Architecture Program Report

Fay Jones School of Architecture + Design, University of Arkansas

7 September 2022

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**University of Arkansas, Fay Jones School of Architecture + Design**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: Track: 157 semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2014
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	John Folan, AIA LEED AP BD+C Head and Professor Department of Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Peter MacKeith, Assoc. AIA Dean and Professor Fay Jones School of Architecture + Design
Chief Academic Officer of the Institution	Dr. Terry Martin Interim Provost and Vice Chancellor for Academic Affairs University of Arkansas
President of the Institution	Dr. Donald R. Bobbitt President University of Arkansas
Individual submitting the APR	John Folan, AIA LEED AP BD+C

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Architecture Program Report (APR)
University of Arkansas
Fay Jones School of Architecture + Design

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

The Bachelor of Architecture Professional Degree Program at the University of Arkansas was last reviewed by the National Architectural Accrediting Board in 2014, receiving an eight-year term of Continuing Accreditation. The 2014 Visiting Team Report (VTR) noted the following:

"The team believes that the Fay Jones School of Architecture provides an active learning environment that emphasizes knowledge through drawing, modeling, and experiential design. Administration, faculty, and students are committed to design for a new decade that engages community, new technologies, and environmental awareness. The team was impressed with the vitality of the student body, their dedication to community engagement and sustainability, and their passion for architecture."

Strengths of the Program:

- *"The studio sequence in the 2nd year bravely has adopted an urban design focus, which incorporates drawing, model construction and field trips, including one to Chicago, quite a change from Fayetteville. This early exposure to design at a large and diverse range of scales pays dividends in the understanding of the implications of design context, density, and diversity."*
- *"In the 4th year, all of the students are required to spend a semester studying in either Rome or Mexico City. Again, in addition to the excitement of seeing and experiencing unfamiliar surroundings, staying with a host family and meeting with local professionals, the students are challenged to think critically about those places, record the experiences graphically and prepare designs that respond to local conditions."*
- *"The Community Design Center offers an Option Studio for 5th year students. The center has won multiple awards and continues to be a source of innovative thought for sustainable and community/site-appropriate design and planning strategies*."
- *"The Fab Lab also offers an Option Studio for 5th year students. It continues to adopt cutting-edge technology to allow for experimentation in new construction methodologies".*
- *"Throughout the 5th year Option Studios, all share the mandate that they must contain a primary component of community engagement."*
- Program Organization: "*The strong collaborative approach to the curricular framework has allowed for unique educational opportunities that will continue to be developed, as the school now includes the departments of landscape architecture and interior design in the same building. There is strong curricular coordination and integration. There is a new building, new technology and there will soon be a new dean. A Dean's Council and Architecture Advisory Board assist with development opportunities and engage alumni and practitioners through mentoring and financial support of scholarship funding. New uses of social media are connecting the faculty and students to alumni and alumni to continued educational opportunities and even the sharing of technology, projects and resources."*

Conditions Not Met:

- **A.4 Technical Documentation**
  "2014 Team Assessment: ARCH 3026 Architectural Design VI, exploded axons and larger scale sections are effective as technical drawings. Models are well used to address building assembly. Cross-sections and longitudinal sections less so as evidence of ability in this area. ARCH 3143 Building Materials and Assemblies, uses drawing exercises, quizzes, and a final exam, effectively; however, outline specs do not show up in ARCH 5314 Professional Practice and there is no other place where the ability to make an outline spec as part of a building design appears."

- **B. 2. Accessibility**
  "2014 Team Assessment: While evidence was found for the inclusion of some design accommodations for mobility impairment in the studio work for ARCH 2026 and subsequent studios, there was no evidence of the incorporation of sensory or cognitive disability accommodations."

- **B.6 Comprehensive Design**
  "2014 Team Assessment: While the High Pass evidence satisfactorily covers the required content, with the exception of preparation of an outline specification (integral to A4 Technical Documentation), the Low Pass projects do not achieve at the required level. In general, the work was much less complete, e.g., failing to provide labeling for spaces and detail elements; lack of site plan detail; lack of accessibility detail; lack of indications of sustainability strategy incorporation and lack of clarity in the incorporation of HVAC systems."

The Fay Jones School of Architecture and Department of Architecture have focused on addressing these unmet conditions as a priority since the 2014 Accreditation Visit. *Conditions Not Met* identified in the 2014 VTR included *A.4 Technical Documentation, B.2 Accessibility, and B.6 Comprehensive Design.* The unmet conditions were all satisfied through review of the 2016 Two-Year Interim Program Report (IPR) and addressed again by the Department of Architecture in the 2019 Five-Year Interim Program Report. The following outlines initiatives taken to address unmet conditions since 2014.

A.4 Technical Documentation

The Department of Architecture addressed unmet conditions in Technical Documentation through a series of adjustments in the curriculum. The sequence and content of required technical courses were revised. The current course sequence utilized by the Department of Architecture that satisfies student performance criteria in A.4 includes ARCH 2132 Environmental Technology I (which was assigned contributing content in 2015), ARCH 3143 Building Materials and Assemblies, ARCH 3253 Environmental Technology II (which was assigned contributing content in 2015), and ARCH 4016 Comprehensive Design, currently titled Integrated Design Studio (IDS). Evidence provided in the Two-Year Interim Report included course syllabi for these three courses and one additional course, ARCH 5314 Professional Practice. The Department of Architecture has cultivated a culture predicated on precision in technical documentation with the four courses identified forming an interconnected core framework. Since 2015, ARCH 5314 Professional Practice has included a component of instruction on construction/contract documents including preparation, format, and management. The production of an outline specification is included in this component of the pedagogy. Recent offerings of ARCH 5314, taught by Teaching Assistant Professor Jon Boelkins, have increased in efficacy, benefitting from the evolution of the Anthony Timberlands Center for Design and Materials Innovation (ATC) being designed by Grafton Architects, Dublin, Ireland. The Fay Jones School's close collaboration with Grafton and MODUS Studio, the local practice involved with the project, has afforded the ability to make the production of contract documents and other

aspects of construction procurement immediately tangible. That collaboration began in 2020 and will continue through 2024. Advanced Studios in design-build, assembly, and fabrication augment student learning in technology and technical documentation in the fourth and fifth years of the program. Recent examples of studios that explore those dimensions have focused on building components, assemblies, and products looking at the processes related to materials and fabrication. Examples include a studio led by Distinguished Visiting Professor William Massie (2017), Design Through Prototype led by Assistant Professor Emily Baker (2018), The Future of Wood studio led by Associate Professor Frank Jacobus, (2019), The Urban Design Build Studio's (UDBS) Carb Complex Sequence of Studios led by Professor John Folan (2020-present), and the AR HOME LAB's Workforce Housing Sequence (2021-present) including automation and additive manufacturing.

B.2 Accessibility
The Two-Year Interim report identified mobility impairment as a focus of the ARCH 2016 Design III Studio. Ambulatory mobility as well as other dimensions of accessibility remain important components of that studio, and all subsequent studios. Evidence of meeting B.2 Criteria was provided through the presentation of a revised course syllabus in 2016. At present, there is an emphasis in meeting different dimensions of accessibility in ARCH 2016 Design III, ARCH 2026 Design IV, ARCH 3016 Design V, and ARCH 3026 Design VI. Each studio introduces concepts and principles that are addressed with increasing synthesis culminating with ARCH 4016 Design VII Integrated Design Studio. Supplemental focus on the topic of accessibility is available to students through professional electives that address cognitive disability, sensory disability, universal design, and user experiences. ARCH 4023 Objects of Interest: Industrial Design and Spatial Syntax is one example, co-taught with a faculty consultant in occupational therapy. Another opportunity provided is with IARD 4823 Human Factors in Design, offered through the Department of Interior Architecture.

