University of Kentucky

Interim Progress Report for 2015

Instructions and Template

Date submitted to the NAAB: November 30, 2015

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:
1. The program's progress in addressing not-met Conditions, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.[1] The panel may make one of three recommendations to the Board regarding the interim report:
1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (kabdul@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

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[1] The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

2. EXECUTIVE SUMMARY OF 2013 NAAB VISIT

CONDITIONS NOT MET

2013 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2013 VTR
B.6 Comprehensive Design

CAUSES OF CONCERN

2013 VTR
Lack of broad evidence
Interdisciplinary collaboration
Evidence of integrated learning

3. TEMPLATE

<div align="center">

Interim Progress Report
University of Kentucky
College of Design, School of Architecture
M. Arch. [Pre-professional degree + 57 credits]
Last APR submission: September 7, 2012
Year of the previous visit: 2013

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Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Mitzi Vernon, Dean, College of Design

Provost: Dr. Timothy Tracy, Provost

President of the institution: Dr. Eli Capilouto, President

Individual submitting the Interim Progress Report: <u>David Biagi, Director, School of Architecture</u>

Name of individual(s) to whom questions should be directed: David Biagi, dbiagi@uky.edu
859.351.1925

Current term of accreditation: 8 year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

> B.6 Comprehensive Design
>
> *2013 Visiting Team Assessment*: The team noted that while the individual abilities of performance criteria were met in individual courses throughout the curriculum, the work presented in the comprehensive studios did not rise to the expected level of ability to synthesize and integrate all of the requisite components into the overall project design.
>
> While evidence exists that the students are given a real site and in the case of the HBEER project, difficult site topography, solutions do not indicate an ability to manipulate the site contours to respond either to the topography or watershed. In the most recent studio project for the U of L Satellite Student Center, even though the site is flat, projects do not show any engagement with the site features (streets, curbs, sidewalks, drainage) addressing building access.

University of Kentucky, 2015 Response: To address this condition, the Director charged the School of Architecture's Curriculum Committee to evaluate the current 4+2 curriculum holistically. The criteria included the school's pedagogy, the NAAB 2014 Conditions, and the university's new assessment requirements. The result was a new "Curriculum Overlay Document" (1ci, 1cii, 1ciii) and a new SPC Matrix (1a). In the process, we assigned new SPC's to our roster of courses. Example syllabi and other curriculum documents reflect this process of transitioning from NAAB's 2009 SPC's to its new 2014 SPC's. (2)

As we are transitioning to the 2014 SPC's, the Curriculum Committee has also been evaluating and evolving the curriculum so that it serves the University of Kentucky's requirements for student assessment and learning outcomes (1b)

The curriculum committee revised the curriculum framework based on these criteria and is now in the process of implementing.

The Comprehensive Studio ARC 750 (2d) and co-requisite Building Systems Integration ARC 631 (2c), addresses both B2 accessibility and B4 Site Design. To respond to the team's comments, we have restructured the core content to expand a student's ability to learn the issues of universal access and site development. Specifically, we have required completion of a series of short design problems to develop student competence. These vignettes address access to the site, navigation on the site, entry into the building and movement within the building. The students then demonstrate their understanding during the design development phase and the detailing of their individual projects.

b. Plans for/Progress in Addressing Causes of Concern

- **Lack of Broad Evidence**

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

University of Kentucky, 2015 Response: This concern was a driving requirement for the new "Curriculum Overlay Document" (1ci, 1cii, 1ciii) This coupled with the new University "Assessment Plan" (4) will allow for a more strategic report and evaluation of evidence. The document looked for relationship between all courses taught during a given semester: studio, technology, history /theory and the profession. This has also allowed us to strength our year coordinators positions. The document allows the coordinator to review each of the year's syllabi to the intent of the school's agreed upon pedagogy. The discussion has generated a sense of unity to the program that was not evident at the time of the last visit.

Interdisciplinary Collaboration

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

University of Kentucky, 2015 Response: The school's "Curriculum Overlay Document" focus's the faculty on intentionally establishing interdisciplinary collaboration during designated semesters. This issue is now on our list to record all collaborations that occur both for our students and our faculty. Recently, the school received to awards for collaboration. First, the University of Kentucky awarded our HBEER project (which all graduate students participated) a "Commonwealth Collaborative Award". The second, The University of Kentucky's Carnegie Reclassification Report cited HBEER as the "Highest Rated Multidisciplinary Partnership" with the "Highest Degree of Sustainable Impact" at the university. These awards represent the value faculty and students place on interdisciplinary collaboration.

Currently, students from the School of Interiors have participated in joint second year studios. Students are also enrolled in third and fourth year studios. Architecture and Historic Preservation student enroll in each other's fourth year and graduate seminars. Students from all three programs enroll in electives offered by each program.

All travel programs offered by the college are open to students in the different programs. An example, the summer 2015's Prague/Rome programs enrollment of 22 students included equal numbers of architecture and interior students. Students earned studio and elective credits for the program.

