spain Puckett, Nick Technarta
9/18/2011 Banff, Canada Puckett, Nick ACADIA
9/26/2011 New York, NY Roccanova, Tony Studio travel
4/27/2011 Paducah, KY Rohrbacher, Gary River Cities
9/9/2011 Amsterdam, NL Rohrbacher, Gary Biennale Meetings
5/8/2012 New York, NY Rozenberg, Jerzy Research
6/8/2011 Germany Rozenberg, Jerzy Research
7/2/2012 Paris, France Rozenberg, Jerzy Research
11/8/2011 Charleston SC Smyth-Pinney, Julia Historians Meetings
11/8/2011 Austin, TX Smyth-Pinney, Julia Symposium
3/15/2011 Oslo Speaks, Michael Programs
6/20/2010 Monticello, KY Speaks, Michael KHIC
4/21/2011 Paducah, KY Speaks, Michael River Cities
7/1/2011 Louisville KY Speaks, Michael 21c
7/8/2011 Henderson, KY Speaks, Michael River Cities Project
7/22/2011 Henderson, KY Speaks, Michael River Cities Project
8/25/2011 Henderson, KY Speaks, Michael River Cities Project
12/6/2011 Los Angeles, CA Speaks, Michael ACSA
Evidence of Undergraduate and Graduate Student Research and Awards:
The students in the School of Architecture benefit from attending a program at a research institution. Either through participating in faculty research or engagement projects, their contributions are important learning opportunities. Projects that range from housing, disaster relief to prototyping, position the students at the heart of the school’s research focus. Funding to support students comes from public and private sources.

The school each year gives out the following awards. The list below is for the 2012-2013 academic year. To view the complete list since last visit: [http://design.uky.edu/UKAPR2012/awardslist.pdf](http://design.uky.edu/UKAPR2012/awardslist.pdf)

FY12-13 Student Awards

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<thead>
<tr>
<th>Name</th>
<th>Award Description</th>
<th>Amount</th>
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<tbody>
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<td>Paul Issacs</td>
<td>Pinholster Scholarship</td>
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<td>Samuel Forman</td>
<td>Gallagher Memorial Scholarship</td>
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<td>Sarah Daley</td>
<td>Sipple Brick</td>
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<tr>
<td>Christopher Westfall</td>
<td>Sipple Brick</td>
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<tr>
<td>Stephen Schwab</td>
<td>Donald Q. Wallace Scholarship</td>
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<tr>
<td>Allen Warford</td>
<td>Donald Q. Wallace Scholarship</td>
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<tr>
<td>Douglas Niemann</td>
<td>SOFA award</td>
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<tr>
<td>Eric Burnside</td>
<td>Janet Pike Scholarship</td>
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<td>Kellie Dunaway</td>
<td>Ken Greene Scholarship</td>
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<tr>
<td>Kelly Gregory</td>
<td>Mohohan Fellowship for Study Abroad</td>
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<tr>
<td>Caroline Watts</td>
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<tr>
<td>Joseph Cavallo</td>
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<tr>
<td>Anastasia Weiss</td>
<td>Mohohan Fellowship for Study Abroad</td>
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<tr>
<td>Juliann Tompkins</td>
<td>Gregory Paul Schrodt Endowment</td>
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<tr>
<td>Douglas Niemann</td>
<td>Gregory Paul Schrodt Endowment</td>
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<td>Kellie Dunaway</td>
<td>Gregory Paul Schrodt Endowment</td>
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<tr>
<td>Shannon Ruhl</td>
<td>Gregory Paul Schrodt Endowment</td>
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<tr>
<td>Maggie Belhorn</td>
<td>L.Wayne Tune Endowed Scholarship</td>
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<td>Catherine Wentworth</td>
<td>EFCO Endowed Scholarship</td>
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<tr>
<td>Mark Manczyk</td>
<td>EFCO Endowed Scholarship</td>
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<tr>
<td>William Adams</td>
<td>Pence Hall V Scholarship</td>
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<tr>
<td>Adam Logsdon</td>
<td>Douglas Abbott Endowed Scholarship</td>
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<td>Dominique Turner</td>
<td>Beaux Arts Scholarship</td>
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<td>Ben Kolder</td>
<td>Vito Girone Endowed Scholarship</td>
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<tr>
<td>Caleb Baldwine</td>
<td>Deger Incoming Freshman Scholarship</td>
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<td>Christopher Schoenlein</td>
<td>G. Anthony Johnson</td>
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<td>Aaron Fritsch</td>
<td>Travel Enhancement Fund</td>
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<td>Shannon Ruhl</td>
<td>Travel Enhancement Fund</td>
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<td>Juliann Tompkins</td>
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<td>Taisa Sehic</td>
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<td>Bradley Austin</td>
<td>Gillis Graduate Scholarship</td>
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<td>Scholarship/Assistantship Name</td>
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<tr>
<td>Ye Jin Gillis Graduate Scholarship</td>
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<td>Sarah Mohr Gillis Graduate Scholarship</td>
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<td>Joseph O'Toole Gillis Graduate Scholarship</td>
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<tr>
<td>Christopher Schoenlein Gillis Graduate Scholarship</td>
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<tr>
<td>Brandon Spencer Gillis Graduate Scholarship</td>
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<td>Juliann Tomplins Gillis Graduate Scholarship</td>
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<tr>
<td>Cynthia Trefilek Gillis Graduate Scholarship</td>
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<tr>
<td>Brandon Townsend Lyman T. Johnson Fellowship</td>
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<td>Christopher Schoenlein Architecture General Scholarship Fund</td>
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<tr>
<td>Anne Schwab AIA/KSA Scholarship</td>
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<td>$9,000</td>
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<tr>
<td>Seth Gover Student Enhancement Fund</td>
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<tr>
<td>Megan Doyle Teaching Assistantship, stipend plus tuition</td>
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<td>$16,160</td>
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<tr>
<td>Derek Taylor Teaching Assistantship, stipend plus tuition</td>
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<tr>
<td>Joshua Robinson Teaching Assistantship, stipend plus tuition</td>
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<tr>
<td>Brian Richter Teaching Assistantship, stipend plus tuition</td>
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<tr>
<td>Jeremy Stock Research Assistantship, stipend plus tuition</td>
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<tr>
<td>Lauren Davis Research Assistantship, stipend plus tuition</td>
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<tr>
<td>Xiaoyin Li Research Assistantship, stipend plus tuition</td>
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<tr>
<td>Brandon Townsend Research Assistantship, stipend plus tuition</td>
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<td>$16,160</td>
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<tr>
<td>Caroline Wahl Research Assistantship, stipend plus tuition</td>
<td></td>
<td>$16,160</td>
</tr>
</tbody>
</table>

The following is a sample of recent student recognitions.

Second-year graduate student Brandon Townsend was recently named a Lyman T. Johnson Fellow by The Graduate School. The fellowship will provide a full tuition waiver, as well as a stipend for the upcoming academic year. The award is named in honor of Lyman T. Johnson, the first african-american student at the University of Kentucky who led the charge for the University’s integration in 1948.

Architecture Major, Catherine Wentworth, of Bowling Green, Ky., was selected for the Gaines Fellowship Program for the 2012-13 and 2013-14 academic years. Each year the University of Kentucky Gaines Center for the Humanities chooses 10 outstanding undergraduates as new scholars for this 2-year long fellowship program.

Two architecture students, Madelynn Ringo and Eric Burnside, are finalists for an Art in Motion contest to design a bus shelter.

UK/CoD architecture students, Brendan Corcoran and Robert Fisher, recieved an Honorable mention for their project, “Plug-In Community,” for the AIAS and the AARP “2011 Livable Communities Phase 2: Building Student Design Competition.

Dominique Turner, a senior in architecture, was honored at the 20th Annual Lyman T. Johnson African American Homecoming Celebration with a Torch Bearer Award. Turner was awarded a William C. Parker Scholarship in 2008 to attend the University of Kentucky. During his sophomore year, Turner was selected as a finalist for the I.W.F. (International Woodworking Fair) Design Emphasis Competition. He recently received a travel scholarship to attend a design studio in Amsterdam, Netherlands.

Student Organizations
The concept of identifying a problem and projecting a solution to be tested in the future is the bases of an architectural education. Students who participate in this method of education develop a vantage point from which to assess their surroundings. Our students continually seek out areas where this skill can be put to greatest use. The College and School believe supporting student leaders who either identify existing organizations at the school or bring new organizations to campus is a fundamental part of their education. Our students have an active AIAS chapter and the school supports travel to their conferences.
In addition, the students hosted an AIAS Quad Conference in 2010. Students also identified the need for and lead the application process to bring Freedom By Design to our campus. Students are active in the Habitat for Humanity, University of Kentucky Fusion, Energy Club, Big Blue Goes Green, and Energy Expo. The following is a typical year schedule of AIAS events:

- AIAS Grassroots convention in Washington DC
- Welcome Back Party! August 24th
- AIA KY Convention - November 1st - 3rd
- Midwest Quad Conference - Kansas City - November 2nd - 4th
- Forum - Savannah Georgia - December 29th - January 1st
- Portfolio Lecture - Kyle Miller
- Revit workshop - Mark Manzcyk
- Habitat for Humanity
- Peer mentor program
- AIA mentor Program
- IDP registration workshop - Mark O'Bryan
- AIA Mentor Program
- tours of buildings/firms
- undergraduate exhibition

I.2.2. Administrative Structure & Governance

The APR must include the following:

• A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
• A description of the program’s administrative structure.
• A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
• A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

The University of Kentucky is a public, land grant institution accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools. Students can choose from among 200 majors and degree programs in seventeen academic and professional colleges. UK is one of only seven universities nationally with college of agriculture, engineering, medicine, and pharmacy on a single campus. In addition to the College of Design, other colleges or major educational units include Arts and Sciences, Business and Economics, Communication and Information Studies, Dentistry, Design, Education, Fine Arts, the Graduate School, Health Sciences, Law, Nursing, Public Health, Social Work, and UK Libraries.

The governance of the University of Kentucky is vested by law in its Board of Trustees (BOT). The BOT is the final authority in all matters affecting the institution and exercises jurisdiction over the institution’s financial, educational, and other policies and its relation with state and federal governments. The President of the University, Dr. Eli Capilouto, reports directly to the BOT. In 2001 the BOT adopted a Provost model for the University’s administrative organization. The Provost, Dr. Timothy S. Tracy (Interim) is the chief academic officer for the University and oversees the research activities of the University. The Dean of the College of Design, Dr. Michael Speaks, reports to the Provost. The College of Design was created January 1, 2003 and comprises the School of Architecture, the School of Interior Design, and the Department of Historic Preservation. Human Resources for the CoD are largely centralized at the College level, with the Dean’s office staff providing a broad range of support to all college programs and activities as required.
College of Design Administration:
Associate Dean for Research (ADR), Associate Professor Gregory Luhan (architecture) provides support for the college's research enterprise and oversight of its funded graduate programs, identifies new research opportunities and incentives, including student assistantship support and start-up funding for new faculty.

Associate Dean for Administration, Associate Professor Mark O'Bryan (architecture), coordinates the college's long-term planning activities, including the strategic planning process, and to work with the directors and chairs to ensure that curricula align with the mission and goals of the college, the university strategic plan, and regional and professional accreditation standards.

College of Design Shop Master, Timothy Rives Rash is responsible for the oversight and management of the digital fabrication lab and design workshop, including the hiring and management of shop staff, development and enforcement of shop policies and safety protocol, purchase and maintenance of equipment and supplies, and general operations.

College Technology Coordinator Michael Culp is responsible for the school's computing infrastructure, including hardware, software, servers, faculty & staff workstations, printers, plotters and scanners.

Development Director Taylor Wood is responsible for the strategic direction and overall management of fund raising initiatives, including goal setting, execution of campaigns, donor prospect identification, cultivation and solicitation, annual giving and donor stewardship.

Assistant Director of Communications Hilary Brown is responsible for creating and managing the College website, the creation of newsletters, recruiting, marketing and promotion materials, in-house photography, and serves as the event planner for lectures, exhibitions and other special activities.

Student Affairs Coordinator Azhar Swanson holds one of two Student Affairs positions in the College of Design. The Student Affairs Coordinators are responsible for admissions, registration and enrollment management, advising and student records for all for undergraduate and graduate students in the CoD. As of the writing of this report, one of the Student Affairs Coordinator positions is vacant. The College plans to fill the vacancy.

Business Manager Ginny Miller is responsible for oversight and management of all financial and personnel matters of the College.

Operations Manager Elizabeth Hill is responsible for management of the daily operating activities of the College including purchasing, facility maintenance and upgrade, payroll and internal reporting of financial activity.

Administrative Assistant Marla Spires is responsible for maintaining the Dean’s calendar, oversight of administrative files, general administrative faculty and staff support including assisting with special projects, support for college committees, and back-up to the front office staff.

Administrative Assistant for the Schools of Architecture, Interior Design and Historic Preservation Department Jeannine Omohundro provides administrative staff support to the directors and chairs, to the administrative staff and to student services.

Staff Assistant Kimberly Light serves as the receptionist and first point of contact for the College of Design Dean’s Office. She manages the office equipment, orders supplies, facilitates catering for meetings and events, and provides a broad range of support to all faculty, staff and students.
School of Architecture Administration
Director of the School of Architecture and Director of Graduate Studies Associate Professor David Biagi is responsible for all the activities of the School, including finances, policies and procedures for graduate and undergraduate programs, oversight of faculty committees, faculty recruitment and hiring, and the promotion and tenure process.

Associate Director for Student Affairs for Architecture Associate Professor Bruce Swetnam coordinates the school's enrollment, scholarships, student activities with the Office of Student Affairs and the Director of the School of Architecture.

Committees
The School's Standing Committees and their members can be viewed in section II.2.

The College of Design, Rules and Procedures for Operations, describe the administrative structure, opportunities for governance for students, staff and faculty. The rules establish committees with specific charges and the makeup of the committees.

The College of Design consists of three units: School of Architecture, School of Interior Design and a Department of Historic Preservation.
The School of Architecture administers a: Master of Architecture and Bachelor of Arts in Architecture.
The School of Interior Design administers a: Bachelor of Arts in Interior Design and Master of Arts in Interior Design.
The Department of Historic Preservation administers a: Master of Historic Preservation.
I.2.4. Financial Resources
The APR must include the following:

Program budgets:
- Current fiscal year report(s) showing revenue and expenses from all sources.
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.
### Comparative Report of Operating Funds from Prior Years, Current Fiscal Year and Forecasts*

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<tr>
<th>Revenue</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
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<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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<td>Recurring State Base</td>
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<td>$2,553,968</td>
<td>$2,369,697</td>
<td>$2,782,557</td>
<td>$2,751,512</td>
<td>$2,902,899</td>
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<td>$3,341,703</td>
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<td>Non-Recurring Budget Allocations</td>
<td>$96,799</td>
<td>$155,453</td>
<td>$352,908</td>
<td>$297,293</td>
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<td>$130,000</td>
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<td>Revenue/Fees</td>
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<td>Gifts</td>
<td>$72,862</td>
<td>$97,331</td>
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<td>$96,114</td>
<td>$95,876</td>
<td>$100,000</td>
<td>$110,000</td>
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</table>

### Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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<tbody>
<tr>
<td>Faculty/Staff Salaries &amp; Benefits</td>
<td>$2,311,702</td>
<td>$2,425,462</td>
<td>$2,545,844</td>
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<td>Salaries</td>
<td>$1,839,934</td>
<td>$1,927,117</td>
<td>$2,016,013</td>
<td>$2,204,749</td>
<td>$2,355,725</td>
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<td>Benefits</td>
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<td>$529,830</td>
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<td>$652,690</td>
<td>$672,056</td>
<td>$628,817</td>
<td>$665,420</td>
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<td>Student Salaries</td>
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<td>$64,523</td>
<td>$74,860</td>
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<td>$60,829</td>
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<td>Capital **</td>
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<td>$13,087</td>
<td>$2,398</td>
<td>$51,291</td>
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<td>$10,975</td>
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<td>Communications &amp; networking</td>
<td>$22,990</td>
<td>$22,020</td>
<td>$24,525</td>
<td>$27,475</td>
<td>$20,845</td>
<td>$34,472</td>
<td>$35,000</td>
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<tr>
<td>Workshop &amp; Digital Fabrication Lab</td>
<td>$18,451</td>
<td>$16,815</td>
<td>$15,163</td>
<td>$10,815</td>
<td>$14,918</td>
<td>$15,632</td>
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<td>Studio Technology</td>
<td>$3,844</td>
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<td>$30,452</td>
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<td>$61,289</td>
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<td>Other computing/software</td>
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<td>$14,117</td>
<td>$13,746</td>
<td>$18,526</td>
<td>$20,845</td>
<td>$34,472</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$35,000</td>
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<tr>
<td>Lectures, symposia &amp; special events</td>
<td>$18,490</td>
<td>$30,713</td>
<td>$57,063</td>
<td>$67,816</td>
<td>$65,322</td>
<td>$48,233</td>
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<td>Travel</td>
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<td>Student Recruitment</td>
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<td>$5,468</td>
<td>$881</td>
<td>$3,361</td>
<td>$5,760</td>
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<tr>
<td>Faculty Recruitment</td>
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<td>$4,205</td>
<td>$13,817</td>
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<td>$2,985</td>
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<td>Guest jurors</td>
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<tr>
<td>Student Awards</td>
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<tr>
<td>Other</td>
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<td>$272,455</td>
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<td>$105,335</td>
<td>$233,038</td>
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</table>

*For purpose of this analysis, budgets for administration, studio technology, communications and the digital fabrication shop, which are shared resources are included in the totals. The Architecture state allocated base budget is referenced separately.

** Capital equipment is defined by the University as any equipment costing over $2000, or any computer costing over $1000
### Comparative Report of Annual Expenditures of Architecture and 2 Other Professional Degree Programs*

<table>
<thead>
<tr>
<th></th>
<th>College of Design</th>
<th>College of Engineering</th>
<th>College of Design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of Architecture</td>
<td>Civil Engineering</td>
<td>Interior Design</td>
</tr>
<tr>
<td>FY11</td>
<td>FY12</td>
<td>FY13</td>
<td>FY11</td>
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<tr>
<td>State Base Allocation Only</td>
<td>$1,886,701</td>
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<td>Non-recurring budget allocations</td>
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<td><strong>Total Income</strong></td>
<td><strong>$2,294,054</strong></td>
<td><strong>$2,295,088</strong></td>
<td><strong>$2,197,467</strong></td>
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<tr>
<td>Salaries &amp; Benefits</td>
<td>$2,256,629</td>
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<tr>
<td>Capital Expense</td>
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<td>Other Operating Expense</td>
<td>$36,383</td>
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<td>$32,200</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$2,294,054</strong></td>
<td><strong>$2,295,088</strong></td>
<td><strong>$2,197,467</strong></td>
</tr>
<tr>
<td>Total UG/Grad Enrollment</td>
<td>287</td>
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<td>290</td>
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<tr>
<td>Total Expenses per Student</td>
<td>$7,993</td>
<td>$7,997</td>
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<tr>
<td>Total Capital Expense per Student</td>
<td>4</td>
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*The University does not track this data centrally on the school/department level. Since each college allocates resources differently, the figures above include only the base instructional budgets of the respective units. The University does a productivity analysis at the college level in the form of College Profile Reports that track instruction expense per student credit hour and total expenses per student credit hour. This information is available in the appendix under "College Profile Reports".*
Institutional Financial Issues:

- A brief narrative describing:
  - Pending reductions or increases in enrollment and plans for addressing these changes.
  - Pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Any other financial issues the program and/or the institution may be facing.