B.6 Comprehensive Design
The Visiting Team's observations catalyzed revisions to the technology sequence in the Department of Architecture. The content delivered in ARCH 2132 Environmental Technology I, ARCH 3253 Environmental Technology II, and ARCH 3143, Materials and Assemblies explicitly foreground performance expectations in ARCH 4016 Design VII Integrated Design Studio. ARCH 4152 Environmental Technology III/Building Systems Integration simultaneously reinforces content delivered in the Integrated Design Studio, synthetically bridging the technology and studio sequence in the curriculum. A similar relationship is established in the second and third years of the program, with ARCH 2113 Structures I and ARCH 2132 Environmental Technology I informing ARCH 2016 Design III, ARCH 3143 Materials and Assemblies informing ARCH 3016 Design V, and ARCH 3253 Environmental Technology II informing ARCH 3026 Design VI.

In addition to the outlined structural shifts in curriculum, content delivered in the ARCH 4016 Design VII Integrated Design Studio was evaluated in the context of the visiting team's observations. Changes outlined in the syllabus provided as evidence in the Two-Year Interim Program Report clarified this comprehensive studio's role as the core component in the professional program; demonstrating knowledge gained through the pre-professional curriculum and establishing the foundation for efforts in advanced design studios offered in the last three semesters of the program. Since 2016, ARCH 4016 Design VII Integrated Design Studio has been offered only in the fall semester to ensure the continuity of student learning in workshops offered by consultants supported through the Nabholz Visiting Professional Fund, targeting domain specific topics. Offering the course once per year distributes resources equitably to all students.

Causes of Concern

- Information Resources: *"1) Planning Library Growth: Planning for future growth of the department as a graduate school and efforts to increase research will require new funding streams. Library space and resources will also need to be expanded given the addition of the landscape architecture and interior design departments. 2) Library Acquisition Planning: The team believes that the department needs to strengthen its system for choosing new library acquisitions for both the history and studio programs."*
- Advising: *"While students in their third through fifth years are assigned to faculty advisers, the first- and second-year students share a single advisor. Even though students commented that the student services staff members are miracle workers, the team is concerned that the workload is significant and will only continue to grow. Visual and sound privacy is lacking in advising rooms."*
- Campus Involvement: *"It is always difficult for architecture students to be fully involved throughout campus, but students would benefit from a conscious effort to encourage them to take advantage of the rich opportunities for extracurricular activities of the university at large."*
- Technology Integration: *"The addition of new technologies appears to lack a plan for cohesive curricular integration."*
- Technology Support: *"The lack of adequate funding for staff is detrimental to the IT Department and more full-time staff support is needed."*

The Fay Jones School of Architecture and Department of Architecture have focused on addressing these issues since the 2014 Accreditation Visit. *Causes for Concern* articulated in the 2014 VTR, which included Information Resources, Advising, Campus Involvement, Technology Integration, and Technology Support, were all satisfied by the 2016 Two-Year Interim Program Report (IPR). As conditions are dynamic and the demands of relevant education evolve, the following outlines initiatives taken in support of enhancing the program to satisfy NAAB criteria and objectives since the 2016 IPR.

Information Resources

The 2016 IPR produced by the Department of Architecture categorically identified the planning for an archive facility, enhanced resource delivery methods, and faculty collaboration with library leadership as mechanisms for satisfying the visiting team's noted concerns. In 2018 a new 28,700 gross square foot archive building designed by Perry Dean Rogers Partners was constructed to facilitate storage and retrieval of older items in the university's collection. Since 2015 the university library system has employed interlibrary loans and digital delivery of materials to enhance access for students and faculty. Three tenured faculty members with research scholarship in history and theory and one tenured faculty member representing the design sequence work with the Fine Arts Librarian on acquisition lists. The Department of Architecture maximizes available resource options by coordinating selections with related programs. Information and library acquisition needs are positively influenced through departmental faculty representation on the University Library Committee and the Research Deans Group. The Department of Architecture and Fay Jones School continue to work with the library to creatively address methods that support improved acquisition and delivery of materials to students. Additionally, recently completed and on-going renovations to the University (Mullins) Library, and upcoming renovation of the Fine Arts Library contribute to continuing improvement of information delivery, accessibility, and training in contemporary contexts for print and digital information resources; (see 5.8, Information Resources.)

Advising
The 2016 IPR produced by the Department of Architecture acknowledged team comments through the creation of a revised space allocation that provided student advising space within the Dean's suite, offering privacy and confidentiality. In 2019 student advising space was expanded and moved to the garden level of Vol Walker Hall, affording greater privacy in service of confidentiality; (see 5.6, Physical Resources). This spatial expansion coincided with the creation of an additional staff position providing a tiered and focused advising structure. At present students in the first year of the program consult with one advisor, and students in subsequent years benefit from a combination of focused staff advising and full-time faculty advising.

Campus Involvement
The 2016 IPR produced by the Department of Architecture identified the UNIV 1001 University Perspectives course required of all freshman students in the Fay Jones School as being central to understanding the critical importance and benefit of campus involvement. In that course, students are introduced to an array of opportunities to engage with campus life from participation in student governance to intramural athletics. UNIV 1001 also introduces students to key partners in student life across campus, including presentations from campus health services that emphasize resources for promoting wellness. In 2015 the Fay Jones School started a chapter of the National Organization of Minority Architecture Students (NOMAS), and in 2019 the Department of Architecture started a Freedom By Design (FBD) Chapter. These student organization along with the existing chapter of the AIAS continue to engage students in outreach events on campus. Further connection with the campus is facilitated by virtue of Vol Walker Hall/Stephen L. Anderson Design Center's location on campus and spatial organization. As the primary facility utilized by the Department of Architecture, flanked by the Mullins University Library to the West and Old Main to the East, the primary lobby spaces of the building are a common throughway for the University. Entrances employ pylons to welcome the campus community and public monitors mounted internally provide a constant stream of ongoing and future events readily visible to all students.

Technology Integration
As outlined in the 2016 IPR, during the 2015/2016 academic year faculty addressed technology integration in studio and support courses across the curriculum. Assessment has continued annually since. The assessment evaluates the integration of digital tools, physical tools, digital processes, analog processes, and appropriate support software across the curriculum. A reflection of the continued assessment is a developed approach to technology integration predicated on continuity of reciprocal pedagogical frameworks utilized in studio and support courses. Workshops have been instituted as primary mechanisms in developing digital, analog, and physical skill sets needed to enhance learning outcomes. In 2020, pedagogy utilized in ARCH 1212 Design Thinking I and ARCH 1222 Design Thinking II, has been recalibrated to incorporate digital technologies as fundamental to the execution of assignments. Offered in the first year of the program, the pedagogical shift in these two courses emphasizes the integration of technology in balance with units of focus on analog methods in foundational studio courses. The intention of this strategy is developing intuitive sensibilities regarding appropriateness of tools, methods, and technology in ways of thinking and making. The importance of technology to the curriculum is reflected in the faculty search conducted in 2021. Focused on attracting candidates with advanced skills in Building Performance Simulation and Building Information Modelling, the Department of Architecture was successful in yielding three tenure track Assistant Professors and two non-tenure track Teaching Assistant Professors who have been integrated strategically to lead courses throughout the curriculum from first through fourth years. As technology changes quickly, the Department of Architecture and Fay Jones School faculty populate separate digital technology committees to ensure the promotion of relevant software specific to the practice of architecture, and that which is

reflective of a broader interdisciplinary design education. Analysis of need each year informs reciprocal calibration of course content in support of new learning models and delivery methods. Complementing efforts within the department, the school Technology Committee adopted a three-tiered approach to technology education for tool use and learning methods for new digital and physical tools after the 2014 NAAB visit. The three-tier system integrates online tutorials (LinkedIn Learning) at the lower level of instruction, complemented by targeted faculty tutorials for specific tools in upper levels, and staff support for advanced studies in the use of digital tools. Since 2019, the integration of digital technologies has been evenly distributed through all studio and technology courses, with fundamental skill development introduced through the Design Thinking Courses that parallel the first two Design Studios. The integration of digital technologies in the first year reinforces the synthetic relationship between Studio and History/Theory content. Early and iterative application of vector-based modelling software, information management software, graphic editing software, and CAM software in support of physical tools (laser printing/3Dprinting/CNC milling/robotic arms), and parametric tools are incrementally intensified as the curriculum advances.

