

**University of Kansas
School of Architecture and Urban Design**

Visiting Team Report

Master of Architecture

Track I: (Single-degree: 142 undergraduate credit hours plus 38 graduate credit hours; no baccalaureate awarded)

Track II: (Non-design baccalaureate degree plus 118 graduate credit hours)

The National Architectural Accrediting Board
17 February 2010

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

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I. Summary of Team Findings

1. Team Comments

1. The chancellor and university provosts are knowledgeable and supportive of the school; and respectfully recognize the high profile and award winning outcomes of the faculty and students.
2. The dean's leadership of the school and program is highly accomplished, with a tenure spanning 15 years. The department of design was recently added to the school and the unique opportunities of this design discipline are recognized.
3. The department chair is an accomplished scholar and maintains an unusually robust teaching schedule, yet is cited for his administrative effectiveness, accessibility, and support to the students.
4. The standing faculty and complement of adjunct professionals constitute an intellectually diverse and broadly talented group of colleagues. The engagement of practicing professionals articulate the issues of contemporary design practice for the studio and supporting courses. Senior faculty, with well-established expertise, facilitate core disciplinary content, and have sponsored new specializations for study, such as health and wellness, global practice, and design-build.
5. The students are actively engaged and appreciate the rigors of their curriculum and seek opportunity for growth and development. They are a cohesive and supportive group that finds the faculty accessible and supportive, and greatly appreciate the support of the administration and the staff.
6. The team greatly respects the evolution of the professional degree curriculum, yet notes concern for its continued development and further concern for the faculty's capacity for research, for budget cuts preempting new faculty hires, and for a faculty culture that may resist change.
7. The team observes problem solving for space needs that often results in inadequate teaching and support spaces. The dispersion of teaching, review, meeting, and office space across several buildings is having a negative impact on faculty culture and may compromise teaching effectiveness.
8. Two new design-build workshops provide excellent facilities for this important part of the curriculum. The remote location of these facilities and their impact on faculty culture is a concern.
9. The work exhibited throughout the school and in the team room, demonstrated an exceptional proficiency for model making, 3D visualization, technical prowess, spatial complexity, and elegant form.
10. The team would like to acknowledge the efforts of the chair, faculty, and students, especially the display of the highly accomplished Comprehensive Design Studio work. The bar has been set high.

2. Progress Since the Previous Site Visit

Condition 3, Information Resources (2004): *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.*

Previous Team Report (2004): While the language required by the NAAB has been inserted into the university's printed and online informational literature, the team found no evidence that the handbook has been systematically distributed to all faculty members and incoming students. Further, we note incorrect references to a "NAAB-approved curriculum," which does not exist.

2010 Visiting Team Assessment: This condition is now met. See the attached report, section 3.9 Information Resources.

Condition 4, Social Equity (2004): *The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.*

Previous Team Report (2004): This condition is not met despite SAUD's recent implementation of the Multicultural Architecture Scholars Program (MASP), a scholarship and mentoring program for underrepresented undergraduate students. At present, minority students comprise just 8 percent of the population in the professional programs, and minority faculty members are equally underrepresented.

The team recognizes the program's difficulty in achieving a supportive culturally diverse environment due to its geographic location and the pervasive lack of cultural diversity within the field. However, the team feels that the program can be much more inventive in utilizing existing resources to increase the cultural diversity of the faculty and students, for example through visiting faculty positions or student exchange programs with urban universities. Further, it needs additional staff resources to carry out meaningful student recruitment.

2010 Visiting Team Assessment: This condition is now met. See the attached report, section 3.4 Social Equity.

Criterion 12.11, Non-Western Traditions (2004): *Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2004): While students have some exposure to non-Western traditions in landscape architecture and urban design, they have insufficient exposure to the historical and contemporary traditions in the architecture of the Americas, Asia, Africa, and the Middle East.

2010 Visiting Team Assessment: This condition is now met. See the attached report, section 3.13.11 Non-Western Traditions.

Criterion 12.34, Professional Internship (M. Arch. only) (2004): *Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers*

Previous Team Report (2004): This criterion is met in the B. Arch. program through a professional practice course that covers how to select an appropriate firm and mentor and the importance of experiential education. It is not met in the M. Arch. program due to insubstantial evidence that professional internship is taught to the level of *understanding*.

2010 Visiting Team Assessment: This condition is now met, and is incorporated into a new criterion, 3.13.31 Professional Development.

Causes of Concern taken from VTR dated March 3, 2004:

The transition to a unified degree curriculum is well underway and the process for studio registration has improved. The 2010 visiting teams continues to have concern for faculty development, discussed, in part, under Condition 3.7 Human Resources, and further cites concern for the urgent space needs for a growing enrollment and resources discussed, in part, in Condition 3.8 Physical Resources.

The team has concerns about the program's continued ability to meet Condition 6, Human Resource Development due to the following:

- (1) Inadequate support for faculty development—The provost reports that salaries across the university are at 88 percent of their peer group nationally. Within the university, salaries for architecture faculty rank next to last among its comparable professional programs, lending credence to the faculty's stated difficulty in recruiting and retaining outstanding new faculty members. Faculty members also point to a lack of support for developing funding strategies for junior faculty members' research and creative projects as they prepare for tenure review. They also emphasize the need for hiring a director of research to guide faculty development efforts.
- (2) Students inequitable access to studios—Because they are assigned to specific studio sections at the university level, students lack the opportunity to access studios of their own choosing through a program-operated lottery system, as is common in most architecture programs nationally. Such assignments may result in a mismatch between an instructor's approach and personality and a particular student's needs. The system is especially hard on lower-level students because the university registrar gives preference according to year level and number of credits completed. Program-operated lotteries avoid this kind of pecking order.

In addition, the team has concerns about the program's continued ability to meet Condition 7, Physical Resources due to a critical need for a large common area for program gatherings and public exhibitions, adequate jury spaces, and workshop-type space for expanding programs in building technology, materials research, and design-build studios. SAUD's plans for expansion appear to identify long-term strategies to meet these needs, but it must raise its own funds for new facilities. Assistance from central administration in identifying external funding sources is critical to securing this funding.

In relation to the Condition 11, Professional Degrees and Curriculum, the team urges the faculty to resolve its longstanding local debate about what degree, or degrees, to offer without becoming unduly hamstrung by the national debate. Local needs to consider include (1) new research directions in the program and university, and (2) strengths and weaknesses identified in this report. In this latter regard, the team notes that, in general, it found students in the undergraduate degree program to be stronger in graphic skills than those in the graduate degree program, most likely due to their greater exposure to studio education. Conversely in general, it found students in the graduate degree program to be stronger in analytical skills, most likely due to their strong liberal arts backgrounds.

Finally, the team notes, without comment that many of the strengths of the M. Arch. program rely on one course, a capstone design/build studio, which provides a fully comprehensive approach to architecture education. The team also notes that most undergraduates and even some graduates do not have an opportunity to participate in this unique offering.

2010 Visiting Team Assessment: The transition to a unified degree curriculum is well underway and the process for studio registration has improved. The 2010 visiting team continues to have concern for faculty development, discussed, in part, under Condition 3.7 Human Resources, and further cites concern for the urgent space needs for a

growing enrollment and resources discussed, in part, in Condition 3.8 Physical Resources.

3. Conditions Well Met

- 13.2 Critical Thinking Skills
- 13.3 Graphic Skills
- 13.7 Collaborative Skills
- 13.9 Non-Western Traditions
- 13.15 Sustainable Design
- 13.24 Building Materials and Assemblies
- 13.28 Collaborative Design
- 13.32 Leadership

4. Conditions Not Met

- 6. Human Resources
- 8 Physical Resources
- 10 Financial Resources

5. Causes of Concern

The school and faculty have a distinguished history with a strong and innovative curriculum that has produced celebrated alumni, acclaimed faculty, and unique pedagogy. At the same time, the team observes that this context has remained uniquely constant and with relatively little change over the last fifteen years. The team expresses concern for the program's development trajectory in the areas of leadership, faculty, pedagogy, and physical resources.

- A. Leadership: Over the past 15 years, the dean's leadership and guidance has set a successful course for the school, and is highly respected within the university community. In 2006, an external search resulted in a new chair for the architecture department, and all accounts portray a fair, hardworking, and effective administrator. Both the dean and chair have increased teaching loads, with new responsibility for several courses a year. This comes at a time of significant need for external development and fundraising, as well as internal administrative duties related to the addition of the design department to the school, enrollment growth, new graduate student populations, and curricular changes. Clearly a strong collaborative leadership team is essential for success. The team is aware of counter currents that seek to resist the chair's leadership and support for curricular evolution and staffing changes. In conclusion, the team expresses concern for continued effective leadership at this time of significant need.
- B. Faculty: The mean average age of the twenty full-time faculty is close to 60 years old. Four of the seven full professors are very close to retirement, and the last full professor acquired tenure in 2001. An investment in teaching and recent enrollment growth has created a type of glass ceiling for the associate-level faculty that preempts successful full professor candidates. A loss of four full-time faculty, followed by more recent budget cuts, compounded by increased teaching demands create concern for the professional development of faculty at all levels. The team is concerned that a plan to match faculty resource to curricular content is not apparent; likewise, a plan for faculty development and retirement is not apparent.
- C. Teaching Assignments and Faculty Development: The team observes many unique upper level design studio offerings led by practicing professionals from Kansas City and Lawrence.

