NAAB

University of Kansas
School of Architecture, Design, and Planning

2016 Visiting Team Report

Master of Architecture
Track I   (180 credits)
Track II (preprofessional degree + 42 credits)
Track III (non-preprofessional degree+ 63 credits)

The National Architectural Accrediting Board
April 6, 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I.   Summary of Visit

a.   Acknowledgements and Observations

The visiting team offers its sincere thanks to the students, staff, faculty, and leaders of the School of Architecture, Design, and Planning for their very warm welcome, their excellent hospitality during our visit, and, most of all, their enthusiastic participation in the accreditation process. The highly organized team room and student work exhibits throughout Marvin Hall demonstrated that the school was well prepared for the visit.

The team observed that the University of Kansas (KU) architecture program has a number of unique and notable qualities, which we share here:

1. The students, faculty, and administration of the school are incredibly respectful partners and positive advocates for the education of future architects. We observed a commitment to addressing concerns as they arise and to continuous improvement of the program and its amenities.
2. The dedicated faculty are committed to preparing their students to be critical design thinkers, and they are driven by the long history of the program, the context of the program's setting, and the future of architectural practice. They are supportive of the individual students regardless of whether they are current or past students, which creates long-term mentoring relationships.
3. The team found a program that is eagerly engaging both its alumni and its professional colleagues, and keeping them involved in the program through teaching and mentoring opportunities, and, most recently, through a process of reaching out to the larger community of alumni.
4. The program introduces first-year students to design thinking through a transformational series of abstract exercises, which lead into an immersive hands-on application of ordering principles.
5. The third-year design-build requirement at the school contributes to a well-rounded architectural education, which creates a sense of relevance that bridges learning and doing.
6. The required study abroad component of the program offers students multiple options for mind-opening experiences, which enriches the education of KU architecture graduates in terms of providing a greater vision of architecture and society in our world.
7. The program has an exciting and unique array of final-year educational options, which allows students to explore specific topics, experience hands-on learning opportunities, or gain valuable experience in conjunction with the local architectural community or an international firm offering an internship position.

b.   Conditions Not Achieved '

8.3 Codes and Regulations

Evidence of student ability in SPC B.3 Codes and Regulations was found by the team to be inconsistent throughout student design projects, specifically in life-safety and ADA code compliance areas. This resulted in a team assessment of Not Met.

111.1 Annual Statistical Reports

The required reports were provided via active links to the "NAAB" page within the "About" section of the Architecture Department website, http://architecture.ku.edu/naab-1, but the program was

unable to provide certification that all statistical data submitted to the NAAB had been verified by the institution and was accurate and consistent with reports sent to other national and regional agencies, as required by Section 111.1 of the 2014 Conditions for Accreditation.

II.   Progress Since the Previous Site Visit (2010)

2004 Condition 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.*

Previous Team Report (2010): 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 50130/20 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.

Previous FE Team Report (2014): This condition is now met. Since the 2009 visit, emergency faculty teaching reassignments have been rescinded, six new tenure-line faculty have been hired, curricular opportunities for students have increased, and a professor of practice has been added. In addition, there has been a recovery from past faculty attrition, the student to FT faculty ratio has improved and greater efficiencies in the Master of

Architecture curriculum demonstrate that the program now provides adequate human resources for a professional degree program in architecture.

> **2016 Team Assessment:** This condition is **Met.** The 2010 VTR indicated that this condition was Not Met. The 2014 FE Report stated that the deficiencies had been addressed and that this condition was now Met. An update in the 2015 APR states that, in the 2013-2015 period, Paola Sanguinetti was selected as the new chair and Mahesh Daas was selected as the new dean. Six new faculty hires were made. Overall, the additional faculty and the new staff position in digital fabrication have contributed to an improvement in the program. Materials in the APR and discussions with students, faculty, and administration confirmed these findings.

2004 Condition 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.*

Previous Team Report (2010): 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.

Previous FE Team Report (2014): This condition is now met. Since the 2009 visit: KU's School of Architecture Design and Planning (SADP) has invested resources to develop the East Hills Construction research Labs; improved infrastructure issues through its merger with the Department of Design; acquired a classroom space for the Center for Design Research (CDR); and, reorganized and co-located its physical resources so that there are now only four main architecture program facilities. Additionally, expansion of Marvin Hall is considered a top priority in the pending university major capital campaign.

