

# ***Visiting Team Report***

University of Kentucky  
School of Architecture

M.Arch.

Visit Dates: April 13-15, 2022

# NAAB

National  
Architectural  
Accrediting  
Board, Inc.

## Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

<b>Institution</b>	<b>University of Kentucky</b>
<b>Name of Academic Unit</b>	School of Architecture
<b>Degree(s)</b> <i>(check all that apply)</i> <b>Track(s)</b> <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:  150 semester undergraduate credit hours  Undergraduate degree with architecture major + 60 graduate semester credit hours  Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track I: Undergraduate degree with architecture major + 48 graduate semester credit hours Track II: Undergraduate degree with non-architecture major + min. 78 graduate semester credit hours <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
<b>Application for Accreditation</b>	<b>Continuing Accreditation</b>
<b>Year of Previous Visit</b>	2013
<b>Current Term of Accreditation</b> <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
<b>Program Administrator</b>	Director Jeffrey Johnson
<b>Chief Administrator</b> for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Dean Mitzi Vernon
<b>Chief Academic Officer of the Institution</b>	Robert DiPaola, Provost (Held position of Acting Provost during visit dates)
<b>President of the Institution</b>	Eli Capilouto, President

## I. Summary of Visit

### a. Acknowledgments and Observations

#### Introduction:

The NAAB Visiting Team would like to begin this report by recognizing that the Architecture Program Report was well organized, complete, and clear.

- The architecture students benefit from a competent and highly committed faculty, effective advising, and supportive staff.
- The faculty and students enjoy the advantage of having an engaged and experienced director of architecture.
- The students are articulate and committed to professional education in architecture.

#### Strengths:

- **Strong Faculty** - The students and staff expressed great admiration for the faculty, specifically those in the History and Theory department.
- **Notable Student Leadership** - The representative students (and the student body as a whole) were very professional and knowledgeable about the school curriculum and the organization of the department. The team recognized Montre'ale Jones for his leadership roles, both locally and nationally.
- **Curriculum** - Required content is introduced early in the curriculum and later reinforced and applied through studio work. The curriculum creatively utilizes co-requisite courses which allow for a deeper dive into the content area to take place.
- **Excellence in Advising** - The retention rate in the College of Design, and specifically the School of Architecture is consistently ranked #1 at the University of Kentucky and is shown as a model to other colleges across the campus. Much of the success in student retention can be attributed to the advising and student services provided within the College.

#### Opportunities:

- **Physical Space** - One of the pedagogies of the School of Architecture and the College of Design is to support a multi-disciplinary design approach. This is evident in the community-based design studios such as Studio Louisville, Studio Winchester, and Studio Appalachia where both undergraduate and graduate students work hand in hand with other disciplines within the College on a collaborative community-focused project. With that said, there have been significant limitations for the College to support this approach and appropriately collaborate due to the physical constraints of the five current academic programs located in four different buildings. Dean Mitzi Vernon has been able to successfully navigate both University and State procedures to plan for the relocation of all units within the College of Design to a new building, all under one roof.
- **New Building** - The Reynolds Building, a former tobacco drying warehouse, will become the new home for the College of Design and the School of Architecture. With a total of 141,000 square feet this is set to become one of the most significant adaptive reuse projects on campus and within the Commonwealth. The new building will house each of the five current academic programs and will also add the Department of Landscape Architecture from the College of Agriculture, Food and Environment. This additional academic unit is notable, not only because the University of Kentucky offers the only NAAB accredited degree within the state but also because the additional department supports the College's pedagogy of a multi-disciplinary design approach. Pending final approvals, the new building is poised to be the first project under construction when capital projects resume in 2022, at which point a contract will be awarded to the project. Construction is expected to commence in late summer 2022 and is planned to take 16 months to complete.
- **3+ Master of Architecture Track** - The 3+ track is still in its infancy and will require continued assessment and evaluation for students entering, students in the process, and graduates from the program. Continued assessment will allow all students a similar academic experience.

- **Diversity, Equity, and Inclusion** - The School has made a priority toward progress in creating a more diversified faculty with new hires, both temporary and permanent. Building on the NOMAS recommendations, the School of Architecture formed the Diversity, Equity, and Inclusion Committee in Spring 2021.

b. Conditions Not Achieved

### 5.1 Structure and Governance

## II. Progress Since the Previous Site Visit

**2009 Student Performance Criterion B.6 Comprehensive Design:** *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

*A.2. Design Thinking Skills*

*B.2. Accessibility*

*A.4. Technical Documentation*

*B.3. Sustainability*

*A.5. Investigative Skills*

*B.4. Site Design*

*A.8. Ordering Systems*

*B.7. Environmental Systems*

*A.9. Historical Traditions and Global Culture*

*B.9. Structural Systems*

*B.5. Life Safety*

**Previous Team Report (2013):** The team noted that while the individual abilities of performance criteria were met in individual courses throughout the curriculum, the work presented in the comprehensive studios did not rise to the expected level of ability to synthesize and integrate all of the requisite components into the overall project design.

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

**Team Assessment:** This criterion is now met as indicated in **SC.5 Design Synthesis** and **SC.6 Building Integration** and evidence provided by the capstone courses of ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration).

## III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

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

The Curriculum Committee recommended that beginning with the design studio courses and visualization courses during AY 2019-20, during each of the following academic years the committee would assess one of the four major curricular subjects: History and Theory; Studio; Technology; Practice & Technique; to ensure that they are successfully meeting the NAAB criteria and that they align with the advances of the profession and society at large. Additionally, the university also introduced a new internal assessment plan for each program during the spring of 2020. The school-aligned its revised curriculum and learning outcomes based on the new NAAB 2020 Program Criteria and Student Criteria with the university's assessment plan.