Financial Changes:

As with human resources, 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 annual budget allocation for the school, which consists 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 endowments are underwater and therefore spending distributions have been reduced. State appropriations to UK were cut by about $20 million for FY12-13. More than $50 million has been cut since December 2007, and appropriations for 2013-2014 won’t increase at all. The College of Design’s base budget has been reduced by 8.3% since 2007, and another 7.53% for the 2013-2014 biennium. 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. In 2011, UK President Eli Capilouto hired Huron Consulting of Chicago to help study the university’s budgeting process. UK currently does incremental budgeting, but will be moving toward some form of responsibility centered management (RCM) beginning with the FY13-14 budget cycle. As of the date of this report, we
have no specific information as to how the new budgeting model will impact the College of Design. See "UK Budgeting Executive Summary 5/22/12"

School of Architecture Response to Financial Changes:
Prior to the current fiscal year, budget cuts have been absorbed at the College level and have had little impact on the School Architecture. Further, 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 primary impact of the 2013-2014 budget cuts on the School of Architecture will be a reduction in the practice of hiring of part-time faculty to teach studio, resulting in larger studios classes. Additionally, an overall reduction in endowment income will mean fewer visiting faculty and fewer special projects.

Significant gifts and funding:
The College of Design has received a number of significant gifts in support of the School of Architecture, namely in the form of endowed/non-endowed scholarships. A large focus has been put on these areas primarily to bolster the College’s ability to recruit students while rewarding and keep our top achievers.

Over the past five years various donors have given in excess of $125,000 to support the multi-year River Cities project, allowing the School to support faculty and student research and travel for a number of significant, high profile projects, including, most recently, the School’s participation in the International Architecture Biennale Rotterdam 2012.

The Ken Greene Memorial Scholarship in Architecture was established in the spring of 2011, and to date has generated an endowment in excess of $50,000. The endowment funds a scholarship to a second year or above student that has academic need, is from the state of Kentucky, and has demonstrated academic merit. The Jim Pinholster Memorial Scholarship was also established in the spring of 2011 with an initial gift of $16,000. The endowment is modest in nature, but does provide spending dollars every year. It is awarded to a student who has displayed academic merit and has financial need. There have also been a number of donors, local organizations and student groups that are finalizing non-endowed scholarship agreements. The College has utilized this strategy because the return on endowments has been poor over the past few years with market volatility. Therefore, the College can utilize the dollars today through a larger annual gift.

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 HBEERs project. In addition, the Lexington Downtown Development Authority has donated $10,000 to host a series of Urban Innovation Labs in Lexington. The AIA Kentucky Chapter and the AIA/Central Kentucky Chapter also support the School annually, providing enough dollars to underwrite tuition for a graduate student.

Annual giving, much like the gifts listed above, continues to hold steady, despite the economic climate of the past few years. The phonathon, the College’s chief form of raising annual funds, raised $26,586 last year. To increase this number, the University has invested heavily in the form of modernizing and enhancing their annual giving efforts. The College of Design, and therefore the School of Architecture, stands to benefit greatly from these investments, with increased mailing, a formal solicitation schedule, and the ability to reach more alumni. Overall for the College of Design (which includes alumni outside of the School of Architecture), alumni participation in giving was up over the past year, from 7.9% to 8.5%. The University, as a total, has an 11% giving average amongst alumni. The School of Architecture has 2,167 alumni. Further information concerning the strategy and current status of the development operation at the College of Design can be found in the Executive Summary of Development Plan.
I.2.3. Physical Resources

The APR must include the following:

- A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

The School of Architecture successfully completed a Focused Evaluation on Physical Resources in 2010. The strategies identified in the report form the basis of our current priorities. The funding for the addition has been delayed by the downturn in the economy. With the use of selective admissions we have been able to manage the space we occupy and the quality of the learning environment. The grouping together of years has helped develop a sense of community among the students. A commitment to end of the semester shows at LOT gallery has given the school a place to exhibit the depth of our school work. The guests at the shows have included governors, mayors, donors, student family members and the general public.

Computing

The College of Design Computer Lab is located in the basement of Pence Hall. The lab offers large-format printing, 3D computer-generated modeling, and access to the University’s electronic resources. The equipment available in the computer lab includes:

- 21 Mac Pro Towers in Class Room
- 6 Mac Pro Tower Computers
- Black and White Laser Printer
- Color Laser Printer
- Color Flatbed Scanner
- 3 Color Flatbed Scanners with Multi-sheet feeders
- Color Slide/Negative Scanner
- HP Designjet 800PS Plotter
- HP Designjet 4000 Plotter
- 1 Vidar 36” Wide Format Scanner

Hours
- Monday - Thursday / 9am - 10pm
- Friday / 9am - 6pm
- Saturday / Closed
- Sunday / 4pm - 10pm

Recommended Computer Specifications

The Design Workshop

The college has had a workshop facility of some kind since the earliest days of its existence. It was not until 1972, however, that a staff position was created for a Workshop Director/Shopmaster. In 1974 the then Workshop Director also became a faculty member defining the mold for one who administers and runs a healthy shop. Currently it is common practice to have all full-time shop staff to have a Masters in Design and/or Architecture. Since ’72 the Shop has evolved into an increasingly vital service and teaching unit in the School and has become an integral and indispensable element of the degree program.

First year studio exercises are now systematically planned to introduce the students to the traditional
aspects of the Workshop focusing on interrelationships of materials and processes to three dimensional form making. Aside from proper shop etiquette, the students familiarize themselves with, use, and respect many hand and machine tools. Including equipment maintenance, the Shop Staff provide valuable information and instruction to all students and faculty with their various projects and always follow with appropriate safety procedures and precautions of Workshop use.

Due to the increase in capabilities, it is not only first year students who occupy the facility. Many students of varying degree, skill, and year use the facility for both studios and electives to better represent their projects whether it is a representation, model, and/or one to one scale project like furniture or mock up.

Space
Its spaces are comprised of the following:
- All Access Assembly Hall (408 sq. ft.)
- Two Woodshop Rooms (1438 sq. ft.)
- Metal Working Room (240 sq. ft.)
- CNC Router and Vacuum Forming Room (756 sq. ft.)
- Laser Room (156 sq. ft.)
- 3D Printing Hall (104 sq. ft.)
- Office/Tool Checkout (120 sq. ft.)
In total, 3,222 sq. ft.

Since the last visit the work shop has undergone the following changes.
- A complete assessment of inventory was made
- Unused or underused equipment and material stock was removed
- More rooms were assigned and specific uses (metal, wood, laser, 3d printing, CNC milling, and assembly) separated.
- A new oversight office was built to better supervise the use of the shop and lock up tools.
- Professional oversight of the shop was established, hours of operation were lengthened, and 3 student workers per semester
- Electrical and duct systems have been repaired and upgraded

The following equipment has been purchased.
2007  AXYZ CNC Router
2008  60 watt Universal Laser System
2009  4’x8’ Precix CNC router
2010  A second dual 60 watt Universal Laser System
      two Dimension abs 3d Printers (1200 sst, and uprint plus),
      new ZCorp starch 3d printer
2011  4’x8’ vacuum forming machine

Operations
The workshop’s primary objective is to provide a safe, well-maintained environment where both students and faculty can explore construction and the act of making in almost any medium. The Shop Staff give specific safety and operating instruction on machinery and tools to all students and faculty desiring use of the Shop for school projects and research. It is highly encouraged for all users to ask the Staff questions about projects and equipment.

Staffing
The Workshop is staffed by a full-time Director who is a member of the teaching faculty, one full-time shop supervisor, and three student workers each averaging 10 hours of work per week. The full-time shop supervisor is processed through the STEPS program. The student workers are funded through the Shop budget along with maintenance of equipment, supplies, and tool replacement. The woodshop, metal facility, and Office/Tool Checkout are never open unless the Shop Director, Supervisor, or both are present. The Laser Room is granted after hour access during heavy traffic periods of the semester.
which are midterms and finals. The 3d printers and CNC’s need shop assistance to be started but are monitored and cleaned by the students or faculty running the job and are left open if a job exceeds normal operating hours. The Shop is open an average of 57 hours per week and will increase during peak use periods.

Equipment
The Shop maintains equipment to handle a variety of scaled constructions from jewelry to full scale wall or furniture constructions.

The woodshop facility has many equipment and tools such as four band saws, two chop saws, two table saws, two drill presses, radial arm saw, planer, lathe, jointer, stationary belt sander, disc sander, panel saw, shaper table, oscillating spindle sander, etc… and numerous power and non-power hand tools. The metal shop facility has a break, shear, large drill press, lathe, polishing wheel, grinding wheel, plasma cutter, an inter shield mig welder, a larger mig welder with aluminum capabilities, 2 spot welders, vertical metal band saw, manual bending machine, and many necessary supporting tools such as welding mask, leathers, hand held grinders, etc…

The Digital facility has one large and one small cnc router table, 2 abs 3d printers, starch 3d printer, 2 ULS laser cutters/engravers (one larger than the other), wax dipping station, soluble solution station, de-powdering station, vacuum former, storage for 3d printing supplies, and all necessary computers to run the machines and tool support to maintain and run the machines.

To improve and expand our current capabilities and answer new demands on the shop program with regard to the present School curriculum the following equipment is needed and/or wanted:
-RFD and/or scanned Tool Check out System
-Industrial Spray Booth
-Vacuum Form electrical hook up
-Vacuum chamber hold down for large CNC
-band saw upgrades
-wider planer
-general rubber and plastics facility for pouring and casting
-tig welder
-full Festool power tools

Safety
The Workshop’s chief priority is to provide a safe working environment. Safety instructions and orientations are given to all students and faculty who use the shop. In addition to a safety packet given during orientation and online there are safety instructions on the walls and near the machines and safety goggle, shields, and guards provided. First Aid Kits, eye wash stations, and fire extinguishers are strategically placed in multiple locations throughout the shop. There is also a redundant insurance policy in place for any given person who enters or uses the shop. This paperwork is filed annually and given to all new and returning students at the beginning of the school year.

It must be noted that due to the large number of students and diverse operations performed in the Shop, safety is not only a matter of careful supervision by the Shop Director and Staff, but ultimately, one of personal responsibility on the part of each user.

The shop maintains a good safety record.
Basement Pence Hall legend:

001: Hall  
002: Studio  
003: CAD Lab  
003A: CAD Lab storage  
004: CAD Lab office  
005: CAD Lab classroom  
006: Mechanical  
007: Workshop Wood  
007A: Workshop Metal  
008:  
009: Restroom  
010: Workshop Wood  
010A: Tool Storage  
010B: Workshop Office  
011: Assembly  
011A: 3-D Printers  
011B: Laser Cutter  
012: CNC Milling  
013: Library storage  
014: Workshop
First Floor Pence Hall Legend:

100: Hall/Jury space
101: Hall/Exhibition
102: Faculty Office
103: Restroom
104: Women
105: Faculty Office
106: Studio
107: Faculty Office
108: Studio
108A: Student Services/Conf. Rm.
109: Restroom
109A: Faculty Office
110: Student Services
111: Studio
111A: Faculty/Administrative Office
112: Faculty Lounge
112A: Administrative Office
113: Administrative Office
113A: Administrative Office
113B: Administrative Office
114: Dean's Office
115: Administrative Office
116: Copy and Supplies
117: Administrative Office
Second Floor Pence Hall Legend:

201: Hunter Adams Design Library
202: Library
203: Design Library Office
204: Design Library reference room
205: Seminar Room
206: Design Library rare book collection
207: Studio/exhibition area
208: Large Conference/Seminar Room
209: Lecture room
Third Floor Pence Hall Legend:

301: Hall/Jury Space  
302: Faculty Office  
303: Women’s Restroom  
304: Faculty Office  
305: First Year Studio  
306: First Year Studio  
307: Faculty Office  
308: Faculty Office  
309: First Year Studio  
310: Hallway  
311: First Year Studio  
312: Faculty Office  
313: Men’s Restroom  
314: Faculty Office
Second Floor Miller Hall legend:

- 200: Hallway
- 201: Graduate Studio
- 202: Graduate Studio
- 203: Faculty Office
- 203A: Faculty Office
- 204: Jury/Seminar room
- 205: Graduate Studio
- 206: Graduate Studio
Third Floor Miller Hall legend:
300A: Jury space
301: Studio
302: Studio
303: Faculty Office
303A: Faculty Office
304: Graduate Studio
305: Studio
306: Studio
I.2.5. Information Resources

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- A description of the institutional context and administrative structure of the library and visual resources.
- An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  - Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  - Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  - Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  - Demonstrates sufficient funding to enable continuous collection growth.
  - Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

Design Library
The University of Kentucky College of Design Library, located on the second floor of Pence Hall, provides library support for architecture, interior design and historic preservation. The collection includes approximately 44,500 bound volumes and 66 current serial titles in e or hard copy. (As more and more journal titles go electronic, the library system policy is to cancel print in favor of electronic.) We do not support an AV collection, although images are available through a library system subscription to ARTstor. Through the University of Kentucky Library System, students have access to a total collection of 3,980,296 (June 2011) volumes and 71,559 serial titles (this includes freely accessible and consortial titles). Expanded access is offered to all students and faculty through free Inter Library Loan.

Our monograph expenditure for FY11/12 was approximately $36,792; our serial expenditure was $16,276. For FY12/13, our state allocation for monographs will drop approximately $6,000; and for FY 12/13, we have cut our serials by about 10%. This reflects the overall university budget situation. Total materials expenditure for the entire library system (includes Law and Medicine) for FY10/11 was $10,983,831.

The library is open 58 hours per week; due to budgetary constraints, we have no weekend hours. However, with more and more materials available on-line and the increased use of course packets and e-reserves for lecture classes, the lack of weekend hours is not a problem.

Service is provided by a full-time librarian, one full-time library technician and student assistants. The librarian and the technician select the materials for the collection; high priority is given to patron requests.

The two library staff members also provide class library instruction upon request. Every fall semester they do a presentation on basic library skills and databases for the ARC 111 class that includes a written assignment which the students complete and turn in to the librarians for evaluation. Instructional sessions for more advanced seminars are geared to the seminar topic and include a demonstration of specialized data bases outside architecture and specially developed handouts for the specific topic. The Design Library maintains a web page and has an on-line research guide (Lib Guide) specifically designed for architecture. Librarians are also available for individual consultation.

The two major issues facing the library are its book budget and its future location. Our monograph budget traditionally has been solid because about half of it comes from an endowment; however, the $6,000 cut in our state funding (from $20,000 down to $14,000) for FY 12/13 will be noticed. The real concern for the book budget comes in 2013/14; the University will make a second, deeper cut into its budget and this will trickle down to the library’s materials budget. We also expect to cut serials again.
At some point in the near future, the Design Library will leave Pence Hall. The College would like to use the library space for studios/classrooms/offices and the Library System is moving toward branch consolidation. One option is to merge the Design Library with the Fine Arts Library which is located just two buildings north of Pence Hall; the major impediment to the merger is the cost which was estimated to be around $700,000 in 2010.

I.3. Institutional Characteristics

I.3.1. Statistical Reports
## Comparative Data for Students

### I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Full Time Male</th>
<th>Full Time Female</th>
<th>Part Time Male</th>
<th>Part Time Female</th>
<th>Male Total</th>
<th>Female Total</th>
<th>Grand Total</th>
</tr>
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<tr>
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<td>230</td>
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<td><strong>184</strong></td>
<td><strong>109</strong></td>
<td><strong>293</strong></td>
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</tbody>
</table>

### II. Qualifications of Students Admitted

| SAT: Critical Reading                         | 510            | 520              |
| SAT: Mathematics                              | 630            | 630              |
| SAT: Writing                                  | 530            | 560              |
| SAT: Analytical                              | 640            | 650              |
| ACT: 25th percentile ACT score                | 22             | 24               |
| ACT: 75th percentile ACT score                | 28             | 29               |
| Graduate Record Examination                   | 432            | 448              |
| Quantitative (200-800)                        | 548            | 559              |
| Analytical (0.0-6.0)                          | 3.74           | 3.79             |

### III. Time to Graduation

| Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree) | 100% | 55.675.6% |
| Percentage of students who completed the degree in normal time. | 100% | 55.675.6% |
### I. Full-time Instructional Faculty Compared to the Time of the Last Visit (full academic year)

As reported in the 2011 ARS

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Professor - Male</th>
<th>Professor - Female</th>
<th>Professor - TOTAL</th>
<th>Assoc. Professor - Male</th>
<th>Assoc. Professor - Female</th>
<th>Assoc. Professor - TOTAL</th>
<th>Assis. Professor - Male</th>
<th>Assis. Professor - Female</th>
<th>Assis. Professor - TOTAL</th>
<th>Instructor - Male</th>
<th>Instructor - Female</th>
<th>Instructor - TOTAL</th>
<th>GRAND TOTAL</th>
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As reported for the academic year in which the last visit took place

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<th>Professor - Female</th>
<th>Professor - TOTAL</th>
<th>Assoc. Professor - Male</th>
<th>Assoc. Professor - Female</th>
<th>Assoc. Professor - TOTAL</th>
<th>Assis. Professor - Male</th>
<th>Assis. Professor - Female</th>
<th>Assis. Professor - TOTAL</th>
<th>Instructor - Male</th>
<th>Instructor - Female</th>
<th>Instructor - TOTAL</th>
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</table>

### II. Faculty Promotions

#### Faculty in the accredited program

<table>
<thead>
<tr>
<th>Year</th>
<th>Assistant to Associate Professor</th>
<th>Associate to Full Professor</th>
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<td>2010-2011</td>
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#### Faculty in the institution

<table>
<thead>
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<th>Year</th>
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<tr>
<td>2010-2011</td>
<td>37</td>
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</table>

### III. Faculty Receiving Tenure

#### Faculty in the accredited program

#### Faculty in the institution

### IV. Registration in U.S. Jurisdictions

#### Faculty receiving 1st time licenses

#### Faculty receiving reciprocal licenses

#### Faculty renewing licenses

#### Faculty receiving NCARB Certificates

#### Foreign-educated

#### Foreign-licensed

#### Broadly Experienced Architects
The following is the number of faculty maintaining licenses from U.S. jurisdictions.

I.3.2. Annual Reports
The APR must include, in addition to the materials described in the 2009 Conditions, a statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

The School of Architecture, in 2010, successfully submitted a Focused Evaluation Program Report and in conjunction with the Focused Evaluation Team Report, the NAAB found that the “changes made or planned by the program to remove the identified deficiencies are satisfactory.”
Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

By signing below, we attest to the following:

That _University of Kentucky_ (name of institution) has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: Apr. 15, 2009

Accreditation Liaison

Name of Accreditation Liaison: Connie A. Ray, Ph.D.

Signature  

Chief Executive Officer

Name of Chief Executive Officer: Lee T. Todd, Jr., Ph.D.

Signature  

I.3.3. Faculty Credentials
The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]
- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

Please note the faculty matrix in section I.2.1 and the faculty resumes in appendix IV.2. In addition the program is require to provide faculty credentials for each course to the university for regional accreditation purposes.

