

PROGRAM FOCUSED EVALUATION REPORT

University of Kansas, School of Architecture, Design and Planning

Architecture Department

Nils Gore, Interim Chair

Last accreditation visit: Spring 2010.

Section I. Narrative describing the program's response to each item identified as being the scope of the FE.

From most recent VTR:

"1.4. Conditions/Criteria Not Met

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.

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."

Program Response:

In this area, substantial changes have taken place since 2009, when the last APR was written.

1. Two professors, originally hired for graduate studies (not as studio instructors), and yet were conscripted to teach studio in 2009, when the financial crisis forced us into emergency measures, have returned to their originally-intended roles as graduate studies professors and researchers.
2. Since the last team visit, we have hired 6 new tenure-line faculty (4 untenured Assistant Professors, one untenured Associate Professor, and one tenured Associate Professor), so our need to have faculty teach more than one studio each semester has been eliminated.
3. In 2010 KU's Design department (graphic design, illustration, photo media, interior design, interaction design, design management) was moved from its previous home in the school of Fine Arts and placed in the School of Architecture and Urban Planning. Our school thus became the School of Architecture Design and Planning (SADP). Our students now have the option of taking Design courses as professional electives, thus relieving the architecture faculty of having to teach all professional electives within our department.
4. We have a Professor of Practice in the first year of his second 2-year term. This professor fills an important role in working with our School's Design department and its Environmental Design undergraduate degree. As time goes on more substantive connections are being made between the Architecture and Design departments, in both class offerings, faculty teaching and research collaborations, and in resource sharing. We are now in our third year of this "marriage," and it has proven to be a positive change for all. (See Part II: Narrative of Proposed Changes.)
5. Despite a fifth consecutive year of flat state funding, (typical of many public universities), we have managed to build back the noted faculty attrition (four FTE) through faculty hires.

6. The ratio noted in the last sentence of the VTR, above (student to FT faculty ratio) is now 18.04:1 rather than the noted 21.3:1. This results in noticeable improvements in faculty morale and staffing ease. It also allows us to use fewer adjuncts in architecture studios.
7. We have made substantial revisions to the M.Arch. curriculum which will result in greater efficiencies for covering required courses, greater flexibility for both students and faculty, and increased potential for research and scholarly activities. (See Part II: Narrative of Proposed Changes.)

From most recent VTR:

"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.

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."

Program Response:

While we acknowledge that its possible to see our disparate space holdings as a problem (particularly the lecture hall), when framed as the VTR has done, we argue that, given the nature of our educational offerings, it would be nigh impossible to provide the required space within our Marvin Hall compound. We argue the need to develop space based on the nature and priorities of our program, rather than constrain our programs based on the space available within our campus compound.

Our school is internationally recognized for its innovative approach to hands-on materials and tectonics education, research and practice. Our facilities have been—and continue to be—developed accordingly.

SHOPS: We have consolidated our two off-campus shop spaces into one off-campus space, the 67,000 s.f. East Hills Construction Research Lab. That building now has three studio spaces in it, relieving congestion in Marvin Hall, and giving each student in the M.Arch (track 1) degree program the opportunity for an immersive, hands-on “materials and tectonics” experience. The warehouse is approximately 10 minutes from campus, a necessary separation given its nature as an industrial facility, but still convenient access. It has transformed our way of teaching/learning in the department and school. The School has invested approximately \$275,000 in the electrical and tool infrastructure at East Hills, to accommodate even more Architecture and Design students, as well as applied design research by faculty.

To our knowledge, there is no equivalent at any architecture school in the US. Considering KU’s emphasis on materials/tectonics and our internationally-recognized Studio 804 program, it is an essential addition to our teaching resources of just a few years ago, and goes a long way to defining, and enhancing, the fundamental character of our program.

The Lab opens opportunities for sponsored studio projects (Seven sponsored studios have been executed at East Hills since we moved in, in 2010). This funding supplements State funding, so in that sense, our financial resources for educational purposes have been leveraged with our possession of this building.

CLASSROOMS/LABS: Our merger with the Design Department has expanded our space infrastructure. We have consolidated our separate photography labs into one, opening up room for other uses. We have gained a shared exhibition space, and we commonly use one of the large general classroom spaces in the adjoining Art & Design building. We are engaged in development of a digital Fab Lab somewhere in the Marvin Compound that will be a shared resource with the Design department.

Another addition to our space infrastructure is the Center for Design Research (CDR), a classroom and meeting space on KU’s West Campus. The building was designed and constructed in 2011 by the students in our Studio 804 program. The building is a LEED Platinum certified building that serves as a learning lab for lessons in sustainable design, as well as an innovation incubator for sponsored research projects.