The Fay Jones School Digital Fabrication Lab in Vol Walker Hall has nine 3D Printers (three Afinibot A31, five Prusa MK3, one Stratasys Uprint SE Plus), three CNC Milling Machines (AXYZ 4008 CNC Router, work area dimensions 60”x 98”, SHOPBOT Desktop D2418: Work area dimensions 18”x 24”, Roland CAMM-1 GS 24 Vinyl Cutter) and four Laser Cutters (two VLS 3.50 Universal Laser Cutters: Work area dimensions 12”x 24” and two VLS 6.60 Universal Laser Cutters: Work area dimensions 18”x 32”). Additional digital fabrication technology available at the Fay Jones School Build Lab includes an Onsrud M-Series CNC Router (Work area dimensions 60”x 144”), Shaper Origin Handheld CNC Router, Pocket NC 5-axis CNC Router, CNC Plasma Cutter (Work area dimensions 4’x8), two Prusa MK3S+ 3D Printers (Print dimensions 9.5”x 8.25”x 8.25”), 3D Potter Super 7 Ceramic 3D Printer (Print dimensions 17”x 14”x 19”), 3D Potter SCARA XLS2 Ceramic 3D Printer, Stäubli RX160 Robotic Arm, and Next Engine 3D Desktop Scanner.

The Build Lab affords the ability to work with technologies at large scale (building scale) while technology on campus affords the ability to work at a multitude of scales. Integration of these technologies and calibration software delivery in class has supported the emergence of an integrated pedagogy that emphasizes the appropriate use of advanced technologies in ideation, design, and physical materialization.

Technology Support

The appointment of Dean MacKeith in fiscal year 2015 instigated examination of all budget protocols at the Fay Jones School, including those governing technology support. A new framework instituted since that time has provided IT a discrete budget along with centralized service efforts to support faculty, students, and staff in purchasing, maintaining, and upgrading equipment. As a condition of the budget restructuring, a Director of IT Position was created at the Fay Jones School. The creation of that position is complemented by the assignment of one appointed support staff and a complement of part-time student assistants for after-hours support. Specific improvements include a new online helpdesk, unlimited and encrypted storage space through a dedicated server available to all faculty and staff, and parallel Fay Jones School Technology and Department of Architecture Digital Technology Committees charged with assessing and recommending changes to address emerging needs.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The 2014 NAAB Accreditation Visit was governed by the 2009 Conditions for Accreditation and the 2012 Procedures for Accreditation. The Accreditation Conditions have changed twice during this time, initially being replaced initially by the 2014 Conditions for Accreditation and 2015 Procedures for Accreditation, and subsequently replaced by the 2020 Conditions for Accreditation and 2020 Procedures for Accreditation. The changes from the 2009 Conditions of Accreditation and 2012 Procedures of Accreditation to the current 2020 Conditions and Procedures are numerous.

Sustained Reflection, Critical Assessment and Situated Relevance

The production of Interim Progress reports in 2016 and 2019 have provided the Fay Jones School and Department of Architecture the opportunity to critically reflect on matters of curriculum and program development in the context of evolving NAAB Conditions of Accreditation. Reflection and critical assessment are valued by leadership and faculty at the Fay Jones School as methods in constructing a relevant professional curriculum, learning environment, experiences, and culture that poise students for sustained success at graduation. The Department of Architecture believes that sustained success is predicated on the development of sensibilities and values that empower students with agency to make decisions in the context of carefully considered conditions.

In support of the seven articulated goals that the 2020 Conditions and Procedures promote: 1) excellence and innovation in architecture education, 2) program flexibility that adapts to a dynamic context, 3) distinctiveness among programs, 4) support of equity, diversity, and inclusion in architecture education and the profession, 5) increased access to the profession of architecture, 6) stimulation the generation of new knowledge, and 7) protection of the public interest; and to formulate specific convictions expressed through the set of joint values, the Department of Architecture has utilized a tripartite system of reference as a simultaneously reflective and projective guide to positive trajectory.

Introduced in the Fall of 2019, the concept of Situated Relevance has guided the nuanced calibration of core studio curriculum and relative integration of core parallel courses in the technology, history/theory, and practice streams. Critical to the calibration of the curriculum has been the identification of common terminology assigned to three primary lenses utilized by faculty in the development of pedagogy:

- **Positioning** defines the fundamental topical focus, conceptual underpinnings, and creative territories a studio/course engages, situated in relationship to all studios/courses that precede, courses offered in parallel, and all that follow. Positioning is informed by program (size, type, use), place (geographic location, cultures, populations), climate (arid, temperate marine, temperate continental, highland), density (urban, suburban, rural), and condition (open site, constrained site, semi bounded site), and bias (vertical, horizontal, distributed/dispersed). Each of those factors are considered in the context of skills being introduced or iteratively reinforced as a practical dimension of knowledge building and ability. The construction of Positioning in any instance considers four strategic dimensions: 1) Satisficers, indispensable components of knowledge at any given point along the curricular continuum; 2) Risk Propositions, desirable components of knowledge at any given point along the curricular continuum; 3) Value

Propositions, unique components of knowledge specific to a single course; and 4) Differentiators, aspects of education and components of knowledge that distinguish a Department of Architecture student in the professional context.

- **Policy** defines the relevant contemporary social, economic, environmental and administrative dimension(s) of consideration employed by each studio/course to address explicit goals. Policy illuminates the role of ethics in subjective and objective decision making. Articulation of purpose, applicability in service, effectiveness in application, responsibility, history, and communicative disambiguation are emphasized as determining factors of legitimacy fulfilling intention to benefit the public. In application Policy addresses concepts that include: 1) diversity, equity, and inclusion, 2) health and wellness, 3) environmental stewardship/climate change, 4) legal rights, 5) social rights, 6) ethical principles of freedom, and 7) fundamental human dignity. The significance of these concepts informs design - both thematically, and tangibly through executed work.

- **Performance** establishes liberally defined functional sensibilities related to attributes of materiality, energy conservation, passive biasing, environmental efficiency, safety, security, durability, accessibility, cost-benefit, productivity, sustainability, resilience, and operation. Sensibilities are enhanced through the use of digital, analogue, and experiential tools integrated through specific courses. The link between modalities of simulation and metric assessment over time are emphasized in reinforcing the relationship between regional, environmental specificity in design and the mitigation of climate change.