#### IV. Compliance with the 2020 Conditions for Accreditation

##### 1—Context and Mission

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how those shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

##### **[X] Described**

###### **Program Response:**

The University of Kentucky is a land-grant university and the flagship institution of the Commonwealth of Kentucky, and the School of Architecture has the only accredited degree program in architecture in the state. Established in 1965 as the College of Architecture, the School of Architecture today employs 25 full- and part-time faculty, who teach approximately 300 graduate and undergraduate students. The teaching, creative scholarship, and research of our diverse and accomplished faculty is recognized nationally and internationally through numerous publications, exhibitions, and awards. Both students and faculty leverage our position in a large university by creating multidisciplinary teams to address issues facing the Commonwealth of Kentucky and beyond. Our program also maintains strong relationships with community groups, local and regional civic leaders, and industry. The School of Architecture has a rich academic tradition as an open-minded setting that supports diverse intellectual approaches within a rigorous architectural curriculum.

The School has long enjoyed a geographical advantage that offers easy access to major cultural centers, while maintaining a critical distance that fosters creativity and innovation. Throughout its history, Kentucky's academic environment, one which balances diversity, connectivity, and ingenuity, has attracted outstanding faculty and students, enabling many to reach the highest levels of national academic and professional achievement.

**Analysis/Review:** The University of Kentucky is a land-grant university and the flagship institution of the Commonwealth of Kentucky, and the School of Architecture has the only accredited degree program in architecture in the state. Established in 1965 as the College of Architecture, the School of Architecture today employs 25 full- and part-time faculty who teach approximately 300 graduate and undergraduate students. The teaching, creative scholarship, and research of a diverse and accomplished faculty are recognized nationally and internationally through numerous publications, exhibitions, and awards.

Students and faculty leverage their position in a large university by creating multidisciplinary teams to address issues facing the Commonwealth of Kentucky and beyond. The program also maintains strong relationships with community groups, local and regional civic leaders, and industry. The School of Architecture has a rich academic tradition as an open-minded setting that supports diverse intellectual approaches within a rigorous architectural curriculum. The school has long enjoyed a geographical

advantage that offers easy access to major cultural centers while maintaining a critical distance that fosters creativity and innovation. Throughout its history, Kentucky's academic environment, one that balances diversity, connectivity, and ingenuity, has attracted outstanding faculty and students, enabling many to reach the highest national academic and professional achievement levels.

Students often work in close consultation with city officials, community activists, industry, and developers to articulate and design architectural solutions to complex urban and rural challenges. Regardless of approach, students develop an understanding of the users, clients, collaborators, and social complexities that factor into the design process and realization of architecture.

## 2—Shared Values of the Discipline and Profession

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

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

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

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

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

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

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

### [X] Described

#### **Analysis/Review:**

##### Design:

Situated within the College of Design, the School of Architecture is surrounded by and infused with design and shared space and events with the School of Interiors, Department of Product Design, Department of Historic Preservation, and Urban and Environmental Design. Faculty and students often collaborate on projects for studio and research. Studio Louisville, Studio Winchester, Studio Appalachia, and Global Studio have established a consistent platform for the interdisciplinary exchange of design ideas to occur.

##### Environmental Stewardship and Professional Responsibility:

Students understand that as future architects and as citizens they bear the responsibility of stewarding the natural environment and protecting the health, safety, and welfare of the public. Many of our design studios feature principles of sustainability and highlight contemporary social and environmental challenges in the project descriptions. In recent years, many design studios within our program have featured adaptive reuse and mass timber construction technology.

##### Equity, Diversity, and Inclusion:

Since the 2016-2017 strategic plan, the College of Design has been committed to cultivating diversity and inclusion among its students and faculty. The School of Architecture relies on its alumni advisory board and the NOMAS chapter to assess current practices and make recommendations with measurable criteria on how to achieve these goals. With this outside influence, the School of Architecture has achieved better representation of minority architects in their lecture series, expanded the diversity of their faculty, and includes awarding annual scholarships to students with financial need and demonstrated merit. Additionally, in partnership with the University of Kentucky Center for Graduate and Professional Diversity



Initiatives launched an annual series of Diversity/Inclusion Mentorship Sessions for the students to hear from architects with similar identities or backgrounds. The School of Architecture is also addressing equity constraints that are systemic to the university system by promoting access through articulation agreements with other state institutions, including 2-year community colleges and 4-year undergraduate universities.

#### Knowledge and Innovation:

Both tenured and tenure-track faculty dedicate approximately 30-40 percent of their effort to research. Among the eleven tenured faculty, this work consists of books, exhibitions, articles, installations, awards, and grants. Of these faculty, three have been awarded the University Professorship, which recognizes outstanding research performance across the university. A few key highlights of awarded innovative research efforts include:

- \$300,000 through the Department of Energy for their series of design studios examining the remediation of a nuclear gaseous diffusion plant in Paducah, Kentucky.
- \$100,000 through the Precast/Prestressed Concrete Institute for another series of design studios that included student workshops, public lectures, and several proposed projects for Winchester, Kentucky.
- \$45,000 in collaboration with the Department of Forestry and Department of Civil Engineering to explore the potential of using undervalued hardwood tree species in Appalachia to produce CLT panels.

#### Leadership, Collaboration, and Community Engagement:

Leadership, collaboration, and community engagement are integral throughout the curriculum and College of Design. In addition to the frequent faculty-led design studios that prioritize community engagement, the College of Design has also instituted several recurring community-based design studios where students' collaboration and leadership skills are on full display. Studio Louisville, Studio Winchester, and Studio Appalachia are all examples of how undergraduate and graduate students work together, across disciplines, to support community-based design challenges.

#### Lifelong Learning:

The curriculum includes a robust history and theory sequence that contextualizes pursuits in diverse conditions, such that students can envision themselves participating in shaping the future of the built environment. The sequence of required courses (15 credit hours for undergraduates and 3-9 credit hours for graduate students) outlines how architecture developed as a discipline and profession. By integrating the history and theory of architecture throughout our curriculum, the program exposes students to how architectural knowledge has been and will be continuously evolving.