In addition, the comprehensive design studio includes studio sections that are led by practitioners. The team considers these to be exciting and positive design studio opportunities that address the emergence of architectural building technologies, sustainable practices, the culture of the contemporary office, and new material cultures in the studio. Our concern is for the continued development of the standing faculty to address and incorporate these contemporary issues into design, for the evolution of design studio teaching, and the issues that motivate contemporary design practice. The team notes some discontent among the faculty on these issues and the resulting staffing decisions.

- D. Physical Resources: Recent space allocations for the program have resulted in a network of nine separate buildings and spaces that are incongruent, without cohesive identity, and lacking a central hub. The team observes that this configuration causes faculty isolation and prevents interaction between academic year-levels and a lack of awareness for work among the studios. Unfortunately, without a shared public space the opportunities for synergetic intellectual exchange continue to diminish. The lack of classrooms within Marvin Hall and the current university classroom scheduling process creates a disadvantage for architecture class scheduling, often resulting in inconvenient class times, distant learning environments, or inappropriate teaching spaces for the courses offered. Additionally, the lack of a dedicated architecture lecture facility for a group size of 80 – 150 forces the school to host all-student meetings or lecture classes in spaces often far from Marvin Hall. In conclusion, the team expresses concern for the significant loss of culture and student performance as a result of these deficiencies.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

The architecture school is one of fourteen schools in the university and is well regarded by the chancellor and provosts. The program contributes significantly to university initiatives for service to Kansas and the world. Notable efforts are the Kansas City Design Center and Studio, as well as the broadly publicized design-build houses of Studio 804 and the numerous small-scale community based projects including the 7th Ward Shade Pavilion. This award-winning design build project (2005) was designed for a Katrina stricken neighborhood in New Orleans, and was exhibited at the Cooper-Hewitt Museum in New York before being erected in New Orleans. Outreach efforts have expanded and include the design of an eye clinic in Bangladesh and birthing centers in Haiti.

The architecture program seeks multi-disciplinary opportunities and engages other units on campus. M. Arch. students often access other disciplines and course offerings, including the popular blacksmithing course in fine arts, as well as courses in architectural engineering. AE students take several architecture studios. In conversation, M. Arch. students cited the capacity to generate degree minors, and there are a growing number of dual degree offerings, including the M. Arch. / MUP and the M. Arch. / MBA. The program proposes to create additional dual degree opportunities in the future. The exposure to global issues and cultural experiences are an emerging core value, and study abroad is now a requirement for all M. Arch. students. International destinations include Beijing, Paris, and Australia, where KU students also perform internship duties in professional offices. The university Office of Study Abroad has opened new doors for this effort with liaison and exchange programs in Karlsruhe, and New South Wales.

Student governance is afforded through the studio culture policy and students have been instrumental in affecting positive change in the quality of instruction. There is a healthy relationship among the students and faculty; students and administration.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with,

assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

This condition is met. The school administration has set up a strong support system within the school, community, and abroad. The student organizations, which offer student and leadership opportunities, create a sense of community among the students. The new studio culture policy enables the students to help facilitate change within the program, while collaborating with faculty and administration to insure implementation.

Students are required to study abroad and are also given opportunities for a global internship. The program provides the students with an opportunity to focus on professional options during the capstone year, thereby enabling students to personalize their academic interests.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

The team found an overwhelming desire on the part of the students to seek professional licensure after graduation. The Professional Practice Courses, Arch 152: Professional Practice I and Arch 552: Professional Practice II, present necessary information about licensure and the registration process. The students were knowledgeable about the Intern Development Program (IDP) and the Architectural Registration Examination. However, the students were not aware of the school's IDP coordinator.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met Not Met
[X] []

The program demonstrates how it prepares students to practice architecture through course content, exams, and class projects, notably in the two professional practice courses, Arch 152: Professional Practice I, and Arch 552: Professional Practice II. These courses address the multiple roles and responsibilities architects face amidst changing context and demands. In addition, these courses provide students with an understanding of disciplines associated with the architectural profession and a respect for legal and ethical issues in professional practice. Through the inclusion of practitioners as guest lecturers in these two courses, students connect to the professional community of Lawrence, KS and the broader Kansas City professional community. The program prepares students for a lifetime of research through its Arch 701: Introduction to Graduate Studies course.

More generally, students are exposed to contemporary issues of practice through a number of practicing architects' serving as adjunct faculty in design studios. Through the particular design-build opportunities to which students are exposed in Arch 409: Architectural Design IV and Arch 804: Design-Build and Materiality II, students acquire hands-on experience that provides a frame of reference for understanding particular aspects of the profession such as technical documentation, construction cost control, building systems integration, as well as gain an understanding of the client's role in architecture.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met Not Met
[X] []

The program has achieved significant national and local press in recent years showcasing the school's and students' knowledge of social and environmental problems. A survey provided in the APR states that two-thirds of the alumni believe the architecture program encourages professional, social, and civic engagement. A series of studio courses that give students an understanding of social and environmental problems and solutions culminate in the capstone professional options studios. These capstone studios give students the ability to apply their social and environmental awareness in more cumulative ways. Particular topics addressed by these studios are neighborhood planning, low-income housing, health and wellness, and global practice.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment

procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met Not Met
[X] []

This condition is met. Since the last visit the faculty and administration have focused on creating a “unified” curriculum to connect and redefine the former B. Arch. and M. Arch. degree programs. This effort reflected upon the NAAB perspectives with a focused faculty retreat. Input and continued conversation and perspective was gained from the school’s advisory board, alumni, faculty, and students. Exit interviews were developed and held with graduating students and a web-based survey was also conducted. The new curriculum was launched in 2007 and an assessment program for the new curriculum was also chartered through a faculty retreat. Additional modifications to the program have been made.

In addition, the school is addressing the university’s 2015 Initiative. There are a number of periodic assessments and reviews currently in place and these include: Board of Regent’s Program Review, assessment by the office of the provost (budgetary), university exit interviews (graduates), annual placement survey (salary + location of graduates), and annual faculty activity report/assessments.

3. Public Information

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

Met Not Met
[X] []

This condition is met. The team finds evidence that the program has provided information to students and faculty through promotional media containing the exact language found in the NAAB Conditions for Accreditation. The school informs students and faculty how to access the NAAB Conditions through its website.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met Not Met
[X] []

This condition is met. The University of Kansas’ Office of Diversity and Equity works with faculty and staff to provide an equitable educational environment irrespective of race, creed, national origin, gender, age, physical ability, or sexual orientation. The KU Department of Human

Resources and Equal Opportunity ensures an environment in which faculty and staff can equitably teach and work. And the University of Kansas' "Diversity of the Student Body" policy statement sets criteria for the creation of a diverse learning environment for students.

In addition to these university-wide policies, the architecture program has promoted social equity among faculty through new hires. In the past 11 years, seven of nine new hires have been women or men from under-represented groups. The program has also implemented strategies to increase the number of women and men from under-represented groups in adjunct hires as well.

The team observed a homogeneous student body within the program; however, significant efforts have been extended to promote diversity. The architecture program has expanded its Multicultural Architecture Scholars Program (MASP) to include students from lower socio-economic backgrounds and students who are the first in their families to attend college, in addition to students from African-American, Hispanic-American, and Indigenous populations.

In addition, the architecture program has local chapters of Women in Design and National Organization of Minority Students (NOMAS) that also serve to promote diversity.

5. Studio Culture

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

Met	Not Met
[X]	[]

The school has a written studio culture policy that can be found on the architecture website. The formal policy, written by both students and faculty, was adopted in May of 2009, where the issues that affected the architecture school were identified. Issues identified include time management skills, the personal life of students outside of studio, and how to remain informed about the profession while involved in a design studio. These topics have been investigated and a plan of action was put in place to insure that these issues are implemented and evaluated.

6. Human Resources

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

Met	Not Met
[]	[X]

This condition is not met. On several occasions, the faculty and administration expressed critical concern for an increase in teaching load and resulting decrease in time available for scholarship. KU is a Carnegie Doctoral/Research Extensive University, and its mission reads:

"The university attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry underlying and informing the educational experience at undergraduate, professional, and graduate levels." — Statement of Institutional Mission, KU Lawrence Campus

Compared to university guidelines for faculty activity to be distributed with a 40/40/20 breakdown for Teaching/Research/Service, architecture has adopted a 50/30/20 model. While meeting the teaching demand of the program, the reduced capacity for scholarship challenges faculty development, and as a result, also challenges the core of graduate education, which relies on the currency of faculty research and scholarship.

The dean and chair have increased teaching loads, which also compromises administration and leadership. Several faculty are assigned to teach two studios, with over 20 hours of weekly contact time in the classroom, and this represents a significant disparity with regard to university faculty teaching loads and expected research productivity. Recent faculty attrition, combined with a loss of budget has resulted in a net loss to the program of four full-time faculty. When staffing the core curriculum with fewer faculty, seminars, and elective offerings are now being cancelled reducing the expertise of faculty and the student's capacity for choice and specialization.

Student-teacher ratios in the studio are often very high in the early years, reaching close to 20 students in the first and second years. Studio instruction does not drop below 15 until the fourth year. Documentation in the APR notes student to FT faculty ratio as 21.3: 1 and this is far above national standards.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[]

This condition is met. Sabbatical leaves, unpaid leaves, and course releases are available to faculty on a competitive basis. Approximately \$7,000 in seed funding is available annually, on a competitive basis. In addition, the dean offers funding to studios, research and service projects and over the last three years, total awards ranged from \$7,000 to \$11,000 in additional funding to faculty. The school has established a visiting studio critic program for the option studios and distinguished guests also offer lectures that are captured as pod-casts. The school's lecture program is impressive, drawing a national and international roster of guests that number between ten to fifteen guests annually. Faculty expressed concern for continuing resources, and for the lecture series specifically, and cited recent budget cuts' impacting development activities.