I.4. Policy Review
The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the 2009 Conditions. A list of the documents to be placed in the team room should be included here in the APR.
Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria
The APR must include:

- A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.
- A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
  - Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).
  - The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

[NOTE: Elective courses are not to be included on the matrix.]
<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Grad I</th>
<th>Grad II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>Design Foundation</td>
<td>Internal Topics within Architecture</td>
<td>External Forces on Architecture</td>
<td>Critical Position</td>
<td>Critical Position</td>
</tr>
<tr>
<td></td>
<td>Studio I</td>
<td>Studio II</td>
<td>Studio III</td>
<td>Studio IV</td>
<td>Studio V</td>
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<td>111</td>
<td>212</td>
<td>313</td>
<td>414</td>
<td>515</td>
</tr>
</tbody>
</table>

**Studio Themes**
- Introduction to Architectural Design Fundamentals
- Architectural Communication: Diverse Methods of Visual Communication
- Design as Problem Solving: Applied Design Thinking

**Typical Project**
- Multiple Individual Design Problems: Small Structures
- Applied Design Problems: Small Circulation Programs that involve Invasive/Outsiders
- Design Problems: Small Movement/Slab

**Scale & Program**
- Relative Scales, Program as a Problem
- 1-10,000sf Cultural, Civic or Commercial
- 10-20,000sf Aggregated Housing
- 15-20,000sf Cultural, Civic or Commercial

**Site Constraints**
- Light, Gravity, Approach
- Landscape Context, View, North
- Dense Urban Site
- Complex Landscape, Simplified Climate

**Goals, Objectives & Outcomes**
- Find agency over the built environment and develop skills to communicate that agency
- Impact of Form as space, program circulation, material strategy development

**NAAB Criteria Covered within Studio**
- Design Thinking Skills
- Design Thinking Skills
- Fundamental Design Skills
- Visual Communication
- Pre-Design
- Pre-Design
- Sustainability
- Collaboration
- Human Behavior
- Applied Research
- Client Role in Architecture
- Leadership
- Comprehensive
- Client Role in Architecture

**Practice, Technique & Technology**
- Digital Media
- Structural & Material Concepts
- Environmental Controls I
- Environmental Controls II
- Structure I
- Materials & Methods
- Structure II
- Building Systems Integration

**History & Theory**
- Intro to Arch History & Theory
- H&T I: 15-17th Centuries
- H&T I: 18th-19th Centuries
- H&T II: Twentieth Century
- H&T IV: World Architecture & Urbanism
- History & Theory Seminar
- Graduate History & Theory Seminar

**Events, Gates & Milestones**
- Terminal review + grad school application
- Study abroad
- Summer and fall grad seminar
- Weekend review
- Winter quarter review
- Final review + grad school application
<table>
<thead>
<tr>
<th>Critical Thinking &amp; Representation</th>
<th>History/Theory</th>
<th>Design</th>
<th>Technology</th>
<th>Prof Practice &amp; Technique</th>
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</thead>
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<td>A1 Communication Skills</td>
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<td>A2 Design Thinking Skills</td>
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<td>A4 Technical Documentation</td>
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<td>ARC 333</td>
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<td>ARC 343</td>
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<td>A6 Fundamental Design Skills</td>
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<td>A7 Use of Precedents</td>
<td>ARC 315</td>
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<td>ARC 318</td>
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<tr>
<td>A8 Ordering Systems Skills</td>
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<td>A9 International Traditions &amp; Global Culture</td>
<td>ARC 315</td>
<td>ARC 354</td>
<td>ARC 320</td>
<td>ARC 448</td>
</tr>
<tr>
<td>A10 Cultural Diversity</td>
<td>ARC 315</td>
<td>ARC 354</td>
<td>ARC 321</td>
<td>ARC 449</td>
</tr>
<tr>
<td>A11 Applied Research</td>
<td>ARC 315</td>
<td>ARC 354</td>
<td>ARC 322</td>
<td>ARC 450</td>
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<tr>
<td>Integrated Building Practices, Technical Skills &amp; Knowledge</td>
<td></td>
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<tr>
<td>B1 Pre-Design</td>
<td>ARC 312</td>
<td>ARC 323</td>
<td>ARC 313</td>
<td>ARC 441</td>
</tr>
<tr>
<td>B2 Accessibility</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 314</td>
<td>ARC 442</td>
</tr>
<tr>
<td>B3 Sustainability</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 315</td>
<td>ARC 443</td>
</tr>
<tr>
<td>B4 Site Design</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 316</td>
<td>ARC 444</td>
</tr>
<tr>
<td>B5 Life Safety</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 317</td>
<td>ARC 445</td>
</tr>
<tr>
<td>B6 Comprehensive Design*</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 318</td>
<td>ARC 446</td>
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<tr>
<td>B7 Financial Considerations</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 319</td>
<td>ARC 447</td>
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<tr>
<td>B8 Environmental Systems</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 320</td>
<td>ARC 448</td>
</tr>
<tr>
<td>B9 Legal Structures</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 321</td>
<td>ARC 449</td>
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<tr>
<td>B10 Building Envelope Systems</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 322</td>
<td>ARC 450</td>
</tr>
<tr>
<td>B11 Building Service Systems</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 323</td>
<td>ARC 451</td>
</tr>
<tr>
<td>B12 Building Materials &amp; Assemblies</td>
<td>ARC 313</td>
<td>ARC 333</td>
<td>ARC 324</td>
<td>ARC 452</td>
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<tr>
<td>Leadership &amp; Practice</td>
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<tr>
<td>C1 Collaboration</td>
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<tr>
<td>C2 Human Behavior</td>
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<tr>
<td>C3 Client Role in Architecture</td>
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<tr>
<td>C4 Project Management</td>
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<tr>
<td>C5 Practice Management</td>
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<tr>
<td>C6 Leadership</td>
<td></td>
<td></td>
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<tr>
<td>C7 Legal Responsibilities</td>
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<tr>
<td>C8 Ethics &amp; Professional Judgement</td>
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<td></td>
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<tr>
<td>C9 Community &amp; Social Responsibility</td>
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</tbody>
</table>
I.2. Curricular Framework

II.2.1. Regional Accreditation

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

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS-
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacococ.org

September 23, 2003

Dr. Lee T. Todd Jr.
President
University of Kentucky
101 Gillis Building
Lexington, KY 40506-0033

Dear Dr. Todd:

This is to certify that University of Kentucky in Lexington, Kentucky, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate's, Bachelor's, Master's, and Doctoral degrees.

This institution was initially accredited in 1915 and was last reviewed and reaffirmed in 2002. The 2002 reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2013.

Sincerely,

[Signature]

James B. Rogers
Executive Director
Commission on Colleges

[Printed Name]
II.2.2. Professional Degrees and Curriculum
The APR must include the following:

- **Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.**

- **An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.**

- **Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.**

- **A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.**

- **A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.**

- **A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.**

CURRICULUM
The University’s UK Core requirements complement the architecture course work. This program comprises liberal arts and science courses required of all students at the University of Kentucky. The School of Architecture in the College of Design administers the program curriculum, and the University of Kentucky Board of Trustees grants degrees. The curriculum consists of 133 credits for the undergraduate degree and 57 credits for the graduate degree for a total of 190 credits in six years. The curriculum conforms to the following outline:

<table>
<thead>
<tr>
<th>Section</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Undergraduate UK Core requirements</td>
<td>30</td>
</tr>
<tr>
<td>II. Core program requirements</td>
<td>76</td>
</tr>
<tr>
<td>III. Undergraduate elective courses</td>
<td>27</td>
</tr>
<tr>
<td>IV. Graduate core program requirements</td>
<td>33</td>
</tr>
<tr>
<td>V. Advanced elective courses</td>
<td>15</td>
</tr>
<tr>
<td>VI. Master’s Project</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>190</strong></td>
</tr>
</tbody>
</table>

The above distribution of credit assumes that the UK Core requirements in mathematics and a foreign language have already been met prior to admission to the program, an assumption supported by historical student data. It also assumes that the Humanities section is to be met by approved core program courses in the History and Theory of Architecture (ARC 212 and ARC 213).

**Graduation Writing Requirement**
Students satisfy the Graduation Writing Requirement with ARC 314, required in the Major Requirements.

**Graduation Writing Requirement Hours**
3
# BACHELOR OF ARTS IN ARCHITECTURE
## (Four-Year Program)

### YEAR ONE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 101 Drawing I: Observational Freehand Drawing</td>
<td>2</td>
</tr>
<tr>
<td>ARC 102 Drawing II: Observational Freehand Drawing</td>
<td>2</td>
</tr>
<tr>
<td>ARC 111 Introduction to History and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ARC 151 Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>CIS/WRD 110 Composition and Communication I</td>
<td>3</td>
</tr>
<tr>
<td>CIS/WRD 111 Composition and Communication II</td>
<td>3</td>
</tr>
<tr>
<td>UK Core</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

### YEAR TWO

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 203 Digital Media Within Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 212 History and Theory I: 15th-17th Centuries</td>
<td>3</td>
</tr>
<tr>
<td>ARC 213 History and Theory II: 18th-19th Centuries</td>
<td>3</td>
</tr>
<tr>
<td>ARC 231 Structural and Material Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ARC 252 Design Studio II</td>
<td>6</td>
</tr>
<tr>
<td>ARC 253 Design Studio III</td>
<td>6</td>
</tr>
<tr>
<td>PHY 151 Introduction to Physics</td>
<td>3</td>
</tr>
<tr>
<td>UK Core</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36</td>
</tr>
</tbody>
</table>

### YEAR THREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 314 History and Theory III: 20th Century and Contemporary Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 315 History and Theory IV: Urban Forms</td>
<td>3</td>
</tr>
<tr>
<td>ARC 332 Environmental Controls I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 333 Environmental Controls II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 354 Design Studio IV</td>
<td>6</td>
</tr>
<tr>
<td>ARC 355 Design Studio V</td>
<td>6</td>
</tr>
<tr>
<td>UK Core</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

### YEAR FOUR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 434 Structural Design and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 435 Materials and Methods of Construction</td>
<td>3</td>
</tr>
<tr>
<td>ARC 456 Design Studio VI</td>
<td>6</td>
</tr>
<tr>
<td>ARC 511-515 History and Theory Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

*Off-campus studio is strongly recommended in the fourth year.*
Four-Year Total Hours
UK Core 30
Architecture Core requirements 73
Electives 30
Total Undergraduate 133

MASTER OF ARCHITECTURE
(Two-Year Program)

YEAR FIVE Hours
ARC 511-515 History and Theory Seminar 3
(only one required)
ARC 533 Structural Design and Analysis II 3
ARC 631 Building Systems Integration 3
ARC 641 Professional Practice 3
ARC 658 Design Studio VIII 6
ARC 659 Design Studio IX 6
*Elective in Chosen Concentration 6
TOTAL 30

SUMMER Hours
ARC 642 Professional Internship 3
TOTAL 3

YEAR SIX Hours
ARC 750 Design Studio X 6
(Comprehensive Project)
*ARC Master’s Project in Chosen Concentration 9
(ARC 709, 719, 729, 759, 769 etc.)
*Electives in Chosen Concentration 9
TOTAL 24

Two-Year Total Hours
Architecture Core requirements 33
Master’s Project 9
Electives in Chosen Concentration 15
Total Graduate 57

For more information about the School of Architecture’s Master of Architecture degree, consult the UK Graduate School Bulletin, or the College of Design Web site at: www.uky.edu/design/index.php/info/category/architecture/

II.2.3. Curriculum Review and Development
The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

The curriculum review process is governed by the University, College and School Rules and Procedures.

Since the last accreditation visit, the results of our curriculum change from a professional Bachelor to a Master have been implemented. This change has provided a new mindset for our review process.
Previously, it was focused on how to transform the old curriculum into the new one without losing our identity. The new focus is to refine the broad possibilities of the new curriculum to best meet the current circumstances. A research focus on Design+Energy, new university funding model, student interests, faculty composition or changes in the profession has made our review process inclusive and targeted.

The School’s standing Curriculum and Advising Committee reviews, develops and recommends educational policy, strategies and procedures. Its membership is made up of the director, five faculty members that cover the range and breadth of the curriculum topics, one student representative and one professional member from the architectural community. Reporting to the Curriculum Committee are the area coordinators: Studio, History & Theory, Technology and Professional. The Studio Year Coordinators report to the area studio coordinator. In addition, our IDP coordinator reports are an agenda item to the Curriculum Committee and at School faculty meetings. The Curriculum Committee reports its action and motions to at the School’s faculty meeting for review, discussion and action. Any action requiring College or University approvals are forward to the appropriate bodies. The College Curriculum reviews proposals to ensure they are successful as they move through the university process. The membership is made up of six members one from each unit plus two at-large from the faculty and one from student affairs staff as an ex-officio member.

Over the past two years, the School’s representatives on the college committee have been held by registered architects. The School’s committee is composed of five out of seven possible registered architects.

Standing Committees and Current Members

Status of Faculty
Gregory Luhan (Spring 15)
Elizabeth Swanson (Spring 14)
Clyde Carpenter (Spring 14)
David Mohney (Spring 14)
Wallis Miller (Spring 14)
David Biagi (ex-officio)

Admissions / Scholarships
Martin Summers (Spring 14)
Michael McKay (Spring 14)
Julia Smyth-Pinney (Spring 14)
Jason Scroggin (Spring 13)
Paul Isaacs (2nd year)
Catharine Wentworth (3rd year)
Mark Manczyk (4th year)
Caroline Wahl (graduate student)
Mark Simpson (alumni)
David Biagi (ex-officio)
II.3. Evaluation of Preparatory/Pre-professional Education

The APR must include the following:

- A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).

- If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)

NAAB Accredited Professional Degree Program
Master of Architecture

Our program has two paths for admittance to our accredited degree program.

The first path is by completing our pre-professional degree, the Bachelor of Arts in Architecture. The students who have completed this path have followed our SPC matrix.

The second path is for students who apply from a NAAB accredited degree program or Cambria accord school. The process for these students is to first apply to the University of Kentucky Graduate School and then to our program. We require as part of the application that the student provide the NAAB matrix from their previous program. Upon full completion of the application process and submission of all requirements, our Office of Student Affairs staff reviews all applications for compliance and prepares the applications for review by the School's Admissions and Scholarship Committee. The committee then reviews all applications and identifies a class to be admitted. Notes regarding the different standing of students are forwarded to the Director of Graduate Studies (DGS). The DGS working with the Office of Student Affairs reviews the applications individually, using their previous matrix in comparison to our matrix, we then met with the student to create a path that ensures all SPC will be addressed prior to graduation. Individual paths are then placed in the students file. The student is required to provide evidence for any work that is in question. This path is used for any student who is transferring from another NAAB accredited degree program.

We do not accept students into the accredited professional degree program who are not from a NAAB accredited degree program or Cambria accord school.
Bachelor of Arts in Architecture
Advance Standing

Any student who is applying to our school not from an accredited degree program applies through our undergraduate admission process. The normal application review process is then followed. If the student is accepted and is requesting advanced standing, the students are responsible for providing the evidence from their previous school to receive credit for a class that fulfills a SPC at our school. The evidence is then reviews by the appropriate area coordinator with a recommendation to the Director for approval. The Director working with the Office of Student Affairs then creates a path to graduation. The outcome becomes a part of the students file.
II.4. Public Information

II.4.1. **Statement on NAAB-Accredited Degrees**
The school’s statement on NAAB-Accredited Degrees is listed in the university bulletin, our promotional material and online.

II.4.2. **Access to NAAB Conditions and Procedures**
Access to the school’s NAAB Conditions and Procedures is on our website.

II.4.3. **Access to Career Development Information**
Access to the school’s Career Development Information is in the Office of Student Affairs and on our website.

II.4.4. **Public Access to APRs and VTRs**
Access to the APRs and VTRs is available online.

II.4.5. **ARE Pass Rates**
Access to the ARE Pass Rates is available online.

II.4.5. **Access to NCARB**
Access to the NCARB is available online.

*The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.*
Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings 2007

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

8 Physical Resources
Statement of Condition from 2004 Conditions for Accreditation
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.

Comment from previous VTR 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 building is creating a series of challenges to the pedagogy, collegiality, sense of community and culture of 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 within a university setting. For example, the wood shop occupies a large section of the basement and presents some challenges. As students and course work increase, demand of the wood shop 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 insure 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 wood shop 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 the studio. Students are indeed 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 space 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 together 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 a 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.

**Response from Program 2012**
The School of Architecture, in 2010, successfully submitted a Focused Evaluation Program Report and in conjunction with the Focused Evaluation Team Report, the NAAB found that the “changes made or planned by the program to remove the identified deficiencies are satisfactory.”

**13.9 Non-Western Traditions**
Statement of Condition from 2004 Conditions for Accreditation
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

**Comment from previous VTR 2007**
This criterion is not met at the level of understanding.

**Response from Program 2012**
2008
The third year history course ARC 315 is being redesign from Urban Forms to World Architecture and Urbanism. The course will be topical, rather than a chronological organization emphasizing cultural aspects and interrelationships between architecture and urban design. It would include approximately fifty percent non-Western material.
2009
A new faculty member has been hired specifically to teach this course.
2010
The curriculum committee is reviewing the results of the change from Urban Forms class to World Architecture and Urbanism.
2011
The curriculum committee has tracked the student outcome of our changes to the course and adjusted the content of the courses.

**13.13 Human Diversity**
Statement of Condition from 2004 Conditions for Accreditation
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.

**Comment from previous VTR 2007**
The team found no evidence that a level of understanding for this criterion has been reached.

**Response from Program 2012**
2008
As part of the new 4 + 2 curriculum, the integration of the second year history course, the structural and material course and studio will give a broader understanding of this criterion at the undergraduate level. It will then be followed up at the graduate level in the Comprehensive Studio and Building Systems Integration pairing.
2009
The School is engaging in a renewed effort to develop its historically strong travel programs. We are currently negotiating exchange programs in South America, Europe,
India and Asia. Currently we have engage research on going in Appalachia.
2010
Students under our research agenda are interacting, across the board, with diverse social
group and their energy needs and concerns.
2011
The reviving of our travel programs coupled along with the work required to advance
our research objectives, allows students to engage with the diverse conditions of human
interaction and architecture.

13.14 Accessibility
Statement of Condition from 2004 Conditions for Accreditation
Ability to design both site and building to accommodate individuals with varying physical
abilities.

Comment from previous VTR 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 student's ability to integrate
current accessibility guidelines and performance criteria into the design of buildings and
site.

Response from Program 2012
2008
Greater attention to present the current accessibility guidelines is being stressed at all
studio levels.
2009
The school has instituted a Curriculum Committee sub committee to evaluate our
progress on this issue.
2010
New learning units have been applied across the curriculum to address the current
thinking on accessibility.
2011
A broad view of accessibility has been a point of emphasis established by the curriculum
this cycle, not only for the courses identified in the matrix but across the curriculum as
taught.

13.16 Program Preparation
Statement of Condition from 2004 Conditions for Accreditation
Ability to prepare a comprehensively 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 implications for the project,
and the definition of site selection and design assessment criteria.

Comment from previous VTR 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.

**Response from Program 2012**

2008
During the third year studio sequence an emphasis on the preparation of a comprehensive program is being implemented. This will then better prepare the students for their future studios.

2009
A new graduate research studio reoccurring, in the first semester of graduate school, focuses on specific Rivers Cities Projects coupled with an endowed professorship is an in depth investigation of possible programs to regenerate dated infrastructure.

2010
A core component of our design research is developing innovative programs for difficult scenarios; these are then used to inform the public of cost, use and effect. The River Cities and HBEER projects at the graduate level best summarize our students learned outcomes.

### 13.25 Construction Cost Control

**Statement of Condition from 2004 Conditions for Accreditation**

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

**Comment from previous VTR 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.

**Response from Program 2012**

2008
The issue of life cycle is a component of the new 4+2 curriculum in the second year grouping of classes and the graduate Comprehensive and Building Systems Integration pairing.

2010
The current Comprehensive Studio and Building Systems Integration course have added new learning units to address this condition. The River Cities and HBEER projects at the graduate level best summarize our students learned outcomes.
B. Responses to Causes of Concern

Title of Cause for Concern

3 Public Information

Statement of Condition from 2004 Conditions for Accreditation
To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Comment from previous VTR 2007
The NAAB required information regarding the accredited professional degree offered by the University of Kentucky was found published in catalogues and other promotional material. Further, it was found that the faculty and students were aware of the NAAB Conditions for Accreditation. The public information condition is met.

Despite the previous comment, there exists considerable confusion with regard to the architecture NAAB visiting team, while reading the APR, as to which program was being accredited. The team also found confusion among the faculty and students as to what degrees are offered and which are accredited. It is important to note that the only NAAB accredited program is the five year B Arch. We understand the school is in the process of switching from a five year B. Arch. to a 4+2 M. Arch., however care must be taken to make sure students understand that the only degree currently accredited is the five year B. Arch. The plan to initiate a nomenclature change to have the 4+2 M. Arch. Program accredited is in process but has not yet officially been submitted to the NAAB.

Response from Program 2012
2008
On January 2007 the nomenclature change was approved. Our Bachelor of Architecture is no longer awarded. This will eliminate the confusion that was occurring during our transition. We are currently investing in a new website which will further clarify our public information.
2009
The Beta version of our new interactive website is being tested with an anticipated launch January 2010. In addition the College has a new director of communication.
2010
In the fall 2010, our new website was launched. This gives easier access to the information regarding our school for both the public and our current student body.
2011
In addition to our new website, new promotional brochures have been created. The website and brochures are designed to contain the basic information about the school and allow for current work to be continually updated.