### 3—Program and Student Criteria

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

#### 3.1 Program Criteria (PC)

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

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

**[X] Met**

##### **Team Assessment:**

###### Pre-Visit Findings:

The University of Kentucky ensures that students understand paths to licensure. This is evident upon acknowledging ARC 641 (Intro to Professional Practice) and ARC 642 (Professional Internship), vital components of the student curriculum. These classes outline the licensure process.

###### Student Meeting:

The students gave mixed responses as to how well the university has explained the paths to licensure. Some students believe there is no push to become licensed, others argue that they understand the process completely- that the process has been explained and encouraged many times over. There appears to be a trend: graduate students are more likely to be strongly encouraged along the path to a license, whereas undergraduate students are encouraged to explore disciplines relating to architecture.

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

**[X] Met**

##### **Team Assessment:**

###### Pre-Visit Findings:

The University of Kentucky instills the role of the design process in shaping the built environment through a series of studio courses and concentrates on design’s role in the urban fabric as early as the second year, as detailed in the syllabi of ARC 253 (Design Studio III) and ARC 254 (Design Studio IV). These values are taught through precedent studies, site research, and various readings. The studio courses create projects that generally increase in scale each semester and begin to tackle deeper ideas as it relates to the architect’s role in engaging the public and embedding a project into the existing urban fabric (APR p. 23-24).

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

**[X] Met**

##### **Team Assessment:**

###### Pre-Visit Findings:

University of Kentucky's program instills in students a broader understanding of relationships between natural and built environments. This is evident upon understanding both the student curriculum, as well as the strong ties between the architecture school and the University's ecological programs. In their studio classes, students learn principles of sustainable design starting in their second year (ARC 254: Design Studio IV) and only deepen that understanding with successive studios (ARC 356: Studio VI, ARC 750: Studio X, ARC 759: Master's Project). For the faculty, it is common to receive research grants in pursuit of understanding the dynamic between man-made design and the natural world (APR p. 24-26).

Having the new building incorporate the Landscape Architecture program will further opportunities for the integration of a holistic approach to Ecological Knowledge and Responsibility across disciplines.

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

**[X] Met**

**Team Assessment:** The program has created a strong history and theory curriculum, evident by the history and theory sequence, which consists of six required courses. The courses introduce students to the broader history of architecture, the development of urban form in different regions, the influence of politics and culture on architecture (and vice versa), the connection between theory and practice, recent historical developments in architecture, and architectural theory, respectively.

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

**[X] Met**

**Team Assessment:** The program prepares students to engage in architectural research through a few key components. In the ARC 510 (Generative and Critical Strategies) course, students are introduced to the concept of architectural research with mixed initial assessment results. Embedded within certain identified courses ARC 457 (Studio VII) and ARC 658 (Studio VIII) there are initial research prompts assigned that direct and implicate students to innovate within their projects. ARC 749/759 (Masters Project) allows students to pursue individual research/innovation, encouraging students to create their own architectural hypotheses and experiment. The program adequately prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

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

**[X] Met**

**Team Assessment:** The program has active chapters of AIAS and NOMAS. Program isolates areas where collaboration and multi-disciplinary group experience with stakeholders and outside professionals is offered to students (Studio Appalachia, Studio Louisville, and Studio Winchester) and specific ARC 457 (Studio VII), ARC 658 (Studio VIII), and ARC750 (Studio X) where students work collaboratively in groups. Assessment of these initiatives will help strengthen their impact on students. Design Week Charrette and Global Studio are multidisciplinary events open to architecture students. Additionally, the AIAS chapter demonstrated its leadership skills by winning the bid to host the annual AIAS Midwest Quad in 2019.

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

**[X] Met**

**Team Assessment:** The program describes a multitude of learning environments that are curricular based, as well as SoA Studio Culture Policy, the latest dated August of 2021. The program states there are once-a-semester “town hall” meetings with the program director to elicit feedback on the program and student issues in need of addressing. Measuring and assessing how well these engagements with the students address how the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff would ensure continued success in this area. Students relayed that with a few exceptions, faculty support a positive studio learning environment and a “family” collaborative spirit amongst students.

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

**[X] Met**

**Team Assessment:** The program engages students in ARC 315 (World Architecture & Urbanism) which is a survey course to introduce cultural differences through urban studies in the first year of the curriculum. While nascent, efforts have been made to better address social equity through studio content. Engagement of new initiatives such as “*Design as Protest*” and “*Emergent Grounds for Design Education*” offer opportunities to further address social equity in the program. Assessment of how well these initiatives are being received as outcomes will benefit these initiatives.

One notable highlight of the program over the past couple of years has been 2021 graduate Montre’ale Jones who helped found the UK NOMAS chapter and served as chapter president from (2019-to 2021). He also served at the national level as a NOMAS National Student Representative as well as the National AIAS Executive NOMAS Liaison, the first role of its kind. Additionally, the AIAS chapter demonstrated its leadership skills by winning the bid to host the annual AIAS Midwest Quad in 2019.

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

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

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

**[X] Met**

**Team Assessment:** Students demonstrate their understanding of health, safety, and welfare in the built environment through their comprehensive design projects in ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration). Building code analysis is provided for each project, including use and occupancy classification, the impact of height and area, and construction type which determines the allowable means of egress. Additionally, in the ARC 631 course, concepts that were initially introduced earlier in the curriculum - such as lighting, acoustics, thermal comfort, air quality, water, and energy conservation - are reinforced and applied in the design projects for ARC 750.