Opportunities for students outside the classroom include introductory annual field trips to urban centers; studio site visits to locations as diverse as Kenya and the Middle East. A number of studios each semester have a "client" group seeking ideas and guidance in addressing an architectural or urban design issue. A study abroad experience is a degree requirement. There are active student organizations including AIAS, NOMAS, Emerging Green Builders, and the School of Architecture Design and Planning student council.

8. Physical Resources

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

Met	Not Met
[]	[X]

This condition is not met. Additional space allocations have recently relieved some of the concerns of the previous team, however, the result is a network of buildings and spaces that are incongruent and lack a central meeting space. The program has nine separate locations with the central administration and majority of design studios located in Marvin Hall. Non-studio course offerings are located at a variety of buildings across campus. Architecture resources and courses are also located in the East Lawrence Warehouse / studio space; the West Lawrence warehouse / studio space; Snow Hall (studios and offices); the Murphy Art & Architecture Library; The Art & Design Building; and in the Kansas City Urban Design Studio.

The technology offered in computer labs and studios is outstanding, as reported by the students.

Our main concerns were found with the lack common area/ central hub, available classroom facilities, a dedicated lecture hall, and longer-term exhibit/jury space.

There are only two classroom facilities located within Marvin Hall, and because of the smaller class size, architecture classes lose priority within the campus classroom scheduling program, resulting in inconvenient class times for the core lecture requirements.

The lack of a dedicated architecture lecture facility does not allow for all-student meetings or guest lectures to occur within the architecture school, but rather at a variety of spaces across campus.

The lack of jury spaces in the architecture school limits opportunities for students to view each other's work and the pressure for space pre-empts formal exhibitions.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

This condition is met. The Murphy Arts and Architectural Library is a separate facility located in the first level of the Spencer Art Museum, about a 10-minute walk from the Marvin Hall. It is housed in a well-lit and environmentally comfortable space with tables and chairs for study, bookshelves, two computer workstations, copying and document scanning, a Book-Eye overhead

scanner, and microform reader. The collection consists of about 170,000 volumes covering art, architecture, and design. The library staff includes a librarian, two library para-professionals, and 10-12 part-time student assistants. Slide collections are not part of the KU Libraries, but the library is adding digital imaging collections on an ongoing basis.

The Architectural Resource Center and Hatch Reading Room are found in the center of the fourth floor of Marvin Hall. The privately financed reading room contains architectural references, domestic and foreign journals, and dedicated workstations. It complements KU's Art and Architecture Library, provides an additional five PC workstations open to all students as well as an 8.5x11 monochrome laser printer, an 11x17 inkjet printer and an additional tabloid-size document scanner. The Hatch Reading Room has 4000+ non-circulating volumes.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[]	[X]

This condition is not met. In order to compare the architecture program with other professional programs within the University of Kansas, the team considered the data provided in the APR regarding the School of Fine Arts and the School of Engineering as comparative schools of reference. Historically, American architectural education at the university level has grown out of either an engineering-based program or a fine arts-based program. At KU, the former is the case; therefore, the team has taken note of particular financial numbers from the School of Engineering. For the sake of a broader comparison, the team has considered the School of Fine Arts' financial numbers, given the similar type of design studio courses and fine arts studio courses offered within that school.

The team took note of the data provided in the program's APR from the University of Kansas' Annual Financial Information, FY 2005-2008. The team observed that the School of Architecture's financial resource support through general revenue expenditures for FY 2008, Upper Division, was \$238.78 per student credit hour (SCH). By comparison the General Revenue support for the School of Engineering was \$446.27 per SCH, and the general revenue support for the School of Fine Arts was \$451.30 per SCH in the Upper Division. In the Upper Division these other two professional schools receive between 180% and 190% the general revenue support that the School of Architecture receives per SCH, weighted. In other divisions, these two other professional schools receive between 104% and 156% the general revenue support given to the School of Architecture per SCH.

In comparison to other programs, the School of Architecture is funded on average at 26% lower than the aforementioned programs, while at the same time providing high profile internationally recognized award-winning programs. This condition was identified as a cause for concern during the last accreditation visit and is exacerbated by the current economic downturn

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central

Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

The University of Kansas is accredited by the North Central Association of Colleges and Schools and is a member of the Association of American Universities.

The organizational structure of the school is an autonomous program rather than an individual department. The structure of the school has recently changed to incorporate architecture, urban planning, and design. The school is administered by a dean, an associate dean, and the chair of architecture. This basic administrative structure is found in most other professional schools at the University of Kansas, such as engineering, pharmacy, journalism, and education.

In the school of architecture, the chair reports to the dean and is responsible for the academic quality of the program, as well as recruitment, retention, and development of faculty. Architecture operates in a manner similar to a typical university department. The program chair is responsible to the dean for the budget allocated to the program each year, academic appointments to the program, staff supporting the program, evaluation of faculty and staff in the program, and for promoting an effective collegial process. The students, faculty, and staff repeatedly refer the chair as being accessible and supportive, and is hailed as an effective administrator.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

This condition is met. This condition generated a cause for concern with the last visiting team. The 2004 NAAB team reviewed a three-year M. Arch. program and a five-year Bachelor of Architecture degree and observed the need for a “unified curriculum.” The current team is reviewing a three-year M. Arch. program, and a five-year M. Arch. program as a unified M. Arch. program. The B. Arch. degree is discontinued.

The structure of the three-year M. Arch. is six semesters and includes an additional seventh semester of summer abroad experience between the first and second year with a total of 118-credits to degree. The three-year M. Arch. program has a distinct accelerated studio sequence for the first year, and the subsequent studios in year two and year three are the studios also offered to the five-year M. Arch. population.

The new five-year M. Arch. is a total of 180 credits to degree, including a summer aboard experience, and offers 46 credits in general education. Students enter the five-year M. Arch. directly from high school. The team recognizes a similar five-year M. Arch. program offered by Kansas State University, a degree path with 170 credits.

The new five-year track to the M. Arch. degree does not include conferring a baccalaureate degree, however, there are 142 credits at the undergraduate tuition rate, and 38 credits at the graduate tuition rate.

Developing the new five-year program resulted in an addition of 13 credits to the former B. Arch. model. This included a required study abroad, as well as an additional history course and an expansion of the professional practice offerings. The result is a robust and demanding program that requires students to carry 18 – 19 credits per semester. Some faculty have expressed concern for the demands the program places on students, and have suggested that this five-year program may need additional time to degree. The team notes that the prevailing national models for M. Arch. programs that are pre-professional degree plus professional degree configurations, and are often referred to as “4+1”, “4+2” and “4+3” programs, and further notes that some faculty suggest that this configuration may be the evolution of the KU program. In addition, conversations with the chair recognize that offering a baccalaureate degree within the KU five-year M. Arch. program provides flexibility for those students who may not fulfill the five-year track.

Currently the primary population in the M. Arch. program is KU students, and the minority population is the three-year M. Arch. student, with a very, very small complement of transfers with undergraduate degrees in architecture.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[]

This criterion is met. Students in the M. Arch. program have met the condition of being able to read, write, and present their design work in a concise manner. Outstanding examples include the process books that are a part of the design studio pedagogy. During student meetings, the students were articulate.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

The criterion is met in Arch 609: Comprehensive Studio. The culmination of the program analysis, site analysis, structure, composition, and the use of materials are synthesized to create a comprehensive well-reasoned design.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

This criterion is met in Arch 108: Foundations I, Arch 108: Foundation II and Arch 613: Visual Thinking Studio I, as well as the workshops offered that cover many of the computer applications that are available today. Students knowledgeable in graphic software provided tutorial assistance to fellow students by teaching workshops on the digital technologies.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

This criterion is met. Students conduct extensive site analysis and materials research in preparation of the design projects. The research allows the student to fully assess a complexity of issues. Classes that have exhibited this criterion include Arch 409: Architectural Design IV and Arch 504: Accelerated Design III.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

This criterion is met. Arch 109: Architectural Foundations structures introductory exercises of space and sequence, along with perspective drawing as a design tool. Arch 208: Architectural Design I, introduces natural forces and materiality as determinants of form and organization, and continues the development of spatial syntax. This criterion is also met in Arch 502: Accelerated Design I, 503: Accelerated Design II and 504: Accelerated Design III.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[]

This criterion is met. It is evident in virtually all the design studios and fully synthesized in the Arch 609: Comprehensive Studio.

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
[X]	[]

This criterion is met. It is evident in many lower level design studios but is met primarily in Arch 608: Architectural Design V.

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[X]	[]

This criterion is met. The school has developed a 4-semester history sequence in Arch 340/540: Arch History I: Ancient/ Medieval; Arch 341/541 Arch History II: Renaissance; Arch 342/542: Arch History III: Modern; Arch 665: History of Urban Design that provides an understanding of Western traditions in Architecture.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[X]	[]

This criterion is met. The school has developed a 4-semester history sequence in Arch: 340/540, 341/541, 342/542, and 665 that allows for coverage of the non-western traditions in Architecture.

Additionally, the team observed that the Architectural Resource Center and Hatch Reading Room has a large selection of non-western publications that are available to the students for checkout and has recently received a 15,000-slide donation of non-western images for instruction and student use.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[X]	[]

This criterion is met through history courses, Arch 342/542: History of Architecture III that covers National and Regional Traditions. Arch 665: History of Urban Design demonstrates that it teaches an understanding of the forces that gave rise to the

Urbanization in America. Arch 530: Environmental Systems I includes vernacular architecture and building responses to local climate and weather.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not Met
[X]	[]

This criterion is met. The team found evidence that students are achieving the level of ability to use precedents in design studio projects. The team especially noted work completed for Arch 208: Architectural Design I, Arch 209: Architectural Design II, and 503: Architectural Design II.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met	Not Met
[X]	[]

This criterion is met in Arch 658: Programming and Pre-Design Issues course. Students develop analytic skills in identifying the behavioral and environmental issues and use this gathered information to make critiques of past design projects as well as implement the findings into future design projects.