4 Social Equity
Statement of Condition from 2004 Conditions for Accreditation
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 an educational environment in which each person is equitably able to learn, teach, and work. The school 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. Faculty, staff and students must also have equitable opportunities to participate in program governance.

**Comment from previous VTR 2007**

While this condition has been noted as met, the 2007 NAAB visiting team has some cause for concern.

Women are well-represented in the student body, however there are few minority students. More disturbing is the evidence in the NAAB Annual Reports that, of the few minority students who enter the program only a few graduate. The faculty has four women who are tenured or tenure-track, but no full-time minority members. The realizes that the University of Kentucky serves largely Kentucky residents (over 90% of whom are white); in order to embrace the strengths that come with diversity among faculty, staff and students, more should be done to recruit, mentor and retain minority and women faculty, staff and students. As the program continues to be involved in long term initiatives such as the New Orleans studio or other projects within the rural and low income sectors of Kentucky, the need and demand to have a broader base and diverse faculty is crucial. The college needs to consider and adopt the policy currently being formulated by the Ad Hoc Diversity Committee and the college and school administration should develop methods and resources to implement the committee’s recommendations.

**Response from Program 2012**

2008

The University of Kentucky has created and hired a new Vice President for Diversity. This office is working with each of the Colleges on campus to develop an effective plan of action.

2009

This year marked improvements in the number of female faculty with one tenure track, one full time and one part time female hires. One female was promoted to a tenured position. Two hires are of ethnic origins. We have also hired two new student services staff who are actively working to target under served groups.

2010

The School’s Student Services Offices has made it a point of emphasis to inform students of the university policies and support services.

2011

5 Studio Culture

Statement of Condition from 2004 Conditions for Accreditation

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their career.

Comment from previous VTR 2007

While this condition has been noted as met, the 2007 NAAB visiting team has some cause for concern.

Even thought the school has a recently-developed written Studio Culture Policy, further work is needed to foster a widespread discussion about the issues addressed within the policy and to ensure the awareness, implementation, maintenance and periodic-renewal of the commitment to this document. In discussions with students and faculty members, there was an awareness of the document, but few noted instances where the policy had begun to substantially affect the learning process or culture of the School of Architecture.
Response from Program 2012
2008
The student organizations have taken on the task of changing this document to reflect the
new graduate level student in our School.
2009
The student organizations have taken on the task of changing this document to reflect the
new graduate level student in our School. Graduate and undergraduate sub-committees
are working on the production and dissemination of this document.
2010
A revised Studio Culture policy has been developed by the students that address the
difference between an undergraduate student and graduate student. The student
organizations review and update this policy every year.
2011
Each year new student committee reviews and updates this policy. The committee then
posts the revised policy on our website. The document is written and edited solely by
the students.

6 Human Resources
Statement of Condition from 2004 Conditions for Accreditation
The accredited degree program must demonstrate that it provides adequate human
resources for a professional degree program in architecture, including a sufficient faculty
complement, an administrative head with enough time for effective administration and
adequate administrative, technical, and faculty support staff. Student enrollment in
and scheduling of design studios must ensure adequate time for an effective tutorial
exchange between the teacher and the student. The total teaching load should allow
faculty members adequate time to pursue research, scholarship, and practice to enhance
their professional development.

Comment from previous VTR 2007
While this condition has been noted as met, the 2007 NAAB visiting team has some
cause for concern.

As tenured faculty have retired and tenured and tenure-track faculty have left for other
universities, it appear that not all of these positions have been filled with new tenure-
track faculty. In particular, the program needs to hire new faculty in building technology,
design and history/theory. In addition, the director of the School of Architecture needs at
least one staff member assigned exclusively to that office (not shared by the college).
The staffing of the program needs to be rethought as the school move towards the 4+2
curriculum and the realization of its research initiative. Although the present staff is
adequate, additional support is needed for the current director of development, associate
dean for research, woodshop assistant and IT staff. All could use one or more assistants
so their contributions to the program are not diluted.

Since the last NAAB visit, the program has implemented a new advising system that has
vastly improved opportunities for students to get one-on-one guidance throughout their
educational experience. Since the program is in the process of expanding its research
capabilities, faculty teaching loads have been adjusted in order to lower their contact
hours and free the faculty for more research and/or practice related opportunities, as well
as participating in student guidance and advising.

Because the university has embarked on its “Top 20 Program” the entire academic
institution will benefit with an increase of over 500 faculty positions that will be spread
throughout the entire system. This provides the program with an opportunity to enhance
and increase its faculty lines. Simultaneously, the program has undergone a process of clarifying what constitutes research as part of the tenure and promotion process that will allow the faculty to be better positioned of such promotions. Since the last visit, the program has promoted an associate professor to full professor. The policies and procedures for tenure and promotion are now better understood by the existing faculty, as well as by the new faculty.

In response to an internal financial assessment, and in preparation for the changes that the program must undertake as part of the Top 20 Program, the program has started reducing the number of new students as a means to reduce faculty loads and provide the students with smaller and more manageable class sizes. This has resulted in a better teacher to student ratio.

**Response from Program 2012**

2008
Currently the School is advertising for four new faculty positions. In addition it is working to redirect staff assignments to better serve the administrative structure of the new curriculum.

2009
This year the Provost has funded two and one half new lines in architecture. The Dean of Engineering has funded one half of a line. In total we have hired four new tenure track faculty. The three new full time faculty and two new part time faculty a have made significant change in our faculty make up. The School of Architecture director has received the staff support of one third of a new position. The Student Service office has been completely overhauled. The new staff is current with university policies regarding student records and advising.

2010
The school has worked to add new full time faculty. Over the past three years faculty lines that had been divided, to hire part time faculty, have been recombined to hire full time faculty. The faculty culture resulting from this has brought a new sense of collegiality to the school.

2011
The school is planning a search for one or two new positions in the Spring of 2012.

7 **Human Resources Development**

Statement of Condition from 2004 Conditions for Accreditation
Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

**Comment from previous VTR 2007**
While this condition has been noted as met, the 2007 NAAB visiting team has some cause for concern.

As the university continues to emphasize faculty research, the college has been supportive of faculty efforts by reducing teaching loads. However, after meeting the faculty and administration, the team found the general feeling that more funds should be made available to provide for faculty research, equipment and travel. These funds will allow the college to find ways to enhance support of valued faculty members in order to encourage retention and further develop the mentoring of younger faculty in order to meet the university’s goal for a top research institution. In addition, funds should be provided for staff professional development, including training and travel.
Response from Program 2012
2008
This goal is part of our strategic plan. During a time when budget cuts are occurring at our university, great lengths have been taken to insure gains made that support faculty and staff have been left in place.

2010
The college has made a commitment to help move the new faculty toward promotion. One faculty member has been moved to a tenure track position and three additional faculty members are up for a vote spring 2011. In addition funding to support conference travel, competitions and faculty shows have been provided.

2011
The university is also supporting these new faculty members with start-up packages over a two year period. This past year one of our new faculty members won the Rome Prize and is being supported by the school while on Faculty Research Leave.

11 Administrative Structure
Statement of Condition from 2004 Conditions for Accreditation
Comment from previous VTR 2007
While this condition has been noted as met, the 2007 NAAB visiting team has some cause for concern.

This program is an integral component of an independent college within the University of Kentucky, which is accredited by the Southern Association of Colleges and Schools.

As the College of Design finds itself in the midst of a search for a new dean, transitioning to a three-department college and continual self-assessment, the team has some concerns about the future management and direction for the architecture program in the near future. Dean Mohney has provided a solid stewardship of the program, but with all the changes and improvement this program has undertaken, the dean’s relationship to the School of Architecture and the director is critical. This may be a minor issue, but this team feels it is an important aspect in the growth of this program. While the director of architecture appears to have the support of the faculty and staff, he will need to take full stewardship of these changes and will need the support of the new dean and the financial support of the university’s administration to lead the faculty to fully implement the new vision of the School of Architecture.

Response from Program 2012
2008
The College hired a new dean in February 2008, Dr. Michael Speaks. His hiring has brought about a complete evaluation of the Administrative Structures of the College and the School. This along with the Studio Gang two-phase study will guide our future direction.

2009
During the academic year 2009-2010 the College with undergo its six year external review (outside the college within the university). In addition in March 2010 Dean Speaks with undergo a university dean’s review. The university is preparing a SACS review and all units at the university are making preparations.

2010
The college has added a new Associate Dean of Administration.

2011
The college and the school have both added additional positions. The college faculty approved the following positions, Associate Dean for Administration and Associate Dean for Research. The two positions work to represent the college at the university
level. The school faculty approved the position of, Associate Director for Student Affairs. This position works with the staff of the college’s Student Affairs Office on behalf of the School of Architecture.

13.12 Human Behavior
Statement of Condition from 2004 Conditions for Accreditation
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Comment from previous VTR 2007
While this condition has been noted as met, the 2007 NAAB visiting team has some cause for concern.

The documentation for this criterion showed minimal compliance at the level of understanding. The program needs to focus on demonstrating a consistent understanding of human behavior in students' studio course work as well as in lecture courses, syllabi and assignments.

Response from Program 2012
2008
The curriculum committee is developing additional measures to integrate the University requirements for Social Studies courses with the studio, history and environmental controls sequence.
2009
The new Curriculum Committee sub committee is tasked with the oversight of this across the curriculum.
2010
The curriculum committee is reviewing the outcomes of the new learning units put in place over the past three years to assess the outcomes.

13.15 Sustainable Design
Statement of Condition from 2004 Conditions for Accreditation
Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

Comment from previous VTR 2007
While this condition has been noted as met, the 2007 NAAB visiting team has some cause for concern.

Evidence of the students’ ability to understand the basic issues and principles of the role the architect plays within our environment and ecology was sprinkled throughout several courses in the curriculum and was seen in some of the studio work. As with the last NAAB visit, the major thrust of this criterion is being met within two main courses under the guidance of a few faculty members who are proponents and advocates for this issue. However, more needs to be done in order for more student work to convey the understanding of the principles of sustainability and how they can be incorporated into projects.

Response from Program 2012
2008
The goal of sustainable design is a core agenda of our School and we are working to make it a foundational component of all course work.
2009
The goal of sustainable design is a core agenda of our School and we are working to make it a foundational component of all course work. The university was selected to participate in the 2009 Solar Decathlon. The university team finished ninth, the highest placing of any first time team. Courses were developed and are in place to continue to impact the core mission. From basic awareness to post occupancy evaluations, it will now become a research lab for future faculty and student.

2010
The core research focus of the college and the school is Design + Energy. This has had an impact at all levels. Two areas of investigation have occurred at the upper level course work: one, the River Cities projects and second, the Houseboat to Energy Efficient Residence. All graduate students participate in these projects prior to graduation.

2011
Design + Energy research focus has continued to guide the direction of the student learning objectives across the curriculum.

13.34 Ethics and Professional Judgment
Statement of Condition from 2004 Conditions for Accreditation
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

Comment from previous VTR 2007
While this criterion has been noted as met, the 2007 NAAB visiting team has some causes for concern.

The architecture program is engaged in a series of design-build opportunities in which the students are involved in the physical construction of selected projects. Through this process, students gain a substantial amount of experience with the means and methods of construction, including OSHA safety requirements.

The team’s concern relates specifically to the safety of students engaged in construction related activities. Documents present to the team illustrated that basic safety equipment, such as hard hats, eye protection, and foot protection were not consistently used during construction activity. Additionally, fall protection and procedures related to suspended load practices were not apparent. The team encourages the faculty and administration to exercise a higher level of oversight and to put a greater emphasis on safety practices, especially when students are performing any construction activity. Architectural students need to understand these issues of safety and professional responsibility and the value of good judgment as they become professionals.

The college purchases professional liability insurance through the university’s Office of Risk Management for faculty and students working on design/build projects. Additionally, students working in the shop or on construction sites are covered by “excess medical/accident insurance” which provides reimbursement of out-of-pocket medical expenses should an injury occur.

Response from Program 2012
2008
Issues of safety are being supported by both the university and professional firms who have agreed to conduct safety classes for our students that comply with current best practices.

2010
The new research focus has developed a core interrelationship between the public, the
profession and the students. This has given the students opportunities to test out various scenarios and the impact of their proposals.

2011 CoDe (College of Design Energy) has developed out of the faculty and student work. This topic has created a forum for the investigation of the role of architects as currently defined and how it will be defined in the future.
Part Four: Supplemental Information

1. Course Descriptions

2. Faculty Resumes


4. Catalog (or URL for retrieving online catalogs and related materials)

5. Response to the Offsite Program Questionnaire (See 2010 Procedures, Section 8)
Course Descriptions

**ARC 101 – Introduction to Drawing**  
Fall 2012 – Instructors: Roccanova, Summers, Swanson

**Course Description (Limit 25 words)**  
Focuses on the rigors of observational drawing. Structure, space, contour, and line explored through study of architectural spaces with attention to architectural experience.

**Course Goals & Objectives (Bulleted list)**  
- To introduce the techniques of observational drawing
- To gain an ability to read architectural elements and the world around us.
- To discuss the meaning of architecture and the architectural experience through the discussion of 2-dimensional media, film and readings.

**Student Performance Criterion/a Addressed**  
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.

A.3 : Visual Communication Skills  
Ability to use appropriate representational media, such as traditional graphic skills and digital technology skills*, to convey essential formal elements at each stage of the programming and design process. (*Graphic skills only; digital technology will not be addressed in first year).

**Topical Outline (Include percentage of time in course spent in each subject area)**  
50% Observational Drawing  
25% Discussion of Architectural Elements and Experience  
25% Viewing of Discussion Films in relationship to Architectural Experience

**Prerequisites**  
Acceptance to the School of Architecture

**Textbooks/Learning Resources (Suggested resource list.)**  
- Set individually, per studio.

**Offered**  
Fall 2012

**Faculty Assigned**  
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)  
Tony Roccanova F/T, Liz Swanson F/T, Regina Summers F
ARC 102 – Introduction to Design
Fall 2012 – Instructors: Roccanova, Summers, Swanson

Course Description (Limit 25 words)
Focuses on the rigors of three-dimensional building. Structure, space, form, material and conceptual meaning of architectural elements are explored through making and discussion.

Course Goals & Objectives (Bulleted list)
• To introduce the techniques of architectural craft and making.
• To gain an ability to read architectural elements and the world around us.
• To gain an ability to assess the impact and meaning of architectural materials and media.
• To discuss the meaning of architecture and the architectural experience through the discussion of 3-dimensional media, film and readings.

Student Performance Criterion/A Addressed
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.
A.3 : Visual Communication Skills
Ability to use appropriate representational media, such as traditional graphic skills and digital technology skills*, to convey essential formal elements at each stage of the programming and design process. (*Graphic skills only; digital technology will not be addressed in first year).

Topical Outline (Include percentage of time in course spent in each subject area)
50% Building Construction using various media
25% Discussion of Architectural Elements and Experience
25% Viewing of Discussion Films in relationship to Architectural Experience

Prerequisites
Acceptance to the School of Architecture

Textbooks/Learning Resources (Suggested resource list.)
• Set individually, per studio.

Offered
Fall 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Tony Roccanova F/T, Liz Swanson F/T, Regina Summers F
ARC 151 –Design Studio I  
Fall 2012 – Instructors: Roccanova, Summers, Swanson

Course Description (Limit 25 words)  
Students are introduced to development of sustained, productive design process relating to program, site-specificity, materials, and construction, with emphasis on analytical drawing.

Course Goals & Objectives (Bulleted list)  
- To introduce the architectural design process  
- To gain an ability to read and assess architectural elements and the world around us.  
- To discuss the meaning of architecture and the architectural experience.  
- To gain an ability to assess the impact and meaning of architectural drawing, materials and design decisions.

Student Performance Criterion/a Addressed  
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.  
A.3 : Visual Communication Skills  
Ability to use appropriate representational media, such as traditional graphic skills and digital technology skills*, to convey essential formal elements at each stage of the programming and design process. (*Graphic skills only; digital technology will not be addressed in first year).

Topical Outline (Include percentage of time in course spent in each subject area)  
25% Design Process strategies  
25% Building/Modeling techniques  
25% Analytical drawing techniques  
25% Discussion of Conceptual import of architectural elements and design decisions

Prerequisites  
ARC 101; ARC 102

Textbooks/Learning Resources (Suggested resource list.)  
- Set individually, per studio.

Offered  
Spring 2013

Faculty Assigned  
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)  
Tony Roccanova F/T, Liz Swanson F/T, Regina Summers F
ARC 111 – INTRODUCTION TO HISTORY AND THEORY.
Fall 2010 – Instructor: Jerzy Rozenberg
Fall 2011 – Instructor: Jerzy Rozenberg
Fall 2012 – Instructor: Jerzy Rozenberg

Course Description
Introduces enduring themes and generative forces in the history and theory of architecture by examining the cultural periods of various societies in different historical periods.

Course Goals & Objectives
• To understand the chronology and development of major architectural event and theories across the world
• To develop the ability to listen and take notes, read and absorb the material, speak and write about architecture at the beginning level of architectural studies.

Student Performance Criterion/a Addressed
A9: 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.

A10: 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.

Topical Outline
Chronological survey with additional lectures on Structures and Building Systems Integration

Prerequisites
None

Textbooks/Learning Resources

Offered
Fall 2010, Fall 2011, Fall 2012

Faculty Assigned
Jerzy Rozenberg, F/T
ARC 203 – Digital Media
Fall 2012 – Instructor: Michael McKay

Course Description
A workshop that introduces students to the creative, analytical and generative potential of computers in the design of architecture. Lecture: one hour; laboratory: four hours per week.

Course Goals & Objectives
• To introduce students to digital media.
• To develop an understanding of process of using digital tools in design.
• To introduce methods and forms of fabrication and output when using digital media.

Student Performance Criterion/a Addressed
A. 3. Visual Communication: 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.

Topical Outline (Include percentage of time in course spent in each subject area)
30% Techniques and language of software through weekly lecture.
15% Techniques and language of software through weekly lab sessions
30% Implementation of learned techniques through weekly assignments.
25% Conceptual integration of software within design process.

Prerequisites
Admission to College of Design

Textbooks/Learning Resources (List optional or required)
http://www.rhino3d.com/
http://www.adobe.com/

Offered
Fall 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Michael McKay F/T
ARC 212 – History & Theory I:
15th – 17th Centuries
Fall 2010 - Instructor: Julia Smyth-Pinney
Fall 2011 - Instructor: Julia Smyth-Pinney
Fall 2012 - Instructor: Julia Smyth-Pinney

Course Description
An overview of the key themes and historical developments in architecture from the fifteenth through seventeenth centuries. Emphasis on Western examples and relationships with earlier and later conditions, including contemporary problematics.

Course Goals & Objectives
• To understand, and be able to assess and explain, the development of major architectural theories and designs in Western Europe during the 15th through 17th centuries, in their broader cultural context; and to identify, interpret, analyze, and explain these developments comparatively with each other, as well as in light of the ancient and medieval conditions from which they emerged, and how they may be relevant today.
• Have the ability to read, write, speak and listen effectively, at this level and relative to this material.
• To improve drawing and graphic skills that are central to architectural history (and design), and to visually assess the course material using comparative methods

Student Performance Criterion/a Addressed
A7: 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.
A8: 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.

Topical Outline
33%: Early Renaissance, with emphasis on Florence and Northern Italian cities, and Brunelleschi & Alberti
33%: High & Late Renaissance, especially Milan, Rome, Venice, and Bramante, Michelangelo, & Palladio
34%: Baroque, including Roman High Baroque, French, and English contributions

Prerequisites
ARC 111 - Introduction to History and Theory OR one previous college-level or AP course in art history, architectural history, or history, preferably a survey including ancient and/or early modern subjects. AND sophomore or 2nd year standing,

Textbooks/Learning Resources
ARC 212 Reader (Required): to be purchased at Johnny Print [See Syllabus bibliography for contents]

Offered
Fall 2010, Fall 2011, Fall 2012

Faculty Assignted
Julia Smyth-Pinney, F/T,
ARC 213 – History & Theory II:  
18th & 19th Centuries  
Spring 2011 – Instructor: Julia Smyth-Pinney  
Spring 2012 – Instructor: Julia Smyth-Pinney

Course Description
Continues the investigation of key themes and historical developments of architecture in the eighteenth and nineteenth centuries.