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

**[X] Met**

**Team Assessment:** In ARC 641 (Introduction to Professional Practice) students address the ethical responsibilities of professional practice, how practice is regulated by governmental authorities, and the role of business operations in daily practice. The course material includes a detailed review of the AIA Code of Ethics, state licensing laws, and contemporary examples of how business principles affect design decisions and time distribution. This foundational learning is later reinforced through ARC 642 (Professional Internship) which allows students to experience practice through a professional internship. Alongside classroom activities that include portfolio development, interview preparation, journal reviews, and required readings, students participate in daily practice, keep an active journal, and log hours in AXP. A challenge for the program going forward is how does the program ensure that students understand the forces influencing change in these subjects (professional ethics, regulatory requirements, business processes relevant to architecture practice in the US)? For example, emerging issues such as labor rights, financial wellbeing, work-life balance, climate resiliency, shifting scope of practice to robotics, AI, data analytics, building performance, etc.)

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

**[X] Met**

**Team Assessment:** The required courses that feature regulatory requirements are first introduced and then later reinforced within the curriculum. In the first phase, ARC 355 (Studio V) for undergraduates and ARC 550 (Accelerated Studio I) for graduates, students are introduced to the regulatory requirements surrounding the design professions. These courses ask students to consider accessibility requirements, land use, and fire safety provisions at a conceptual level. This foundation is then later reinforced through the design projects in ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration). The program encourages students to develop strategies for accessing regulations on a recurring basis and to stay abreast of proposed and adopted changes, such as the new regulations in 2021 IBC that permit mass timber construction up to 18 stories and exploring possibilities for changing a local zoning ordinance to allow accessory dwelling units.

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

**[X] Met**

**Team Assessment:** The understanding of technical knowledge is introduced through multiple undergraduate courses and then reinforced in comprehensive design projects. ARC 231 (Structural & Material Concepts) and ARC 435 (Material & Methods) expose students to different material and structural systems, understanding their structural potentials, tolerances, and design limitations. ARC 332 and 333 (Environmental Controls I and II) expose students to systems such as lighting, acoustics, thermal comfort, air quality, water, and energy conservation. ARC 434 and 533 (Structures Design I and II) are where students learn the principles of statics, material properties, and structural analysis, and they begin to understand the implications of design decisions on these variables. Lastly, students demonstrate their understanding of these principles through their design projects in ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration). These courses provide students with the

opportunity to apply their knowledge of building technology and material assemblies, and to assess the appropriateness and effectiveness of these technologies in their own work.

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

**[X] Met**

**Team Assessment:** Students demonstrate their ability to synthesize design decisions which include user and regulatory requirements, site conditions, accessibility, and environmental/sustainability impacts by introducing these concepts throughout the curriculum, culminating in the capstone courses of ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration). Within Arch 750, the faculty members meet with the student teams to ensure that their design proposals meet accessibility requirements, including periodic in-depth reviews of other considerations and a required code compliance review at the mid-review.

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

**[X] Met**

**Team Assessment:** Students demonstrate their ability to integrate building systems within their capstone courses of ARC 750 (Integrative Design Studio) and its co-requisite ARC 631 (Building Systems Integration). The design projects in ARC 750 utilize local practicing architects and engineers to participate in lectures and desk crits of the student work throughout the semester. The students simultaneously consider structural systems, environmental control systems, envelope strategies, and building performance goals while reviewing relevant systems and BIM technologies for integrated design. The parallel workstream between ARC 750 and ARC 631 allows students to complete system-specific research and documentation. Students isolate the envelope assembly, structural system, environmental control systems, life safety systems, and building performance topics as separate drawings and detail them for review by ARC 631 faculty.

## 4—Curricular Framework

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

### 4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

#### [X] Met

**Team Assessment:** The University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, specialist, and doctoral degrees. A letter of affirmation of accreditation from SACSCOC dated January 3, 2017, is posted on the website, and signed by the President. It certifies that the university was last reviewed in 2013, and the next reaffirmation of accreditation will be in 2023.

### 4.2 Professional Degrees and Curriculum

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

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

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

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

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**[X] Met**

#### **Team Assessment:**

**4.2.1** The architecture program organized the professional studies into four themes: design, history, and theory, building technology, and practice and technique. The undergraduate students are required to take 42 credit hours of design, 21 credit hours of history and theory, 15 credit hours of building technology, and 6 credit hours of practice and technique.

Graduate students are required to take 27 credit hours of design, 3 credit hours of history and theory, 6 credit hours in building technology, and 6 credit hours in practice and technique.

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

The graduate program requires a minimum of 48 credit hours, which includes 6 credit hours of elective courses. These hours can be taken within the program or in other colleges in the university. The 3+ year track requires an additional 30 credit hours minimum of required courses.

**4.2.2** The University of Kentucky and SACSCOC require 30 credit hours of core courses of general studies for baccalaureate degrees in four areas: intellectual inquiry, composition and communication, quantitative reasoning, and citizenship. The School of Architecture reinforces the importance of a broad education to undergraduate and graduate students. Undergraduate and graduate transfer students are evaluated individually by college advisors and school directors to ensure that they have fulfilled all required core courses. Based on the assessments of each of these reviews, they require transferring students to enroll in the core courses that have not yet been satisfied. During the graduate admissions process, prospective transfer students' transcripts are evaluated by the university admission office, the college, and the school to ensure they meet the general education requirements.



**4.2.3** The school recommends that students take their elective requirement courses in subjects related to or complementary to their interests. The undergraduate degree requires a minimum of 12 credit hours of electives, and the graduate degree program requires a minimum of 6 credit hours. Many electives in the College of Design and around the university are open to architecture students, and they are encouraged to explore a wide range of topics. Many architecture students earn minors and certificates. The school is currently working to establish a dual-degree option for a Master of Architecture and Master of Historic Preservation and a Master of Architecture and Master of Urban and Environmental Design.