2016 Team Assessment: This condition is **Met.** The Focused Evaluation Team Report and the NAAB decision from January 2014 found that this condition was Met at that point. Since that visit, the school has taken a number of significant steps to continually improve the architecture facilities offered to students. The most significant step has been the completion of the Forum, a student-built lecture hall/presentation space that was added to Marvin Hall. The new facility creates a central gathering space for the school and greatly adds to the sense of community that students had desired. Additional pin-up and review space behind the lecture hall creates a proper presentation space for guest reviewers and is a valuable asset to the school. In a similar light, the newly consolidated SADP spaces and the expansion of resources, particularly in the digital fabrication realm, appear to be greatly valued and utilized by the students.

2004 Condition 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.*

Previous Team Report (2010): 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.

Previous FE Team Report (2014): This condition is now met. Since the 2009 visit, the university has been working closely with the professional Architecture program to provide relief of financial responsibility of some remote locations by providing funds to cover the cost of utilities. In addition, the program is benefitting from a 6% increase in 'Differential Tuition' (only begun in 2003). This increase can now be applied to personnel needs. There is a near 10% aggregate annual budget increase since FY2010 which illustrates how the professional program currently has access to sufficient institutional support and financial resources. The program is also a priority in the pending university major capital campaign.

2016 Team Assessment: This condition is **Met.** The Focused Evaluation Team Report and the NAAB decision from January 2014 found that this condition was Met at that point. The 2016 team also found that the condition was Met. The continued financial uncertainty stemming from state budget cuts to KU remains. Refer to the full assessment below under Condition 1.2.3 Financial Resources.

III.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): **INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

PART ONE (I): **SECTION 1 - IDENTITY AND SELF-ASSESSMENT**

1.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review:

Program History
Architectural education began at the University of Kansas in 1912 with an architectural engineering program and in 1913 with a program in architecture. From the 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. In 1988, the program created a 3-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.

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. As of July 1, 2009, the school has been renamed the School of Architecture, Design, and Planning.

Mission
The mission of the Architecture Department aligns with the teaching, research, service, and international dimension and values of KU. Research and teaching, as practiced at KU, are mutually reinforcing, with scholarly inquiry underlying and informing the educational experience at the undergraduate, graduate, and professional levels.

The faculty in the Architecture Department is committed to architecture education, research, and service. The mission and values of the department are summarized as follows:

- Support critical thinking, reflective inquiry, and creative freedom, testing limits within the protected environment of the academy.
- Provide every student with a liberal education and a meaningful international experience.
- Expand opportunities for disciplined research and specialization in important areas of architecture practice.
- Foster a multicultural environment and respect the dignity and rights of the individual.
- Prepare students for active engagement as citizens and as professionals in public life, and contribute positively to society and the built environment.
- Preserve the culture and craft of design.
- Design in a responsible way to sustain the planet, building communities and promoting well-being.

1.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The program showcases the ways in which it supports students and their learning both within and outside the classroom. The studio culture policy continues to be examined and revised with input from students and faculty, and it sets proper standards for adequate school-life balance. The policy is shared with students by faculty in course syllabus material and is available on the school's website. The recent decision to have studio representatives and year-level town hall meetings shows the school's commitment to engaging in continuous dialogue with students regarding this policy.

The school also provides the necessary resources for students to engage in opportunities outside the traditional classroom setting. Providing support for student groups, conferences, and international travel allows students to expand their knowledge base and engage with the broader world. The opportunity for all students to engage in design-build courses should also be noted as a way of gaining valuable experience outside the traditional classroom setting.

The program offers scholarship opportunities to faculty and students for participation in travel, conferences, and professional meetings. Faculty and students also benefit from grants and stipends that enhance support for scholarly and professional activities.

1.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: The department has benefited from the university's strategic planning program, *Hiring for Excellence,* since it has assisted the program in attracting three high-level minority faculty members. Information provided in the APR presents the diversity distribution for faculty and students in the program. Several other university diversity initiatives are being developed through the Office of the Vice Provost for Diversity and Equity.

The APR provided faculty and student diversity data. Two faculty members have been assigned to follow diversity initiatives with respect to the program's current focus on student diversity. Mentoring programs have been established to foster academic and career success. In the team's meeting with students, students mentioned that the Multicultural Scholars Program (MSP) has benefitted them in finding housing and gaining a greater understanding of the educational opportunities offered by the school. The affiliated Multicultural Architecture Scholars Program (MASP) provides significant scholarships to multicultural students each semester. Students in the program are also contributing to the diversity mission through their efforts to establish the National Organization of Minority Architecture Students (NOMAS) at the school. The school values doctoral studies students, who expand diversity in the school. Many of the doctoral studies students, as international scholars, contribute to the program as instructors and collaborate with faculty.