Course Goals & Objectives
• Understand, and be able to assess and explain the development of major architectural theories and designs in Western Europe and North America during the 18th and 19th centuries, in their broader cultural context; and to identify, interpret, analyze, and explain these developments comparatively with each other, as well as in light of Early Modern conditions from which they emerged, and how they may be relevant after 1890.
• Have the ability to read, write, speak and listen effectively, at this level and relative to this material
• Understand the fundamentals of both natural and formal ordering systems, and the capacity of each to inform two- and three-dimensional design.

Student Performance Criterion/a Addressed
A7: 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.
A8: 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.

Topical Outline
25%: Europe - Late Baroque, the Enlightenment, & Neoclassicism  
12%: Revolutionary Europe  
15%: 19th century Europe – nationalism and historicism  
18%: 19th century Europe – technology and urbanism  
30%: American/United States – settlement through colonial, Early National, antebellum, and postbellum through the Gilded Age

Prerequisites
ARC 212 – History and Theory I: 15th – 17th Centuries or consent of instructor.

Textbooks/Learning Resources (List optional or required)
Online Readings (Required): various chapters from other books and websites [See Schedule for lists, details]  

Offered
Spring 2010, Spring 2011

Faculty Assigned
Julia Smyth-Pinney, F/T
ARC 231 – Str. & Mtrl. Concepts
Spring 2012 – Instructor: Kyle Miller

Course Description (Limit 25 words)
Introduces technological concepts of building and investigates the spatial and formal language of architecture with visual and physical analyses of various building structures and materials through the use of computers, field observations, etc.

Course Goals & Objectives (Bulleted list)
- To introduce the fundamental material and structural concepts relevant to design and construction in contemporary architecture.
- To attain a basic understanding of the principles of structural behavior.
- To attain a basic understanding of the principles utilized in the appropriate selection of construction materials, products, components, and assemblies.
- To apply concepts related to structural and material systems to a design studio project to augment technical proficiency and completeness.

Student Performance Criterion/a Addressed
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.
B. 12. Building Materials and Assemblies: 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.

Topical Outline (Include percentage of time in course spent in each subject area)
40% Material concepts for architectural design
40% Structural concepts for architectural design
20% Application to design studio project

Prerequisites
Admission to the School of Architecture; MA 109 or MA 123. Paired with ARC 252.

Textbooks/Learning Resources (Suggested resource list.)

Offered
Spring 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Bruce Swetnam F/T, Kyle Miller F/T
ARC 252 – Design Studio II
Fall 2012 – Instructor: Carpenter, Miller, and O’Bryan

Course Description *(Limit 25 words)*
Students gain understanding of architectural language based on modern archetypes. Projects explore aesthetic and poetic possibilities while also emphasizing cohesion among space, structure, site, program, and material assembly. A variety of assembly types are introduced for the examining of structural and materials concepts.

Course Goals & Objectives *(Bulleted list)*
- To introduce design techniques for prototyping the overall form of a building design project.
- To explore the generative capacity of architectural forms and their impact on the internal organization, spatial arrangement and circulation of a building design project.
- To develop spatial, programmatic, and material strategies consistent with the formal resultant.
- To integrate form with texture, opacity, pattern, and color into a coherent architectural composition.

Student Performance Criterion/a Addressed
A. 6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
A. 7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices.

Topical Outline *(Include percentage of time in course spent in each subject area)*
10% Precedent Analysis
20% Conceptual Design Development
40% Fundamental Architectural Design Skill Development
10% Detailed Development
20% Visual Communication Development

Prerequisites
ARC 151 Design Studio I

Textbooks/Learning Resources *(List optional or required)*
- Set individually, per studio.

Offered
Fall 2012

Faculty Assigned
*(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)*
Mark O’Bryan F/T, Clyde Carpenter F/T, Nathan Smith P/T, Mike McKay F/T, Tony Roccanova F/T
ARC 253 – Design Studio III  
Spring 2012 – Instructor: Carpenter, Miller, O’Bryan, Roccanova, and Smith

Course Description (Limit 25 words)  
Extends the consideration of the issues related to the isolated object to the multiplication of that object with reference to issues of site and context, focusing attention on formal strategies for obtaining thematic unity.

Course Goals & Objectives (Bulleted list)  
- To introduce the techniques for designing an aggregated architectural construct.  
- To gain an ability to program a housing project in a way that is conducive to creating an architectural experience that engages contemporary culture.  
- To share precedents in which architecture and landscape form very specific relationship during the development of a design project.  
- To gain an ability to manipulate landscape with precision and intention during the architectural design process.  
- To allow digital design techniques to play a pertinent role in the architectural design process.

Student Performance Criterion/a Addressed  
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.

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

Topical Outline (Include percentage of time in course spent in each subject area)  
5% Analytical Skills Development & Design Research, Precedent Analysis  
15% Pre-Design  
15% Site Design  
35% Architectural Design  
20% Detailed Development  
10% Visual & Verbal Communication Development

Prerequisites  
ARC 252 Design Studio II with a grade of C or better.

Textbooks/Learning Resources (Suggested resource list.)  
- Set individually, per studio.

Offered  
Spring 2012

Faculty Assigned  
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)  
Mark O’Bryan F/T, Clyde Carpenter F/T, Nathan S
ARC 314 – History and Theory III: 20th Century and Contemporary Architecture
Fall 2010 – Instructor: Wallis Miller
Fall 2011 – Instructor: Wallis Miller
Fall 2012 – Instructor: Wallis Miller

Course Description
Investigates Modern and late 20th Century architecture as well as current themes and issues in contemporary architecture in relation to their historical context. Satisfies graduate writing requirement for Architecture Majors.

Course Goals & Objectives
Along with introducing you to the concepts and issues that inform an understanding of “Modern Architecture”, this course focuses on developing your analytic and writing skills. Specifically, we will focus on analytic and critical thinking and on clarity of expression and expect that you:

• Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
• Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in architecture and utilize documentation that conforms to the formats and the citation conventions of architecture.
• Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
• Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

Student Performance Criterion/a Addressed
A1: Communication skills. Ability to read, write, speak and listen effectively.
A5: Investigative skills. Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Topical Outline
Pre World War I: 15%
World War I – World War II: 45%
Postwar: 20%
Contemporary 20%

Prerequisites
ARC 111, ARC 212 and ARC 213 or consent of the instructor

Required Reading
Course Reader (see syllabus)

Offered
Fall 2010, Fall 2011, Fall 2012

Faculty Assigned
Wallis Miller, F/T
ARC 315 – History and Theory IV: World Architecture and Urbanism
Spring 2011 – Instructor: Andrew J. Manson
Spring 2012 – Instructor: Andrew J. Manson

Course Description
An investigation of the factors and a consideration of the theories which have affected world urban form related to architecture.

Course Goals & Objectives
• Provide students with a knowledge and critical understanding of the development of selected Western and non-Western cities and some of the general principles, concepts and techniques used in the study of urban forms.
• Allow students to develop a working knowledge of the figures, works of architecture and urban design initiatives from the different historical eras and cultures covered by the lectures and readings.
• Through a mastery of the primary and secondary literature students will develop the ability to describe, analyze and compare architectural and urban projects and strategies in formal, theoretical and practical terms.
• Through assignments students will have the opportunity to develop and deploy their skills to critically evaluate and communicate information, arguments and ideas effectively and accurately, using the appropriate style and language.

Student Performance Criteria Addressed
A9. 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.
A10. 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.

Topical Outline
Ancient Cities (20%); Sub-Saharan African Cities (10%); Islamic Cities (10%); Asian Cities (10%); Pre-Columbian American Cities (10%); Medieval, Renaissance and Baroque Cities in Europe (10%); Cities of Capital (12%); Modern Cities (12%); Contemporary Cities (6%)

Prerequisites
ARC 314 or permission of instructor.

Textbooks/Learning Resources
Peter Hall, Cities of Tomorrow (Oxford: Blackwell, 2003) (Required)
Course Reader (electronic files available through Blackboard eReserves) (Required)
Edmund Bacon, Design of Cities (New York: Viking Press, 1974) (Optional)
Spiro Kostof, The City Shaped: Urban Patterns and Meanings through History (Boston: Little, Brown, 1991) (Optional)
Mary Lynn Rampolla, A Pocket Guide to Writing in History (Boston: Bedford/St. Martin’s, 2010) (Optional)

Offered
Spring 2011, Spring 2012

Faculty Assigned
Andrew J. Manson, F/T
ARC 332 – Environmental Controls I
Fall 2012 – Instructor: Bruce Swetnam

Course Description
Introduces concepts of the luminous, thermal and acoustical environment and the mechanical and electrical systems of buildings

Course Goals & Objectives
Analyze the quality of a mechanical system through efficiency
• Initiate design with an intuitive understanding of the form and space requirements of environmental control systems
• Recognize the variety of options available to provide comfort and safety
• Coordinate the mechanical systems specialists utilized in building design development
• Design with technology and the environment, not in spite of them

Student Performance Criterion/ Addressed

B. 8. Environmental Systems:

B.11. Building Service Systems:

Topical Outline (Include percentage of time in course spent in each subject area)

10% Human physiology and physics of light and sound
30% Day lighting (passive)
30% Electric lighting (active)
30% Acoustics

Prerequisites
ARC 231

Textbooks/Learning Resources (Suggested resource list.)
• The Building Environment Active and Passive control Systems by Vaughn Bradshaw, Wiley, 2006
• Mechanical and Electrical Equipment for Buildings Stein Reynolds, Wiley, 2000

Offered
Fall 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Bruce Swetnam F/T
University of Kentucky College of Design Course Description
ARC 333 – Environmental Controls II  
Spring 2012 – Instructor: Bruce Swetnam

Course Description  
A continuation of ARC 332 with emphasis on mechanically controlled interior environments seen as subsystems of the total building organization

Course Goals & Objectives  
- Analyze the quality of a mechanical system through efficiency
- Initiate design with an intuitive understanding of the form and space requirements of environmental control systems
- Recognize the variety of options available to provide comfort and safety
- Coordinate the mechanical systems specialists utilized in building design development
- Design with technology and the environment, not in spite of them

Student Performance Criterion/ Addressed  
B. 7. Financial Considerations:
B. 8. Environmental Systems:
B. 10. Building Envelope Systems:

Topical Outline (Include percentage of time in course spent in each subject area)  
40% Passive and active systems for human thermal comfort and energy conservation  
20% Water supply and sanitation  
20% Life safety and fire suppression  
20% Concentrated energy (electricity) and conveying systems

Prerequisites  
ARC 332.

Textbooks/Learning Resources (Suggested resource list.)  
- The Building Environment Active and Passive control Systems by Vaughn Bradshaw, Wiley, 2006
- Mechanical and Electrical Equipment for Buildings Stein Reynolds, Wiley, 2000

Offered  
Spring 2012

Faculty Assigned  
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)  
Bruce Swetnam F/T
ARC 354 – Studio IV
Fall 2012 – Coordinator: Anne Filson

Course Description
An institutional or cultural project situated in a complex urban condition, which requires programmatic definition and design to provide diverse kinds of public and private spaces within a civic context.

Course Goals & Objectives
- Research, analyze and communicate the physical, regulatory and social attributes of a local urban site
- Define a comprehensive program based on an analysis of both quantitative and immersive research
- Design form, which balances programmatic demands, building systems and an urban site challenge
- Produce a holistic integrated architectural strategy for accessibility

Student Performance Criteria Addressed
B1. 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.

B2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Topical Outline
20% Learning and developing research techniques
20% Developing and documenting the conceptual and functional attributes of a building enclosure system
40% Institutional or cultural program (10-20,000 sft), which requires diverse spaces for groups of occupants
20% Produce a holistic integrated architectural strategy for accessibility

Prerequisites
ARC 245 Studio III

Textbooks/Learning Resources (List optional or required)
2010 ADA Standards for Accessible Design (required)
Architectural Graphic Standards (required)

Offered
Fall 2012

Faculty Assigned
Anne Filson F/T
Greg Luhan F/T
T. Rives Rash F/T
Akari Takabayashi F/T
ARC 355 – Studio V
Spring 2012 – Coordinator: Anne Filson

Course Description
An institutional or cultural project which immerses a visiting public into a complex landscape condition, and deploys an integrated, passive environmental design strategy with a developed building enclosure.

Course Goals & Objectives
• Produce an architectural response that negotiates complexity in the natural landscape
• Develop building enclosure systems that align conceptual strategies and building performance
• Present an integrated architectural strategy that maximizes passive response to environmental conditions
• Articulate verbally, graphically and architecturally a critical, polemical position for a Cultural/Institutional Program in nature

Student Performance Criteria Addressed

**B3.** 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.

**C2.** Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Topical Outline
20% Learning and developing a passive architectural strategy for specific environmental conditions
20% Developing and documenting the conceptual and functional attributes of a building enclosure system
40% Institutional or cultural program (10-20,000 sft), which requires diverse spaces for groups of occupants
20% Spatially negotiate a site that has a complex landscape challenge (topography, ecology, access, etc)

Prerequisites
ARC 354 Studio IV

Textbooks/Learning Resources *(List optional or required)*

William McDonough and Michael Braungart Cradle to Cradle (optional)

Offered
Spring 2012

Faculty Assigned

Anne Filson F/T
Greg Luhan F/T
T. Rives Rash F/T
Akari Takabayashi F/T
ARC 434 – Structural Design and Analysis I  
Spring 2012 – Instructor: Peyman Jahed

Course Description
Conceptual and analytical methods for structural analysis and design, design in wood, steel, and concrete, gravity and lateral loads and structural systems that can resist them.

Course Goals & Objectives
• To introduce conceptual and intuitive understanding of structural concepts.
• To introduce analytical methods for structural analysis and design.
• To understand gravity and lateral loads and structural systems that can resist them.
• With basic understanding of structural concepts, enable students to become better architectural designers.

Student Performance Criterion/a Addressed
B.9. Structural Systems: Understanding of the basic Statics and Strength of Materials; gaining conceptual understanding of structural behavior under gravity and lateral loads; analysis and design of simple beams and column.

Topical Outline (Include percentage of time in course spent in each subject area)
20% conceptual and intuitive understanding of structural concepts
50% Statics & Strength of Materials
30% Structural Analysis and Design of Structural Elements

Prerequisites
Admission to the School of Architecture; MA 109 or MA 123, ARC 231.

Textbooks/Learning Resources (Suggested resource list.)
• Why Buildings Stand Up, Mario Salvadori, W. W. Norton & Company.
• Why Buildings Fall Down: How Structures Fail, Mario Salvadori, W. W. Norton & Company.

Offered
Spring 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Peyman Jahed - adjunct
ARC 434 – Structural Design and Analysis I  
Spring 2012 – Instructor: Peyman Jahed

**Course Description** 
Conceptual and analytical methods for structural analysis and design, design in wood, steel, and concrete, gravity and lateral loads and structural systems that can resist them.

**Course Goals & Objectives**
- To introduce conceptual and intuitive understanding of structural concepts.
- To introduce analytical methods for structural analysis and design.
- To understand gravity and lateral loads and structural systems that can resist them.
- With basic understanding of structural concepts, enable students to become better architectural designers.

**Student Performance Criterion/a Addressed**
B. 9. Structural Systems: Understanding of the basic Statics and Strength of Materials; gaining conceptual understanding of structural behavior under gravity and lateral loads; analysis and design of simple beams and column.

**Topical Outline** *(Include percentage of time in course spent in each subject area)*

- 20% conceptual and intuitive understanding of structural concepts
- 50% Statics & Strength of Materials
- 30% Structural Analysis and Design of Structural Elements

**Prerequisites**
Admission to the School of Architecture; MA 109 or MA 123, ARC 231.

**Textbooks/Learning Resources** *(Suggested resource list.)*

**Offered**
Spring 2012

**Faculty Assigned**
*(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)*
Peyman Jahed - adjunct
ARC 456 – Design Studio VI
Fall 2012 – Instructor: Co, McKay, Rohrbacher, Scroggin, Summers

Course Description
This studio explores various design topics including building technology, furniture design, digital visualization, historic preservation, and human settlement.

Course Goals & Objectives
• To develop research strategies in pre-design that draw out opportunities in search of holistic and open design outcomes.
• To develop analytical and critical thought through research and its applications.
• To apply advanced digital techniques to the development and resolution of the design problem.
• To develop visual and oral communication skills and convey ideas to a broad audience.
• To collaborate with and engage communities, industry, and civic leaders in the work of the studio via meetings, presentations, and exhibitions.

Student Performance Criterion/a Addressed
C. 1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Topical Outline (Include percentage of time in course spent in each subject area)
15% Analytical Skills Development & Design Research
15% Conceptual Design Development and Application of Research
25% Direct Architectural Design
15% Detailed Development
5% Visual and Oral Communication Development
15% Team Based Collaboration in the Studio Environment
10% Direct Community/Professional/Cross-Disciplinary Engagement

Prerequisites
ARC 355 Design Studio V with a grade of C or better.

Textbooks/Learning Resources (Suggested resource list.)
Small, Gritty, and Green: The Promise of America’s Smaller Industrial Cities in a Low-Carbon World
by Catherine Tumber (Optional)
Green Metropolis: Why Living Smaller, Living Closer, and Driving Less Are the Keys to Sustainability
by David Owen (Optional)
The Citizen’s Guide to Planning (Fourth Edition)
by Christopher J. Duerksen, C. Gregory Dale, FAICP, Donald L. Elliott, FAICP (Optional)
Ecological Urbanism edited by Mohsen Mostafavi with Gareth Doherty
Combinatory Urbanism: The Complex Behavior of Collective Form by Morphosis Architects
Guest-edited by David Gissen

Offered
Fall 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Martin Summers F/T, Nick Puckett F/T, Rives Rash F/T, David Mohney F/T, Leonard Wujcik F/T, Gary Rohrbacher F/T, Mike McKay F/T
ARC 457 – Design Studio VII
Spring 2012 – Instructor: M. Summers, Mohney, McKay, Rohrbacher

Course Description
This studio explores various design topics including building technology, furniture design, digital visualization, historic preservation, and human settlement.

Course Goals & Objectives
• To develop research strategies in pre-design that draw out opportunities in search of holistic design outcomes.
• To develop analytical and critical thought through research and its applications.
• To develop visual communication skills to convey ideas to a broad audience.
• To engage communities, industry and civic leaders in the work of the studio through meetings, presentations and exhibitions.

Student Performance Criterion/a Addressed
C. 1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Topical Outline (Include percentage of time in course spent in each subject area)
15% Analytical Skills Development & Design Research
20% Conceptual Design Development
35% Direct Architectural Design
15% Visual Communication Development
15% Direct Community/Professional/Cross-Disciplinary Engagement

Prerequisites
ARC 456 Design Studio VI

Textbooks/Learning Resources (optional)
Small, Gritty, and Green: The Promise of America’s Smaller Industrial Cities in a Low-Carbon World by Catherine Tumber (Optional)
Green Metropolis: Why Living Smaller, Living Closer, and Driving Less Are the Keys to Sustainability by David Owen (Optional)
The Citizen’s Guide to Planning (Fourth Edition) by Christopher J. Duerksen, C. Gregory Dale, FAICP, Donald L. Elliott, FAICP (Optional)
Ecological Urbanism edited by Mohsen Mostafavi with Gareth Doherty
Combinatory Urbanism: The Complex Behavior of Collective Form by Morphosis Architects

Offered
Spring 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Martin Summers F/T, Nick Puckett F/T, Rives Rash F/T, David Mohney F/T, Leonard Wujcik F/T
ARC 511 – History and Theory Seminar: Pre-20th Century (with subtitle)

Not taught in evaluation period (Fall 2010-Fall 2012)

Course Description
One of a series of graduate seminars devoted to investigations and analyses of pre-twentieth century architecture. (specific description here)

Course Goals & Objectives
varies with specific course

Student Performance Criterion/a Addressed
A5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Topical Outline
varies with specific course

Prerequisites
Junior or senior standing with six credit hours of architecture history or art history at the 200 level or above, graduate standing, or consent of instructor.