13.13 Human Diversity

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

Met	Not Met
[X]	[]

This criterion is met through the Arch 560: Site Planning for Architects course where students develop an awareness of human diversity and how this issue effects the decisions of an architect.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[X]	[]

This criterion is met. In Arch 560: Site Planning for Architects, students are exposed to developing a methodology of process to review the ADA checklist and apply it to a practical assignment. Studio projects observed in Arch 609: Comprehensive Studio

demonstrate the student's knowledge of design accommodations for individuals with varying physical abilities.

13.15 Sustainable Design

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

Met	Not Met
[X]	[]

This criterion is met. The team found evidence that students are achieving the level of understanding in sustainable design. The team especially noted work completed for Arch 205: Natural Forces, Arch 530: Environmental Systems I, and Arch 531: Environmental Systems II. Additionally, the team found evidence that students have exhibited the level of ability in sustainable design in the studio work of Arch 408: Architectural Design III, Arch 409: Architectural Design IV, and Arch 609: Comprehensive Studio. The team also notes that certain selective design studios, such as Arch 803: Design-Build and Materiality I and Arch 804: Design-Build and Materiality II, provide some students a greater hands-on ability to design and construct work in exemplary projects that have garnered international attention for the program vis-à-vis sustainable design.

13.16 Program Preparation

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

Met	Not Met
[X]	[]

This criterion is met. Arch 658: Programming and Pre-Design requires that students synthesize social, technical, legal, and economic constraints in the development of a programming process and a subsequent programming document that works hand-in-hand with a studio design project, Arch 609: Comprehensive Studio.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[]

This criterion is met. Arch 560: Site Planning for Architects delivers a broad range of issues ranging from cultural forces impacting a site's identity, soils and plant identification, to technical aspects in site design and site modifications. The course combines lectures, labs, analytic assignments, short design schematics, and exams in a rigorous course.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
[X]	[]

This criterion is met. The principles of statics, strength of materials, lateral forces and general structural design, including wood, concrete, steel, and masonry design are covered appropriately and thoroughly in Arch 524: Structures I and Arch 624: Structures II.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[X]	[]

This criterion is met. The requirements of Arch 530: Environmental Systems I and Arch: 531 Environmental Systems II adequately address this criterion. Special attention to acoustics and lighting was evident in the student work of Arch 608: Architectural Design V.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[X]	[]

This criterion is met. Review of the Arch 608: Architectural Design V and Arch 609: Comprehensive Studio work shows there is sufficient evidence that basic understanding of the principles of life-safety systems with an emphasis on egress exists.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[X]	[]

This criterion is met in Arch 609: Comprehensive Studio. There are multiple sections to the course offering and the work of each section demonstrates an understanding of Building Envelope Systems through large section drawings.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[X]	[]

This criterion is met in Arch 529: Environmental Systems I and Arch 530: Environmental Systems II. The conventions of systems are conveyed and with the faculty member's research expertise, communication systems are presented well.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
[X]	[]

The criterion is met in Arch 609: Comprehensive Studio. Diagrams demonstrate the intent of each system's configuration and propose the integrative property of the system.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[X]	[]

This criterion is met in Arch 626: Technology I and Arch 627: Technology II. This course is able to offer a significant expertise in the area of environmental impact and material reuse. The faculty member, as a practicing professional, is able to offer timely knowledge on these contemporary issues.

13.25 Construction Cost Control

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

Met	Not Met
[X]	[]

This criterion is met. Cost budgeting and cost estimating development, as well as life cycle costing scenarios were explored satisfactorily in Arch 658: Programming & Pre-Design. The team also notes that certain selective design studios, such as Arch 409: Architectural Design IV and Arch 804: Design-Build and Materiality II, provide some students a greater hands-on building cost and construction estimating.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	[]

This criterion is met. The program demonstrates technically sufficient drawing skills in the Arch 609: Comprehensive Studio as evident on boards and in progress books. Arch 626: Building Technology I includes outline specifications as an assignment.

The selective studios, Arch 409: Architectural Design IV and Arch 804: Design-Build and Materiality II studios, offer real-life experience in permitting and estimating with requirements to build full-scale projects that confirm their technical drawings and product specifications.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[X]	[]

This criterion is met. The team found evidence that students are achieving the level of understanding in ethics and professional judgment. The team especially noted work completed for Arch 552: Professional Practice II.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Met	Not Met
[X]	[]

This criterion is met. There is evidence that students gain this ability level in the required Arch 658: Programming & Pre-Design and Arch 609: Comprehensive Studio. The students begin to prepare a program through prioritizing the needs and use of the structure in Arch 658, as well as develop guidelines and design criteria. Students then continue to develop their solutions from the programming stage through final design in Arch 609. They successfully demonstrate that they can synthesize structural, environmental, life safety, and building sub-assemblies during the design development phase of their solutions. In addition, concerns of site design and sustainable design are explored.

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met Not Met
[X] []

This criterion is met. The team found evidence that students are achieving the level of understanding in architect's administrative roles. The team especially noted work completed for Arch 552: Professional Practice II.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met Not Met
[X] []

This criterion is met. The team found evidence that students are achieving the level of understanding in ethics and professional judgment. The team especially noted work completed for Arch 152: Professional Practice I, and Arch 552: Professional Practice II.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met Not Met
[X] []

This criterion is met. The team found evidence that students are achieving the level of understanding in professional development. The team especially noted work completed for Arch 152: Professional Practice I and Arch 552: Professional Practice II. In the course descriptions they "introduce the relationship to education, internship, registration and certification" and in their course material, the NCARB requirements of the supervisor, employment, IDP program are clearly articulated.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met Not Met
[X] []

This criterion is met through student experience in ARCH 552: Ethics & Professional Practice. The course syllabus lists 3 specific lesson plans that deal with the importance of an architectural leader on the job site, and in project teams.

Additionally, there are numerous extracurricular student and community leadership opportunities. The school's local and national organizations are large and active, and the

recently formed Women-in-Design group has over 40 students, male and female in the Design, Architecture and Planning departments within the school.

There are many design-build studios that give students leadership roles in building design and construction and with interactions with other members of the community.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
[X]	[]

This criterion is met. The team found evidence that students are achieving the level of understanding in legal responsibilities. The team especially noted work completed for Arch 552: Professional Practice II, and Arch 658: Programming and Pre-Design.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
[X]	[]

This criterion is met. The team found evidence that students are achieving the level of understanding in ethics and professional judgment. The team especially noted work completed for Arch 152: Professional Practice I, and Arch 552: Professional Practice II.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 University of Kansas Architecture Program Report.

The School of Architecture, Design and Planning (SADP) at the University of Kansas is located in Lawrence, Kansas, which lies between the metropolitan centers of Kansas City, Missouri, 30 miles to the east and the state capital of Topeka, 20 miles to the west. Lawrence is ranked among the fastest growing cities in its population bracket in the United States and enjoys a healthy economy. The School of Architecture, Design and Planning is one of 12 professional schools which, along with the College of Liberal Arts and Sciences, form the University of Kansas on the Lawrence and Kansas City campuses.

The University is consistently referred to by various public educational agencies and private institutions as an excellent state university. The University of Kansas is one of six state institutions of higher education governed by the State Board of Regents. The University of Kansas is the only Kansas Regents' university to hold membership in the prestigious Association of American Universities (AAU), a select group of 62 public and private research universities that represents excellence in graduate and professional education and the highest achievements in research internationally. The chief executive officer of the University is the Chancellor who gives responsibility for the Lawrence campus to a Provost, who in turn divides these responsibilities among six Vice Provosts (see <http://www.provost.ku.edu/administration/pdf/lawrencecampus.pdf>). The responsibility for each of the several schools is carried by a Dean who reports to the Provost.

The University employs approximately 1,200 full-time faculty, 388 part-time faculty, and 8,293 classified personnel on the Lawrence campus. The operating budget for Fiscal Year 2008 was approximately \$958 million of which \$672 million was devoted to the Lawrence campus. The approximate value of the Kansas University Endowment in FY 2008 was \$1.22 billion. The operating budget for the School of Architecture and Urban Planning during that same year was \$5.1 million (\$4.2 million for Architecture) which does not include additional endowment funds that bring the total annual resources of the School to over \$5.4 million.

During the past ten years the University of Kansas has stabilized enrollment growth in all areas of the University, including SADP. While the university has grown at the graduate and undergraduate level, growth in SADP is primarily in architecture at the graduate level. The University completed a major program review of all degree programs in January 2000. The Bachelor and Master of Architecture programs were viewed as essential to the mission of the University and rated as "Excellent."

2. Institutional Mission

The following text is taken from the 2010 University of Kansas Architecture Program Report.

The University of Kansas is a major comprehensive research and teaching university that serves as a center for learning, scholarship, and creative endeavor whose mission is as follows:

Instruction. The university is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. As the AAU research university of the state, the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and for research.

Research. The university attains high levels of research productivity and recognizes that faculty members are part of a network of scholars and academicians that shape a discipline as well as teach it. Research and teaching, as practiced at the University of Kansas, are mutually reinforcing with scholarly inquiry underlying and informing the educational experience at undergraduate, professional, and graduate levels.