1.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- **A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architectsserve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

- **8. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

- **C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

- **D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

- **E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects' lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2016 Analysis/Review:

Collaboration and Leadership: Collaboration and leadership skills are developed through formal and informal learning experiences. In a number of design studios, students work in groups of two or more. For example, the required third-year design-build studio experience, ARCH 409/509: Architectural Design IV, involves concentrated collaboration by students in order to produce a successful result. In this studio, students form working groups and assign either lead or support roles to individual group members for various aspects of projects, thereby creating individual leadership skills within the context of the construction process. The school also encourages options outside of coursework where collaboration and leadership are fostered, including interdisciplinary design competitions, such as the Water Charrette, which focuses on issues regarding water scarcity. Further, many students participate in an active AIAS, MASP, and a chapter of NOMAS that is currently in the approval stage.

Design: An emphasis on design is carefully orchestrated and integrated into the curriculum. This emphasis culminates in the fifth and final year, where students choose between a number of options, including a variety of experiences bridging the design studio with engaged architectural practices. These include urban design, integrated design practice, design-build, public interest and community issues, cooperatives and internships, global practices, and additional architectural investigations.

Professional Opportunity: The experiences noted above under "Design" offer students real design experience on real projects with firms doing significant work. One well-known option for students in the fifth and final year is Studio 804, in which a group of students designs and builds a local project, which has ranged from a house to the most ambitious project, the Forum, an addition to Marvin Hall. This addition provided a much-needed meeting and jury space for the students in SADP.

Stewardship of the Environment: Stewardship of the environment was evident throughout the projects displayed in the team room, the projects shown in the school, and the five buildings designed and built by students in Studio 804, which the team was fortunate to tour. It is clear that this stewardship has become an important part of the school's professional culture.

Community and Social Responsibility: This is Core Goal 4 of the KU Strategic Plan, Bold Aspirations, a plan created through engaged comprehensive campus dialogue. The university-wide focus on engaging "local, state, national, and global communities as partners in scholarly activities that have direct public impact" is evident throughout the SADP curriculum. This perspective is exhibited in student work from required courses such as ARCH 409/509: Architectural Design IV and ARCH 552: Ethics and Leadership in Professional Practice. Sections of ARCH 608: Architectural Design V and ARCH 504: Accelerated Studio emphasize public interest design. A number of elective courses and five of the Final Studio Options involve community collaborations. Students and faculty routinely participate in community-based projects. One interesting example is the Mobile Collaboratory (moCOLAB), a creation designed and built in a third-year course. It involved gutting an Airstream and outfitting it to be a room on wheels that can be used for a variety of purposes, such as events for partnering with community groups or faculty and student collaborative work on research projects within communities. It can be a science lab, a dining room, an elementary classroom, a conference space, or an art gallery, which invites a wide spectrum of engagement opportunities.

1.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: SADP has a vigorous Strategic Planning Process, which incorporates long-range planning efforts begun in 2010 and completed in 2013, as well as the more recent "Fly High" Visioning Process spea_rheaded by the new dean in fall 2015. Both planning processes are described in the APR,

with links to the full documents, and the APR includes a summary of the multi-year objectives of the plan completed in 2013 and its relationship to the university's Bold Aspirations Strategic Plan. In meetings with the administration, faculty, and students, these processes were elaborated upon, in particular the ongoing Visioning Process.

Significantly, the Visioning Process benefited from a multi-day visioning summit with SADP administrators, faculty, and student leaders, which has been credited by both SADP participants and the university leadership as a model for other schools and colleges within the university. Largely motivated by the need to respond innovatively to the financial constraints of state budget cuts, the process also encompasses overall strategic planning for all aspects of SADP and its constituent departments, including departmental structure, resource development, and curriculum alignments.

1.1.6 Assessment:

A. **Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2016 Analysis/Review: The APR identifies the school's Strategic Planning Process and Visioning Process as contributing to program self-assessment. The team confirmed that the visioning retreat in fall 2015 had a positive effect on evaluating the school and on formulating a new way forward to address the future. Faculty and student leaders were involved in the discussion with the team. Students reported that many of their concerns were being addressed. They expect that subsequent concerns brought up will also be addressed. Regular student town hall meetings contribute to this assessment.

In terms of curriculum assessment, the APR identifies both the departmental and university-wide assessment policies. The department has an organized curriculum committee that works well fulfilling its intended mission. The curriculum committee meets three times a semester, with one of these meetings being dedicated to reporting to the faculty.