Textbooks/Learning Resources
varies with specific course

Offered
not taught in evaluation period (Fall 2010-Fall 2012)

Faculty Assigned
not taught in evaluation period (Fall 2010-Fall 2012)
ARC 512 – History and Theory Seminar: Modern. (with subtitle)

Fall 2010-Fall 2012 (instructor varies)

Course Description
One of a series of graduate seminars devoted to investigations and analyses of modern architecture. (specific description here)

Course Goals & Objectives
varies with specific course

Student Performance Criterion/a Addressed
A1: Communication skills. Ability to read, write, speak and listen effectively.
A5: Investigative skills. Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Topical Outline
varies with specific course

Prerequisites
Junior or senior standing with six credit hours of architecture history or art history at the 200 level or above, graduate standing, or consent of instructor.

Required Reading
varies with specific course

Offered
every semester in evaluation period (Fall 2010-Fall 2012)

Faculty Assigned
Andrew J. Manson, F/T (Fall 2010, Fall 2011, Fall 2012)
Wallis Miller, F/T (Spring 2011, Spring 2012)
Jerzy Rozenberg, F/T (Spring 2011)
ARC 513 – History and Theory Seminar: Contemporary (with subtitle)

Fall 2010, Spring 2011, Spring 2012, Fall 2012 (instructor varies)

Course Description
One of a series of graduate seminars devoted to investigations and analyses of contemporary architecture. (specific description here)

Course Goals & Objectives
varies with specific course

Student Performance Criterion/a Addressed
A1: Communication skills. Ability to read, write, speak and listen effectively.
A5: Investigative skills. Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Topical Outline
varies with specific course

Prerequisites
Junior or senior standing with six credit hours of architecture history or art history at the 200 level or above, graduate standing, or consent of instructor.

Required Reading
varies with specific course

Offered
Fall 2010, Spring 2011, Spring 2012, Fall 2012

Faculty Assigned
Gregory Luhan, F/T (Fall 2010)
Wallis Miller, F/T (Spring 2011)
David Mohney, F/T (Spring 2012)
David Mohney, F/T (Fall 2012)
ARC 514 – History and Theory Seminar: Theory and Criticism (with subtitle)

Fall 2010, Spring 2012 (instructor varies)

Course Description
One of a series of graduate seminars devoted to investigations and analyses of architectural theory and criticism. (specific description here)

Course Goals & Objectives
varies with specific course

Student Performance Criterion/a Addressed
A5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Topical Outline
varies with specific course

Prerequisites
Junior or senior standing with six credit hours of architecture history or art history at the 200 level or above, graduate standing, or consent of instructor.

Textbooks/Learning Resources
varies with specific course

Offered
Fall 2010, Spring 2012

Faculty Assigned
Angela Co, F/T (Fall 2010)  
Andrew J. Manson, F/T (Spring 2012)  
Jerzy Rozenberg, F/T (Fall 2010)
ARC 515 – History and Theory Seminar: Urban Forms (with subtitle)

Spring 2011 – Instructor: David Mohney

Course Description
One of a series of graduate seminars devoted to investigations and analyses of urban forms. (specific description here)

Course Goals & Objectives
varies with specific course

Student Performance Criterion/a Addressed
A5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Topical Outline
varies with specific course

Prerequisites
Junior or senior standing with six credit hours of architecture history or art history at the 200 level or above, graduate standing, or consent of instructor.

Textbooks/Learning Resources
varies with specific course

Offered
Spring 2011

Faculty Assigned
David Mohney, F/T
ARC 533 – Structural Design and Analysis II
Fall 2012 – Instructor: Peyman Jahed

Course Description *(Limit 25 words)*
Introduce structural design with Steel, concrete, wood and masonry, gravity and lateral forces, construction in steel concrete and wood, details in constructions, analytical structural software.

Course Goals & Objectives *(Bulleted list)*
- To introduce different structural materials, their strengths and weaknesses as well as how to take advantage of each material relative to other construction materials
- To introduce structural design in different materials based on appropriate codes.
- To understand construction methods, details in constructions.
- Grasp concept of structural design in a creative way to help realize architectural vision.
- Familiarity with structural software

Student Performance Criterion/s Addressed
B. 9. Structural Systems: Understanding of the basic Statics and Strength of Materials; structural design in different materials based on appropriate codes. Structural Software

Topical Outline *(Include percentage of time in course spent in each subject area)*
15% Conceptual and intuitive understanding of structural concepts
15% Statics & Strength of Materials
50% Structural design in different materials based on appropriate codes
20% Structural Software

Prerequisites
Admission to the School of Architecture Master of Architecture; ARC 434, or equivalent undergraduate structures course from other schools.

Textbooks/Learning Resources *(Suggested resource list.)*
- Steel Manual Construction, AISC Thirteenth Edition (Recommended)

Offered
Fall 2012

Faculty Assigned
*(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)*
Peyman Jahed - adjunct
ARC 631 – Building Systems Integration
Spring 2012 – Instructor: Bruce Swetnam

Course Description
Graduate level study of the art and science of building design with emphasis given to integrative strategies for developing a comprehensive, multi-systemic architectural project.

Course Goals & Objectives
- Information - lectures reinforce understanding of programing, building systems design, cost control and project delivery...
- Application – utilize lecture information, precedent and critique to develop and analyze a comprehensive design project
- Transformation – the ability of a student, from that point forward, to initiate design with a holistic view of a project (design thinking)

Student Performance Criterion/ Addressed
B. 5. Life Safety:
B. 8. Financial Considerations:
B.10. Building Envelope Systems:
C.2. Human Behavior:
C. 4. Project management:

Topical Outline (Include percentage of time in course spent in each subject area)
5% Analysis and Precedent review
5% Professional Practice and Project Delivery
5% Architectural Programing
10% Site development
10% Building Codes, Life Safety and Accessibility
10% Structural Systems and Envelopes
5% Detailing
10% Infrastructure in Building Design (systems)
5% Energy Modeling and Sustainability
5% Cost Control, initial and life cycle
5% Interior design, Lighting Materials Furnishings
25% Comprehensive Design Integration Project

Prerequisites
ARC 750 – co-requisite

Textbooks/Learning Resources (Suggested resource list.)
- The Building Environment Active and Passive control Systems by Vaughn Bradshaw, Wiley, 2006
- The Architects Studio Companion by Allen, Iano
- Fundamentals of Building Construction by Allen
- Kentucky Building Code latest edition
- Building Construction Illustrated by Ching
- Architectural Graphic Standards by Ramsey, Sleeper
- Architectural Detailing by Allen, Rand
- The Building Systems Integration Handbook by Rush
- RS Means Building Construction Cost Data latest edition

Offered
Fall and Spring 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Bruce Swetnam F/T
ARC 641/LA 941/ID 466 – Professional Practice
Spring 2012 – Instructor: Tim Lucas

Course Description
A graduate level course to review all aspects of being a Professional Architect, working in an office and understanding the roles that must be undertaken in this effort.

Course Goals & Objectives
- To understand the history of the profession of Architecture and other design professionals and the social forces that shaped this history
- To understand the characteristics of a practicing professional; leadership, ethics, liability, marketing, sustainable design
- To understand the mechanisms for developing a project and the interaction that is required
- To understand issues involved in actually starting and running an office
- To begin to develop a sense of the individuals place in the future of the design practice

Student Performance Criterion/ Addressed
A. 1. Written Communication Skills:
A. 3. Drawing conclusions from real life scenarios:

Topical Outline (Include percentage of time in course spent in each subject area)
10% Course Participation (readings and lectures)
20% Daily quizzes and assignments
35% Midterm Exam
35% Final Exam

Prerequisites
Admission to the M. Arch Program

Textbooks/Learning Resources (Suggested resource list.)
- Architects Handbook of Professional Practice, 14th Edition, Student
- Pillars of the Earth by Follett
- Devil in the White City by Larson
- At Home by Bryson

Offered
Fall 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)
Tim Lucas P/T
ARC 642 – Professional Internship  
Spring 2012 – Instructor: Bruce Swetnam

Course Description  
A graduate level summer internship with a professional architectural firm in which the student, along with a faculty advisor, will determine specific experiential and educational goals to be met

Course Goals & Objectives  
• Professional experience…
• Intern Development Program (IDP) credit
• Develop strategies for maintaining quality design in a time and cost sensitive environment

Student Performance Criterion/ Addressed  
A. 1. Communication Skills:
A. 3. Visual Communication Skills:
C. 1. Collaboration:

Topical Outline (Include percentage of time in course spent in each subject area)  
20% Portfolio (development)  
20% IDP (sign up and credits)  
20% Journal (documentation)  
30% Internship (goals met)  
10% Course Participation (readings and lectures)

Prerequisites  
Admission to the M. Arch Program

Textbooks/Learning Resources (Suggested resource list.)  
• Zen and The Art of Motorcycle Maintenance by Pirsig
• Bunelleschi’s Dome by King

Offered  
Spring 2012 and Fall 2012

Faculty Assigned  
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)  
Bruce Swetnam F/T
ARC 658 – Design Studio VIII  
Fall 2012 – Instructor: Co, McKay, Rohrbacher, Scroggin, Summers

Course Description  
This studio explores various design topics including building technology, furniture design, digital visualization, historic preservation, and human settlement.

Course Goals & Objectives  
• To develop research strategies in pre-design that draw out opportunities in search of holistic and open design outcomes.  
• To develop analytical and critical thought through research and its applications.  
• To apply advanced digital techniques to the development and resolution of the design problem.  
• To develop visual and oral communication skills and convey ideas to a broad audience.  
• To collaborate with and engage communities, industry, and civic leaders in the work of the studio via meetings, presentations, and exhibitions.

Student Performance Criterion/a Addressed  
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.

Topical Outline (Include percentage of time in course spent in each subject area)  
15% Analytical Skills Development & Design Research  
15% Conceptual Design Development and Application of Research  
25% Direct Architectural Design  
15% Detailed Development  
5% Visual and Oral Communication Development  
15% Leadership Roles and Skills in Studio Based Teams  
10% Direct Community/Professional/Cross-Disciplinary Engagement

Prerequisites  
ARC 456 Design Studio VI with a grade of C or better.

Textbooks/Learning Resources (Suggested resource list.)  
• Set individually, per studio.

Offered  
Fall 2012

Faculty Assigned  
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.)  
Martin Summers F/T, Nick Puckett F/T, Rives Rash F/T, David Mohney F/T, Leonard Wujcik F/T, Gary Rohrbacher F/T, Mike McKay F/T


ARC 659 – Design Studio IX
Spring 2012 – Instructor: M. Summers, Mohney, McKay, Rohrbacher

Course Description
This studio explores various design topics including building technology, furniture design, digital visualization, historic preservation, and human settlement.

Course Goals & Objectives
• To develop research strategies in pre-design that draw out opportunities in search of holistic design outcomes.
• To develop analytical and critical thought through research and its applications.
• To develop visual communication skills to convey ideas to a broad audience.
• To engage communities, industry and civic leaders in the work of the studio through meetings, presentations and exhibitions.
• To develop leadership skills within teams that allow for individuals and the collective to achieve successful outcomes.

Student Performance Criterion/a Addressed
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.

Topical Outline (Include percentage of time in course spent in each subject area)
15% Analytical Skills Development & Design Research
20% Conceptual Design Development
35% Direct Architectural Design
15% Visual Communication Development
15% Direct Community/Professional/Cross-Disciplinary Engagement

Prerequisites
ARC 658 Design Studio VIII

Textbooks/Learning Resources (List optional or required)
Small, Gritty, and Green: The Promise of America’s Smaller Industrial Cities in a Low-Carbon World by Catherine Tumber (Optional)
Green Metropolis: Why Living Smaller, Living Closer, and Driving Less Are the Keys to Sustainability by David Owen (Optional)
The Citizen’s Guide to Planning (Fourth Edition) by Christopher J. Duerksen, C. Gregory Dale, FAICP, Donald L. Elliott, FAICP (Optional)
Ecological Urbanism edited by Mohsen Mostafavi with Gareth Doherty
Combinatory Urbanism: The Complex Behavior of Collective Form by Morphosis Architects

Offered
Spring 2012

Faculty Assigned
(List faculty assigned to teach the course during the two years prior to the visit and whether each was F/T, P/T, or adjunct.) Martin Summers F/T, Nick Puckett F/T, Rives Rash F/T, David Mohney F/T, Leonard Wujcik F/T, Gary Rohrbacher F/T
ARC 750.001 – Design Studio X  
Fall 2010 – Instructors: David Biagi, Michael Jacobs, and Bruce Swetnam

Course Description  
Utilizing given site and program requirements, graduate students explore design issues comprehensively by producing a developed and detailed building design. Students will engage in structural design, environmental systems, life-safety and post-design assessments as required to meet the most current NAAB standards for a comprehensive studio. Studio: 12 hours per week.

Course Goals & Objectives  
To develop a Comprehensive Studio project through research strategies in pre-design that draw out opportunities in search of prefabricated manufacturing techniques that leverage efficiency of use, implementation, and performance, with affordable design outcomes.

• To develop analytical and critical thinking through research and its applications.
• To develop visual communication skills to convey ideas to a broad audience.
• To engage communities, industry and civic leaders in the work of the studio through meetings, presentations and exhibitions.
• To develop leadership skills that allow for individuals and the collective to achieve successful outcomes.

Student Performance Criterion Addressed

A.2: Design & Critical 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 them against relevant criteria and standards.

A.4 Technical Documentation: Ability to make technically precise drawings and write outline specifications for a proposed design.

A.5 Investigative Skills:

A.8 Formal Ordering Systems: Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.

A.9 Historical Traditions and Global Culture: Understanding of the full range of canons and traditions in Western and Bon-Western architecture, landscape and urban design (both ancient and modern), as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

B.2 Accessibility: Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities.

B.3 Sustainability: Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

B.4 Site Design & Conditions: Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

B.5 Life Safety: Understanding of the basic principles of life-safety systems with an emphasis on egress.
B.6 Comprehensive Design: Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections, building assemblies and the principles of sustainability.

B.8 Environmental Systems: Understanding of the basic principles and appropriate application and performance of environmental systems including acoustical, lighting, and climate modifications systems; energy use; all integrated within the building envelope.

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

Topical Outline

15% Analytical Skills Development & Design Research
20% Conceptual Design Development
35% Direct Architectural Design
15% Visual Communication Development
15% Direct Community/Professional/Cross-Disciplinary Engagement

Prerequisites

ARC 659 with a grade of C or better
ARC 631 Building Systems Integration: Concurrently

Textbooks/Learning (Refer to Syllabus for full bibliography)

PRE FAB: Allison Arieff & Bryan Burkhart (Required Reading)
Home Delivery: Fabricating the Modern Dwelling: Barry Bergdoll
Prefab Now: James Grayson
Compact House: Architecture & the Environment: Cristina del Valle
Prefab Prototypes: Mark Anderson
PreFab: Adaptable, Modular, Dismountable, Light, Mobile Architecture: Paco Asensio Publisher
Modular Houses: Martin Kunz

Offered

Fall 2010

Faculty Assigned

David Biagi F/T, Bruce Swetnam F/T, Michael Jacobs P/T, Joe Tanney Visiting Critic
University of Kentucky College of Design Course Description
ARC 759 – Masters Project
Fall 2012 – Instructor: David Biagi with Masters Project Committee

Course Description
Applying a Critical Position to Technology Concepts; Application of Advanced Digital Techniques; Open Design Outcomes

Course Goals & Objectives
• To develop research strategies in pre-design that draw out opportunities in search of holistic and open design outcomes.
• To develop analytical and critical thought through research and its applications.
• To apply advanced digital techniques to the development and resolution of the design problem.
• To develop visual and oral communication skills and convey ideas to a broad audience.
• To collaborate with and engage communities, industry, and civic leaders in the work of the studio via meetings, presentations, and exhibitions.

Student Performance Criterion Addressed
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.
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.

Topical Outline (Include percentage of time in course spent in each subject area)
15% Analytical Skills Development & Design Research
15% Conceptual Design Development and Application of Research
25% Direct Architectural Design
15% Detailed Development
5% Visual and Oral Communication Development
15% Leadership Roles and Skills in Studio Based Teams
10% Direct Community/Professional/Cross-Disciplinary Engagement

Prerequisites
ARC 456 Design Studio VI with a grade of C or better.

Textbooks/Learning Resources (Suggested resource list.)
• Set individually, per studio.

Offered
Fall 2012

Faculty Assigned
David Biagi, Martin Summers, Gary Rohrbacher, Michael Jacobs, and Bruce Swetnam.
Name: Aaron Betsky

Courses Taught (Two academic years prior to current visit):
ARC 513-401 -- HISTORY & THEORY SEM: CONTEMPORARY: POSTMOD

Educational Credentials:
Candidate, Ph.D., Berlage Institute, Technical Univ. of Delft, Rotterdam, The Netherlands
Degree: Master of Architecture
Studios with Gerhard Kallmann, Frank Gehry and Helmut Jahn
Yale College, New Haven, Connecticut (1975-1979)
Degree: B.A., cum laude, with a major in History, the Arts and Letters (Intensive Humanities Program)
Awarded the George S. Schrader, Jr. Memorial Prize for Excellence in the Humanities; senior essay under the direction of Professor Vincent Scully
Degree: Gymnasium Alpha, with highest honors

Teaching Experience:
Visiting Professor, University of Kentucky, Lexington, Kentucky (2010-)
Visiting Professor, University of Cincinnati, Cincinnati, Ohio (2008, 2011)
California College of Arts & Crafts, San Francisco, California (1995-2001)
Adjunct Assistant Professor
Visiting Professor, Graduate School of Architecture, Urban Planning and Preservation, Columbia University, New York, New York (1999)
Paul C. Kennan Visiting Professor, School of Architecture, Rice University, Houston, Texas (1998, 2000)

Professional Experience:
Director -- Cincinnati Art Museum, Cincinnati, Ohio (2006 – present)

Selected Publications and Recent Research:
What Is Modernism -- To be published by W.W. Norton & Co.
At Home in Sprawl: Selected Essays on Architecture -- Published by RMIT Press, 2011
The United Nations Building -- Published by Thames & Hudson, Fall 2005
False Flat: Recent Dutch Design -- Published by Phaidon Press, Spring 2004

Professional Memberships:
Member of Board, NAI Publishers (2001- 2006)
Member of Board, Archis Magazine (2001-2005)
Member of Design Grant Council, Mondriaan Foundation (2003-2005)
Name: David Biagi

Courses Taught (Two academic years prior to current visit):
- ARC 658  Design Studio VIII
- ARC 659  Design Studio IX
- ARC 750  Design Studio X Comprehensive Project
- ARC 759  Master's Project Building Design

Educational Credentials:
- B.Arch., University of Kentucky, 1982
- M.Arch., The Ohio State University, 1987

Teaching Experience:
- Assistant Professor, University of Kentucky, 1991-2003
- Associate Professor, University of Kentucky, 2003-present
- Director, School of Architecture University of Kentucky, 2003-present
- Director of Graduate Studies, Architecture University of Kentucky, 2003-present
- Acting Dean, College of Design, 2007-2008

Professional Experience:
- Eisenman Robertson Architects, New York, NY, 1987
- HLW International, Los Angeles, CA and New York, NY, 1995
- Biagi, Shelbyville, KY, 1992-present
- J. Quintin Biagi PSC, Shelbyville, KY, 1982-1986 and 1992-present

Licenses/Registration:
- NCARB (1985)
- Kentucky (1985)

Selected Publications and Recent Research:
- Raskin, Laura, Houses at Sagaponac, Architectural Record, (May 2011)

Professional Memberships:
- Kentucky Board of Architects, 2007-present
  - President, 2011-2012
Name: Erick Carcamo

Courses Taught (Two academic years prior to current visit):
ARC 456  Design Studio VI, Fall 2010