In addition, student organized events that focused on interdisciplinary collaboration. One example is in the Spring 2015, they hosted the AIAS Midwest Quad Conference. The conference was organized around 21 intense daylong workshops lead by multidisciplinary faculty from all college programs and other programs from the region.
(http://www.uky.edu/design/index.php/features/article/fabricate_aias_midwest_quad/)

The following is a list of student collaboration with students outside of the university.
    UNLV
    Texas A&M University
    The Ohio State University Knowlton School of Architecture
    National Chiao-Tung University in Hsinchu, Taiwan
    University of Hong Kong in Hong Kong
    University of Louisville
    University of Pikeville
    Bluegrass Colleges and Technical Colleges, Center for Manufacturing Technology
    Morehead State University
    AIAS Midwest Quad Conference

The following is a list of student collaboration with programs outside of the college at the university.

    College of Engineering
    College of Education
    College of Business
    Center for Applied Energy Research
    Gaines Center for the Humanities
    Material Science Team
    Campus Living
    Bicycle Center
    Parking and Transportation
    Art Museum

The following is a list of student collaboration with the Federal, State and Local organizations.

    United States Enrichment Corporation (USEC)
    United States Department of Energy (USDOE)
    United States Department of Commerce, Economic Development Administration
    National Science Foundation (NSF)
    National Association of Development Organizations (NADO)
    National Science Foundation-funded Systems Thinking for Sustainability (NSF-STFS)
    National Renewable Energy Laboratory (NREL)
    Arup Office in San Francisco
    Kentucky Research Consortium for Energy and Environment (KRCEE)
    Bernheim Arboretum and Research Forest
    Duke Energy Carbon Refinery
    Eastern Kentucky Correctional Complex
    AIA-KY
    Lexington Public Library
    Kentucky Cabinet on Energy and the Environment

- **Evidence of Integrated Learning**

2013 Visiting Team Comments: While course work incorporates the required elements to satisfy most student performance criteria, students appear to learn those elements in isolation during one or two-week segments. The evidence of student work demonstrating the integration of this knowledge to more comprehensive project applications is inconsistent and varies significantly.

University of Kentucky, 2015 Response: In addition to the previous responses, this concern was given to the School's Curriculum Committee to guide the development of the new "Curriculum Overlay Document" (1ci, 1cii, 1ciii). The committee produced and the faculty accepted the new document. This new theme establishes clear intersections of integrated learning throughout the curriculum. Reorganized courses are sequenced to build up a student's working skillset. In example, ARC 231 Structures and Material Concepts (2a), was reimagined to align with the second year design sequence.

In addition, the Office of University Assessment has introduced new assessment requirements. The "Architecture Assessment Plan" uses the NAAB SPC's as its bases. This plan describes the methodology, measures, time frame and reports required to complete the assessment process (1b). We have completed two rounds of this process. The first round specifically reviewed "accessibility as learned outcomes" in the third year studios (2b).

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of Kentucky, 2015 Response: The following three changes have occurred since the last visit.

1. A new dean for the College of Design was appointed Mitizi Vernon. (3ai,3aii)

2. The school reduced the credit hours needed for the Master of Architecture from 57 credit hours to 48 credit hours. It also reduced the number of credit hours for the Bachelor of Arts and Architecture from 133 credit hours to 120 credit hours. (5a,5b).

3. The College of Design is in negotiations to move to a larger facility that can house all the current programs and allow for growth for both existing program and new programs.

faculty retirement/succession planning

The following full-professors have retired since the last NAAB visit: Clyde Carpenter, David Mohney, and Lenard Wujick. Associate Professor Julia Smyth-Pinney has also retired.

The dean is in support of three promotions to full professor during the next three years. We are converting one lectureship position to a tenure track position this year. The director will have a new faculty search replacing one of the retirement lines from this year. Going forward our goal is to turn some of the current lectureship positions into tenure-track positions as deemed prudent by the Director.

administration changes

Dr. Timothy Tracy who was an interim provost during the last report has been appointed as provost.

Dean Mitzi Vernon was appointed the new dean of the College of Design, September 1, 2015. She replaces Interim-Dean Ann Dickson, who served for two years following Dean Michael Speaks, who stepped down to become the dean at Syracuse University.

A search for a new Director of the School of Architecture is in progress. David Biagi who has completed three terms and one year will return to the faculty. The new Director's position is a new line for the School of Architecture.

changes in enrollment

The enrollment in the graduate school held steady in fall of 2014 (29 students). We have seen a substantial increase in the fall of 2015 (51 students).

Reasons for increase:
1) we changed the required number of credits for the UG program from 133 to 120, this increased the pool of students eligible to enter Graduate School.
2) we began admitting our seniors in a status of Graduating Senior/Part time Graduate Students.
3) we admitted larger undergraduate classes in 2011 and 2012.