STUDIOS: We have no regularly scheduled classes or studios in the Art & Design Building, and we have

no Architecture studios scheduled in Snow Hall. We now use studio resources in four buildings, down from the nine mentioned in the last VTR. Those buildings are Marvin Hall (our main building); Marvin Studios (adjacent building); Kansas City Design Center (our Urban Design program in Kansas City); East Hills Construction Research Lab (our materials/tectonics lab). Traditional, paper-based studios are all centrally located on campus. Specialized studios (urban design and materials/tectonics) are located in facilities optimized for their purpose.

KU officially initiated a major capital campaign last year and we are benefitting from that. The highest facilities priority in that campaign is for a shared lecture/exhibition/meeting/jury space known as "The Forum." This will be an addition to the south side of Marvin Hall and we anticipate being able to start that addition in two years.

From most recent VTR:

"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.

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."

Program Response:

Without significant increases in State funding to cover increased costs of doing business or the cost of living, we are nevertheless working with KU central administration to create greater leverage for discretionary funds to support various programs and initiatives. For example, the university has assumed financial responsibility for utilities and maintenance of our remote facilities, and is working with us to support initiatives in our innovative studio projects through contacts in our current capital campaign.

The “differential tuition” funds (course fees specific to the academic unit) serve the department increasingly well (computer labs, shop, AV, equipment, personnel) since its inception in 2003 and escalates by approximately 6% annually. These funds provide support for the improvements at East Hills and for teaching infrastructure in Marvin Hall. In response to recent budget decisions at the University, personnel that can legitimately be funded with differential tuition money will be.

The budgets of all SADP departments are centralized within the SADP administration. Below, find indication of how SADP’s budget has changed since the last team visit.

Annual Budget Sources: School of Architecture, Design and Planning

	FY10	FY11	FY12	FY13
State Funds ¹	6,448,167	6,376,370	6,469,465	6,776,095
Diff Tuition ²	685,000	712,000	804,971	802,173
Income ³	35,000	35,000	35,000	35,000
KUEA ⁴	22,156	21,890	16,571	16,856
Total	7,190,323	7,145,260	7,326,007	7,630,124

¹ General Revenue funds from the State of Kansas

² Differential tuition (course fees)

³ Income covers fees collected for printing/plotting, etc.

⁴ KUEA: Kansas University Endowment Association

From most recent VTR:

“1.5. 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."

Program Response:

Since the last team visit the Chair was promoted to Associate Dean of Graduate studies, filling a vacuum in that area. An interim Chair was appointed from within the faculty for a three-year term. Starting in the summer of 2013 a new Chair, from within the faculty, will begin a three-year term.

Chair and Dean teaching loads: In the past three years, the Chair has taught one 3-hour course per year. The Dean teaches the "Intro to Architecture" course in the fall semester, and a seminar on drawing in the spring semester. (For both the Chair and Dean, these are taught by choice, not out of duty.)

From most recent VTR:

Causes for Concern:

"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."

Program Response:

With the addition of six new, younger faculty and the retirement of two full and three associate professors (since the last visit) the Faculty's mean age has been reduced from 60 to 54, and as

previously outlined, we continue to build (through annual searches and Professor of Practice appointments) toward full replacement of the aforementioned faculty attrition.

The faculty approved significant changes to the M.Arch curriculum in May 2013 with the aim of:

1) allowing students to customize their own education towards their own skill sets and career interests; 2) allowing faculty to offer more elective courses, aligning with particular professional, research and scholarly interests; 3) providing a greater set of opportunities for new course materials to be offered and developed; 4) promoting the creation of innovative course offerings (interdisciplinary, team-taught, etc.) (See Section II.)

From most recent VTR:

“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.”

Program Response:

As mentioned above we no longer have the need to assign double studio-teaching duties to any of our faculty.

The addition of the Design Department (Industrial Design, Interior Design, Visual Communication, Photomedia, Design Management, Interaction Design) to our School has significantly enhanced opportunities for expanded collaboration at both the student and faculty level.

Aforementioned curriculum changes (Section II) will help in this area of concern.

From most recent VTR:

“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.”

Program Response:

The addition of Design to our School has also brought with it some facility advantages that help the Architecture department. We now have access to the Art and Design Gallery space at least once a year for architecture exhibitions and access to two large classroom spaces for instruction, special events and juries.

As described above, in “8. Physical Resources,” we have consolidated physical facilities to reduce the dispersion of operations. While the lack of a central meeting space remains a deficiency, we are focused on achieving funding for this in the next two years.

Section II. A brief narrative summarizing changes that have been made or may be made in the accredited program.

Significant changes in the past and future include:

- 1) Curriculum revisions initiated by the last VTR, professional changes and university priorities;
- 2) The addition of Design to our school, resulting in a new Strategic Plan for the School.

Curriculum Revisions:

The most significant change to the program moving forward will be changes that were approved by the faculty for the M.Arch curriculum in May 2013. These changes will be fleshed out (course descriptions revised, NAAB SPC assigned) in the 2013/2014 academic year, and implemented in Fall 2014.