Educational Credentials:
B.Arch., Southern California Institute of Architecture, Los Angeles, 2005
M.S. A.D.D., GSAPP Columbia University, NYC, 2007

Teaching Experience:
Adjunct Assistant Professor, YALE School of Architecture, 2010
Associate Professor, GSAPP, Columbia University, NYC, 2007-2010
Adjunct Assistant Professor, PRATT Institute NYC, 2009
Adjunct Professor UKY, University of Kentucky, College of Design, 2009
Adjunct Assistant Professor, Universität für Angewandte Kunst Wien (die Angewandte)Viena, Austria, 2007
Visiting Professor, LTH | University of Lund, Sweden, 2008-Present

Professional Experience:
Assistant Project Designer/ Animation Designer, XEFIROTARCH, LA 2004-2007
Senior/Lead Project, Team, Animation Designer, ASYMPTOTE ARCHITECTURE, NYC, 2005-2007
Project Designer/Architect, Animation Designer, COOP-HIMMELB(L)AU, Vienna, 2007-2008
Principal, X|A, NY-Athens, 2007-Present

Selected Publications and Recent Research:
2007 GSAPP Columbia University Abstract
2008 Evolo Housing Magazine
2009 X|A The Archeography Project Series @ Superfront

Professional Memberships:
N/A
Name: Clyde Reynolds Carpenter

Courses Taught (Two academic years prior to current visit)
ARC 252 Design Studio II
ARC253 Design Studio III
HP 501 Selected Topics in Historic Preservation
HP 799 Master’s Project II

Educational Credentials
B.S.C.E., Kentucky 1959
M.Arch., Pennsylvania 1962

Teaching Experience
Instructor, Assistant Professor, Associate Professor, Professor, College of Architecture, 1963-2003,
School of Architecture, College of Design, University of Kentucky, 1963- Present
Clay Lancaster Endowed Professor in Historic Preservation, and Chair, Department of Historic
Preservation, College of Design, University of Kentucky, 2003-2010
Associate Dean, College of Architecture, University of Kentucky, 1974-2003
Acting Dean, College of Architecture, University of Kentucky, 1991-1993

Professional Experience
Intern, Johnson Romanowitz Architects, Lexington KY 1963-1964
Intern, Graves Hill Architects, Lexington KY 1964-1970
Principal, Clyde Reynolds Carpenter Architect, Lexington KY 1970-Present

Licenses/Registration
Kentucky

Selected Publications and Recent Research
Clyde Reynolds Carpenter Residence, Lexington KY published in Home (Viking Press 1972)
Clyde Reynolds Carpenter Residence, Lexington KY published in Yesterday’s Structures: Tomorrow’s
Houses (Schiffer Publications 2000)
Robert and Jane Carpenter Residence, Steamboat Springs CO published in Asian Influenced Architecture
& Design (Schiffer Publications 2010)
Research and book in progress The Modern House-Kentucky (with Professor Gregory Luhan)

Professional Memberships
The American Institute of Architects
National Trust for Historic Preservation
The Vernacular Architecture Forum
Name: Angela Co

Courses Taught (Two academic years prior to current visit):
ARC 355 Design Studio IV
ARC 513 Design Thinking
ARC 354 Design Studio III

Educational Credentials:
B.Art, University of Pennsylvania, 2001
B.Arts & Sciences, University of Pennsylvania, 2001
M.Arch., Columbia University Graduate School of Architecture, Planning, Preservation 2005

Teaching Experience:
Teaching Assistant, Columbia University 2003 - 2006
Instructor, University of Pennsylvania, 2009
Adjunct Assistant Professor, Columbia University, 2009
Assistant Professor, University of Kentucky, 2009-present

Professional Experience:
Project Designer, Shepley Bulfinch Richardson & Abbott, Boston, MA 2001-2002
Project Designer, Asymptote Architecture, New York, NY 2007
Project Manager and Designer, Atema Architecture, New York, NY 2007-2009

Selected Publications and Recent Research:
"Creating a Synthetic Space Between Bodies and Buildings" paper presentation at the 2010 Creating_Making Forum (University of Oklahoma)
MacDowell Fellow in Architecture, 2010
Name: Anne Filson

Courses Taught (Two academic years prior to current visit):
ARC 354 Design Studio IV
ARC 355 Design Studio V
ARC 734 Advanced Professional Practice

Educational Credentials:
B.A., Smith College, 1991
M.Arch., Columbia University, 1995

Teaching Experience:
Adjunct Professor, University of Texas, Austin, 2002-2004

Professional Experience:
Filson and Rohrbacher. Partner 2007-present
NBBJ. Associate 2007-2009
SHoP Architects. Project Manager 2006
IDEO. Strategic Design Consultant 2004-2006
Design Consulting Practice 2002-2004

Licenses/Registration:
Kentucky
NCARB

Selected Publications and Recent Research:
“Design Intercalated: The AtFab Project” Proceedings for the 13th International Conference on Advances in Design Sciences and Technology. 2012
“Design Offered Up: Control and Open Outcomes in a Digitally Enabled Design Process” P. 7-13 Lecture Notes in Computer Science. 6874 Springer 2011
“t$/" Envisioning Organization. Ed. Lewis, Karen. Future Publication based on 2010 Conference at OSU Columbus, OH

Professional Memberships:
The American Institute of Architects
LEED Accredited Professional
Name: Hans Gesund

Courses Taught (Two academic years prior to current visit]
Fall 2010 – ARC 584 Design of Timber and Masonry Structures
Fall 2011 – ARC 584 Design of Timber and Masonry Structures

Educational Credentials:
Dr. Eng’g., Civil Engineering, Yale University, 1958
M. Eng’g., Civil Engineering, Yale University, 1953
B. Eng’g. (with honors), Civil Engineering, Yale University, 1950

Professional Experience:
University of Kentucky, 1958 - present, Assistant Professor to Professor of
Structural Engineering; Department Chair, Civil Engineering, 1987 - ’92
Yale University, 1954 - 1958, Instructor of Civil Engineering
Army Reserve

Registration: P.E. (Struct.) #3744 Kentucky; P.E. Retired, Connecticut

Publications:
Choo, C.C., Harik, I.E. and Gesund, H., “Analysis of Long-Term Effects in Concrete Columns Reinforced
with FRP Tendons”, SP-245 – 2, Case Histories and Use of FRP for Prestressing Applications,
American Concrete Institute, 2007.
Choo, C.C., Harik, I.E., and Gesund, H., “Strength of Rectangular Concrete Columns Reinforced with
– 459.
Fiber-Reinforced Polymer Reinforced Concrete Rectangular Columns”, ACI Structural

Professional Membershipd
Fellow, American Society of Civil Engineers
Fellow, American Concrete Institute
Member, American Society for Testing and Materials
Member, American Society for Engineering Education
Member, International Association for Bridge and Structural Engineering
Structural Engineers Association of Kentucky
Honor Societies: Sigma Xi, Tau Beta Pi, Chi Epsilon, Tau Sigma Delta
Name: Sarah Heller

Courses Taught:
ARC 101 Drawing I: Observational Freehand Drawing
ARC 102 Drawing II: Observational Freehand Drawing ARC 151
ARC 151 Design Studio I
ID 171 Interior Design Problem Solving Fundamentals
ARC 599 Material Sustainability

Educational Credentials:
B.Arch., University of Kentucky, 1999
M.Arch., University of Kentucky, 2010

Teaching Experience:
Part-Time Instructor, University of Kentucky, 2010
Full-Time Instructor, University of Kentucky, 2011-present

Professional Experience:
Intern, Omni Architects, Lexington, KY 1998-2000
Intern, Daniel Libeskind Studio, Berlin, Germany 2000-2001
Intern, Polly Osborne Architects AIA, Los Angeles, CA 2001-2004
Project Architect, Marmol Radziner + Associates, Los Angeles, CA 2004-2005
Project Architect, Koning Eizenberg Architecture, Los Angeles, CA 2005-2006
Freelance Architect, Polly Osborne Architects AIA, Los Angeles, CA 2008-2009
Freelance Architect, SE Heller Architects, Los Angeles, CA 2006-2009

Licenses/Registration:
California

Recent Research & Installations:
Found Object Art, Group Exhibition, Fine Art Base Gallery, Sand City, CA 2009
Invited Artist, Big Creek Artist Retreat, Big Sur, CA July 2010, 2009, 2008 •Workshop Instructor, Sisohpromatem Art Foundation, Inc. Lexington, KY 2010
City of Waste, UK AIAS Public Art Installation, Lexington, KY 2010
Lecturer, “Lessons Learned: 3-D Lessons that Work”, Teacher Professional Development Workshop, University of Kentucky, Lexington, KY 2010
Beautiful Waste Show, Solo Painting Exhibition Lexington, KY 2011
Lecturer, “Creativity and living on the right side of the brain”, Kentucky Governor’s Scholar for the Arts, Transylvania University, Lexington, KY 2011
Lecturer, “Material Sustainability” University of Kentucky COD 2011
EcoArt Grant Recipient for public art installation, Lexington KY 2011/2012
Name: Michael William Jacobs

Courses Taught (Two academic years prior to current visit):
ARC 659/759: Master’s in Architecture Design Studio/Spring 2010
ARC 750: Master’s in Architecture Comprehensive Studio/Fall 2009
ARC 350: 3rd Year Design Studio/Spring 2009
ARC 456: 4th Year Design Studio/Fall 2008

Educational Credentials:
B.Arch., University of Kentucky, 1975

Teaching Experience:
Assistant Professor - Instructor, University of Kentucky, College of Design, School of Architecture, 1986-2010

Professional Experience:
Partner, Omni Architects, Lexington, KY 1976-2010

Licenses/Registration:
Kentucky Registered Architect
Kentucky Certified Interior Designer
USGBC LEED Accredited Professional

Selected Publications and Recent Research:
2010 Houseboats to Energy Efficient Residences www.uky/Design/HBEER
2010 UK Commonwealth Collaborative Scholarship (Shared for HBEER)
2010 UK Center for Applied Energy Research/Energy Cabinet Project Showcase
2009 AIA Kentucky Design Award of Excellence/ NKU Student Union
2009 UK COD Teacher of the Year/Certificate of Excellence
2008 AIA Kentucky Distinguished Firm Award
2008 AIA Kentucky Design Award of Excellence/ UK Student Health Facility
2008 Lecturer/Panelist Big Blue Goes Green; A Sustainable Showcase
2008 Design Award of Excellence/ Veterans Administration Pharmacy Expansion
2008 Publication/ Small Times Magazine Top 10 MicroNano Center
2008 AIA Kentucky Design Award of Excellence/ Lexington Public Library
2008 Honor Award/Kentuckiana Masonry Institute/Lexington Public Library
2007 Lecture/ 56th Annual SCRAPPA Conference
2006 ACADIA International Conference/Exhibition/Materials Revisited

Professional Memberships:
The American Institute of Architects
Name: Peyman Jahed

Courses Taught (Two academic years prior to current visit):
F’10 ARC 533  Structural Design and Analysis II
S’11 ARC 434  Structural Design and Analysis I
ARC 534  Adv Studies Structural Systems
F’11 ARC 533  Structural Design and Analysis II
S’12 ARC 434  Structural Design and Analysis I
ARC 534  Adv Studies Structural Systems

Educational Credentials:
University of Kentucky:
1986 ABD Civil Engineering
1982 MS Civil Engineering
1980 BS Civil Engineering

Teaching Experience:
University of KY, Adjunct Prof (July 1998-Present)
University of KY, Assistant Prof. (August 1990-July 1998)
University of KY, Instructor (August, 1988-August, 1990)

Professional Experience:
Principal at Buell Fryer McReynolds Jahed, Inc. Structural Consultants (1998-Present)

Licenses/Registration:
Professional Engineer in the State of KY since 1991 (PE Reg. No. 16916)

Selected Publications and Recent Research:
University of Kentucky Solar Decathlon as Structural Faculty
Triangle Fraternity as Structural Faculty

Recent Projects with Scope:
New UK College of Bio-Pharmacy, 2009 – Scope Approx. $130,000,000
Kentucky Horse Park Open Arena, 2010 – Scope Approx.$21,000,000
University of Kentucky Solar Decathlon as Structural Engineer of Record 2010
NKU Campus Recreation Center – Scope Approx. $35,000,000. In Design Phase

Professional Memberships:
Structural Engineering Certification Board
Structural Engineers Association of Kentucky
Name: Richard S. Levine

Courses Taught (Two academic years prior to current visit):
ARC 201 Second Year Design Studio

Educational Credentials:
B.S.Arch., Rhode Island School of Design 1962
M. Arch. Rensselaer Polytechnic Institute 1963

Teaching Experience:
Assistant Professor, Auburn University 1963 - 1965
Assistant Professor, Associate Professor - Professor, University of Kentucky, 1965-present

Professional Experience:
Center for Sustainable Cities Design Studio –numerous projects and awards

Licenses/Registration:
Kentucky / NCARB

Selected Publications and Recent Research:
More than 200 publications, refereed journal articles, conference papers, patents, book chapters and books on the subjects of Sustainability Driven Architecture and Sustainable City-Regions

Professional Memberships:
American Solar Energy Society
Name: Timothy K. Lucas

Courses Taught (Two academic years prior to current visit):
ARC 641 Professional Practice

Educational Credentials:
B.Arch., University of Kentucky, 1974

Teaching Experience:
Interim Program Director, Lexington Technical Institute, 1975

Professional Experience:
Kentucky Dept. of Education, Facilities Mgmt. Planning Branch, 2003 to present
Co-Founder and President, Lucas/Schwering Architects; 1989-2003
Sherman-Carter-Barnhart Architects, Educational Studio Associate 1985-1989
David Banks Architects, Architect 1981-1982
Fisk, Rinehart, Keltch, Meyer Architects, 1976-1978
Bennett & Tune Associates, 1976
Batson Architects, 1975-1976
Lexington Technical Institute, Interim Director of Architectural Technology, 1975
Lloyd Tedrick Designers, 1975

Licenses/Registration:
Kentucky

Selected Publications and Recent Research:
None

Professional Memberships:
Kentucky School Plant Managers Association
Name: Gregory A. Luhan, AIA

Courses Taught (Two academic years prior to current visit):
ARC 456-ARC 457 Architectural Design Studio - Collegetown
ARC 599 Topics in Architecture, Elective
ARC 601 Architectural Design—Graduate-level Digital Design Studio - Solar Decathlon
ARC 699 Topics in Architecture, Graduate-level Elective

Educational Credentials:
Master of Architecture Princeton University, 1998
Bachelor of Architecture Virginia Polytechnic Institute and State University, 1991

Teaching Experience:
Univ. of Ky, College of Design-School of Architecture, Associate Dean for Research, 2007-present
John Russell Groves Kentucky Housing Corporation Endowed Research Professorship, 2007-2008
Associate Professor of Architecture (with tenure), 2006-present
Assistant Professor of Architecture (tenure-track), 1998-2006

Professional Experience:
Gregory Luhan, Architect, New York, NY (1998); Lexington, KY Architect, 2009-present

Licenses/Registration:
NCARB Certified;
State of Kentucky (2009)

Selected Publications and Recent Research:
Luhan, Gregory A., Live.Light. (San Francisco: ORO Editions, Inc.) due 2010

Professor of the Year, University of Kentucky, College of Design-Architecture, 2010
Resonance House – LEED for Homes Silver Certification, USGBC, 2008

Professional Memberships:
AIA (The American Institute of Architects), ACADIA (The Association of for Computer-Aided Design in Architecture)
Name: Andrew John Manson

Courses Taught:
ARC 315 History and Theory of Architecture IV: World Architecture and Urbanism
ARC 512 Modern Architecture in Italy
ARC 514 On Ruins
ARC 599 Independent Study: Arts and Crafts Architecture

Educational Credentials:
Ph.D. (ABD), Columbia University
M.Phil., Columbia University, 2002
M.A., Columbia University, 2000
M.A., University College London, 1996
B.A. (Hons), Queen’s University, 1995

Teaching Experience:
Instructor, University of Kentucky, 2009-present
Instructor, Columbia University, 2003-2004
Teaching Fellow, Columbia University, 2001-2002
Teaching Assistant, Columbia University, 2001

Licenses/Registration:

Selected Publications and Recent Research:
“The Modern Architecture of Twenty Centuries Ago” (Canadian Centre for Architecture, 2008)
“The Latin Roots of Modern Architecture” (Clarence Ward Lecture Series, Oberlin College, 2008)
“Eero Saarinen and the Jefferson National Expansion Memorial” (Collins/Kaufmann Forum, Columbia University, 2007)

Professional Memberships:
Society of Architectural Historians
Southeast Chapter Society of Architectural Historians
College Art Association
Name: Michael McKay

Courses Taught
ARC 203 Digital Media Within Architecture
ARC 252 Design Studio II
ARC 355 Design Studio V
ARC 634 Architectural Detailing: PERFORMA

Educational Credentials:
B.Arch., University of Kentucky, 1997
MARCH., Princeton University, 2005

Teaching Experience:
Lecturer, University of Kentucky College of Design, 2000-Present
Co-Director, The Kentucky New Orleans Architecture Studio, 2006-2008
Governors School for the Arts, curriculum design. Co-Creator + Co-Director for GSA’s first architecture program. Lexington, Kentucky, 2003-2004
Director, Summer Architectural Workshops, University of Kentucky, 2000-2003

Professional Experience:
Intern, Daniel Libeskind Architectural Studio, Berlin, Germany, 1997-1999
Ron Filson Architects, New Orleans, Louisiana, 1997

Selected Publications and Recent Research:
BIG PINK exhibited at Creative Cities Summit, Lexington KY, 2010
BIG PINK reviewed on suckerpunch.com, spaceinvading.com, vmspace.com, archinect.com, 2010
City Park Volunteer Pavilion, DWELL 2010
City Park Volunteer Pavilion reviewed on eArchitect, nola.com, spaceinvading.com, archinect.com, 2010
PERFORMA exhibited at NOUS Gallery, London England, 2010
PERFORMA exhibited at FAV Festival, Montpellier France, 2010
PERFORMA reviewed on suckerpunch.com, radblog.wordpress.com, spaceinvading.com, archinect.com, 2009, 2010
Grand Concourse International Design Competition, New York, New York, Top 35 Citation, 2009
Bus Shelter Design, Art In Motion CMAQ Grant Participant, 2009
City Park Volunteer Pavilion, New Orleans, Louisiana, 2008
CLOUDLINE, installation at KK Projects, New Orleans, Louisiana, 2007
Urban-Open International Design Competition, Chicago, Illinois, Top 10 Special Citation, 2006
Marco Island International Design Competition, Marco Island, Florida, First Place, 2005
Buzzards Bay International Design Competition, Buzzards Bay, Massachusetts First Place, 2005
Name: Kyle J. Miller

Courses Taught (Two academic years prior to current visit):
ARC 231 Structural and Material Concepts
ARC 252 Design Studio II
ARC 253 Design Studio III
ARC 457 Design Studio VII
ARC 599 Dutch Design Workshops
ARC 599 Translations: Digital Design and Making Workshops

Educational Credentials:
BS.Arch., University of Michigan, 2004
M.Arch., University of California – Los Angeles, 2008

Teaching Experience:
Instructor of Architecture, University of California – Los Angeles, 2008
Instructor of Architecture, University of Kentucky, 2009-2011
Assistant Professor of Architecture, University of Kentucky, 2011-present

Professional Experience:
Intern Architect, Plunkett Raysich Architects, Milwaukee, WI 2003
Intern Architect, Kahler Slater Architects, Milwaukee, WI, 2004-2005
Intern Architect, Griffin Enright Architects, Los Angeles, CA, 2006-2008
Junior Architect, UNStudio, Amsterdam, the Netherlands, 2008-2009
Director, eightyeight-west, Lexington, KY & Chicago, IL 2009-present

Licenses/Registration:
Illinois (In progress)

Selected Publications and Recent Research:

Name: Wallis Miller, Ph.D.