Situated Relevance has been employed as an instrument through which to simultaneously 1) consider the set of joint values identified by NAAB in collaboration with ACSA, AIA, AIAS, NCARB, NOMA and the Coalition of Community College Architecture Programs; 2) outline paths to success in impacting challenges suggested through the imperative questions posed by the Fay Jones School (outlined in Section 1.0 Context and Mission); and 3) enable a method for the Department of Architecture to demonstrate versatility in calibrating an effective curriculum in service of the students and future professionals.

The Department of Architecture inculcates a culture of self-assessment into course development and curricular design which will evolve, particularly with measuring, codifying and analyzing performance of learning objectives outlined here, and addressed with specificity through particular syllabi and a parametric tool described in section 2.0 Shared Values of the Discipline and Profession.

Integrated Design

One of the more critical accreditation changes in the 2014 Conditions and 2015 Procedures was shifting from “comprehensive” projects to “integrated architectural solutions.” Between 2016 and 2018, the Architectural Registration Exam (ARE) underwent a similar restructuring from ARE 4.0 to ARE 5.0. The seven divisions of ARE 4.0 were traditionally organized around content areas. ARE 5.0 was developed with six divisions, organized “around practice and the progression of a typical architecture project.” The formerly separate divisions of Construction Systems, Structural Systems, and Building Systems were reconfigured into two new divisions (Project Planning & Design and Project Development & Documentation), where they are integrated with each other and with design skills.

The Department of Architecture responded to these changes by adjusting curriculum in ARCH 4106 Design VII, Integrated Design Studio (IDS). The course had previously been titled Comprehensive

Design. More than symbolic in nature, the change reflects adjustments in the approach utilized in the delivery of content that align design processes more closely with those of a project's progression and coordination in professional practice. ARCH 4152 Environmental Technology III, Building Systems Integration has been closely aligned with the Integrated Design Studio where there is a synthetic, recursive relationship established between work executed in the studio and analysis fostered in the technology course. Consultants brought to the ARCH 4016 Design VII, Integrated Design Studio (IDS) via the Nabholz Visiting Professional Series also lecture and provide support in ARCH 4152 Environmental Technology III. Sensibilities tied to the integration of parallel technology courses and core studio are reflected throughout the core curriculum, as reflected in the spring semester 4th year curriculum where ARCH 3026 Design Studio VI is closely coordinated with ARCH 3253 Environmental Technology II. Experiences in those courses establish sensibilities that carry forward in the following semester, the first of the program's professional phase. In 2021 the Department of Architecture successfully attracted five new faculty through an international search to enhance digital capabilities in the areas of Building Information Modelling and Building Performance Simulation. Assistant Professor Pedro Veloso, brought onto the faculty through the search, is the Coordinator of ARCH 4016 Design VII, IDS, bringing a new enthusiasm for the integration of advanced digital tools as a complement to an already professionally relevant pedagogy.

Diversity, Equity, and Inclusion

The renewed and refreshed perspectives on diversity, equity and inclusion in architectural education together with their profound influence on assuring increased access to the profession set forth in the current 2020 Conditions and Procedures, provide a timely and requisite conceptual framework for deep discussion with students, faculty, professional staff, and the communities the School serves.

While these conversations can be difficult, requiring confrontation with implicit biases and stereotypes about architecture, it practices and its practitioners, the synthetic appearance of diversity, equity and inclusion issues in multiple and interrelated 2020 conditions and procedures has catalyzed deliberate inquiries about how to respond through curriculum development, resources allocation, and community relations. In project articulation across the curriculum, award and scholarship decisions, and recruiting and retention endeavors, we unerring make clear that racial and gender equity are essential to building a professional that can confront the challenges the made environment presents as we near the mid-twenty-first century. To begin, course reading lists have been altered, consideration of appropriate projects and project sites have changed, and additions to faculty and staff have been made with equity and inclusion in mind; to make our program more affordable to more students, paths to graduation within four and one-half years have been provided. These are small first steps, and using the new perspectives of the 2020 conditions and procedures, assessment instruments that measure the efficacy of them will emerge to the greater good of the school and its students.

Commitment

Wise Growth; deliberate use of constrained resources; greater excellence in all dimensions of teaching, research/creative practice, and service at the Fay Jones School and Department of Architecture have been our motivations for the past eight years. We employ an economy of means to construct a school and department with maximum meaning.

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NARRATIVE TEMPLATE

1—Context and Mission

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

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The University of Arkansas remains committed to its mission of as a public land grant institution, one that *"is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas."*[1] Since 1871 the University's fundamental purpose as land grant institution and state flagship has remained unchanged, to serve the state of Arkansas as a partner, resource, and catalyst by: 1) providing access to a comprehensive and internationally competitive public education that fosters student success across a wide spectrum of disciplines, 2) utilizing research, discovery, and creative activity to improve the quality of life, develop solutions to the challenges we face and drive the state's economy, and 3) contributing service and expertise through outreach, engagement and collaboration.

The University's core values of *Curiosity, Creativity, Character,* and *Shared Humanity*[2] provide a framework that informs a desired culture in support of the mission. Those values recognize the need to know more, understand better, ask questions and find answers as fundamental sensibilities of intellectual curiosity that contribute to exploration and identification of solutions to problems shared by all. Architecture and the study of architecture are explicitly identified in the University's core values statement as a creative inspiration and source of enrichment to everyone's lives. Creativity associated with the pursuit of architectural education is viewed as important to the arts and humanities, and *"no less important to the sciences, driving innovation and new technologies."* Acknowledging that *"a creative environment stimulates original thought, varied perspectives and new ways of looking at things."* Character is defined by personal integrity that privileges leadership by example and accountability, to *"each other and the publics we serve."* Shared humanity is reflected in a culture that supports an open exchange of ideas with respect for the unique perspectives and contributions of individuals, recognizing that *"diversity is our strength."* The University provides a context *"where equity, opportunity, representation and civility are valued."*

A set of eight guiding priorities and measurable goals[3] identified in 2017 form the roadmap for the University of Arkansas in fulfilling the Mission and Core Values. The guiding priorities emerged from a strategic plan that was built through a campus-wide, collaborative process that included input from all departments, interdisciplinary programs, centers, students, faculty and staff –

[1] University of Arkansas Mission Statement: https://www.uark.edu/about/index.php#:~:text=Our%20Mission,all%20in%20service%20to%20Arkansas.
[2] University of Arkansas Core Values Statement: https://www.uark.edu/about/index.php#:~:text=Our%20Mission,all%20in%20service%20to%20Arkansas.
[3] University of Arkansas eight guiding priorities as identified through the most recent Strategic Plan: https://www.uark.edu/strategic-plan/

beginning in 2016 and monitored through a metrics dashboard since.[4] The priorities, 1) Advancing Student Success, 2) Building a Collaborative and Innovative Campus, 3) Enhancing our Research and Discovery Mission, 4) Enriching Campus Diversity and Inclusion, 5) Investing in Faculty Excellence, 6) Promoting Innovation in Teaching and Learning, 7) Reaffirming our Land-Grant and Flagship Responsibilities, and 8) Strengthening Graduate Education, provide a robust framework for the Fay Jones School of Architecture + Design to foster publicly and professionally relevant efforts in teaching, research/creative practice, and service.