A principle aim is to unify the three professional degree tracks - M.Arch I (5-Year), M.Arch II (2-Year), and M.Arch III (3-Year). The rationale for unification is based on increasing teaching efficiency to free up resources for scholarship, research, and creative activity while simplifying the curriculum for prospective students. We also aim to streamline the quantity of core architectural survey courses to support the quantity of advanced architectural seminars and restructure the final two years as advanced architectural studies.

Rationale

The committee formulation of goals for flexibility in the curricular structure and efficiency in the distribution of resources responds to the need for change expressed in the 2010 NAAB Visiting Team report, the ACSA's 2013 accreditation review proposal, and the 2009 NAAB conditions for accreditation that will have to be met in the next accreditation visit.

Excerpts from the 2010 NAAB Visiting Team report:

Doing More with Less: "Human Resources. 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."

The Need for Change: "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."

Alignment of Scholarship and Teaching, or Faculty Development: "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... 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..."

Excerpts from the ACSA Report on the 2013 Accreditation Review Conference:

A Case for Change: "While the architecture profession is in a dramatically different place than it was in July 2008, the key issue remains the same: change. As the ACSA wrote in its response to the 2008 ARC, "the need for change, or more specifically for guidance and grounding amidst change, is not itself new. What is new is how the profession articulates the forces driving change today and, more importantly, what strategies and methods we use to advance the discipline of architecture through professional education.

"...architectural practice is changing rapidly, and schools should be expected to provide a learning environment with a broad and contemporary engagement with activities going on in the wide variety of firms, businesses, nonprofits, and government agencies that will employ graduates."

"Increasingly, schools will need the freedom and flexibility to negotiate the opportunities and challenges associated with these conditions within their specific institutional settings and professional affiliations."

Excerpts from the NAAB 2009 Conditions for Accreditation:

A Case for Flexibility: “The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context...A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.”

Current M.Arch I

The current 180-credit Master of Architecture, Track I is structured to provide both a liberal arts foundation as well as a focused professional education. Many of the strategies introduced in the current Master of Architecture have proven to be excellent contributions to the program. (See Table 1)

The basic configuration of the current curriculum consists of:

1. Architecture Studios (61 credits)
2. Architecture Courses (64 credits)
 - a) Core Survey/Lecture Courses (52 credits)
 - b) Professional Electives - Seminars/Workshops (12 credits)
3. Study Abroad (9 credits)
4. General Education Courses that must be completed outside SADP (46 credits)
 - a) Required Courses (i.e. ENG 101, MATH 105) (19 credits)
 - b) Constrained Elective Courses (i.e. COMS 130, EVRN 148) (18 credits)
 - c) Unconstrained Elective Courses (9 credits)

This structure is well suited to a professional architectural education. Of particular value are the so-called final-year options, from which students can begin to select a direction of study compatible with their particular interests. However, with the exception of the final-year options, students have little ability to shape their education en route to a Master’s degree. Counting professional and unconstrained general education electives, students are afforded a total of 21 out of 180 credit hours to shape their own education. This is striking when compared to the increasingly diverse spectrum of professional opportunities. In addition, the rigidity, in quantity and sequence, of the core support courses in preparation for the Comprehensive Studio, creates a bottleneck condition whereby students have little opportunity to deviate from the prescribed course of study without negatively impacting their ability to complete their studies within five years.

For students, lack of flexibility and personal responsibility suggests a one-size-fits-all model in strict opposition to an increasingly nimble, resourceful, multi-variant, and open-ended discipline. For faculty, these realities necessitate high teaching loads at the expense of scholarship, research, and creative activities and potentially limit beneficial teaching/scholarship alignments.

The impetus to restructure the curriculum in a selective and strategic manner is in response to the committee’s acknowledgment of the strengths of our current curriculum and a desire to enact the greatest change with the least intervention.

Table 1: Current Program of Study for the Master of Architecture, Track I

Semester 1A - Fall	16	Semester 1B - Spring	19
Architectural Foundations I	4	Architectural Foundations II	6
Introduction to Architecture	3	Principles of Modern Architecture	3
English 101	3	Physics 114	4
Math 105 or 115	3	English 102	3
Gen Ed Elective	3	Gen Ed Elective	3
Semester 2A - Fall	18	Semester 2B - Spring	19
Architectural Design I	6	Architectural Design II	6
Natural Forces	3	Architectural History I	3
Principles of Site Design	3	Structures I	4
Gen Ed Elective	3	Gen Ed Elective	3
HWC 204	3	HWC 205	3
Semester 3A - Fall	18	Semester 3B - Spring	18
Architectural Design III or IV	6	Architectural Design III or IV	6
Structures II	3	Environmental Systems I	3
Architectural History II	3	Architectural History III	3
Construction Systems & Assemblies	3	Culture of Building Technology	3
Gen Ed Elective	3	Gen Ed Elective	3
Semester 4A - Fall	18	Semester 4B - Spring	15
Architectural Design V	6	Comprehensive Studio	9
Architectural Theory	3	Professional Practice	3
Programming	3	Gen Ed Elective	3
History of Urban Design	3		
Environmental Systems II	3		
Semester 4C - Summer	9		
Study Abroad Experience	6		
Study Abroad Documentation	3		
Semester 5A - Fall	15	Semester 5B - Spring	15
Professional Options Studio (Part I)	6	Professional Options Studio (Part I)	6
Architecture Professional Elective	3	Architecture Professional Elective	3
Architecture Professional Elective	3	Architecture Professional Elective	3
Gen Ed Elective	3	Gen Ed Elective	3
		Total Credit Hours	180