4) we hired a recruitment director, Regina Summers. She has conducted many successful events and recruiting trips to increase our numbers.

new opportunities for collaboration

The University would like the College of Design to expand. Discussions are being held to move Landscape Architecture from the College of Agriculture to the College of Design. A plan is being developed to create a School of Industrial Design in the College.

changes in financial resources

Although the School of Architecture's instruction budget has decreased over the past two years, largely due to faculty retirements, please see faculty succession report. FY15 budget numbers also reflect an overall increase in financial resources due to accumulated endowment and gift revenues, as well as non-recurring allocations from the President and the Provost for the renovation of Pence Hall which is the primary home of the School of Architecture. The financial resources within the School of Architecture and the College of Design are stable and sufficient to support current instructional needs. The challenge will come in balancing teaching resources with the need to increase enrollment.

significant changes in education approaches

The university is developing a new strategic plan. Early indications are that additional emphasis will be placed on areas the school is doing well in, graduation rates and community engagement. Our focus of solving state problems that have global implications and our Design+Energy research agenda will only strengthen with our new dean and new facilities.

changes in physical resources

Our main building, Pence Hall has received a $700,000 upgrade. New desks and chairs have been purchased for the building's studio spaces. Pence 209, the large lecture hall, has been equipped with new current technology and new seats. Pence 205 and 207, seminar rooms have received new tables and chairs and updated technology. The entry lobby has a new media wall to display student work. The critic spaces have all been upgraded with new lighting and pin-up boards. Student Services has moved to new offices with a waiting room and work area. The Director of Recruitment has a new highly visible recruitment center. In addition to these upgrades to student centric spaces, the administrative offices have also been upgraded. Work will take place over the Winter 2015 break to create a new faculty meeting and work room.

The new dean is in discussion with the provost to move the college to a new larger facility, the Reynolds Building. This would consolidate all the programs of the college into one facility. It would also allow for the expansion of the programs and to add new programs to the college.

d. Summary of Activities in Response to Changes in the NAAB Conditions

University of Kentucky, 2015 update: The work described above, to reevaluate our curriculum to met the new SPC's and the new University assessment process, is now in the implementation phase. The school will now look to revising our positions relative to the new perspectives. This charge has been assigned to the School's Curriculum Committee for a recommendation to the faculty during the Spring 2016 semester. The school's office of Student Affairs and our new Office of Recruitment have received and are following the new Admissions and Advising condition. Reba Carroll from the James W. Stuckert Career Center has been assigned to the college to develop a career, education and employment plan template for our students.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

University of Kentucky, 2015 update: Appendix

1. Revised Curricula
   1a.   SPC Matrix - http://design.uky.edu/naab2015/CurriculaandMatrix/SPCMatrix.xlsx

   1b.   SPC Student Learning Outcomes -
          http://design.uky.edu/naab2015/CurriculaandMatrix/SPCSLO.xlsx

   1c.   Curriculum Overlay Document
          1ci. Curriculum 1st and 2nd Year -
          http://design.uky.edu/naab2015/CurriculaandMatrix/Curriculum1stand2nd.xlsx

          1cii. Curriculum 3rd and 4th Year -
          http://design.uky.edu/naab2015/CurriculaandMatrix/Curriculum3rdand4th.xlsx

          1ciii. Curriculum Grad -
          http://design.uky.edu/naab2015/CurriculaandMatrix/Curriculumgrad.xlsx

2. Syllabi
   2a. ARC 231 - http://design.uky.edu/naab2015/Syllabi/ARC231F15.docx

   2b. ARC 354 - http://design.uky.edu/naab2015/Syllabi/ARC354F15.docx

   2c. ARC 631 - http://design.uky.edu/naab2015/Syllabi/ARC631F15.docx

   2d. ARC 750 - http://design.uky.edu/naab2015/Syllabi/ARC750F15.docx

3. CV-Bio
   3a. Dean Mitzi Vernon
      3ai. Bio - http://design.uky.edu/naab2015/CV/Vernonbio.docx

      3aii CV - http://design.uky.edu/naab2015/CV/VernonCVF15.docx

   3b. Chadwick Gallas - http://design.uky.edu/naab2015/CV/GallasCVF15.docx

   3c. Jordan Hines - http://design.uky.edu/naab2015/CV/HinesCVF15.docx

   3d. Melody Jackson - http://design.uky.edu/naab2015/CV/JacksonCVF15.docx

   3e. John Morrison - http://design.uky.edu/naab2015/CV/MorrisonCVF15.docx

   3f. VanMeter Pettit - http://design.uky.edu/naab2015/CV/PettitCVF15.docx

   3g. Brent Sturlaugson - http://design.uky.edu/naab2015/CV/SturlaugsonCVF15.docx

4. [Architecture Assessment Plan](http://design.uky.edu/naab2015/ArchitectureAssessmentPlan2015.pdf) -
    http://design.uky.edu/naab2015/ArchitectureAssessmentPlan2015.pdf

5. Revised Credit Hours
    5a. [Master of Architecture](http://design.uky.edu/naab2015/CredithourchangeMA15.docx) - http://design.uky.edu/naab2015/CredithourchangeMA15.docx

    5b. [Bachelor of Architecture](http://design.uky.edu/naab2015/CredithourchangeBA15.docx) - http://design.uky.edu/naab2015/CredithourchangeBA15.docx