The manner in which the Fay Jones School of Architecture + Design perpetuates its relevance to the university, profession, and public is firmly aligned with place. Located in Fayetteville, Arkansas the university is situated within the rapidly expanding Northwest Arkansas Metropolitan Statistical Area. This three-county region is ranked the 102nd most populous area in the United States,[5] with 560,709 residents in 2021. As the 13th fastest growing U.S. metro region, the Northwest Arkansas Planning Commission projects that the population in Northwest Arkansas will exceed 1 million people by 2045.[6] Fayetteville is the second largest city (population 95,230, 2021) in the state[7] and has consistently been ranked in the top 10 "Best Places to Live" in the United States by US News and World Report.[8] A low cost of living compared with household income, strong population growth due to net migration and relatively steady job market all contribute to Fayetteville's ranking at No. 7 in 2022. Fayetteville-area residents spend just 20.56% of the median household income on housing expenses. Situated on the outskirts of the Boston Mountains, deep within the Ozarks, the city and region's growth are distinctively unique characteristics when compared with the other regions of the state served by the University of Arkansas and Fay Jones School.

The growth in the region is mirrored at the university. As of September 7, 2022, total enrollment at the University of Arkansas has grown to 31,936 students. This represents an 8.3 percent increase over the previous year, one of the largest increases in the last decade. 15,479 students are from Arkansas and 15,457 students coming to the university from out of state, with 1,144 of those being international students.[9] The total enrollment at the Fay Jones School of Architecture + Design is 948 students, with 523 enrolled in the Bachelor of Architecture (B.Arch.) Program (ARCHBA) and 17 enrolled in the Bachelor of Science in Architectural Studies Program (ARSTBS). The other 408 students are enrolled in the Interior Architecture, Landscape Architecture, and Master of Design Studies (M.Des.) programs housed within the school. The Department of Architecture and Fay Jones School have experienced strong growth in enrollment consistent with the university's growth.

The Fay Jones School of Architecture + Design Mission advances design excellence through a multi-disciplinary, place-responsive design education, transferable across scales, technologies and locations, in service to Arkansas, the nation, and the world. The Fay Jones School and Department of Architecture benefit from being situated in the immediate rapidly urbanizing context of Northwest Arkansas, but also a state with seven highly diverse eco-regions; the South Central Plains, the Ouachita Mountains, Arkansas Valley, Boston Mountains, Ozark Highlands, Mississippi Alluvial Plain, and the Mississippi Valley Loess Plains. Access and engagement with each of these

[4] University of Arkansas Metrics Dashboard, providing key metrics to track the progress of the strategic plan in application: https://www.uark.edu/strategic-plan/dashboard.php
[5] "Fayetteville city, Arkansas" July 21, 2022. Retrieved July 21, 2022.
[6] Northwest Arkansas is one of the fastest growing economies in the country with three fortune 500 companies that call it home plus numerous buisinesses and startups eager to build their teams and infrastructures: https://nwacouncil.org/
[7] "2020 U.S. Gazetteer Files" United States Census Bureau. Retrieved October 29, 2021
[8] U.S. News and World Report Fayetteville, AR Ranked 7th Best Place to Live in the United States 2022, https://realestate.usnews.com/places/arkansas/fayetteville
[9] Enrollment Tops 30,000 for First Time; New Records for Number of Arkansans: https://news.uark.edu/articles/61885/enrollment-tops-30-000-for-first-time-new-records-for-number-of-arkansans

eco-regions has allowed the Fay Jones School to emerge as an environmental leader of the University of Arkansas in focusing, enhancing, and promoting engagement in local state, regional, and global social environmental needs. Those efforts are guided by a series of imperative questions that ask: *What it means to be a school of architecture and design*……

- in a public, land-grant university?
- in a state and region that is 60% covered with forest?
- in a state and region with critical health-care and aging demographics issues?
- in a state and region with a rich heritage of mid-century modernist architecture and significant cultural landscapes?
- in a state and region with urgent needs in affordable housing, along the entirety of the income spectrum and in every community?
- in a state and region consistently challenged by natural and human-made disasters, where the effects of the climate crisis are evident?

Representing a nested set of aligned aspirations of the department, school, and university, the vision of the most recent strategic plan places emphasis on the design of a more humane, resilient future for the state of Arkansas, the nation, and the world. External Factors, from global to local, that inform curriculum and pedagogy include climate change, urbanization (density, transportation, housing, mobility), technology and data sciences, increasing income disparity, and demographic/psychographic shifts. The Fay Jones School's guiding priorities are to 1) provide a collaborative, interdisciplinary design education that equips graduates to address the most urgent issues of our time, climate crisis, inequality, urbanization, individual and collective well-being for the benefit of the people of Arkansas, the regions, and the nation, 2) design, implement, and regularly monitor and modify a comprehensive first year experience, 3) possess a national reputation for being rigorously and visibly committed to the profession and craft of design teaching, 4) build interdepartmental and external partnerships that promote collaborative research and practice endeavors, 5) increase recruitment and inclusion of diverse students, faculty, and staff, 6) expand graduate programs, 7) Identify as the environmental leader of the University of Arkansas with a focus on engagement in, and promotion of, local, state, regional, and global social environmental needs, 8) Strengthen a school-wide culture of optimism, support, and confidence, and 9) Demonstrate the educational, environmental, economic, and ethical value of design for the people of Arkansas.

The professional program is delivered in a face-to-face, in person format. During this accreditation period, the COVID-19 pandemic caused the university to pivot to remote (virtual operations) in March 2020 that continued until full in-person campus operations resumed in June 2021.Temporary redesign of studio spaces for social distancing, in compliance with strict university guidelines for facilities occupation, and the addition of multiple large-screen monitors enable faculty and students who wished to do so to conduct classes in face-to-face proximity during the 2020-21 academic year. Since the University resumed full operations with the containment of the pandemic, it has been rigorous in enforcing protocols concerning distance education. All fully virtual (remote) courses are required to be delivered through the auspices of the Global Campus, its distance education division. Policies governing hybrid delivery of courses, combining face-to-face learning and synchronous virtual delivery, currently are being reviewed and updated at the campus level; at this time, no courses for the professional program are offered in this format.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
The Fay Jones School of Architecture + Design is one of ten colleges and schools that house academic programs on the Fayetteville campus, including: the Dale Bumpers College of Agricultural, Food and Life Sciences, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business, the College of Education and Health Professions, the College of Engineering, the School of Law, the Honors College, the Graduate School, and the Global Campus. Students pursue a broad spectrum of academic curriculums leading to baccalaureate, master's, doctoral, and professional degrees, not only in traditional disciplines, within the arts, humanities, and sciences, but also in allied professional curriculums. Together with the department of architecture, departments of landscape architecture, interior architecture and design, and the campus-wide sustainability program comprise the Fay Jones School. Housed together in a single facility, formal and informal opportunities for shared teaching research and creative activity are abundant, and vivid for students in all of the design disciplines who see all Fay Jones School faculty as their own.

Dialogue among school and college leadership teams is frequent, mutually supportive, and productive through regular meetings of academic deans, associate deans with admissions and enrollment leadership, and department heads at which foundational teaching, learning and administrative opportunities and challenges are addressed. By academic policy, the Fay Jones School has dedicated representation on university committees charged with curricular management and development, including the Undergraduate Council, the Graduate Council, the General Education Core Committee, and the International Education Advisory Committee, all of which offer opportunities for collaboration, discourse, and maximization of campus resources; it is in these conversations that the school and department learns of its reach to students beyond the Fay Jones School, particularly through its general education core offerings, Basic Course in the Arts: Architecture (ARCH 1003) and Diversity and Design (ARCH 1013), both of which have great traction for students in allied professional programs with and outside the Fay Jones School. For members of the faculty, access to the Teaching and Faculty Support Center and its Teaching Academy (of which two architecture faculty are members) offers learning opportunities and mentorship to support activities in the studio and the classroom; programs, most organized by the Vice Provost for Faculty Development, address fundamental issues of faculty concern, especially paths to tenure and promotion, and build relationships across colleges and disciplines that not only form an arena for discourse but also cultivate productive partnerships in teaching and research. Opportunities to identify and leverage collaborative research across the campus as well as to participate in policy articulation arise from the Associate Dean 's participation in the Research Deans group; those opportunities are increasing incrementally with the creation of the Institute for Integrative and Innovative Research (I^3R), a new university model for the new model of public research and economic development. Well-established relationships with the Crystal Bridges Museum of American Art and its curatorial team further diversify teaching and learning through the intersections of architecture and allied visual arts.