Aims of the Proposed Program

Unification. The unification of the three Master of Architecture degree tracks is reinforced through a variety of perspectives. From the general student perspective, unification simplifies the overall curriculum, making the three tracks more equitable when differentiation is unnecessary (with the added benefit of simplifying advising). From the Master of Architecture, Track III perspective, unification promotes better integration with the Master of Architecture, Track I student body, taking advantage of the symbiotic relationship currently evidenced in Arch 608. (See Table 2).

From the faculty perspective, unification results in increased enrollment in the core survey courses that are not currently required for Track II and III students and reinforces the implicit message that these courses are essential to the education of an architect. In comparison to the current curricula, unification better aligns studio levels – across all three tracks – with coordinated support courses. There are also several opportunities for greater efficiency, such as eliminating Arch 503 and Arch 504 by merging these students into Arch 408 and Arch 409. Furthermore, with a significant shift in the demographics of the student body from predominantly Track I to a more even split between Track I and Track III, unification will allow us to maintain relative stability in these studios. In the case of Arch 409, increased student numbers may have little effect on the existing number of studio sections since larger design-build studios have certain advantages.

Table 2: Proposed Unification of the Master(s) of Architecture Tracks

	Year 1	Year 2	Year 3	Year 4	Year 5
Track II				█	█
Track III			█	█	█
Track I	█	█	█	█	█

Flexibility. The approach to flexibility is rooted in a basic model consisting of required lecture courses followed by advanced architectural seminars or workshops. The lecture courses provide breadth and/or core knowledge in a specific area of the professional curriculum while the seminars provide depth and have the potential to align with faculty research areas.

Design Studios. Aligning with the approach to support courses, the design studio sequence is proposed as a series of sequential core studios (relatively unchanged from the current curriculum) followed by vertical Advanced Studios in the final two years. Advanced options offer students a variety of experiences, including internship, design-build, study abroad, comprehensive design, and urban design, among others. The order of the final four semesters is flexible. Students are required to complete a minimum of one studio that fulfills comprehensive design criteria and one studio that fulfills urban design criteria. (Table 3)

Table 3: Proposed Program of Study for the Master of Architecture, Track I

Semester 1A - Fall	18
Architectural Foundations I	6
Introduction to Architecture	3
English 101	3
Math 105 or 115	3
Gen Ed Elective	3

Semester 1B - Spring	19
Architectural Foundations II	6
Principles of Modern Architecture	3
Physics 114	4
English 102	3
Gen Ed Elective	3

Semester 2A - Fall	18
Architectural Design I	6
Natural Forces	3
Global History of Architecture I	3
Structures I	3
HWC 204	3

Semester 2B - Spring	18
Architectural Design II	6
Principles of Site Design	3
Global History of Architecture II	3
Structures II	3
HWC 205	3

Semester 3A - Fall	18
Architectural Design III or IV	6
Programming	3
Environmental Systems	3
Construction Systems	3
Gen Ed Elective	3

Semester 3B - Spring	18
Architectural Design III or IV	6
Professional Practice	3
Integrated Building Systems	3
Gen Ed Elective	3
Gen Ed Elective	3

Semester 3C - Summer	9
Study Abroad Experience	6
Study Abroad Documentation	3

Semester 4A - Fall	15
Advanced Architectural Design Options	6
Architecture Professional Elective*	3
Architecture Professional Elective*	3
Gen Ed Elective	3

Semester 4B - Spring	15
Advanced Architectural Design Options	6
Architecture Professional Elective*	3
Architecture Professional Elective*	3
Gen Ed Elective	3

Semester 5A - Fall	15
Advanced Architectural Design Options	6
Architecture Professional Elective*	3
Architecture Professional Elective*	3
Gen Ed Elective	3

Semester 5B - Spring	15
Advanced Architectural Design Options	6
Architecture Professional Elective*	3
Architecture Professional Elective*	3
Gen Ed Elective	3

Total Credit Hours	178
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* At a minimum, one Architectural Professional Elective must fulfill an Urbanism focus and one a Theory focus. The particular criteria for what constitutes either of these will be defined during the implementation planning stage.