Service. The university first serves Kansas, then the nation and the world through research, teaching, and the preservation and dissemination of knowledge. The university provides service to the state of Kansas through its state- and federally funded research centers. KU's academic programs, arts facilities and public programs provide cultural enrichment opportunities for the larger community. Educational, research and service programs are offered throughout the state, including the main campus in Lawrence, the KU health-related degree programs and services in Kansas City and Wichita, as well as the Regents Center at the Edwards Campus and other sites in the Kansas City metropolitan area, Topeka and Parsons.

International Dimension. The university is dedicated to preparing its students for lives of learning and for the challenges educated citizens will encounter in an increasingly complex and diverse global community. Over 100 programs of international study and cooperative research are available for KU students and faculty at sites throughout the world. The university offers teaching and research that draw upon and contribute to the most advanced developments throughout the United States and the rest of the world. At the same time, KU's extensive international ties support economic development in Kansas.

Values. The university is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity and disciplined inquiry in the search for knowledge are of paramount importance.

This mission has given great focus to the graduate education and research ambitions of the university. The mission was revisited beginning in 1998 and culminating in a report entitled "Initiative 2001" (http://www.chancellor.ku.edu/strategic/initiative_2001/summary.shtml). This process resulted in a statement of three initiatives: Act as One University; Serve Kansans; and Build Premier Learning Communities.

Act as One University. This initiative challenges the university to serve as the research university for Greater Kansas City, support interdisciplinary research, and build a unified infrastructure.

Serve Kansans challenges the university to build partnerships with Kansas businesses and communities, emphasize service learning, and consider creating a Center for Public Service (became a Center for Service Learning).

Build Premier Learning Communities. This initiative identified several directions for each campus. For Lawrence, the directions included investing in technology, creating

opportunities for undergraduate research and international experiences (leading to the creation of two certificate programs: the Research Experience Program and the Global Awareness Program both of which architecture students are well-positioned to receive), and improving graduate education.

In January 2008, Chancellor Hemenway charged three task forces with providing a sense of where KU needs to be in each area of instruction, scholarship, and service by the year 2015 – the date of KU’s next overall accreditation review. This process, entitled “Initiative 2015” (http://www2.ku.edu/~oirp/planning/docs/Final_Report_051208.pdf), resulted in a report highlighting sixteen recommendations:

- 1. Enhancing the Educational Experience**
- 2. Diversity of the Learning Environment**
- 3. Educational Expectations**
- 4. Defining Learner Outcomes**
- 5. Raising the Research Bar**
- 6. Training**
- 7. Collaboration**
- 8. Documenting Learner Outcomes**
- 9. Rewards and Recognition**
- 10. Expand reward systems for service to Kansas**
- 11. Identify and support an outreach and partnership individual or organizational entity**
- 12. KU should host expert dialogues**
- 13. Enhance existing partnerships and establish new ones across the state**
- 14. Statewide visibility: Develop physical locations and partner affiliations**
- 15. Communication**
- 16. Infrastructure**

3. Program History

The following text is taken from the 2010 University of Kansas Architecture Program Report.

Architectural education began at the University of Kansas in 1912 with an architectural engineering program and in 1913 with a program in architecture. Both of these programs have served students without interruption since that time. From the very beginning, architecture was associated closely with architectural engineering, and this relationship remains to this day. In 1968 the Architecture Program moved from a department in the School of Engineering to become a separate School of Architecture and Urban Design. From 1969 to 1980 the School offered a Bachelor of Environmental Design degree leading to a Master of Architecture degree, and a Bachelor of Architecture for students who completed an internship. In 1971 the School introduced a graduate program in Urban Planning. In 1980 a five-year curriculum leading to the Bachelor of Architecture degree was re-established as the only professionally accredited degree in architecture. In that same year, the M.Arch. became a post-professional degree of study leading to specializations in Urban Design, Environmental Technology, and Built Form and Culture. In 1987, Architectural Management was added as an area of specialization.

In 1988, the program created a three-year Master of Architecture program serving students holding a bachelor’s degree in an unrelated discipline while simultaneously creating a liberal arts-based Bachelor of Arts in Architectural Studies program. This was in response to a renewed University mission statement that stressed the University’s

dedication to graduate study and research, liberal education, and international experience for faculty and students. The School of Architecture and Urban Design sought and received a five-year NAAB accreditation for the three-year professional M.Arch. program during the 1994 NAAB review. In 1999 both the B.Arch. and M.Arch. degrees again received five-year NAAB accreditation and in 2004 received six-year accreditations.

In 2005, the School of Architecture and Urban Design approved a new Ph.D. in Architecture which began enrollment in Fall 2007. Additionally, the faculty renamed the non-professional Master of Architecture degree as a Master of Arts in Architecture, to distinguish it from the professional degree nomenclature.

In January 2006, the School approved a 180-credit Master of Architecture program of study (i.e. Track I) to replace the Bachelor of Architecture. Simultaneously, the faculty approved a new 118-credit program of study for our 3+ year Master of Architecture program (i.e. Track III). These offer multiple entry points into a unified curriculum wherein all students follow the same studio sequence for their final two years of study. In January 2007, the Board of Regents approved the renaming of the school to the School of Architecture and Urban Planning. In October 2008, the Provost decided to add the Department of Design to the School of Architecture and Urban Planning effective with the first of the fiscal year in 2009. As of July 1, 2009, the School has been renamed the School of Architecture, Design and Planning.

4. Program Mission

The following text is taken from the 2010 University of Kansas Architecture Program Report.

In Fall 2007, in response to conversations held with faculty and alumni, the Dean crafted a statement articulating a vision for the school. This statement (See Appendix A), entitled “Our Story,” articulates our mission as follows:

Architecture is the art and science of the thoughtful making of places for human use. This involves functional accommodation and aesthetic expression that serve, enrich, and ennoble our society. It is our educational purpose in the School of Architecture and Urban Planning to provide the foundation on which our graduates will practice this – with passionate commitment, creative energy, and independent thinking.

“Our story” highlights the perceived program strengths including the diversity of perspective on our faculty, our longstanding culture of thinking/making exhibited through our development of craft, our strong study abroad agenda, our continued and developing outreach to the Kansas City metropolitan area, and our outstanding technological support. It concludes with a guiding vision:

Our collective vision for the future is of a continuing, thoughtful enhancement of a professional foundation that has served our graduates and the architecture profession extraordinarily well over its 95 year history. We will broaden that foundation consistent with the needs of a changing world, preparing our students to be 21st century leaders in professional practice – while mindful of the unchanging core that is studio-based architectural design.

Our graduates will have the abiding passion that has historically nurtured architects, and a well-balanced educational foundation enriched by the specialized knowledge of our graduate programs. More specifically, they will be grounded in integrated/inter-disciplinary practice, knowledgeable in sustainability,

aware of social and ethical issues, and will have grounding in the communication skills essential for competitive global practice. They will be in high demand by the architectural profession and will achieve success in practice and in life commensurate with the School's rich legacy.

This vision may be understood as offering four foundations: integrated/interdisciplinary practice, sustainability, social/ethical dimensions, and globalized practice. The School is attempting to realize this vision through the pursuit of the following goals:

Goal 1: The School will foster increased interdisciplinary perspective toward the built and natural environment and foster an integrated sense of the act of design through its teaching, scholarship and service.

The School will strive to breakdown institutional barriers to interdisciplinarity, encourage its faculty to incorporate diverse perspectives within their instructional delivery and have studio instruction increasingly focused on developing life-long learning habits to critically pursue the design process, encourage cross-unit inquiry to address the pressing issues of our time and support efforts at providing service within interdisciplinary venues.

Progress to date: One bold initiative has been to have the Department of Design join our school as of academic year 2009-2010. Given the disciplines' mutually-shared base within design, removal of institutional rigidities should hopefully promote greater dialogue between these disciplines and fields. Already there has been a Dean's task force looking at research and instructional opportunities for interdisciplinary collaboration. The school has a portfolio policy, with first year studios emphasizing the journaling of the design process. This effort aims to have students emerge with more self-reflective understanding of their design process and how to improve upon it.

Goal 2: The School will become a recognized leader in the intertwined areas of health and sustainability.

In recognition of both climate change and environmental degradation, the School will prioritize resources to those efforts that have a clear instructional, scholarly or service benefit to the pursuit of human and ecological sustainability.

Progress to date: In 2007, the program received the first NCARB Grant for its proposal to integrate sustainable design principles at multiple points in its curriculum (Arch 205, Arch 409, Arch 609, Arch 804 and Arch 808). Since that time, students have had access to leading analysis software and services such as Ecotect and Green Building Studio. That same year Chair Diaz Moore encouraged Professor Dan Rockhill to have Studio 804 focus on issues of sustainable design. Dovetailing with the environmental catastrophe affecting Greensburg, Kansas in May 2007, over the course of the 2007-2008 academic year, Studio 804 designed and built the first LEED-Platinum building in the State of Kansas, and the first built by students in the entire world. This effort won both a 2009 NCARB Award and a 2009 AIA Education Award. The professional program has also implemented a Health and Wellness internship option for students interested in the issues of human sustainability and currently has several faculty research initiatives proposed to the National Institute of Health, the Alzheimer's Association and the Center for Health Design. Additionally, an Urban Planning professor was recently named Associate Director for the KU Center on Sustainability. Lastly, the School has embarked upon an initiative for historic Marvin Hall to become LEED-certified; to serve as a model for the rest of the historic campus.

Goal 3: Given the emerging challenges of the 21st century for architectural and urban planning practice, the School will endeavor to foster understanding, dialogue, reflection in regard to the social and ethical dimensions of the disciplines ultimately to shape the nature of progressive practice.