University procedures for assessment are well documented in the APR through a reference to a link on the school's website. The department provided an example indicating how curriculum assessment has proved beneficial in the evaluation of, and implementation of recent changes to, the integrated studio course.

PART ONE (I): SECTION 2– RESOURCES

1.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: The program has demonstrated that it has appropriate human resources to support student learning and achievement. The faculty are actively engaged in teaching and have the background to fully support the education of an architect. The student-faculty ratio and the faculty workload place an emphasis on teaching and contribute to the quality of the interchange between students and faculty.

During the student meeting, students acknowledged the process for licensure, and the school has identified a faculty ALA The school has also been selected as one of only 14 participants in the NCARB pilot for Licensure Upon Graduation.

Information provided in the APR, and confirmed during the team visit, describes faculty that are furthering architecture through research, service, and professional practice and have done recognized work involving both regional and global projects. A proposal has been put forward to create institutes to develop and elevate the school's educational opportunities.

University programs and some individualized learning experiences are offered to school staff to advance their capabilities. The director of the school is seeking additional opportunities for staff advancement.

Student support services presented through school and university websites include announcements for open student advising weeks, with meetings scheduled in the Forum. Studio faculty offer further guidance with advice about off-campus programs and internships. Scholarship support is available to students for travel to represent the school at official functions and to gain the required off-campus learning experience. Alumni are enthusiastic, participate in school programs, and offer guidance since many of them live nearby in Kansas City.

1.2.2 Physical Resources:
The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: The APR describes school facilities that fully support the program's mission, with three buildings on campus, along with East Hills, a large, newly acquired, off-campus studio/workshop space. The newly completed Forum, an addition to Marvin Hall, has become the heart of the school while bringing an elegant focus to the program. Tours by the visiting team through these facilities confirmed their suitability for architectural education.

The visiting team observed high usage of the three computer labs available to students. Interviews with students 9onfirmed that the lack of reliable WiFi connections in studios-exacerbated by the centralization of the school's servers-was responsible for this, despite the fact that many students own laptops. Students suggested that the studio spaces could be improved, both technologically and physically, to be more "modern office-like" with work stations versus simple drafting desks. Students felt that this would improve the studio environment and collaboration potential.

This condition was **Met with Distinction.**

1.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

(X) Demonstrated

2016 Team Assessment: The program has demonstrated that it has access to appropriate institutional and financial resources to support student learning and achievement. Detailed descriptions of budgetary processes, and expense and revenue categories, were provided in the APR and supplemented with materials in the team room.

In the face of significant budgetary pressures due to state higher-education funding cuts, the program (and SADP as a whole) has responded with various strategies to maintain the high level of services for students. As noted in the 2014 Focused Evaluation Team Report, SADP has expanded the diversity of its funding sources, including a growing percentage of revenue from "differential tuition" funds that are separate from the state allocation (roughly 10% of the program budget). At the same time, the university has been proactively planning to expand revenue and cut expenses through moves such as the centralization of various support functions within the university, with the intention of freeing up funds for use by academic programs. The dean is currently working with university officials on a new long-range business model to better insulate the school from fluctuations in annual state budget allocations (such a business model is enjoyed by other units in the institution, such the School of Engineering).

Initiatives for innovative revenue streams discussed in the APR and in meetings with the team include the following:

- The creation of "institutes" within SADP around existing areas of established expertise, and utilizing industry/community partnerships to increase funding for students and faculty for identified research problems.

- Accelerating the push to increase endowed faculty from 1% to a rate closer to that of other comparable university schools.

- Revitalizing the interior design program in conjunction with the architecture program to increase tuition and underwriting.

- Initiating life-long learning via the "School of 12,000" by reaching out to approximately 11,000 SADP alumni/friends/partners to create new tuition revenue via online learning and certificate programs.

At the same time, the team was made well aware of the challenges and potential difficulties that have resulted from the state funding crisis, including (but not limited to) reduced staff resources and the difficulty in maintaining established relationships between the school and the now-centralized IT staff. The team observed that all parties (school administration, faculty, students, staff, and university administration) are acutely aware of the university's current financial challenges. All parties appeared willing and able to step up to the challenge in their appropriate roles in order to continue to provide the high level of services and outcomes that the program has enjoyed.

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

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2016 Team Assessment: The team found that students, faculty, and staff have adequate information resources available to them through two primary facilities: an online digital resource system and multiple shared libraries on campus. The Murphy Library of Art and Architecture in the Spencer Museum of Art houses 170,000 total volumes, of which a third are devoted to architecture and can be checked out by students. Journals and a large video library are housed at this facility. The Murphy Library is 10 minutes on foot from Marvin Hall. The space is highly functional and well lit, and has 10 computer workstations, oversized scanners, copiers, and study stations scattered throughout the stacks. The Murphy Library manager is supported by 2 full-time staff and 8-10 students on a part-time basis. This library is part of the central university library system and is continuing to increase its holdings, subject to public resources.