Key Changes

The proposed curriculum contains only a few focused interventions and relies heavily on minor modifications, such as shifting a course one semester earlier or later in the curriculum, to achieve the previously stated aims. To better understand these focused interventions, all modifications except for minor temporal shifts are listed below:

- Architectural Foundations I is proposed to be 6 rather than 4 credit hours
- Integrated Building Systems is proposed to combine the content previously covered in Building Technology II and Environmental Systems II
- Architectural Theory and History of Urban Design are proposed as advanced seminars rather than survey lecture courses
- Arch 608 and Arch 609 (Comprehensive Design) are proposed to be restructured as vertical Advanced Studios
- Comprehensive Design is proposed to be 6 rather than 9 credit hours
- The total number of Architectural Professional Electives is proposed to grow from 12 credit hours to 24 credit hours
- General Education Electives are proposed to shift from a predominantly constrained model to one less constrained
- The total minimum credit hours is proposed to be reduced from 180 to 178

The basic configuration of the proposed curriculum consists of:

1. Architecture Studios (60 credits; Δ -1)
2. Architecture Courses (63 credits; Δ -1)
 - a) Core Survey/Lecture Courses (39 credits; Δ -13)
 - b) Professional Electives - Seminars/Workshops (24 credits; Δ +12)
3. Study Abroad (9 credits; Δ \pm 0)
4. General Education Courses (46 credits; Δ \pm 0)
 - a) Required Courses (19 credits)
 - b) Constrained Elective Courses (0 credits; Δ -18)
 - c) Unconstrained Elective Courses (27 credits; Δ +18)

Once again, counting Professional Electives and Unconstrained General Education Electives, students are afforded a total of 51 out of 180 credit hours to shape their own education (as compared to 21 previously). These changes not only aid the faculty in preparing our students to meet the diverse professional challenges of the early twenty-first century, they create a framework through which the faculty will continue to have this flexibility in the future. In other words, it aspires to give the faculty the freedom and flexibility to continue to address one of the few constants left to us: change. (Table 4)

Table 4: Proposed Program of Study for the Integrated Masters of Architecture

Semester 1A - Fall	18
Architectural Foundations I	6
Introduction to Architecture	3
English 101	3
Math 105 or 115	3
Gen Ed Elective	3

Semester 1B - Spring	19
Architectural Foundations II	6
Principles of Modern Arch	3
Physics 114	4
English 102	3
Gen Ed Elective	3

Semester 2A - Fall	18
Architectural Design I	6
Natural Forces	3
Global History of Architecture I	3
Structures I	3
HWC 204	3

Semester 2B - Spring	18
Architectural Design II	6
Principles of Site Design	3
Global History of Architecture II	3
Structures II	3
HWC 205	3

Semester 2C - Summer	10
Accelerated Design I	6
Visualizing Natural Forces	4

Semester 3A - Fall	18
<i>Architectural Design III or IV</i>	6
<i>Programming / Structures I</i>	3
<i>Environmental Systems</i>	3
<i>Construction Systems</i>	3
Gen Ed / <i>Global History of Arch I</i>	3

Semester 3B - Spring	18
<i>Architectural Design III or IV</i>	6
<i>Pro Practice / Structures II</i>	3
<i>Integrated Building Systems</i>	3
Gen Ed / <i>Site Design</i>	3
Gen Ed/ <i>Global History of Arch II</i>	3

Semester 3C - Summer	9
<i>Study Abroad Experience</i>	6
Study Abroad Documentation	3

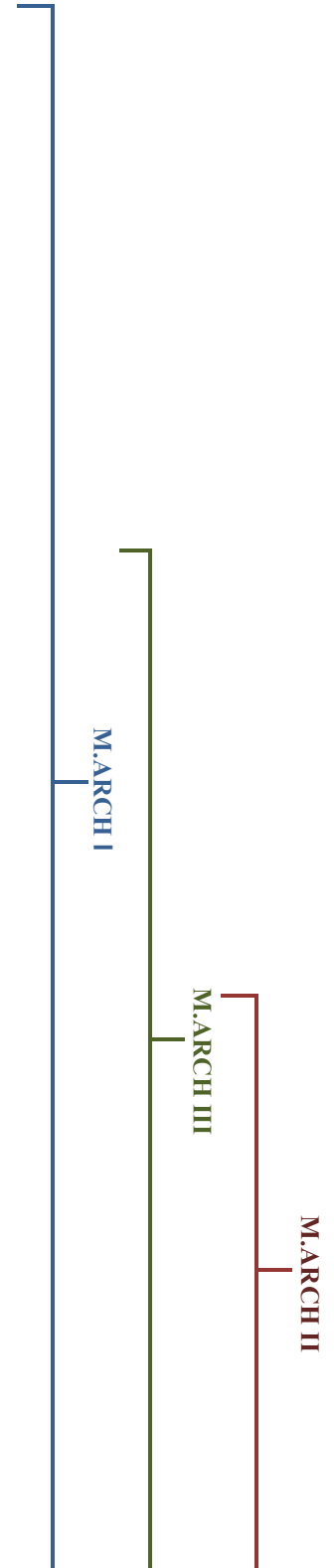
Semester 3C - Summer	12
<i>Study Abroad Experience</i>	6
Accelerated Design II	6