**4.2.5** The Master of Architecture degree (2-year and 3+ track) (48 minimum credit hours)  
Pre-professional degree: Bachelor of Arts in Architecture (120 credit hours)

### **4.3 Evaluation of Preparatory Education**

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

**[X] Met**

**Team Assessment:** The NAAB accredited M. Arch degree has two tracks for compliance. The traditional 4+2 program has been in place since the early 2000s when the program switched from a B. Arch to an M. Arch degree. More recently, the program has reinstated the 3+ track to capture students who have an undergraduate degree in something besides architecture. The 3+ track is still in its infancy and will require continued assessment and evaluation for students entering, students in the process, and for graduates from the program. Continued assessment will allow all students a similar academic experience.

**4.3.1** Program states that in addition to our Graduate School's submission requirements, applicants submit transcripts, a portfolio, GRE scores, and three reference letters in their application to the School of Architecture. The admissions committee evaluates applications and then makes admissions recommendations to the Director.

Each year, the Admissions Committee meets and establishes a scoring rubric, ranging from 0 to 100 in increments of 10. Criteria include academic achievement based on undergraduate transcript and GPA and, secondarily, GRE scores; professional experience based on resume/CV; and evidence of ambition, skills, and professional potential in a personal statement, letters of recommendation, and especially portfolio. After all committee members evaluate and score each applicant, the committee assigns a final score to an applicant, based on the average.

Applicants with a Bachelor of Science or Arts in Architecture may be accepted into the 2-year Master of Architecture program, while applicants without a background in architecture may be accepted into the 3+ year track Master of Architecture program.

**4.3.2** Program states that for admitted students that have a pre-professional degree from another institution, the Director, Director of Graduate Studies, and Associate Dean for Students review their transcripts, and in some cases syllabi, to ensure their undergraduate coursework has met our accreditation criteria. If there are unmet criteria, the school requires students to take additional courses to make up for the gaps.

**4.3.3** From the UK CoD website, states that all applicants to the School of Architecture Graduate Program must have a bachelor's degree from an accredited four-year college or university prior to starting the Master of Architecture Program. The Master of Architecture is a three-year professional degree program, which qualifies graduates to pursue licensure in architecture. Applicants with NAAB accredited Bachelor of Science or Arts in Architecture may apply for advanced standing, in order to complete the graduate program within two years.

It is recommended that applicants have fulfilled a minimum of 45 credit hours of general studies in the arts, humanities, and/or science at their undergraduate institution. Prior to enrollment in the program, candidates without an architectural background must have completed either a 3-credit university-level course in general physics or two 3-credit courses in calculus, as well as a course in architectural graphic presentation (e.g., an architectural, environmental design, landscape, or visual arts studio).

Applicants will be placed into the first or second year of the three-year program based on an evaluation of all application materials. To apply for advanced standing in the Master of Architecture program, candidates must demonstrate an ability to pursue advanced work in architectural design and provide a transcript of professional undergraduate or graduate coursework in an accredited professional degree program in architecture (accredited by the National Architectural Accrediting Board in the US or by Canberra Accord for international students).

## 5—Resources

### 5.1 Structure and Governance

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

### [X] Not Described

**Team Assessment:** The School of Architecture is one of five educational units within the College of Design. Since 2015, the College of Design has been led by Dean Mitzi Vernon who currently reports to Acting Provost Robert DiPaola as of July 1, 2021. A [Provost search](#) is currently underway. The School of Architecture has the largest enrollment within the College of Design, and it is allotted a proportional share of the budget based on this enrollment. In 2016, Jeffrey Johnson joined the College of Design as the Director of the School of Architecture. The Director was the sole administrative staff for the School of Architecture until 2021-2022 when the new position of Associate Director of the School of Architecture was created. The Associate Dean for Administration, Jeff Fugate, is responsible for overseeing the administrative and staff duties within the College; however, given that he also serves as Director of the Master of Urban and Environmental Design program his capacity may be limited.

The governance structure is defined by the Governing Regulations of the University of Kentucky accompanied by the [College of Design Rules of Procedure](#), which were written by the College of Design Faculty Council and approved in 2013. The CoD Faculty Council approved changes to the Rules of Procedure in 2019-2020, yet these changes are pending final approval by the Dean and University. Students are included in the governance of the School of Architecture through appointment to the Admissions and Scholarship Committee and the Curriculum Committee, alongside faculty and alumni. Processes for improvement and change within governance include student input during town hall meetings with the Director and studio cohorts at the beginning of each semester and through the Student Council which works closely with the Associate Dean for Students.

The team observed that four out of the five key administrative personnel positions for the College of Design, which are identified in the Architecture Program Report, or APR, are in flux and possibly soon to become vacant. Furthermore, the School of Architecture is in need of additional dedicated Administrative Staff to support the current enrollment. The process for organizational continuity remains unclear and is a significant cause for concern.

The governance structure for the program is defined by the Governing Regulations of the University of Kentucky and accompanied by the [College of Design Rules of Procedure](#), which were written by the College of Design Faculty Council and approved in 2013. The College of Design Faculty Council approved changes to the Rules of Procedure during the academic year 2019-2020, yet these changes are pending final approval by the Dean and University.

The team has observed that there is administrative tension and opacity in decision-making within the College. Students and faculty have expressed a strong desire to be involved in a process of shared governance that, as stated in the College of Design Rules of Procedure, Part 1, page 5 (*that quote*) “enable all members of the College of Design to become active participants” in furthering values of “collaboration and connection between education, the practices of design, and the rest of the world” (*end quote*). People have expressed hesitation to speak their voices. Based on the information provided, it is not clear what processes are in place for governance and decision-making that provide for continuity,

clarity, and fairness and allow for improvement and change. The team has observed that the provost's office is supporting the College with clarification of roles and a more transparent path forward. It is encouraging to see that alongside faculty and alumni, students are included in the governance of the School of Architecture through appointment to the Admissions and Scholarship Committee, and the Curriculum Committee. The School of Architecture's processes for improvement and change include student input during town hall meetings with the Director and studio cohorts at the beginning of each semester, and through the Student Council which works closely with the Associate Dean for Students.