Rather than embrace the "hidden curriculum" historically found in architectural

curricula, the School will foster dialogues in various formats, to critically engage the question of where progressive practice is headed in relation to the emerging social and ethical dilemmas of our day.

Progress to date: The program initiated a series of podcasts with visiting experts entitled “Architecture 2020” which pursues the vision of the challenges of architectural practice in the year 2020. Participants have included leaders such as Bob Berkebile, Bill Quatman, Larry Scarpa and Julie Eizenberg. Additionally, several members of the faculty organized the 2009 EDRA conference with the theme “Re: The ethical design of places.” Several faculty members are leading instructional development sessions with the university’s Center for Teaching Excellence on issues ranging from enhancing instruction to millennial students to how to incorporate sustainable design into coursework. Beginning in 2009, the program is also offering an “el dorado studio” whose focus is on the actual design decision-making process and the need for agile, critical thinkers.

Goal 4: The School will prepare its constituents to be effective leaders in the globalization of architectural and urban planning practice.

The school will endeavor to foster greater cultural sensitivity, understanding and responsiveness in all of its various activities.

Progress to date: The program now requires study abroad within the Master of Architecture curriculum (see Sections I.4.4 [p.9] and I.5.1 [p.10]). Additionally, the program has commenced a Globalized Practice internship in the final year of the curriculum. This program provides students with an immersion in a foreign culture and language (currently in China and France) followed by a one semester internship at an international firm in Paris or Beijing. Our architecture history sequence has been revised to include more non-western history and traditions. We have also added two electives on vernacular architecture, one non-Western focused.

Graduate Profile

In attempting to further understand this vision, in Fall 2008, the faculty of the architecture program developed a statement regarding the characteristics we seek in our graduates. Our faculty believe our graduating students should be: thoughtful, curious, passionate, inspired and hold high expectations. They are to be honest, ethical, civil, self-driven, flexible and conscientious. Our students should value collaboration, community service, client needs and desires, lifelong-learning, have a pride in “Jayhawk Nation” and be aesthetically educated. Students further these characteristics by developing skills in problem solving, analysis, visualization, graphic representation, time management and teamwork. It is through these prisms that we attempt to contextualize and interpret our efforts at actualizing this vision through our various programs and activities.

I.4.1 Professional Degree Programs

The School of Architecture, Design and Planning offers an NAAB-accredited **Master of Architecture (M.Arch.)**. The Master of Architecture program has three primary entry points for students with varying profiles (See Figure III.12.a, p.122). Freshmen (and transfer undergraduates) are admitted into a five-year program of study requiring 180 credits distributed as follows: 61 credits of studio/synthesis courses; 61 architecture support courses; 46 general education credits; and 12 architectural elective credits. We refer to this as Track I. Graduate students with undergraduate degrees in programs outside of architecture enter into a program of study requiring 118 credits: 51 credits of studio/synthesis courses; 49 architecture support courses; and 18 architectural elective credits. We refer to this program of study as Track III. Graduate students with undergraduate degrees in architecture or a related field received varying degrees of advanced placement into this 118 credit program of study. Generally speaking, students with a four-year pre-professional degree take approximately 72 credits to earn the degree,

but this is decided on a case by case basis depending upon a review of their previous coursework.

I.4.2. Undergraduate Non-Professional Program

In addition to the two accredited professional degrees, the School of Architecture, Design and Planning also admits students into a **Bachelor of Arts in Architectural Studies** program. This curriculum requires 124 credits to earn the degree including 68 general education credits; 35 architecture credits; 15 credits in an interest area defined by the students; and 6 open elective credits. This degree is designed to offer an architecturally focused liberal arts foundation for pursuit of graduate degrees in architecture, urban planning, law, business or other areas.

I.4.3. Advanced Graduate Degree Programs

Students with an undergraduate degree in Architecture, or a related discipline, can pursue a 36-credit academic **Master of Arts in Architecture (M.A.)**. This program has two distinct tracks. The academic track is for students interested in advanced, independent scholarly investigation of an architectural topic. Students with an undergraduate degree in Architecture or a related design discipline and some design/construction experience can apply for the post-professional, 36-credit M.Arch. which focuses on Architectural Management/Practice Track and which is offered at KU's Edwards Campus in Kansas City.

In Fall 2007, the architecture program began offering a **Ph.D. in Architecture**. This 49 credit curriculum educates students so that they will become more valuable to society through academic, business, and government organizations that require greater artistic, scientific and investigative skills. It provides candidates with opportunities to develop and deepen their education in three important ways:

- Enhancing research and analytical skills with rigorous methods of inquiry and synthesis;
- Acquiring advanced knowledge specific to their area(s) of inquiry through comprehensive scholarly investigations and distinguished documentation;
- Developing the ability to communicate knowledge in a clear and eloquent manner.

To realize this goal, the faculty has made a commitment to create, along with doctoral students, a climate in which scholarship and creativity can flourish. Underlying the advanced study of architecture at KU is an ethic regarding architectural inquiry and architectural practice; one that sustains the question:

“What ought we do as architects and researchers to enhance the quality of life on this planet?”

In addressing this question, the program has identified three areas of emphasis:

- *design and fabrication processes,*
- *healthy and sustainable environments, and*
- *social and cultural factors.*

I.4.4. Special Activities and Programs

Within the professional M.Arch. program, we have a study abroad requirement. Students are encouraged may choose to enroll in our off-campus programs which include summer programs offered rotationally in Paris, Berlin, Siena, Spinnocchia and South America; week-long options in Neukloster, Germany, and Rome, Italy; semester-long programs in Denmark (DIS), Australia (University of New South Wales, University of Newcastle upon-Tyne, Deakin University), Japan (Temple University), Rome (University of Arkansas); and year-long exchanges with College of Art in Edinburgh, Scotland, and with the Universities of Stuttgart, Karlsruhe and Potsdam in Germany. Our program also offers several on-going professional options for students to choose for their final year of study. These options are year-long studio equivalent experiences aimed at providing

students the opportunity to pursue in-depth directed study in an area of professional need. Our longest on-going option is the **Kansas City Urban Design Studio** located in a storefront space in downtown Kansas City, Missouri. This option is co-offered with Kansas State University and involves competitive placement as students receive \$5000 scholarships to participate. The intent of the studio is to provide an interdisciplinary urban experience addressing problems identified by stakeholders in the Kansas City community. Our award-winning **Studio 804** provides students a comprehensive experience in design-build delivery processes. The intent of this studio is to provide experiential learning of a delivery process utilized to achieve affordable, sustainable architecture of high design integrity. Another capstone option is in **Health and Wellness**. This option includes additional required courses (that fulfill architectural electives) and a seven-month internship (beginning in June prior to the last academic year and finishing in December) in a firm specializing in issues of health in architectural design. Students return for their final semester and engage in a service-learning studio that provides an integrative learning capstone. **Globalized Practice** is an option in which students are placed as interns in international firms in France and China, only to return to Lawrence and utilize their enhanced cultural sensitivity to an inquiry-intensive studio. Additionally, we have commenced an **El Dorado studio** taught by the principals at el dorado architects which focuses on the dynamic context of architectural practice and the development of an agile design mind to respond to dynamic changes in parameters.

Numerous student organizations add to the cultural vitality of the school and special services, such as fall and spring job placement fairs and architectural field trips to major cities are provided for students. Active organizations include: AIAS, Alpha Rho Chi, ASHRAE, NOMAS, Women in Design, Emerging Green Builders, Architecture students for social action, and Grid (organization of architecture and urban planning students). The program also offers numerous dual-degree options including: B.S. Architectural Engineering / M. Arch; M.Arch./M.Urban Planning; and M.Arch. / M. Business Administration.

5. Program Self Assessment

The following text is taken from the 2010 University of Kansas Architecture Program Report.

The efforts at program self-assessment began immediately after the previous accreditation visit with aims toward moving toward a unified M.Arch. curriculum and developing a Ph.D. program. The procedures for our program self-assessment are described in Section III.2, p.49.

I.5.1 Program Strengths

As mentioned under Program Mission, “Our Story” by our Dean and the composite sketch of graduate characteristics are our guiding lights for decision-making at this time. They inform the learning opportunities we have crafted in regard to the changing profession. Following are those items we consider strengths of our program. The first three “check-marked” items discussed in Section I.5.1.A: Curricular Innovation and Development build upon the strengths found by the previous accreditation team in our Studio 804 which they encouraged us to expound upon in the remainder of the curriculum.

I.5.1.A. Curricular Innovation and Development

√ Professional Options

- o The final year of our curriculum offers students the opportunity to engage in a year-long experience aimed at developing depth in a desired area of knowledge. Building upon the model of our successful Studio 804, these

options are designed to provide rigorous educational experiences, preparing students in the life-long learning and leadership skills necessary for continued innovation in these areas. Beyond Studio 804 and Design-build, our other options include Health and Wellness and Globalized Practice, two options that involve an internship experience; the Kansas City Urban Design Studio which focuses on urban design; and our el dorado studio, in which students learn the design and fabrication processes of el dorado architects and apply them to projects of social significance.

√ Comprehensive Studio

- o The spring semester prior to the Professional Options, all students partake in a comprehensive studio. The faculty has built upon the NAAB criteria SPC and developed an assessment rubric (See Appendix B). Each project is independently assessed by a team of faculty as to whether the project meets expectations or not. Students where a majority of the faculty assesses the work as not meeting expectations are given incompletes and allowed to complete the work over summer.