Semester 4A - Fall	15
<i>Advanced Arch Design</i>	6
<i>Arch Professional Elective</i>	3
<i>Arch Professional Elective</i>	3
Gen Ed Elect / <i>Programming</i>	3

Semester 4B - Spring	15
<i>Advanced Arch Design</i>	6
<i>Arch Professional Elective</i>	3
<i>Arch Professional Elective</i>	3
Gen Ed Elect / <i>Pro Practice</i>	3

Semester 5A - Fall	15
<i>Advanced Arch Design</i>	6
<i>Arch Professional Elective</i>	3
<i>Arch Professional Elective</i>	3
<i>Gen Ed Elective</i>	3

Semester 5B - Spring	15
<i>Advanced Arch Design</i>	6
<i>Arch Professional Elective</i>	3
<i>Arch Professional Elective</i>	3
<i>Gen Ed Elective</i>	3



Knowledge Concentrations

Embedded within the new curriculum is a subset of General and Professional electives, based on the concept of knowledge concentrations. Within the context of a diverse profession, the aims of this proposal are to continue to provide students rigorous professional preparation and to increase faculty's ability to reinforce scholarship, research, and creative activity. The proposal addresses the following objectives:

- a) Enable students to identify personal interests and pursue a diverse set of career goals
- b) Align faculty expertise with concentration offerings and support the overlap of professional electives with PhD and M.A. studies
- c) Facilitate meaningful advising responsibilities for our faculty
- d) Offer additional credentials to interested students
- e) Implementation of the KU Core Curriculum (required).

Rationale

Excerpt from the 2009 Conditions for NAAB Accreditation: *"The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program."*

Concept

The basic configuration for a knowledge concentration consists of:

1. A subset of General Education Electives selected from a predefined menu:
 - a. Courses must be completed outside SADP
 - b. Number of credits to be determined
2. A subset of Professional Electives selected from a predefined menu:
 - a. Courses must be completed within SADP
 - b. Number of credits to be determined

Any interested faculty could propose and coordinate a knowledge concentration sequence. A student wanting to pursue a knowledge concentration could contact the faculty coordinator, or simply refer to a list of courses provided as part of the advising process. Details will be finalized in the 2013/2014 academic year.

Examples

The Curriculum Committee tested the implementation of the concept by generating example scenarios, where a student could select from the list of elective courses to fulfill a Knowledge Concentration. The following examples are to illustrate—and test—the concept, rather than prescribe a specific knowledge concentration. Actual proposals will be developed by interested faculty next year.

(Courses in blue boxes are required courses of every M.Arch student. They are the "essential vitamins and minerals" of a professional architecture education. The other colors represent different kinds of elective course offerings.)

EXAMPLE 1: MARCH I with Concentration in Health+Wellness and Certificate in Leadership

Semester 1A - Fall	18
Architectural Foundations I	6
Introduction to Architecture	3
English 101	3
Math 105 or 115	3
ABSC 100 - Introduction to Applied Behavioral Science	3

Semester 1B - Spring	19
Architectural Foundations II	6
Principles of Architecture	3
Physics 114	4
English 102	3
COMS 201 - Introduction to Leadership	3

Semester 2A - Fall	18
Architectural Design I	6
Natural Forces	3
Global History of Architecture I	3
Intuitive Structures	3
HWC 204	3

Semester 2B - Spring	18
Architectural Design II	6
Principles of Site Design	3
Global History of Architecture II	3
Advanced Structures	3
HWC 205	3

Semester 3A - Fall	18
Architectural Design III	6
Programming	3
Environmental Systems	3
Construction Systems	3
ABSC 310 - Building Healthy Communities	3

Semester 3B - Spring	18
Hands-on Studio	6
Professional Practice	3
Integrated Building Systems	3
COMS 342: Prob-Solving in Teams/Groups	3
SOC 385: Environmental Sociology	3

Semester 3C - Summer	9
Study Abroad Experience	6
Study Abroad Documentation	3

Semester 4A - Fall	15
Urban Studio	6
Arch 665 - Urban Design History	3
Arch 600 - Sustainable Practice	3
SOC 424 - Sociology of Health & Medicine	3

Semester 4B - Spring	15
Comprehensive Studio	6
Arch 627 - Culture of Building Technology	3
Arch 600 - Integrated Structures	3
HEIM 230: Basic Medical Terminology	3