## **5.2 Planning and Assessment**

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

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

### **[X] Demonstrated**

#### **Team Assessment:**

**5.2.1** Six broad strategic goals are outlined but missing is how they meet NAAB 2020 requirements and the strategy for assessing progress in these areas. The CoD Strategic plan is intended to align with the UK Strategic Plan.

#### **Goals that currently align with shared values of the discipline & profession (in the NAAB 2020 Conditions):**

Student diversity/inclusion (Diversity, Equity, & Inclusion)  
Community engagement (Leadership, Collaboration, and Community Engagement)  
Research (Knowledge and Innovation)  
A shared culture of design among students - New building (Design)

#### **Goals that appear to be currently missing from the shared values of the discipline & profession (in the NAAB 2020 Conditions):**

Environmental Stewardship & Professional Responsibility  
Lifelong Learning

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

**5.2.2** Key performance indicators seem to be enrollment figures and retention, course loads of tenured/tenure-track faculty, diversity of faculty, and external grant funding/collaborations. Further development of assessment measures and data tracking to provide insight on progress or setbacks in these areas would allow a measure of progress. In our conversations with Staff and Faculty, student retention rates in the SoA are one of the highest in the University.

**5.2.3** APR addresses the progress made in each of the six CoD Strategic Goals. Year over year data and other measures would buttress statements of progress made.

**5.2.4** Strengths: Community relationships, excellence of faculty, fabrication/advanced design, alumni network, networks of former Dean and Faculty at other nationally recognized schools/programs, the strength of the advisory board. Challenges: School of Architecture is dispersed into three separate buildings on campus, and no additional growth capacity in any location [Note: a newly renovated building is soon to house all of CoD + Dept of Landscape Architecture, but no date has been given for completion/move-in [this from Section 5.6.3], difficulty in recruiting faculty, difficulty to recruit in-state students, competing with other institutions/scholarships.

**5.2.5** There is a newly reconstituted 2017 School of Architecture Advisory Board with a diverse professional composition. The school has practitioner alumni on committees and juries and involvement in Career Fairs. The Director acts as a liaison for local and state AIA Chapters.

### **Regular Self-Assessment**

University Assessment Council is the vehicle for a new program-level student learning outcome assessment process. The School of Architecture has aligned SLOs with NAAB PC/SCs.

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

Going forward the program will need to implement formative assessment tools to demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

### **5.3 Curricular Development**

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

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

### **[X] Demonstrated**

#### **Team Assessment:**

### **5.3 Curricular Development**

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

**5.3.1** The Program states that to comply with the new assessment requirements of the University of Kentucky, they assess all of their required courses on a four-year cycle. In the first two years, they will complete assessment reports for all required courses. In the third year, they will propose recommendations for changes based on these assessments, and in the fourth year, they will implement those changes. Throughout the process, they will be aided by the Office of University Assessment to ensure an effective assessment process.

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

Example: ARC 749 Master's Research Project is implemented in AY 2019-2020 to strengthen ARC 759 Master's Project outcomes.

**5.3.2** This is more clearly elaborated and described in Program Response to overall 5.3 Curricular Development above. [See 5.3 Program Response]

#### **5.4 Human Resources and Human Resource Development**

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

#### **[X] Demonstrated**

**Team Assessment:** The University uses a distribution of effort (DOE) system to calculate the percentage of effort and set expectations to ensure an overall balance of the faculty workload. The distribution of the COD faculty workloads is based on a set of standards regarding responsibilities and expectations. The Director meets at the beginning of each year with each full-time faculty member to discuss their workload regarding their teaching, research, and service activities. A DOE is then signed by the faculty, the Director, and the Dean. Tenured and tenure-track faculty are allocated between 30-40% of their effort to research and creative scholarship.

Associate Professor Bruce Swetnam is the Architect Licensing Advisor in the program. He also serves as the AXP faculty advisor and Building Technology and Professional Practice coordinator. The University of Kentucky encourages creative scholarship among faculty to include professional work. Many faculty who own their design firms and when they demonstrate that their projects have contributed to the advancement of the profession, they can use them as scholarly work toward promotion and tenure. The COD and the SOA have modest funds that may be used to support faculty teaching, research, and professional development.

Two academic advisors from the COD Office of Student Services work with the program Director and Associate Director to advise undergraduate students on progress towards a degree and refer them to university counseling when needed. The Director of Graduate Studies advises the graduate students. The Associate Dean for Students oversees the Office of Student Services and assists with the appropriate course of action, whether academic, financial, or mental well-being. The COD provides excellent advising, which was started by the students at the student general meeting with the team. The staff informed the

team that advising in the COD consistently ranked #1 at the university, which was confirmed by the acting provost.

### **5.5 Social Equity, Diversity, and Inclusion**

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

### **[X] Demonstrated**

#### **Team Assessment:**

**5.5.1** The program allocates a variety of resources to create equal opportunity for all students. The school proves to use human, physical, and financial assets to promote equity and inclusion as they relate to differences in personal abilities, gender identity, and the enrollment of minority groups, respectively. These assets are evident through the adoption of the Disability Resource Center at the UK campus, the conversion of gendered bathrooms to unisex stalls, and the awarding of scholarships to students identifying with a minority group. (p. 68-69)

In addition, students expressed appreciation for the diversity of their studios, and how it has helped them broaden their own perspectives and understand other backgrounds.