Section 2 of this report, "Shared Values," details how both Fay Jones School faculty and leadership have built relationships across the campus and the state that yield benefits in the generation of new

knowledge through externally-funded research for multi-disciplinary endeavors (digital humanities; mass timber; fabrication); in support of environmental stewardship and sustainable community development through relationships with allied campus researchers and municipalities (University of Arkansas Community Design Center, University of Arkansas Resiliency Center, UDBS); and in the service of fostering economic development through industry partnerships for research and innovation (Anthony Timberlands Center). Equally valuable, the visibility of the creative work of the faculty in local, national and global contexts, if an ever-present reminder that making is a collaborative act, engaging authors and audiences together in the production of place.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
Direct engagement with the made and natural environment together with probing conversation with those responsible for its creation and stewardship are touchstones for the professional program that are best served through linking pedagogy of the studio and the classroom to lived experience outside the academy. Within the school, a lecture series that brings thought leaders in the design disciplines to campus together with the engagement of guest critics, consultants, and school advisory boards creates an energetic arena for interchange among students, faculty, and professional staff. Although 18-months of remote and hybrid teaching and learning during the Co-Vid pandemic has intensified the faculty's valuing of face-to-face experiences as we strive to rebuild a studio culture where discourse, discovery and multi-disciplinary exchange can thrive, residual expertise in distance communications continues to facilitate productive connections with national and international practitioners and critics.

Although the school values both the architecture, urban and social challenges and the natural riches of its local environment, the professional program is committed to exposing architecture students to larger contexts of place at every level of the curriculum, an objective that is especially meaningful to our students—many of whom are first-generation university students and have not had the privilege of travel. Every semester, a week is designated "studio travel week, "during which domestic field trips provide direct experience with design project sites, exemplary works of architecture, and critical urban issues as well as visits to esteemed architectural practices. Although tempered by the lingering threat of Co-Vid, studios travel at least once during each year of the curriculum, with trips to Chicago, Los Angeles, Austin and other urban centers providing exposure to canonical works of design seen against the realities of inequity in America's cities. Also, day trips in the region for both studio, professional core and elective engage visits to project sites, construction sites, fabrication firms, museums and rural landscapes, often as guest of alumni, industry partners and other supporters of the school. International travel is a professional program requirement, that occurs in the fourth or fifth year of the professional program, when students' criticality and context for immersion in a different environment is heightened and well informed.

At this time, the University of Arkansas Rome Center is the destination for all architecture students; program-organized sojourns to Florence, Milan, the Dolomites, and Naples are offered, but our students are entrepreneurial about balancing a focused experience in Italy with independent travel to neighboring countries. Prior to the pandemic, the program also offered a nine-week program in Mexico City. Continuing to offer multiple study abroad experiences to our student is an objective to be met soon, and department leadership, faculty and partners in study abroad are exploring option in both Latin America and northern Europe to expand student opportunities. Much closer to

campus, the program makes every effort to assure that all architecture students have the opportunity to visit and study the home of Fay Jones, now under the stewardship of the school.

As an academic community that values relationships, the school encourages (and provides financial support for) student and faculty participation in professional organizations and activities. Many faculty members belong to learned societies aligned with their disciplinary expertise and research interests, such as the Society of Architectural Historians, the Architectural Research Centers Consortium, the Association for Computer Aided Design in Architecture; those who maintain professional licensure hold memberships in the American Institute of Architects; department of architecture alumni always are visible in its state and local chapters, and eager to support students through scholarships, internships, and mentoring. AIA Arkansas's efforts to diversify the profession, starting with K-12 programs, also link seamlessly with department objectives. The school has an active set of student organizations, including chapters of the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Association of Interior Design Students (ASID), and American Society Landscape Architecture Students (ASLA) as well as a Tau Sigma Delta honor society chapter. As well as stewarding programming and social events for their disciplines, the organization's leaderships collaborate on events that build lifelong relationships among architecture interior architecture and design and landscape architecture students. Some annual activities, such as ASLA's annual "parking day" and recognitions of Earth Day offer accessible platforms for cross-disciplinary and community engagement. While the "Vol-oween" parties and Beaux Arts balls they sponsor jointly are far outside the academic mission of the program, especially as we rebuild our community of students, faculty and alumni after Co-Vid, they instill comradery, mutual respect, and deep connections to the school.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The Fay Jones School of Architecture + Design advances design excellence through a multi-disciplinary, place-responsive design education - transferable across scales, technologies and locations - in service to Arkansas, the nation and the world. In support of that mission the Department of Architecture is committed to the promotion of design that ensures a more humane and resilient future for all. The rigorous design centered education, complemented by comprehensive technological, historical, and professional frameworks emphasizes both personal creative development and collaborative work with others in interdisciplinary settings. This approach prepares students for lifelong learning and professional achievement predicated on curiosity, agile leadership, and relevance of effort in service of the profession and public. As a Department of Architecture situated within a School, students benefit from an embedded interdisciplinary alliance with Landscape Architecture and Interior Architecture where attentions are collectively placed on broad ranging issues of regional significance with a global awareness. That collective intelligence challenges graduates to engage their communities as agents of change where architecture has the potential to demonstrate great consequence in building a more equitable and sustainable world.

Situated within the context of a Land Grant R1 Research University and Arkansas' diverse socio-ecological landscape, the Department of Architecture at the Fay Jones School demonstrably promotes a culture of mutual benefit. A culture characterized by commitment to sustained exploration through carefully situated action that cultivates exchange through academic fields of inquiry in the education of more thoughtful citizens, practitioners, and creators of value through design.

NAAB

2—Shared Values of the Discipline and Profession

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

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

Program Response:

The Architecture Department develops graduates who understand design as a multidimensional process involving problem definition, problem resolution, and discovery of new opportunities that create value for the public, environment, and profession. The Design Studio Sequence, is structured through a five-stage framework that incrementally establishes skill sets, aptitudes, sensibilities, critical thinking, and curiosity characteristic of graduates from the Fay Jones School's Department of Architecture B.Arch. Program:

Foundation:	ARCH 1015 Design Studio I and ARCH 1025 Design Studio II
Elaboration:	ARCH 2016 Design Studio III and ARCH 2026 Design Studio IV
Articulation:	ARCH 3016 Design Studio V and ARCH 3026 Design Studio VI
Demonstration:	ARCH 4016 Design Studio VII and Integrated Design Studio (IDS)
Exploration:	ARCH 4116 Design Studio VIII, Rome; ARCH 5016 Design Studio IX, Advanced Option I and ARCH 5026 Design Studio X, Advanced Option II

Each one of the studios and the assigned pedagogies are considered through the lens of three conditions described in the Introduction:

- **Positioning** defines the fundamental topical focus, conceptual underpinnings, and creative territories a studio/course engages, situated in relationship to all studios/courses that precede, courses offered in parallel, and all that follow. Positioning is informed by program (size, type, use), place (geographic location, cultures, populations), climate (arid, temperate marine, temperate continental, highland), density (urban, suburban, rural), and condition (open site, constrained site, semi bounded site), and bias (vertical, horizontal, distributed/dispersed). Each of those factors are considered in the context of skills being introduced or iteratively reinforced as a practical dimension of knowledge building and ability. The construction of Positioning in any instance considers four strategic dimensions: 1) Satisficers, indispensable components of knowledge at any given point along the curricular continuum; 2) Risk Propositions, desirable components of knowledge at any given point along the curricular continuum; 3) Value Propositions, unique components of knowledge specific to a single course; and 4) Differentiators, aspects of education and components of knowledge that distinguish a Department of Architecture student in the professional context.