Semester 5A - Fall	15
Health+Wellness Internship	6
Arch 600 - Internship	3
Arch 600 - Internship	3
made up a previous semester or summer?	3

Semester 5B - Spring	15
Health+Wellness Studio	6
Arch 600 - H & W Design	3
Arch 731 - Architecture of Health	3
SOC 523 - Sociology of Aging & Life Course	3

Total Credit Hours	178
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EXAMPLE 2: MARCH I with Certificates in Entrepreneurship and Leadership (Entrepreneurship concentration)

Semester 1A - Fall	18
Architectural Foundations I	6
Introduction to Architecture	3
English 101	3
Math 105 or 115	3
Econ 142 - Principles of Microeconomics	3

Semester 1B - Spring	19
Architectural Foundations II	6
Principles of Architecture	3
Physics 114	4
English 102	3
Econ 144 - Principles of Macroeconomics	3

Semester 2A - Fall	18
Architectural Design I	6
Natural Forces	3
Global History of Architecture I	3
Intuitive Structures	3
HWC 204	3

Semester 2B - Spring	18
Architectural Design II	6
Principles of Site Design	3
Global History of Architecture II	3
Advanced Structures	3
HWC 205	3

Semester 3A - Fall	17
Architectural Design III	6
Programming	3
Environmental Systems	3
Construction Systems	3
COMS 201 - Introduction to Leadership	2

Semester 3B - Spring	18
Hands-On Studio	6
Professional Practice	3
Integrated Building Systems	3
COMS 342: Prob-Solving in Teams/Groups	3
ENTR 301/701: Starting Your Own Business	3

Semester 3C - Summer	9
Study Abroad Experience	6
Study Abroad Documentation	3

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Semester 4A - Fall	15
Comprehensive Studio	6
Arch 600 - Theory of the City	3
Arch 630 - Theory & Context	3
ENTR 302/702: Financing Your Own Business	3

Semester 4B - Spring	16
Local Internship	6
Arch 600 - Internship	3
Arch 600 - Internship	3
ACCT 200: Financial Accounting I (summer)	4

Semester 5A - Fall	15
Urban Studio	6
Arch 665 - Urban Design History	3
Arch 600 - Future Practice	3
ENTR 303/703: Marketing Your Own Business	3

Semester 5B - Spring	15
Capstone Studio for Entrepreneurship Cert	6
ARCH 577 - Marketing Architectural Svcs	3
Arch 600 - Integrated Structures	3
UBPL 522 - History of the American City	3

Total Credit Hours	178
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EXAMPLE 3: MARCH I with Urban Planning Concentration and Certificate in Leadership

Semester 1A - Fall	18
Architectural Foundations I	6
Introduction to Architecture	3
English 101	3
Math 105 or 115	3
Evrn 148 - Environmental Studies	3

Semester 1B - Spring	19
Architectural Foundations II	6
Principles of Architecture	3
Physics 114	4
English 102	3
COMS 201 - Introduction to Leadership	3

Semester 2A - Fall	18
Architectural Design I	6
Natural Forces	3
Global History of Architecture I	3
Intuitive Structures	3
HWC 204	3

Semester 2B - Spring	18
Architectural Design II	6
Principles of Site Design	3
Global History of Architecture II	3
Advanced Structures	3
HWC 205	3

Semester 3A - Fall	18
Architectural Design III	6
Programming	3
Environmental Systems	3
Construction Systems	3
UBPL 300 - Planning the American City	3

Semester 3B - Spring	18
Hands-on Studio	6
Professional Practice	3
Integrated Building Systems	3
COMS 342: Prob-Solving in Teams/Groups	3
SOC 341 - Urban Sociology	3

Semester 3C - Summer	9
Study Abroad Experience	6
Study Abroad Documentation	3

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Semester 4A - Fall	15
Urban Studio	6
Arch 665 - Urban Design History	3
Arch 630 - Theory & Context	3
UBPL 522 - Planning Institutions	3

Semester 4B - Spring	15
Comprehensive Studio	6
Arch 600 - Theory of the City	3
Arch 662 - 20th Century Landscapes	3
UBPL 815 - History & Theory of Planning	3

Semester 5A - Fall	15
Arch 800 - Advanced Studio	6
Arch 600 - Future Practice	3
Arch 515 - Building Information Modeling	3
UBPL 763 - Urban & Regional Theory	3

Semester 5B - Spring	15
Arch 800 - Urban Planning Studio	6
UBPL 763 - Professional Practice	3
Arch 600 - Morphology	3
UBPL 715 - Community in Neighbor planning	3

Total Credit Hours	178
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SADP Strategic Plan

In response to the challenges facing higher education, the University of Kansas has engaged in strategic planning at the university level and has asked all of the academic units to do likewise. KU's plan is entitled *Bold Aspirations*, and identifies its goal as to: "set out the new, higher expectations we have for ourselves as a university and the priorities that we will pursue. It will guide our decisions on everything from the creation of a vibrant new general education curriculum to engaging more faculty members in scholarship and research. Our university's strategic plan will shape our budget priorities and guide us as we focus on our primary mission: educating leaders, building healthy communities, and making discoveries that change the world."