Courses Taught: 2010-2012
ARC 314: History and Theory of 20th Century and Contemporary Architecture (writing intensive)
ARC 512/HP 611: American Architecture II: Civil War – Present
ARC 513: Seminar: On display: Collections, Exhibitions, Politics
HMN 301: Honors Seminar, Gaines Center for the Humanities (co-taught)
ARC 599: Independent Study: Modern German Theory in German (2 students)

Education:
B.A., Yale University, 1982
M. Arch., Columbia University, 1986
Ph.D., Princeton University, 1999

Teaching Experience
University of Kentucky, College of Architecture
Charles P. Graves Associate Professor of Architecture, July 2001-present
Assistant Professor of Architecture, January 1995- July 2001
Affiliated Faculty, Department of Art (Art History), 2006-present
Affiliated Faculty, Department of Historic Preservation, 2004-present

Professional Experience
Oslo School of Architecture and Design, (Norway) Visiting Scholar for the Project “Place and Displacement”, 2010-2014 (funded by a grant by the Norwegian Research Council).
Royal Technical University, School of Architecture, Stockholm, Sweden: Visiting Scholar, February 2008
Canadian Centre for Architecture Study Centre: Research fellowship for Architecture on Exhibit, a book project exploring the historic origins of early 20th century exhibitions held in Germany, January-August 2004
Berlin Prize Fellowship, American Academy in Berlin: Research Fellowship for Architecture on Exhibit, January-June 2003
Individual Research Grant, Graham Foundation for Advanced Studies in the Visual Arts: Research Grant to work on Architecture on Exhibit, June-August 2003

Selected Publications and Recent Research:
Name: David Mohney

Courses Taught (Two academic years prior to current visit):
S’11 – ARC 457 - DESIGN STUDIO VII
S’12 – ARC 457 DESIGN STUDIO VII
   ARC 513 - HISTRY &THRY SEM: CONTEMPORARY: BIENNALE –
   ARC 659 - DESIGN STUDIO IX
   ARC 759 - DESIGN STUDIO IX

Educational Credentials:
Princeton University, Master of Architecture, 1981
Harvard University, A.B. magna cum laude in Fine Arts, 1977
Cranbrook School, diploma, 1971; co-recipient, Faculty Senior Medal (highest student honor)

Professional Experience:
Chan and Mohney Architecture, New York, NY: from 1988
Davis Brody and Associates, New York, NY: 1979

Teaching Experience:
College of Design, Univ. of KY: Curry Stone Chair in Design: 2008-2009
   -Dean Emeritus
   -Curry Stone Design Prize Secretary: from 2008
College of Architecture, University of Kentucky: Dean and Professor:1994-2007
   -Initiated Graduate Program in Historic Preservation
   -Initiated Community Design Centers in Lexington and Louisville
   -Achieved creation of a College of Design, incorporating Architecture, Interior Design, and Historic Preservation, to replace the College of Architecture
   -Added M. Arch. Degree program to existing B. Arch. Degree
   -Raised $13M (US) for faculty and program endowments
   -Raised profile of design issues, especially for towns & cities across Kentucky
   -Teaching:
Grad. School of Design and Dept. of Fine Arts, Harvard Univ. -Visiting Lecturer: Fall 1993
Grad. School of Design, Harvard University - Visiting Critic for Design: Fall 1985
Institute for Architecture and Urban Studies (IAUS), New York, NY:

Selected Publications and Recent Research:
List 2005: Our nomination of the Inner Bluegrass region of Kentucky by the UK College of Design to the
WMF Watch List of the 100 Most Endangered Sites was accepted through a juried process.
•AIA / Kentucky Distinguished Service Award, November 2004
•The Louisville Guide, with Greg Luhan and Dennis Domer, Princeton Architectural Press, 2004
•The Houses of Philip Johnson, with Stover Jenkins; essay by Neil Levine; Abbeville Press, 2001
•Guest editor, ANY Magazine, No. 1, 1994, “Seaside and the Real World”
•Seaside: Making a Town in America, with Keller Easterling, Princeton Architectural Press, 1991. (Seaside was awarded a Citation for Excellence at the International Architecture Book Awards by the American Institute of Architects in 1992)
•“Rising on AIR: The Role of Architecture International Rotterdam (AIR) in Elevating Public and Professional Expectations about Design in the Netherlands, 1979-2003”.
Research grants have been received from the Sutherland Foundation and the Graham Foundation.
Name: Elodie Nelly Arlette Nourrigat

Courses Taught (Two academic years prior to current visit):
ARC 759 MASTER’S PROJECT IN BUILDING DESIGN

Educational Credentials:
PhD in Architecture
CHEDÉ (Centre des Hautes Etudes du Développement Economique),
Master in philosophie at l’Université Lyon 3, Mention Bien
Architecte DPLG at Ecole Nationale Supérieure d’Architecture Montpellier

Teaching Experience:
From 2004 Professor with tenure at l’Ecole Nationale Supérieure d’Architecture de Montpellier
2003/2004 Professor associate at l’ENSAAM
2002 Professor associate at Ecole Nationale Supérieure d’Architecture in Clermont Ferrand
2000/2003 Lecturer in architecture at l’ENSAAM

Professional Experience:
Architect – Principal with Jacque BRION of the society N+B architectes
Professeur at l’Ecole Nationale Supérieure d’Architecture de Montpellier (ENSAAM).
2011 Vice Présidente of the association AMO Languedoc Roussillon (Architectes and
Maître d’Ouvrage)
2009 Member of the concil board of association AMO Languedoc Roussillon (Architectes
and Maître d’Ouvrage)
Member of the Jury du Competition EDF “Low Carbone 2009”
2008 Professor invited at Université UIC, Barcelone, Espagne
2007 Member of the jury for the competition of a new Law Court in Aix en Provence
Président of concil board at the Ecole Nationale Supérieure d’Architecture de
Montpellier.

Licenses/Registration:

Selected Publications and Recent Research:
2010 Edition d’un ouvrage sur le Festival des Architectures Vives à Montpellier (15 au 19
juin 2010) « Entre ombre et lumière ». Editeur Champ Libre
2009 Edition d’un ouvrage sur le Festival des Architectures Vives à Montpellier (17 au 21
juin 2009) « Ephémère Curiosité ». Editeur Champ Libre
2008 Edition d’un ouvrage sur le Festival des Architectures Vives à Montpellier (12 au 15
juin 2008) « Ephémère Curiosité ». Editeur Champ Libre
2007 Edition d’un ouvrage sur le Festival des Architectures Vives à Montpellier (14 au 17
juin 2007) « Jeux de Cours» . Editeur Champ Libre
Name: Mark O’Bryan, AIA

Courses Taught (Two academic years prior to current visit):
ARC 256 Architectural Design
ARC 257 Architectural Design

Educational Credentials:
B.Arch., University of Kentucky, 1982
M.Arch., Cornell University 1987

Teaching Experience:
Assistant Professor, The Ohio State University, 1987-1992
Assistant Professor, University of Kentucky 1989-1992
Associate Professor, University of Kentucky, 1992-present

Professional Experience:
Intern, Bickel Gibson Architects, Louisville, KY 1982-1984
Hugh Bennet Architects, Lexington, KY 1986
Mark Joseph O’Bryan Architect, The Design Studio 1997 to Present

Licenses/Registration:
Kentucky

Selected Publications and Recent Research:
2007 "The Vanishing Bluegrass" Designer and Producer of the Traveling Exhibit first displayed at the Kentucky Derby Museum, Louisville, KY


2010 Exhibition of the work of Jose Oubrerie Architect- The Miller House –Models, Photographs and Drawings by O’Bryan and UK Architecture Graduate Students City College, New York- Work to be included in upcoming publication of the Ohio State University.

Professional Memberships:
The American Institute of Architects
Name: Thomas Drura Parrish

Courses Taught (Two academic years prior to current visit):
ARC 456 Design Studio
ARC 658 Design Studio
ARC 750 Design Studio

Educational Credentials:
B.A. Psychology, Depaul University
M.Arch III Savannah College of Art and Design
M.Arch ISouthern California Institute of Architecture

Teaching Experience:
Instructor, Southern California Institute of Architecture, 2004-2005
Instructor, University of Kentucky, 2005-2010
Instructor, Lunds tekniska högskola: LTH, 2009
Instructor, University of California Los Angeles, 2010

Professional Experience:
Founder and director PR&vD, 2007-2010
Founder and director Land of Tomorrow Gallery, 2007-2010

Licenses/Registration:

Selected Publications and Recent Research:
Digital fabrication research
Curatorial research

Professional Memberships:
Name: Nicholas Puckett

Courses Taught (Two academic years prior to current visit):
ARC 659  Graduate Design Studio
ARC 599  Interactive Systems

Educational Credentials:
M.Arch., The Architectural Association, 2004
M.Arch., B.Arch., The Savannah College of Art and Design, 2002

Teaching Experience:
Assistant Professor, College of Design, University of KY, 2009 – present
Assistant Professor, College of Engineering, University of KY, 2009 – present
Visiting Workshop Leader, Southern California Inst. of Arch., 2010
Course Lecturer, Media Studies, The Architectural Association, 2006-2009
Visiting Lecturer, University of Westminster, 2007 – 2009
Visiting Lecturer, Hochbau Inst. of Experimental Arch, 2007 – 2009
Module Leader, The Royal College of Art, 2005 - 2007

Professional Experience:
Founder/Director, AltN Research+Design, 2005 – present

Licenses/Registration:
None

Selected Publications and Recent Research:
Robotic Production of Curve-Crease Origami forms. Exhibited at Friedman Benda Gallery, New York. 2010

Professional Memberships:
Ambient+Augmented Environments Research Network, 2004-2006
Name: Timothy Rives Rash, II

Courses Taught (Two academic years prior to current visit):
ARC 634 Fabrication and Design (Architectural Detailing)

Educational Credentials:
B.Arch., University of Virginia Architecture School, 2001
M.Arch., Southern California Institute of Architecture, 2003

Teaching Experience:
Assistant Professor, UKy College of Design, 2008-present

Professional Experience:
Project Architect, Xefirotarch Los Angeles, CA 2001-03
Designer, EOM Architects Los Angeles, CA 2003
Fabricator/Designer, Hype-Arc Los Angeles, CA 2003-04
Owner, Rash.la Los Angeles, CA 2004-07
Owner/Member, PR&vD Lexington, KY 2006-present
Owner/Member, Land of Tomorrow Lexington/Louisville, KY 2009-present

Licenses/Registration:
3 exams completed for California and potentially Kentucky

Selected Publications and Recent Research:
Sustainability news letter article for UKY, 2010
Noted in various magazines, books, and news papers such as A+U, Lexington Herald, LA Times, NY Times, Venice Cottages, etc…
www.parrishrash.com
www.landoftomorrow.org

Professional Memberships:
University of Kentucky Fellow
Name: Anthony Roccanova

Courses Taught (Two academic years prior to current visit):
ARC 456 Architectural Design Studio [first semester 4th yr]
ARC 457 Architectural Design Studio [second semester 4th yr]
ARC 253 Architectural Design Studio [second semester 2nd yr.]
ARC 599 Independent Graduate Seminar
ARC 102 First Year Drawing
ARC 511 Elective/Seminar
DSP 130 Discovery Seminar

Educational Credentials:
BArch., Cooper Union, 1970
MArch., [Urban Design] Cornell University 1972

Teaching Experience:
Fall 2002 – School of Architecture and Design, Valparaiso Chile
Fall 1990 – Visiting Professor, Dept. of Arch., Malaviya College, Jaipur India
Spring 1990 - Visiting Professor, Graduate School of Arch., University of Penn.
Fall 1982 Visiting Professor, New Jersey Institute of Technology
Spring 1975 – present Associate Professor of Architecture, University of Ky.

Professional Experience:
A.E. Bye and Assoc. Landscape Architects, Greenwich Conn. 1979 -1984
Amatuzzo, Roccanova Friedman, Independent Architectural Practice 1977 –’80
Julian de la Fuente, Architect, 1976

Licenses/Registration:
Kentucky #4305

Selected Publications and Recent Research:
Spring 2010 - CCP for Sustainability Conference, paper - “Found and Recycled”
Fall 2007 -2009 Exhibitions for Community Figure Drawing Group, UK
Spring 2005 – Lecture USDA Symposium, UK College of Agriculture
Fall 2004 – Exhibition – “A New Montessori School” DDC, Lexington KY
Spring 2003 - Lecture “On Teaching Architecture” UCV School of Arch Val. Chile
Spring 2003 – Exhibition “Paintings and Models”, Open City Valparaiso, Chile
Summer 2000 – Lecture “On Barcelona and Gaudi”, Barcelona Spain
Fall 1991 – “On Architecture” Malaviya Engineering College, Jaipur India
Spring 1990 – Presentation at “Urban Design Symposium”, University of Penn.
Fall 1989 – Lecture “Realms of the Plastic”, University of Tenn. School of Arch.
Name: Gary Rohrbacher AIA, NCARB

Courses Taught (Two academic years prior to current visit):
ARC 750 Graduate Design Studio Fall ’11 - Atomic Cities Studio
ARC 759 Graduate Design Studio Spring ‘11 - Manhattan Redux Studio
ARC 435 Materials and Methods in Architecture Spring ‘11
ARC 699 Tech Design Spring ‘10
ARC 759 Graduate Design Studio Spring ’10 – Community Research Studio
ARC 750 Graduate Design Studio Fall ’09 – HBEER Studio

Educational Credentials:
SM.Arch.S., Massachusetts Institute of Technology, 1998
M.Arch., Columbia University, 1995
Architectural Association, 1992
BA., Lehigh University, 1991

Teaching Experience:
Assistant Professor, University of Kentucky College of Design, 2009-Present
Adjunct Assistant Professor, California College of Arts, 2005
Assistant Professor, University of Texas, Austin, 2002-2004
Adjunct Instructor, Wentworth Institute, 1996-1998

Professional Experience:
Partner, Filson and Rohrbacher, 2007-Present
Project Director, Shop Architects, New York NY, 2006-2007
Senior Designer, Skidmore Owings and Merrill, San Francisco CA, 2004-2006

Licenses/Registration: NCARB  NY, KY

Selected Publications and Recent Research:
“Design Intercalated: The AtFab Project” Proceedings for the 13th International Conference on Advances in Design Sciences and Technology. 2012
“Design Offered Up: Control and Open Outcomes in a Digitally Enabled Design Process” P. 7-13 Lecture Notes in Computer Science. 6874 Springer 2011
The Pajama Factory, Williamsport PA
AIFAB Projects
West Virginia House
Atomic Cities Projects, US DOE
Partnership for Sustainable Communities Projects
'Involution Now!' 306090 publication (pending)

Professional Memberships: AIA, NCARB, ACADIA
Name: Jerzy Rozenberg

Courses Taught:
Fall 2010:
ARC 111 Introduction to the History and Theories of Architecture
ARC 514 004 Constructivism

Spring 2010
ARC 512 002 Collage/Montage/Assemblage
ARC 599 Independent Studies

Fall 2009:
ARC 111 Introduction to the History and Theories of Architecture
ARC 512 Constructivism
HMN 301 Gaines Center for the Humanities

Spring 2009
ARC 355 3rd Year Design Studio
ARC 599 Independent Studies

Educational Credentials:
B.F.A. Film-making, NYU, 1970
M.A. Cinema Studies, NYU, 1978

Teaching Experience:
Assistant Professor, University of Kentucky, 1981-1987
Associate Professor, University of Kentucky, 1987- to date

Selected Publications and Recent Research:
Ilya Ehrenburg, *And yet the world goes round*. Translation from Russian
Alexei Gan, *Constructivism*. Translation from Russian
Collages, Montages Assemblages
Name: Jason Scroggin

Courses Taught (Two academic years prior to current visit):
ARC 101/102 Introduction to Design Studio - First Year, First Semester
ARC 151 Design Studio I - First Year, Second Semester
ARC 101/102 Introduction to Design Studio - First Year, First Semester
ARC 151 Design Studio I - First Year, Second Semester

Educational Credentials:
B.Arch, University of Kentucky, Magna cum laude. 1999.

Teaching Experience:
Assistant Professor, University of Texas, 2006-2007
Assistant Professor, University of Kentucky, 2007-present

Professional Experience:
Intern, Ross Tarrant Architects, Lexington, KY, 1999-2000
Principal, Design Office Takebayashi Scroggin, Lexington, KY, 2009-present

Selected Publications and Recent Research:
Name: Mark A. Siever,

Courses Taught (Two academic years prior to current visit):
ARC 405  Building Information Modeling, with Autodesk Revit (Fall 2010)
ARC 405  Building Information Modeling, with Autodesk Revit (Spring 2011)
ARC 405  Building Information Modeling, with Autodesk Revit (Fall 2011)
ARC 405  Building Information Modeling, with Autodesk Revit (Spring 2012)

Educational Credentials:
BARCH Professional Degree, University of Kentucky 1986

Teaching Experience:
ARC 405, Fall 2007 through

Professional Experience:
Practicing Architect, 26 years - multiple firms, (23 years registered architect)
Principal, S+A Architecture, Inc. (7 years)
Founder and Owner, ARCxl.com (4 years)

Licenses/Registration:
Kentucky Architectural Registration no. 3842, from 1989

Selected Publications and Recent Research:
Published ARCxl – (Online library of 125,000 construction details, currently over 6,000 registered users)

Applicable Research: Virtual-Construction and Building Information Modeling for the purpose of mitigating liability, errors and omissions. Additionally for furthering construction coordination, cost control, scheduling, energy use analysis and pre-visualization during design phases

Professional Memberships:
American Institute of Architects, no. 30100162
Construction Specifications Institute
Name: Nathan Smith

Courses Taught:
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>Fall 2010</td>
<td>ARC 101</td>
<td>DRAWING I: OBSERVATIONAL FREEHAND DRAWING</td>
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<td>ARC 102</td>
<td>DRAWING II: OBSERVATIONAL FREEHAND DRAWING</td>
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<tr>
<td>Fall 2011</td>
<td>ARC 252</td>
<td>DESIGN STUDIO II</td>
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<tr>
<td>Spring 2012</td>
<td>ARC 253</td>
<td>DESIGN STUDIO II</td>
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Educational Credentials:
- Master of Architecture, Rice University, 2006
- Bachelor of Architecture, University of Kentucky, 1998

Teaching Experience:
- University of Kentucky College of Design 2010-2012
- University of Puerto Rico School of Architecture 2007-2008
- Universidad Francisco Marroquin 2001

Professional Experience:
- PART Studio LLC, Louisville, KY (2009-present)
- CMA Architects & Engineers Guaynabo, PR (2007)
- SPACENET Group, Oslo, Norway (2006)
- Higuera-Sanchez Arquitectos, Mexico, DF (summer 2005)
- TEK Architects, New York, NY (2002-3)
- RMKM, Albuquerque, NM (2001)
- BDA Architecture, Albuquerque, NM (2001)
- Bravura Architecture, Louisville, KY (2000)
- Bart Prince Architect, Albuquerque, NM (1998-9)

Licenses/Registration:
- KY Architect lic. 6470

Selected Publications and Recent Research:


Name: Julia M. Smyth-Pinney

Courses Taught (Fall 2010-Fall 2012):
ARC 212: History and Theory I: 15th – 17th Centuries
ARC 213: History and Theory II: 18th & 19th Centuries

Educational Credentials:
B.F.A. (printmaking/painting), Cornell University, 1973
B.Arch., Cornell University, 1976
M. Arch II, Harvard University, 1979

Teaching Experience:
Adjunct Design Faculty, Boston Architectural Center, 1976-1978
Assistant Professor, University of Kentucky, 1981-1987
Associate Professor, University of Kentucky, 1987-present

Professional Experience:
Intern, Charles Stifter/Edward Baum, Architects, Cambridge, MA, 1976
Intern, Perry, Dean, Stahl, and Rogers, Boston, MA, 1977-1979

Licenses/Registration:
Massachusetts, 1981-1987
NCARB, 1983-1993
Kentucky, 1984-2004

Selected Publications and Recent Research:

Professional Memberships:
Society of Architectural Historians
Southeast Chapter, Society of Architectural Historians
Society of Fellows, American Academy in Rome
American Institute of Architects, 1999-2004