The Hatch Reading Room on the fourth/top floor of Marvin Hall is a privately endowed facility in a high-quality space that is heavily used by students and faculty. Five computer workstations, small group study spaces, work tables, and a quiet research area with three computer workstations are available. The collection consists of approximately 5,000 non-circulating volumes and journals, plus 35,000 slides, 30,000 of which have been digitized and uploaded online for public use. A special collection of visual vernacular slides is being digitized for online access. The Hatch Reading Room has one full-time staff member who is dedicated to the architecture program and eight part-time student employees. They are funded by private endowment. The Murphy Library and the Hatch Reading Room are both open 7 days a week. The university library system has over 3 million volumes, which can be accessed online. Books and journals can also be delivered to the Hatch Reading Room by request.

The Kenneth Spencer Research Library is 5 minutes on foot from Marvin Hall and the Murphy Library. This library houses the Frank Lloyd Wright Collection, which is associated with the late KU professor and former Taliesin Fellow Curtis Besinger, and the Willett-Pashley Collection, which is the working library of a firm of late 19th century Chicago architects.

In terms of digital resources, the school provides software for architectural programs, such as Revit, SketchUp, and Grasshopper, on the computers in the various computer labs utilized by students. While students find this useful, they suggested that there could be improved access to these programs for laptops. They also noted that there was competition for seats in the computer labs, and wished that the labs and studios had more connectivity.

1.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Team Assessment: The APR describes the program's faculty, students, administration, and academic departments along with their opportunities for governance. The APR also provides a clear organizational chart of the school and the school's various committees. The visiting team confirmed the components of the organization through various observational meetings and discussions.

PART TWO (11): EDUCATIONAL OUTCOMES AND CURRICULUM

PART Two (II): SECTION **1** - STUDENT PERFORMANCE- EDUCATIONAL REALMS AND STUDENT PERFORMANCE
CRITERIA

11.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.

- Valuing lifelong inquisitiveness.

- Communicating graphically in a range of media.

- Assessing evidence.

- Comprehending people, place, and context.

- Recognizing the disparate needs of client, community, and society.

A.1   **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 408: Architectural Design III, ARCH 608: Architectural Design V, and ARCH 552: Ethics and Leadership in Professional Practice.

A.2   **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 108: Architectural Foundations I, ARCH 608: Architectural Design V, ARCH 505: Accelerated Design I, and ARCH 602: Accelerated Design II.

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

(X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 409/509: Architectural Design IV, ARCH 505: Accelerated Design I, and ARCH 602: Accelerated Design II.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 408/508: Architecture Design III, ARCH 505: Accelerated Design I, and ARCH 608: Architectural Design V.

A.5   **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 109: Architectural Foundations II and ARCH 505: Accelerated Design I.

A.6   **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 209: Architectural Design II, ARCH 505: Accelerated Design I, and ARCH 602: Accelerated Design II.

A.7   **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 340/540: Global History of Architecture I and ARCH 341/541: Global History of Architecture II.

A.8   **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 340/540: Global History of Architecture I, ARCH 341/541: Global History of Architecture 11, and ARCH 800 Options: Final Year Professional Options.

> **Realm A. General Team Commentary:** Evidence from across the curriculum indicates that students in the school gain the ability and understanding required by the critical thinking and representation Student Performance Criteria. The student projects show that students have been trained to gather information from varying sources as they work. Beginning with vibrant and complex work in architectural foundations and continuing through the architecture design studio projects, the student work exhibits a high level of discernment and the skills to think through the design process.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARCH 609: Integrated Design Studio, ARCH 658: Programming and Pre-Design, and ARCH 560: Site Planning for Architects.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 608: Architectural Design V, ARCH 609: Integrated Design Studio, and ARCH 560: Site Planning for Architects.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Not Met

2016 Team Assessment: In work prepared for ARCH 560: Site Planning for Architects and ARCH 658: Programming and Pre-Design, the team found evidence of student achievement at the prescribed level for site design that met the principles of accessibility standards and zoning regulations; however,

throughout sections of the design studio courses, evidence of student ability to design facilities and systems utilizing the principles of life-safety and accessibility standards was inconsistent.

8.4   **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 409/509: Architectural Design IV, ARCH 609: Integrated Design Studio, and ARCH 626: Building Technology I: Construction Assemblies.