**5.5.2** The School has made a priority toward progress in creating a more diversified faculty with new hires, both temporary and permanent. Although the School did recently lose an "EDI faculty," according to the Dean, the School's stated mid-range goal is to have faculty representation that matches that of their students which would equate to 25% of faculty identifying as non-white. However, currently, only 6% (one tenure-track faculty who was hired in August 2021) of the school's full-time faculty identify as non-white. This is a significantly lower representation than among university-wide full-time faculty (19% identify as non-white) and full-time employees (15% identify as non-white). More updated data is needed regarding specific student, faculty, and staff demographics so that a comparison between faculty and staff demographics to student demographics can more easily be made.

The school's advisory board has formed a subcommittee on diversity, equity, and inclusion that has met with students and faculty and is charged with recommending priority action items.

While the program is still having difficulty in attracting a diverse pool of applicants, Program Director Jeffrey Johnson stated that the provost's office has a new initiative for a ½ salary match for 3 years to assist in the recruitment of diverse faculty. In addition, a DEI ad-hoc committee has been establishing a set of long-range goals to assist in identifying diverse faculty hires.

**5.5.3** The University of Kentucky School of Architecture has made conscious efforts to gradually increase minority representation by 20% each year. The school has worked toward this goal by increasing outreach to underserved communities across the state of Kentucky and providing scholarship money to incoming students with financial needs. The efforts prove successful, as the school's minority representation has risen from 17% to 22% over 8 years, surpassing the representation of the university and the state as a whole. (p. 69-71)

**5.5.4** The University has several institutional structures in place to further social equity, diversity, and inclusion. These include the Office of Institutional Equity and Equal Opportunity, which maintains policies for equal employment opportunity, affirmative action, Title IX, and ADA compliance, and the Office of Institutional Diversity, which oversees the "Diversity, Equity, and Inclusion Implementation Plan." At the College level, in 2020 the NOMAS chapter made recommendations to the College's Dean which have resulted in the School of Architecture funding four participants for the NOMAS virtual conference in 2020 in San Francisco. This commitment will extend to 2021 and beyond with the minimum pledge of \$2,000 per year. Building on the NOMAS recommendations, the School of Architecture formed the Diversity, Equity, and Inclusion Committee in Spring 2021. The DEI Committee is open to students, faculty, and staff.

**5.5.5** Students are provided with a Disability Resource Center on campus, which serves to accommodate the needs of anyone participating in the University's programs and services, including university staff (APR p. 72).

## **5.6 Physical Resources**

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

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

### **[X] Demonstrated**

#### **Team Assessment:**

**5.6.1** All students of architecture in a design studio have a designated studio space and a cold desk for the semester. Studios are spread across three buildings (Pence Hall, Miller Hall, and Bowman Hall), all with 24-hour keycard access. Present facilities appear adequate and conducive to supporting studio-based learning and didactic and interactive learning. The School of Architecture has taken positive aspects from the online learning platform during the pandemic and has currently integrated a hybrid approach that accommodates inclusivity and equity for both the students and faculty. Appropriate space has been provided for faculty, staff, classrooms, fabrication and digital output lab, and crit space.

**5.6.2** One of the pedagogies of the architecture program is its multi-disciplinary design approach. There have been significant limitations for the College of Design (CoD) to appropriately collaborate due to the physical constraints of the five current academic programs located in four different buildings, none of which are adjacent to one another, with no room for expansion. Since joining the CoD in 2015, Dean Mitzi Vernon has had the goal of cohabitating the entire CoD into one location. This goal will soon become a reality.



**5.6.3** An early 1900 masonry, timber, and steel building (and former tobacco drying warehouse), known as the Reynolds Building, has been owned by the University of Kentucky since the 1950s and will become the new home for the CoD and the School of Architecture. With a total of 141,000 square feet this is set to become one of the most significant adaptive reuse projects on campus and within the Commonwealth. The new building will house each of the five current academic programs and will also add the Department of Landscape Architecture from the College of Agriculture, Food and Environment. Similar to building architecture, the University of Kentucky offers the only NAAB accredited degree within the state. The design of the converted warehouse will provide new classroom space, offices, an auditorium, fabrication lab, studio spaces, exhibition and pinup spaces, and a café for the CoD.

The new building project began in 2016 with Dean Vernon's pursuit to save the warehouse from demolition, after the structural integrity of the building was in great condition. By 2018 the University Board of Trustees approved the approach and an RFP for the design of the space was issued. Studio Gang (Design Architect) and K. Norman Berry Associates Architects (AoR) were selected and completed the construction/bid documents by February 2020, just as the pandemic began and all capital projects were paused by the state.

**5.6.4** The project is estimated to cost \$39M, and Dean Vernon has since continued to find success in raising funds to support the required 10% for capital projects, including a \$10M gift for naming the building. Pending final approvals, the new building is poised to be the first project under construction when capital projects resume in late spring 2022, at which point a contract will be awarded the project to build.

Faculty expressed dismay at the current relocation plan for the Architectural Library, which is one of the school's "crown jewels" with rare books and significant texts that have been used as resources in support of the highly regarded History and Theory courses. Faculty would support a more desirable location within the newly planned College of Design warehouse building renovation being planned, to ensure immediate and continued access for all Architecture students and faculty.

## **5.7 Financial Resources**

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

### **[X] Demonstrated**

**Team Assessment:** The Office of Academic and Student Affairs provides funds for recruitment, advising, career services, and resources to the students. Funds are available to support the College fabrication facility operations. The architecture program also benefits from 23 individual endowments specifically for student scholarships and endowed professorships. The program has appropriate institutional support and financial resources to support student learning and achievement.

## **5.8 Information Resources**

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

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

### **[X] Demonstrated**

**Team Assessment:** All students at the design school have equitable access to its literature and information. This is evident with all students having expanded access to the University of Kentucky

Library System, complete with over 5 million print and e-volumes in its collection. More specifically, the College of Design Library has over 40,000 bound volumes at its disposal and is available to all College of Design students. Services are provided by a full-time librarian, a full-time technician, and a group of assisting students. (p.77)

Concern arose when discussing the future of the College of Design Library. The library and its staff have been shown to be a “crown jewel” of the program’s physical resources. However, the Dean of Libraries lacks the motivation to preserve these books for future students and risks losing the collection entirely. Many faculty and staff are passionate about this topic and hope to bring this collection to their new building; failing to do so appears to be a missed opportunity. The Dean seems to be underestimating the value of physical books and their potential to integrate into class lessons, support research, and enhance student knowledge. It should be noted that once the school loses its books, it won’t get them back.