√ Hands-on Studio

- o Our Arch 409 studio is a “hands-on” studio that emphasizes collaborative design and construction of a built assembly.
- Natural Forces
 - o This introductory class provides an opportunity to develop an empirical understanding of natural forces that impact buildings and their designs through laboratory experimentation. In this class, students gain awareness of leading building performance software such as Ecotect and IDS and integrate this knowledge in subsequent studios.
- Study Abroad
 - o we have made study abroad a requirement within our professional curriculum and increased our offerings from seven (4 year-long, 3 summer) to twenty-four (5 year-long, 11 semester-long, 4 summer, 2 spring or fall break, 1 winter break or a student-initiated program)
 - o we have extended our options from Germany and Scotland to the broader UK, Australia, Italy, Switzerland, Japan, China and Korea.

I.5.1.B. Diversity of Perspective

Our full-time faculty offers a broad range of intellectual diversity to our student body which is then supplemented in various other ways. Of our 20 full-time faculty, 10 have Ph.D.s in Architecture, Planning or other related fields. Eight full-time faculty are registered architects along with ten adjunct studio faculty. Faculty interest spans from architectural pedagogy, to design-build, to healthy environments to sustainability to urban design. Approaches to instruction range as greatly. To this diversity, we have added in the last several years:

• Visiting Lecturers and Distinguished Lecturers

- o In addition to our lecture series, and in an effort to stimulate more robust and sustained conversations about the direction of professional practice, the program has hired two Distinguished Lecturers: Frank Zilm, FAIA, the Chester Dean Distinguished Lecturer in Healthcare Design; and Bob Berkebile, FAIA, the Chester Dean Distinguished Lecturer in Sustainable Design. The program has also made efforts to bring in additional Visiting Distinguished Lecturers, including Julie Eizenberg (Koning Eizenberg Architects) and Larry Scarpa (Pugh+Scarpa), both in Fall 2008.

• Conferences

- o The school hosted the 2005 ASCP conference and the 2009 EDRA conference (both in Kansas City) and held two Faculty Scholarly Symposia, one in 2006 and the second in 2009.

I.5.1.C. Increasing Alignment between Scholarship and Curricular Focus

In shaping the Ph.D. program and the revised M.Arch. curriculum together, the faculty have been able to develop a unified thrust between our scholarly direction and the focus of our accredited program. Best exemplified in the professional options mentioned above, one can see an interest in design-build and fabrication processes, healthy and sustainable environments, and socio-cultural dimensions of architecture, which align with our three areas of emphasis in our Ph.D. program (See Section I.4.3). Our desire is for professional degree-seeking students that come to KU to have access to the latest thinking in these areas prior to entering a profession that sorely needs leadership in these areas. Regardless of area of focus eventually chosen by students, we seek to have three themes shape their approach to architecture:

- Sustainable Craftsmanship

Beginning in our first Architectural Foundations studio, craft is emphasized as essential to quality architecture. Models often involve traditional materials such as basswood, but often include exploration of steel, glass, or polymers. In Arch 205, students are then engaged in a lab-supplemented course which explores how materials and connections behave when experiencing certain natural forces (gravity, wind, light, etc.). In Arch 205, students are exposed to building performance software such as Ecotect. Arch 409 is a required “hands-on” studio which engages in the design and building of small scale service-learning projects, ranging from refugee shelter to observation decks to post-Katrina New Orleans neighborhood interventions as have been displayed at the Cooper-Hewitt. Arch 609 is our comprehensive studio in which students are to meet sustainable design requirements and have access to other software and webware services such as Green Building Studio. Studio 804 is our internationally recognized capstone experience which in 2008 built the first LEED-Platinum building in Kansas.

- Integrated/Interdisciplinary Practice

An understanding of the changing nature of contemporary architectural practice is introduced in Arch 152, a first semester introduction to professional practice. This is followed up in Arch 552: Professional Practice II but is most clearly demonstrated through experiential learning in the Health and Wellness and Globalized Practice Internship options, Studio 804 which simulates a designbuild practice and the el dorado studio which simulates their innovative approaches to fabrication issues.

- Globalized Practice

Seeing architecture becoming increasingly globalized, the program introduces various dimensions of the cultural aspects of architectural design in Arch 103 and Arch 104, our introduction to architecture courses. Our required study abroad component, in which students must complete at least three credits of study abroad experience to receive the degree, illustrates the importance we place on this understanding. Our Globalized Practice Internship option in their final year of study provides students an opportunity to practice in a firm in Beijing or Paris.

Participating firms include:

- o Jean Nouvel
- o Christian de Portzamparc
- o Jean Marc Iboz
- o Odile Decq
- o Manuel Gauntrand
- o Frederick Borel
- o Jean Pierre Buffi
- o Claude Vasconi
- o VOA
- o Perkins|Will
- o Reggeo

I.5.1.D. Experimentation and Innovation in Instruction

With the arrival of a new chair in Fall 2006, the program has embarked upon numerous experiments in instruction. Our first year studios were completely reconceptualized and greater faculty resources were placed in the “foundations,” lowering the student:faculty ratio (see III.6.3, p.67). The program received the first NCARB Grant for Creative Integration of Practice and Education with our sustainable immersion project which introduces sustainable design principles and building performance analytic software in Arch 205, utilizes these principles throughout our studio sequence (particularly in Arch 609: Comprehensive Studio), and reshaping of Studio 804 to focus on sustainable design (which won a 2009 NCARB Prize for this innovation). We also were the first program in the nation that provided our students access to AutoDesk Green Building Studio, a webbased energy analysis service that aids architects and designers to perform whole building analysis, optimize energy efficiency, and work toward carbon neutrality earlier in the design process.

Seizing upon the strengths of Studio 804, the design studio sequence was reshaped to install a required “hands-on” collaborative studio (Arch 409) for all students in our five year program. This studio provides students with a learning experience that exposes them to: collaborative design, balancing time, scope, budget on a real-life project, service-learning (e.g. NOLA projects, Kansas Biological Reserve) and development of construction documentation (e.g. shop drawings). The curriculum was stream-lined to create a “professional options” year, providing a capstone experience to all Master of Architecture students. These options include Studio 804, the KCDC Urban Design Studio, a Health & Wellness option, and Globalized Practice – the last two are inventive means to bring education and practice closer together.

Since Fall 2007, at the beginning of each semester, the faculty as a whole shares the outcomes from studios taught the previous semester, providing an opportunity to recalibrate teaching as appropriate. It also provides a stimulus for conversations about experimentation in instruction. Additionally, we have held two faculty symposia since 2006 which, through providing an opportunity for faculty to share their scholarship, enhances the development of collaboration in both research and teaching and for one to inform the other.

I.5.2 Program Weaknesses

I.5.2.A. Physical Resources

As mentioned in the 2004 APR, a significant weakness in our current physical infrastructure is the lack of both communal space and a lecture hall. As identified by faculty in Fall 2007, the physical plant issues have only enlarged in significance since our last accreditation visit.

Lack of Common Space. Currently, our main communal space is our Jury Room which is also used for studio reviews, faculty and other large meetings, and photographing of models. This means it is a flex space that is not particularly effective for longer term exhibitions and it is ill-sized for social events for our student body. Students feel there is no community forum for either social or political events and this thwarts the building of a sense of community. Students and faculty alike tend to view their studio as their community, often distinct from the larger whole. Our physical plant plays a large role in that phenomenon.

Lack of a Lecture Hall. The lack of a lecture hall places us at the mercy of the university to schedule our lecture courses and our lecture series, making both more difficult. Additionally, being a visual discipline, we typically have high demand for state of the art presentation technologies that may or may not be available for our classes within the

university lecture halls. Similarly, our lecture classes typically are 90-120 students which place them in a very small range of options regarding lecture hall capacity levels and those halls often are those not equipped with these presentation technologies. While fundraising efforts continue to address this issue of limited physical resources, in 2007, the State of Kansas made statements suggesting they would no longer financially support the construction of buildings on state university campuses and that such buildings now also need to finance adequate capital for maintenance in perpetuity. Thus what was already a difficult threshold has grown even larger.

Design-Build Workshop and Studio Space. Being home to the award-winning Studio 804, it is perhaps surprising that Studio 804 needs to rent off-campus warehouse space each year to engage in their activities. Based upon projections that we would build a 30,000sf warehouse space on our West Campus, the faculty also created Studio 409 within our curriculum, wherein each student would have a collaborative, design-build experience prior to graduating, with or without Studio 804. This increased focus on hands-on construction activities within our curriculum creates an urgent need for more workshop and assembly space than we have at present. The School has been working on this for a number of years and is close to closing on a warehouse space in east Lawrence. This would address this problem, but while it is vital that this need is met, it does increase the geographic dispersion our program possesses (see below).

Problem of Dispersion. While Marvin Hall was remodeled in the early 1980s, this remodel created cellular studios which reinforce a sense of studio rather than community focus. We added studio and office space in Snow Hall in 2004, and, in 2005, we replaced the antiquated Lindley Annex with remodeled space in Marvin Studios in 2005 but lost approximately 5000sf in the swap. These tactical responses to the space problem that have been identified in Visiting Team Reports since 1994 have been greatly appreciated by the program but does not address the core problem of geographic dispersion in the program. We have again been forced to pursue this option with space on the other side of Lawrence, Kansas to serve our Design-Build initiatives. It is our sense that many of our communication and community issues are challenged by this physical resource plan.