8.5   **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 524: Structures I and ARCH 615: Integrated Building Systems.

8.6   **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 205/605: Visualizing Natural Forces, ARCH 530: Environmental Systems I, and ARCH 609: Integrated Design Studio.

8.7   **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 609: Integrated Design Studio and ARCH 615: Integrated Building Systems.

B.8   **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 626: Building Technology I: Construction Assemblies.

8.9   **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 530: Environmental Systems I and ARCH 531: Environmental Systems II.

8.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Ethics and Leadership in Professional Practice and ARCH 658: Programming and Pre-Design.

> **Realm B. General Team Commentary:** The team found all the criteria in Realm B to be Met, with the exception of B.3 Codes and Regulations. The team could not find sufficient evidence to indicate that students throughout all sections of the applicable courses displayed the ability to apply the specific aspects of codes and regulations, in particular life safety and accessibility. The team did find that one SPC, B.1 Pre-Design, was Met with Distinction. The team felt that student work in the applicable courses for this criterion displayed comprehensive exposure to pre-design issues to a broader depth than traditionally seen.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1   **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 609: Integrated Design Studio.

C.2   **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 609: Integrated Design Studio.

C.3   **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 609: Integrated Design Studio.

Realm C. General Team Commentary: Student work demonstrated a high level of understanding of research practices in the delivery of complex projects. Evidence found in the team room showed that students in the Integrated Design Studio had gained the ability to produce design projects utilizing the full scope of architecture sources and to integrate content from an array of influences.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Ethics and Leadership in Professional Practice.

D.2   **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Ethics and Leadership in Professional Practice.

D.3   **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Ethics and Leadership in Professional Practice.

D.4   **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Ethics and Leadership in Professional Practice.

D.5   **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Ethics and Leadership in Professional Practice.

Realm D. General Team Commentary: The coursework of the Professional Practice class provided evidence that students in the program are meeting the criteria within Realm D at the prescribed level.

PART **Two** (ll): SECTION **2** - CURRICULAR FRAMEWORK

11.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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}.

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[XJ Met

2016 Team Assessment: The University of Kansas is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools as evidenced by a letter (dated May 14, 2015} to that effect in the APR. The team further verified the accreditation on the Higher Learning Commission website.

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

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[XJ Met

2016 Team Assessment: The University of Kansas offers three well-defined and structured M. Arch tracks. M. Arch I is a 5-year track. M. Arch II is a 2-year track for students that hold a preprofessional architectural degree. The M. Arch III is a 3-year track for students entering the program with a non-architectural degree. Students entering the M. Arch II and M. Arch III tracks take summer Accelerated Design Studios to ensure that they have proper preparation for success within the program.

Two unique aspects of the curriculum are the final-year professional options and the required study abroad options offered to students. The final-year options range from a year-long design-build experience in Studio 804 to fall internships followed by a spring capstone project. The study abroad options may be selected at various points within the curriculum, and they range from spring break trips to 7-month internships with a variety of option lengths in between.

PART TWO (II): **SECTION 3** - **EVALUATION OF PREPARATORY EDUCATION**

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition 11.4.6.

[X] Met

2016 Team Assessment: The Architecture Department's admittance process may be accessed through the university and school websites. From a discussion with the department chair, the team learned that a departmental committee evaluates preparatory education during the admittance process. Records of entering students' preparatory work were shared with the team. The team also found the following information in the APR:

- Transfer students applying from another accredited program who seek advanced placement in studios must also submit a portfolio. To determine the level of studio placement, the students' architectural classes are evaluated in terms of the comparability of the content with that of the same classes at KU, and their portfolios are examined for similarity of project work, skill levels, and appropriate development.

- Other students transferring from another college into the M. Arch I track are evaluated as new students if they have not completed 20 college credits beyond high school. Those who have completed 20 or more credits are evaluated as transfer students.

Applicants to the M. Arch II and III tracks are evaluated on their complete application. This application includes a record of preparatory work along with a portfolio. The process of evaluating the preparatory work of these applicants follows the steps mentioned above.

PART Two (II): SECTION 4–   PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

11.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation,* Appendix 1, in catalogs and promotional media.

[X] Met

2016 Team Assessment: The Architecture Department website (http://architecture.ku.edu) provides the statement in the exact language found in the *2014 NAAB Conditions for Accreditation* on the "NAAB" page within the "About" section.