Faculty would like to keep/take the library into the new building to maintain the value of connecting/integrating the rare book collection into class lessons. The present architecture library supports the teaching of the renowned History and Theory curriculum. Faculty expressed the value of information literacy and the value of buttressing the production of research, innovation, and knowledge production. Students currently have the ability to take certain books to their studio desks as direct educational resources. There is a fear expressed that once the books are relocated, student/faculty use of them as a resource will decline and become more difficult.

## 6—Public Information

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

### 6.1 Statement on NAAB-Accredited Degrees

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

**[X] Met**

**Team Assessment:** The Statement on the NAAB-accredited degree is posted on the College of Design website for the School of Architecture information. It includes the exact language stated in the *NAAB Conditions for Accreditation, 2020 Edition*.

### 6.2 Access to NAAB Conditions and Procedures

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

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

**[X] Met**

**Team Assessment:** Links to the NAAB Conditions and Procedures are posted on the College of Design website for the School of Architecture as listed below.

- [Conditions for Accreditation, 2020 Edition](#)
- [Procedures for Accreditation, 2020 Edition](#)
- [Conditions for Accreditation in effect at the time of the last visit, 2009 Edition](#)
- [Procedures for Accreditation in effect at the time of the last visit, 2012 Edition](#)

### 6.3 Access to Career Development Information

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

**[X] Met**

**Team Assessment:** The College of Design provides frequent opportunities for students in all programs to engage in the real-world design environment through semester-long internships and Practice Previews, summer internships, and more. The College created a portal of opportunities for internships and permanent positions for students and alumni. This portal provides the advantage of first-hand knowledge of options in the field of design.

Students receive career counseling from advisors, the Associate Dean for Students, and the Director for Graduate Studies. They may participate in the Practice Preview Program, a mentorship program with

professionals, and graduate students who have required internships. Students may also sign up through the website to access job postings.

#### **6.4 Public Access to Accreditation Reports and Related Documents**

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

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

**[X] Met**

**Team Assessment:** The Public Access to Accreditation Reports and related documents are posted on the College of Design website for the School of Architecture, as listed below.

- [2015 Interim Progress Report](#)
- [2013 NAAB Accreditation Letter](#)
- [2013 Visiting Team Report](#)
- [2013 NAAB Architecture Program Report](#)
- [NCARB ARE Pass Rates](#)

#### **6.5 Admissions and Advising**

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

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

**[X] Met**

**Team Assessment:** Student Advising is one area that was universally praised by administration, faculty, staff, and especially students alike. Advising staff is dedicated and students express high satisfaction with the advisement process.

The College of Design / School of Architecture website clearly describes admissions requirements, procedures, and policies. Evaluation procedures for transfer/non-accredited degrees are included in detail in 4.3 Evaluation of Preparatory Education above.

#### **6.6 Student Financial Information**

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

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

**[X] Met**

**Team Assessment:**

**6.6.1** The program demonstrates that financial aid resources are available, evident in the statement stating, “every student is assigned a financial aid counselor, and this information is communicated to them directly from the University.” Furthermore, the statement is met with a link:

<https://www.uky.edu/financialaid/>. This link allows any student to call or meet with The Office of Student Financial Aid and Scholarships to discuss their own financial situation and take appropriate action.

The program demonstrates students have an estimate of the total cost of tuition, fees, and additional materials necessary to complete their degree. The explanation ends with a link: [Tuition and Fees 2021-2022 | University of Kentucky Registrar \(uky.edu\)](#) which gives a basic breakdown of how students are charged per credit hour depending on a set of factors.

During our meetings with students, they expressed that fees may be charged and allocated to students. In discussions with the administration, it seemed to imply there was a 10% budget shortfall for the College, with various strategies to close the gap under consideration. One of these includes charging a higher “differential tuition” for professional degrees, such as the M.ARCH.

**6.6.2** Websites listed have all the information needed, with access to tuition, fees, associated costs, and financial aid options for students.

#### **IV. Appendices:**

##### **Appendix 1. Conditions Met with Distinction**

- **PC.4 History & Theory**

The courses introduce students to the broader history of architecture, the development of urban form in different regions, the influence of politics and culture on architecture (and vice versa), the connection between theory and practice, recent historical developments in architecture, and architectural theory, respectively.

- **PC.6 Leadership and Collaboration**

The program emphasizes areas where collaboration and multi-disciplinary group experience with stakeholders and outside professionals is offered to students (Studio Appalachia, Studio Louisville, and Studio Winchester) and specifically ARC 457 (Studio VII), ARC 658 (Studio VIII), and ARC 750 (Studio X) where students work collaboratively in groups.

- **6.5 Admissions and Advising**

Student Advising is one area that was universally praised by administration, faculty, staff, and especially students alike. Advising staff is dedicated and students express high satisfaction with the advising process.

## **Appendix 2. The Visiting Team**

### **Team Chair, Educator Representative**

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**V. Report Signatures**

Respectfully Submitted,



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**Dr. Ikhlas Sabouni, ACSADP  
Team Chair**



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**Bethany I. Lundell Garver, AIA  
Team Member**



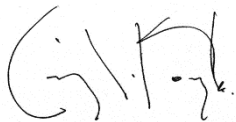
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**Ryan McEnroe, AIA, ASLA  
Team Member**



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**Kyle Gilboy  
Team Member**



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**Craig Konyk, AIA  
Observer**