I.5.2.B. Attrition in FT Faculty Numbers and Dollar Resources Allocated to Instruction

Since Fall 2007, the program has lost six tenured/tenure-track faculty and have only hired two (one of which was hired with funds to support our fledgling PhD program), for a net loss of four FTE faculty. Most of the dollars associated with these vacancies were surrendered in this past year's budget cuts. While convenient in terms of short-term budget cutting, this 17% reduction in full-time faculty has significant implications for educational delivery, raising questions as to program size, the ability to cover the wide range of curricular material within the professional program and the delivery of service obligations such as advising and committee work, let alone the comprise for faculty in terms of professional development afforded through scholarship (See III.6.6.A, p.71).

This must also be placed within the context where our Student Credit Hour production has increased 32.33% between Spring 2004 and Spring 2009 (from 5029 SCH to 6655 SCH), our population has grown from 450 to 528 students, and that we have extended our offerings with both an M.A. and a Ph.D in order to achieve our goal of being an important program within this flagship research university. Comments regarding the fact that the faculty "have too much on their plate," have appeared in visiting accreditation team reports since 1994 when the program had just started a three-year Master of Architecture program to complement the existing 5 year Bachelor of Architecture (see Section IV.5, p.2). The confluence of growing degree offerings and reduced faculty resources is a cause of concern. It should be noted that the Ph.D. program has been supported by the University with the provision of 1.0FTE faculty and three GTA positions. These positions are currently staffing 2 studios, 2 support classes and 3

electives, providing essential resource assistance to our instructional demands.

I.5.2.C. Need for “Professor of Practice”

Another perceived weakness is our relative isolation from professional practice, particularly progressive practice. Due to our heavy tenured/adjunct faculty ratio (See Section III.6.6.A, p.71), we are currently limited in diversifying our instructor pool with those in practice. Part of our efforts in this regard has been to petition the university for a Professor of Practice position, as many other architecture programs now have. In discussing this with some of our more progressive practitioners in Kansas City, this type of position would be of much greater appeal than our typical adjunct position in that it recognizes the value of their professional expertise. While schools such as Law and Medicine have access to clinical appointments, we do not have the privilege of creating Professor of Practice positions.

I.5.2.D. Lack of Diversity of Profile

Faculty have identified diversity in both our faculty and student profile as continuing to demand attention. Diversity has been a thrust of our recent hires, with seven of our nine newest tenure-track hires fostering a greater diversity in our faculty profile. Additionally, adjunct hires have included a higher percentage of female and people of other minority status in recent years. We also have had several international visiting scholars and professors over the past three years (three from Korea, one from Sri Lanka, one from Albania). In regard to students, we have secured funding from the University Student Senate to support a recruitment scholarship fund for admits from under-represented populations. We also instigated a Multi-cultural Architectural Scholars Program (MASP) which provides scholarships and leadership training to accepted minority students. Clearly this remains an issue, and one that we continue to work upon, but the recognition of this issue by faculty is an important step forward.

1.5.2.E. Inability to Meet Student Demand

Another weakness, due to a combination of limited physical and human resources, is our inability to meet demand for our Master of Architecture Degree. For Fall 2008 admits, for instance, we received over 700 applicants for the 54 seats we have available to entering freshmen, resulting in our admission standard being a 3.87 high school GPA and ACT of 28. This means that we decline admission to a significant number of outstanding students, simply due to limited physical and human resources. Placed in the discussion of Section 1.5.2.A above, we believe it may be time for a new building for the School of Architecture, Design and Planning to be prioritized in the University Strategic Plan (See Section III.6.6.C, p.74). We believe such a priority should be placed within the upcoming KU Endowment Capital Campaign.

I.5.2.F. Communication

One of the problems we face is short staffing in the important area of communication. We have envisioned for years that our website could serve as a more effective communication device both internally and externally but we currently do not have the human resource to staff this effectively. Currently most of our communication activities occur via email (to faculty and students) or via print media (e.g. annual reports). The importance of a community kiosk (both virtual and real) would assist us in shaping the more cohesive community sought by all (See Section III.6.6.B, p.73).

I.5.2.G. Graduate Studies and Research

The faculty of the architecture program made a strategic decision in 2005 to move in a graduate direction with the hopes of creating robust post-professional degrees that would supply students to develop an innovative research agenda that would serve the profession and also promote faculty development. The significant challenges placed on the school by the faculty attrition and simultaneous budget cuts identified in Section

I.5.2.B have significantly impaired the ability of the program to attain this goal and become an integral part of this research university. Additionally, there is currently no fulcrum or catalyst to assist faculty in developing research agendas within the school. This will become particularly important as the Department of Design joins our school this academic year. The opportunity to create interdisciplinary synergies for innovative research exists but needs to be provided appropriate resources.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

2010 KU Architecture Accreditation Visit Schedule

Visiting Team: Stephan Pappas, NCARB Representative and Team Chair
Patricia Kucker, ACSA Representative
Jennifer Risley, AIAS Representative
Travis Hicks, AIA Representative
David Broz, Observer

Hotel: The Eldridge Extended (201 W 8th Street)
Check-in @ The Eldridge Hotel (701 Massachusetts)
(T) 800.527.0909

Team Room: 413 Marvin Hall

Sat 13 February

5:30-6:45pm Team Mobilization (Eldridge Hotel Lobby)
Member introductions, orientation, and APR comments

7:00pm Team Dinner (reservation under Pappas)
10 Restaurant in Eldridge Hotel (701 Massachusetts)

Sun 14 February

8:00am Team Breakfast with the Chair at Wheatfield's (904 Vermont)

9:15am Overview of Team Room, Curriculum and tour of Marvin Hall
Chair Diaz Moore

10:30am Tour of Design-Build Facilities (West Campus and East Hills)
Dan Rockhill

Visit Art & Architecture Library (Susan Craig)

12:00pm Lunch with Dean and Chair
Teller's (746 Massachusetts)

2:00pm Initial review of Team Room (Team only) 413 Marvin Hall
Complete APR review, Team member work assignments,
assembly of issues and questions

6:00pm Meeting with Faculty (216 Marvin Hall)

7:15pm (depart) Team Dinner and Debriefing Session (Team Only)
(reservations under Pappas at 10 Restaurant in Eldridge Hotel)

Mon 15 February

- 6:30am Team Breakfast with the Chair
Starbuck's – Downtown Lawrence
- 8:00am Entrance Meeting with Chancellor and Vice Provosts
(230 Strong Hall – Small Conference Room)
Chancellor Gray-Little, Interim Provost Anderson, Vice Provost Steeples
- 9:00am Work Session (Team Only)
413 Marvin Hall
- 12:30 Lunch with Selected Faculty
Impromptu Café - KU Union
Spreckelmeyer, Chang, Davison, Riccardi, Gore, L'Heureux
- 2:00pm Work Session (Team Only)
413 Marvin Hall
- 4:00-5:00pm School-wide Student Meeting
216 Marvin Hall
- 5:30pm Alumni & Local Practitioner Reception
Pachamama's (800 New Hampshire)
- 7:00pm Team Dinner and Debriefing Session (Team Only)
10 Restaurant in Eldridge Hotel (701 Massachusetts)

Tues 16 February

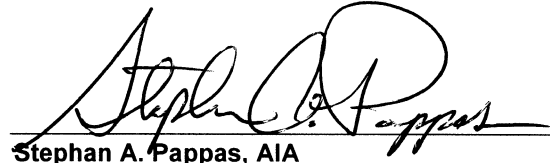
- 7:15am Team Breakfast (Team Only)
Einstein's Bagels
- 8:15am Work Session (Team Only)
413 Marvin
- 9:30am Meeting with Staff
Hatch Reading Rm (405 Marvin)
Visit to Architectural Resource Center
- 10:30am Work Session (Team Only)
413 Marvin
- 12:00 Lunch with Student Leaders
306 Marvin
Broeder, Steinhoff, Foster, Porter, Zappatini, Osman, Shaw, Darter
- 1:30pm Work Session (Team Only)
413 Marvin
- 7:00pm Team Dinner (Take-out) and Debriefing Session (Team Only)

Wed 17 February

- | | |
|------------|--|
| 8:00-8:45 | Exit Meeting with Interim Provost and Vice Provost
250 Strong Hall
Provost Anderson, Vice Provost Steeples |
| 9:00-10:00 | Breakfast Exit Meeting with Dean and Chair
214 Marvin |
| 10:30am | Exit Meeting with Faculty and Students
Alderson Auditorium - KU Union |
| 11:15am | Team Lunch in Downtown Lawrence |

IV. Report Signatures

Respectfully submitted,



Stephan A. Pappas, AIA
Team Chair

Representing the NCARB



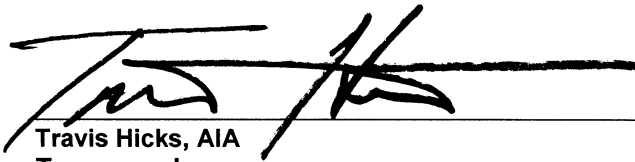
Patricia Kucker, AIA
Team member

Representing the ACSA



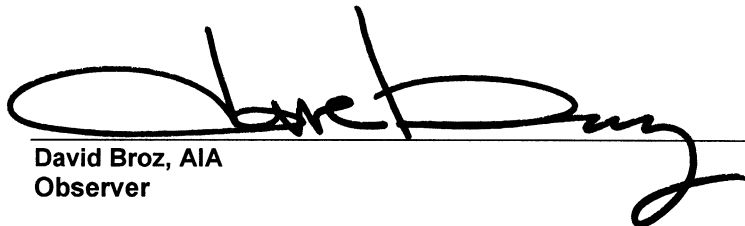
Jennifer M. Risley
Team member

Representing the AIAS



Travis Hicks, AIA
Team member

Representing the AIA



David Broz, AIA
Observer

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