11.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

> *The 2014 NAAB Conditions for Accreditation*

> *The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

> *The NAAB Procedures for Accreditation* (edition currently in effect)

[X] Met

2016 Team Assessment: On the Architecture Department website (http://architecture.ku.edu), there are working links to the *2014 NAAB Conditions for Accreditation,* the *2009 NAAB Conditions for Accreditation* (in effect at the time of the last team visit), and the *2015 NAAB Procedures for Accreditation* on the "NAAB" page within the "About" section.

11.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: The team found that students and graduates have access to career development and placement services via the University Career Center (UCC), career services provided directly by the Architecture Department, and internships established with the local practitioner community. The UCC web page (http://career.ku.edu/architecture) contains general architectural career information, links to potential employers, employment strategies, and links to other architectural career resource websites. In addition to annual fall portfolio reviews, hosted by AIAS, and spring job fairs hosted by the Architecture Department, students benefit from regular interaction with local/regional employers and the department's alumni Advisory Board. There is also an array of potential internships with regional employers through the program's Final Year Options.

11.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.

- The most recent APR.[1]

- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: All required documents are available electronically on the "NAAB" page within the "About" section of the Architecture Department website (http://architecture.ku.edu)

11.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2016 Team Assessment: On the "NAAB" page within the "About" section of the Architecture Department website (http://architecture.ku.edu), the link to the "NCARB Pass Rates" page is functional and clearly labeled.

11.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.

- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

- Forms and process for the evaluation of preprofessional degree content.

- Requirements and forms for applying for financial aid and scholarships.

- Student diversity initiatives.

[X] Met

2016 Team Assessment: The Architecture Department website (http://architecture.ku.edu) provides information regarding application to the program, including links to application forms and admissions requirements. Information describing requirements for financial aid and scholarships is also included on the website. The website instructs potential transferring students with preprofessional degrees to submit a portfolio and provides a contact number to call for further details. Student diversity initiatives are named and described in the program's APR. The website describes the Multicultural Architectural Scholars Program, which was founded in 2003. It is designed for outstanding, academically well-prepared

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[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

undergraduate students from under-represented groups who are committed to applying their talents to their studies and personal and professional development.

11.4.7 Student Financial Information:

- • The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

[X] Met

2016 Team Assessment: On the KU website, there are explicit financial estimates for the cost of tuition, books, fees, and room and board for both residents and non-residents of Kansas, and for both undergraduates and graduates in the architecture program. The website also has detailed information regarding financial aid.

PART THREE (III): **ANNUAL AND INTERIM REPORTS**

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[XJ Not Met

2016 Team Assessment: The required reports were provided via active links to the "NAAB" page within the "About" section of the Architecture Department website (http://architecture.ku.edu/naab-1), but the program was unable to provide certification that all statistical data submitted to the NAAB had been verified by the institution and was accurate and consistent with reports sent to other national and regional agencies, as required by Section III.1 of the *2014 NAAB Conditions for Accreditation.*

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).

[XJ Met

2016 Team Assessment: The required Annual Narrative Reports submitted since the last visit *(2010,* 2011, 2012), NAAB Responses (2011, 2012), Focused Evaluation Report (2013), and Focused Evaluation Team Report and Decision Letter (2014) were provided via active links to the "NAAB" page within the "About" section of the Architecture Department website (http://architecture.ku.edu/naab-1).

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

1.2.2 Physical Resources: The school facilities fully support the program's mission. The visiting team was particularly impressed by East Hills, a large, newly acquired, off-campus studio/workshop space. The robotics and digital fabrication labs in the Marvin Hall Annex are outstanding support spaces, which promote student exploration. Finally, the newly completed, student designed and built Forum, an addition to Marvin Hall, is an exceptional space and a model of sustainable design that has become the heart of the school.

SPC 8.1 Pre-Design: The team felt that student work in the applicable courses for this criterion displayed comprehensive exposure to pre-design issues to a broader depth than traditionally seen.

Appendix 2. Team SPC Matrix

2014

STLrfi\IT PERFORMANCE CRJT A

	RealmA: OiticalThinking andRepresentation	RealmB: Buikfing A"actices, TechnicalSijUs, andKnowledge	RealmC: htegrated Archnecl'I	RealmD: A"ofessional A"actice