- **Policy** defines the relevant contemporary social, economic, environmental and administrative dimension(s) of consideration employed by each studio/course to address explicit goals. Policy illuminates the role of ethics in subjective and objective decision making. Articulation of purpose, applicability in service, effectiveness in application, responsibility, history, and communicative disambiguation are emphasized as determining factors of legitimacy fulfilling intention to benefit the public. In application Policy addresses concepts that include: 1) diversity, equity, and

inclusion, 2) health and wellness, 3) environmental stewardship/climate change, 4) legal rights, 5) social rights, 6) ethical principles of freedom, and 7) fundamental human dignity. The significance of these concepts informs design - both thematically, and tangibly through executed work.

- **Performance** establishes liberally defined functional sensibilities related to attributes of materiality, energy conservation, passive biasing, environmental efficiency, safety, security, durability, accessibility, cost-benefit, productivity, sustainability, resilience, and operation. Sensibilities are enhanced through the use of digital, analogue, and experiential tools integrated through specific courses. The link between modalities of simulation and metric assessment over time are emphasized in reinforcing the relationship between regional, environmental specificity in design and the mitigation of climate change.

These overlapping dimensions of consideration are utilized to consistently, and adaptively calibrate the Department of Architecture's curriculum and design pedagogy to maintain relevance in an ever changing, complex field of design practice. The Concept of Situated Relevance is utilized to afford flexibility in emphasizing areas of focus (formal, social, environmental) appropriate to a student's position within the curriculum, balanced in alignment with the demands of current cultural and professional contexts at any given point in time. It provides a mechanism for consistent shared assessment of the entire curriculum using a parametric tool scripted utilizing Grasshopper Software that provides real time graphic illustration of biasing, focus, and integration.

The Situated Relevance Curricular structure places Design at the core of the curricular framework represented through Positioning. Performance and Policy are identified as internally considered/contributing dimensions of influence which impact Design Positioning. Each studio is assigned a value of 100 points which can be assigned to Positioning, Performance, and Policy. This allows the faculty to enter into discourse related to shared values in terms of a metric assessment and provides perspective on how any single cohort of students matriculating through the program have been engaged relative to values. As an example, ARCH 4016 Design VII, Integrated Design Studio (IDS) which provides evidence of SC.5 and SC.6 is calibrated with 30% of time and content focused in domains of knowledge and exploration tied to Positioning, 15% on domains tied to Policy, and 30% on domains tied to Performance. That tripartite distribution reflects the department's shared values at that specific juncture in the curriculum. Parallel courses that address content aligned with Policy or Performance are represented on the outside of the column. In cases where the courses are integrated with the Design Studio, the distribution of that specific course's efforts enter the index represented by the Positioning, Policy, Performance column. Utilizing the same example of ARCH 4016 Design VII, IDS, Content delivered in ARCH 4152 Environmental Technology III, Building Systems Integration, is integrated. That integration and the degree of integration can be understood graphically by the distribution of knowledge and content that is delivered in the course outside of studio with components influencing studio distributed across realms of all Positioning Performance, and Policy within the studio.

By contrast, ARCH 1015 Design I, the first studio offered in the design sequence, emphasizes fundamental skill development which biases the calibration of the studio to 85% Positioning, 5% Policy, and 10% Performance. ARCH 1212 Design Thinking I, Foundations in Technology influences dimensions of Policy and Positioning with a greater degree of autonomy from the primary studio. (Reference Figure 1, Positioning, Policy, Performance Capture Diagram Fall 2022)

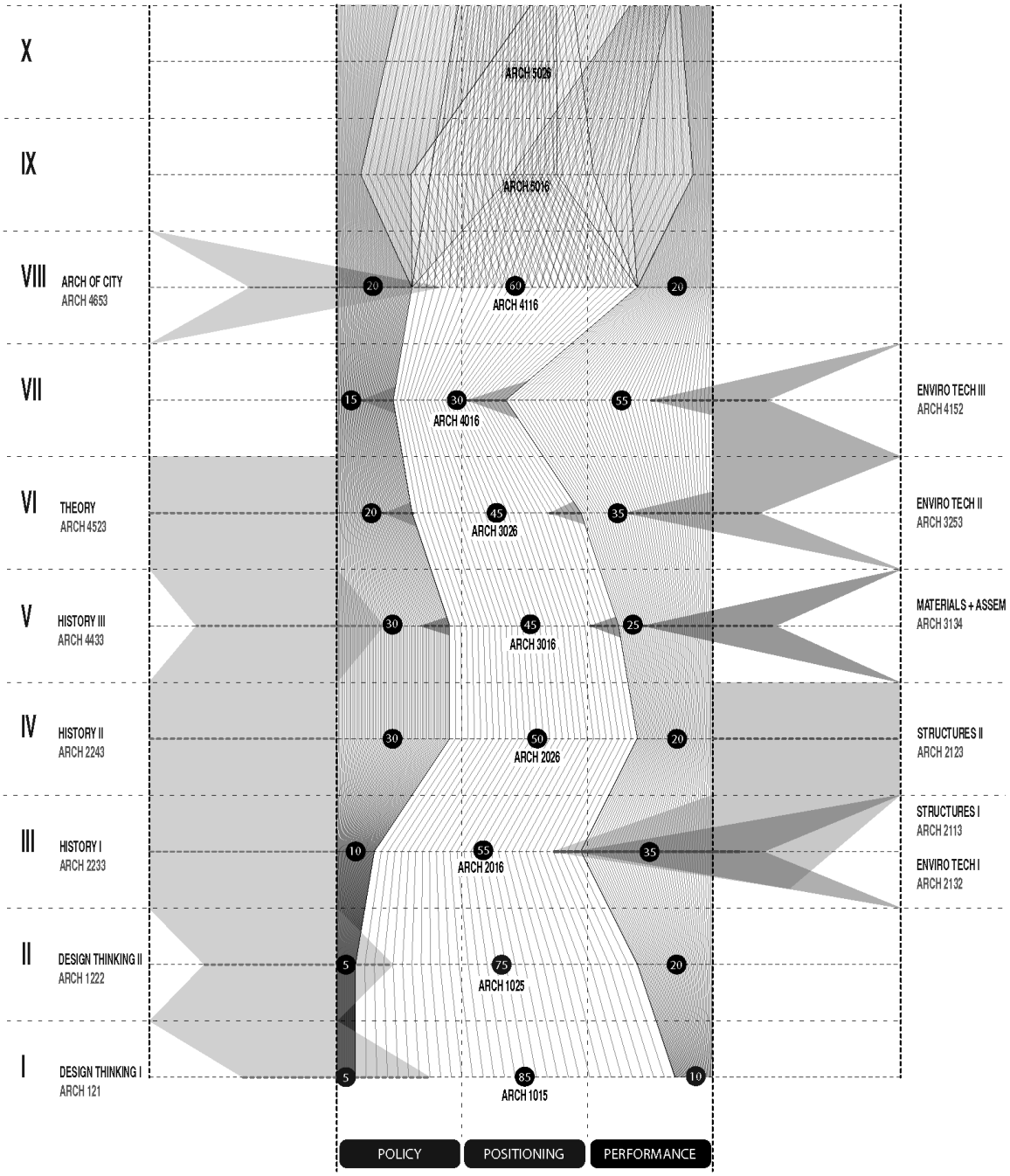
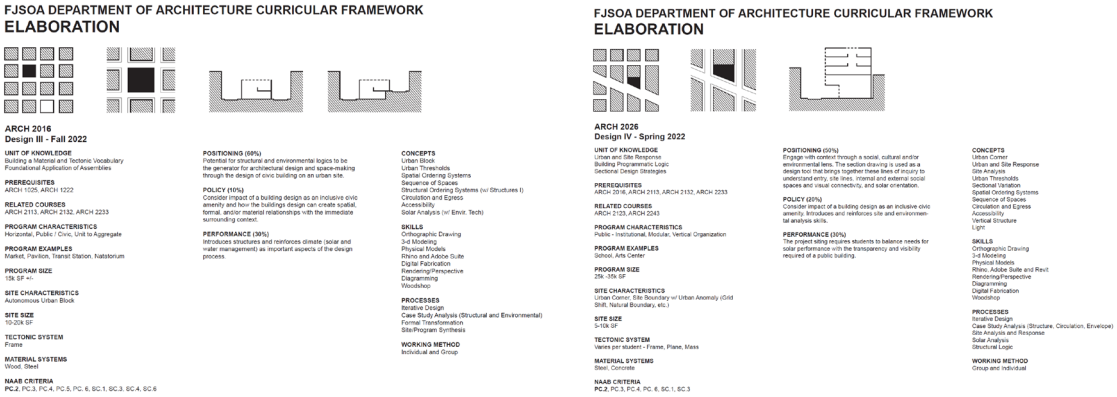