SADP's Strategic Plan identifies the following goals:

Goals for the next five years have been formed based on some major factors that are modifying aspects of our administrative infrastructure, operations, and pedagogy. These factors include:

- a) Technical, economic, and global conditions that have created the most dramatic changes in the design professions in many decades;
- b) Goals associated with *Bold Aspirations* that connect the School both operationally and strategically to the new directions of the University;
- c) Priorities related to the *Far Above* capital campaign that constitute avenues of private support in an extended time of diminution of public and state support for higher education.

The following goals have been presented in previous years in annual plans. They are based on a single, overriding purpose--to continue to provide the best possible professional education for our students – an education that is attuned to massive change in technologies, economies, global interaction, environmental and societal needs – and to align with the operational and strategic initiatives that are articulated in *Bold Aspirations*. These goals include:

- a) Achieve integration within the School that brings its programs (Architecture, Design and Urban Planning) and people together into an interdisciplinary unit in action and in spirit;
- b) Build faculties to optimum levels that will consistently achieve enrollment goals and enable effective participation in the interdisciplinary initiatives of the University;
- c) Revise professional degree programs and curricula in response to changes in our related professions;
- d) Support and grow graduate degree programs to increase the School's graduate/research capability;
- e) Build a communication/promotion infrastructure that will enhance the School's reputation nationally and support fundraising;
- f) Revise and internalize operations to effectively align with the changes that the University is effecting

as articulated in *Bold Aspirations*;

g) Become a recognized leader, regionally and nationally, in sustainable design and health care facility design education.

Other relevant excerpts:

Promoting Faculty Research and Funding: The School should continue to employ the following measures to facilitate research and scholarly activities.

a) Individualized allocation of workload to carry out extraordinary scholarly activities that may not be completed within the 40% allocation of workload or to develop research proposals that have a high probability of success.

b) A faculty “course buy-out” program, available for faculty who obtain funding for research, scholarly or creative opportunities and wish to use part of their funding to cover the costs of instructional replacement.

c) A Dean’s fund for research-based studio and class projects, available for faculty who are able to create productive cross-overs between research-based studios and their own programs of research.

d) Start-up funding for new faculty which is especially important for new faculty who are trying to launch a comprehensive program of research and need equipment or other materials to get projects off the ground.

Transforming Facilities and Technical Support: In universities, space is always a coveted commodity. It was no surprise then, that when the Center for Design Research was added to the School’s inventory in 2011, it had a School-wide impact. Completed with generous assistance and investment from the University and other sponsors, this cutting-edge facility has already developed into a setting that attracts a steady flow of potential research sponsors, community partners, and others who are interested in the work we are doing, especially in the area of sustainable design. It has been the essential setting for launching many collaborative projects.

The other recent addition to our physical plant, the East Hills Design-Build Center, was obtained and finished out with differential tuition funds. This building has also had a great impact on the students, faculty and curricula within the school.

The Forum addition to Marvin Hall which is our primary building need at this point, has been at the top of the School’s fundraising list for a number of years and it will require more than differential tuition funds to come into being, however, we can rely on these internally generated funds to support some other important steps in the areas of facility development and technical support

.....the School needs to develop a long range development plan for its shops and labs. This type of plan should be prepared by the Dean’s Office in consultation with the chairs and the technical staff and it should take into account anticipated technological changes in the delivery of electives and some support classes in undergraduate degree programs, the need to segregate heavier and dirtier

projects into designated shops and to create a greater number of cleaner fabrication spaces, and the changing purposes of computer labs.

..... the School should also invest effort in planning additional uses for the leased space shared with Kansas State University at the Kansas City Design Center. If our departments are to engage in any kind of outreach, professional development activities, or community service within the Kansas City area, the KCDC would offer the central location and high visibility needed. We must rethink our use of this resource and develop additional strategies and plans that include programs, events and activities beyond the shared studio.

.....the School should revive its planning for a Research Pavilion to be built on the present site of Marvin Studios. When the concept was initially raised, the argument for a four-five story building in the 25,000-30,000 sq. ft. range was based on three assumptions: first, that a growing Ph.D. program would stimulate research activity in the School and that offices and labs would be needed for that program; second, that the Pavilion would complete a closed complex of buildings (Marvin Hall, Art and Design and the Pavilion) and provide a physical focus for the School; and third, that it would house a cluster of fabrication labs and hybrid lab-classrooms that would be in great demand as the design-build approach to teaching and learning caught on in the School. All three of these assumptions are even more valid today and, more importantly, the proposed Pavilion would allow the School to pull out of two floors of Snow Hall and open up valuable spaces in that building for other academic units on campus.