MI\STER OFARCHITECTURE — A1 A2 A3 A4 AS A6 A7 A8 81 B2 83 84 85 86 B7 88 89 810 C1 Cl C3 D1 D2 D3 D4 D5

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Arch 104: A"inciples *of* Mldem Arch
Arch108: Archnectural Foundations t
Arch109: Archiectural Foundalions o
Arch 2051605: Visualizing Natural Forces
Arch 208: Archflectural s nl
Arch 209: Archrtectura **sign l**
Arch3401540 GlobalHislory *of*Archl
Arch3411541: Global history of Archl
Arch 4081508: Archneclura **sign U**
Arch409/509 Archrtectural !:\;!sign *W*
Arch505: Accelerated s nl
Arch 524 Struclures l
Arch530: Environmental System; l
Arch531: EnvironmentalSysterrsn
Arch552: Bh.&Lead. in A"o.Fraclice
Arch560: Sne Aanning for Archnects
Arch 602 : Accelerated s nl
Arch608: Arch!ectur **sign V**
Arch 609: Integratedl:\;!sign Studio
Arch 615: htegrated Building Systerrs
Arch 624: Structures o
Arch 626: BldgTech t Const Assent.
Arch 658: A"ogramring&lte-ll;!sign
Arch 690 Study Abroad
Arch 692D: Jcurrentation
Arch8xx: A"ofessional Option

Appendix 3. The Visiting Team

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V.   Report Signatures

Respectfully Submitted,

Jeanne Jackson, FAIA, NCARB, LEED®AP
Team Chair   Representing the NCARB

Donna Dunay, FAIA, DPACSA
Team Member   Representing the ACSA

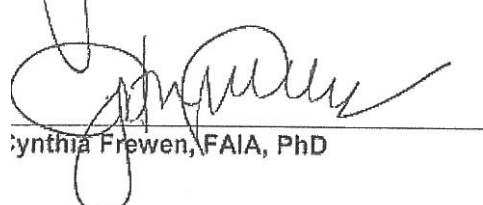Kyle Palzer
Team Member   Representing the AIAS

John K. Edwards, Assoc. AIA, LEED®AP-BD+C
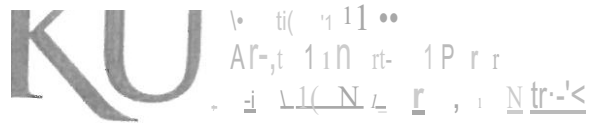Team Member   Representing the AIA

Cynthia Frewen, FAIA, PhD
                                                              Non-Voting Team Member

Program Response to the Final Draft Visiting Team Report

KU

The   University of Kansas

Architecture Department

31 May 2016

Dear Cassandra Pair,

Thank you for sending the draft of the 2016 University of Kansas Visiting Team Report. I appreciate the detailed review of our Master of Architecture Program by the Visiting Team led by Jeanne Jackson. We find no corrections of fact are needed to the VTR draft.

As a final response, I would like to provide additional information regarding the conditions not achieved listed on page 1, 111.1 Annual Statistical Reports.

During the visit in April 2-6, 2016, the Visiting Team requested a certification letter for the annual statistical reports, which the Architecture Department requested from our Office of Institutional Research and Planning (OIRP) at the University of Kansas.

OIRP did issue the certification, after the team visit, once they had reviewed of all our statistical reports spanning from 2009 to 2015. Please find attached the verification statement from the Office of Institutional Research and Planning verifying our ARS Reports for the reported Fiscal Years 2009-2015. This information is also posted on our website.

The link is found on this page: https://architecture.ku.edu/2016-accreditation-visit, and the direct link to pdf can be accessed through this link: https://architecture.ku.edu/sites/architecture. ku.edu/files/docs/2016%200 IRP%20Data%2 0Verification.pdf

I thank you for your consideration of this information.

Sincerely,

Paola Sanguinetti, PhD
Chair of Architecture
School of Architecture and Urban Planning
The University of Kansas

May 23, 2016

To whom it may concern:

The Office of Institutional Research and Planning has provided data for and can verify the following sections of the NAAB Annual Statistical Reports, as attached.

Section A. 9. a.-c. Institutional Test Scores
Section C. 1. Annual Tuition and Fee Rates
Section C. 2. Financial Aid
Section C. 3. Graduate Assistantships
Section D. 1. Entering Students
Section D. 2. Total UG/Grad Architecture Enrollment
Section E. 1. Degrees Awarded
Section F. 5. b. i. Instruction Expenditures
Section F. 5. c. Per Student Expenditure
Section G. 1. Credit Hours Taught (Instructional Workload)
Section G. 2. A. Full-time Instructional Faculty
Section G. 2. B. Part-time Instructional Faculty
Section G. 2. C. Adjunct Faculty
Section G. 3. Faculty Credentials
Section G. 4. Salaries

The data in these sections are consistent with the University of Kansas institutional data reported to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

If you have any questions, feel free to contact our office.

Deborah J. Teeter
University Director