Figure 1. Capture of Parametric model illustrating the calibration of each design studio in the context of the full B.Arch. curriculum, The center column is divided into three zones balanced to align with core design values in Positioning, Policy, and Performance. The regulation of those components internally illustrates how value is distributed by studio. Core required parallel courses tied to Policy and Performance are identified and represented in the outer columns. The degree to which those courses remain autonomous or integrate is represented by inflections and distribution across the studio column.



FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION

ARCH 2016
Design III - Fall 2022

UNIT OF KNOWLEDGE
Building a Material and Tectonic Vocabulary
Foundational Application of Assemblies

PREREQUISITES
ARCH 1025, ARCH 1222

RELATED COURSES
ARCH 2113, ARCH 2132, ARCH 2233

PROGRAM CHARACTERISTICS
Horizontal, Public / Civic, Unit to Aggregate

PROGRAM EXAMPLES
Market, Pavilion, Transit Station, Natatorium

PROGRAM SIZE
15k SF +/-

SITE CHARACTERISTICS
Autonomous Urban Block

SITE SIZE
10-20k SF

TECTONIC SYSTEM
Frame

MATERIAL SYSTEMS
Wood, Steel

NAAB CRITERIA
PC.2, PC.3, PC.4, PC.5, PC. 6, SC.1, SC.3, SC.4, SC.6

POSITIONING (60%)
Potential for structural and environmental logics to be the generator for architectural design and space-making through the design of civic building on an urban site.

POLICY (10%)
Consider impact of a building design as an inclusive civic amenity and how the buildings design can create spatial, formal, and/or material relationships with the immediate surrounding context.

PERFORMANCE (30%)
Introduces structures and reinforces climate (solar and water management) as important aspects of the design process.

CONCEPTS
Urban Block
Urban Thresholds
Spatial Ordering Systems
Sequence of Spaces
Structural Ordering Systems (w/ Structures I)
Circulation and Egress
Accessibility
Solar Analysis (w/ Envir. Tech)

SKILLS
Orthographic Drawing
3-d Modeling
Physical Models
Rhino and Adobe Suite
Digital Fabrication
Rendering/Perspective
Diagramming
Woodshop

PROCESSES
Iterative Design
Case Study Analysis (Structural and Environmental)
Formal Transformation
Site/Program Synthesis

WORKING METHOD
Individual and Group

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION

ARCH 2026
Design IV - Spring 2022

UNIT OF KNOWLEDGE
Urban and Site Response
Building Programmatic Logic
Sectional Design Strategies

PREREQUISITES
ARCH 2016, ARCH 2113, ARCH 2132, ARCH 2233

RELATED COURSES
ARCH 2123, ARCH 2243

PROGRAM CHARACTERISTICS
Public - Institutional, Modular, Vertical Organization

PROGRAM EXAMPLES
School, Arts Center

PROGRAM SIZE
25k -35k SF

SITE CHARACTERISTICS
Urban Context, Site Boundary w/ Urban Anomaly (Grid Shift, Natural Boundary, etc.)

SITE SIZE
5-10k SF

TECTONIC SYSTEM
Varies per student - Frame, Plane, Mass

MATERIAL SYSTEMS
Steel, Concrete

NAAB CRITERIA
PC.2, PC.3, PC.4, PC. 6, SC.1, SC.3

POSITIONING (50%)
Engage with context through a social, cultural and/or environmental lens. The section drawing is used as a design tool that brings together these lines of inquiry to understand entry, site lines, internal and external social spaces and visual connectivity, and solar orientation.

POLICY (20%)
Consider impact of a building design as an inclusive civic amenity. Introduces and reinforces site and environmental analysis skills.

PERFORMANCE (30%)
The project sting requires students to balance needs for solar performance with the transparency and visibility required of a public building.

CONCEPTS
Urban Context
Urban and Site Response
Site Analysis
Urban Thresholds
Sectional Variation
Spatial Ordering Systems
Sequence of Spaces
Circulation and Egress
Accessibility
Vertical Structure
Light

SKILLS
Orthographic Drawing
3-d Modeling
Physical Models
Rhino, Adobe Suite and Revit
Rendering/Perspective
Diagramming
Digital Fabrication
Woodshop

PROCESSES
Iterative Design
Case Study Analysis (Structure, Circulation, Envelope)
Site Analysis and Response
Solar Analysis
Structural Logic

WORKING METHOD
Group and Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION

ARCH 3016
Design V - Fall 2022

UNIT OF KNOWLEDGE
Housing in Relation to Legacy Urban Contexts

PREREQUISITES
ARCH 2026, ARCH 2123, ARCH 2243

RELATED COURSES
ARCH 4433

PROGRAM CHARACTERISTICS
Multi-family housing and community spaces in relation to urban design considerations

PROGRAM EXAMPLES
Mixed-income, senior, live-work, co-living, missing middle housing, accessory dwelling units

PROGRAM SIZE
30k–50k SF for multi-family housing with 3k to 5k modules

SITE CHARACTERISTICS
Low-density urban fabric in a large, growing metropolitan area.

SITE SIZE
Introductory project: 1k-2k SF; Primary project: Building Site 30k-60k SF with up to 120k SF urban design component

TECTONIC SYSTEM
Stick-built framing as appropriate for 2-6-story housing.

MATERIAL SYSTEMS
Light-wood framing, limited areas of hybrid (steel, concrete) systems

NAAB CRITERIA
PC.2, PC.3, PC.4, PC.5, PC. 6, PC.8, SC.1, **SC.3**, SC.5

POSITIONING (50%)
A large metropolitan context, along with increased project scale and scope in relation to both second-year and fourth-year studios, introduces physical and social complexity and urban issues. Projects highlight architecture's reciprocal relationships with social and public spaces. Ideally located in a recognized center of housing innovation.

POLICY (40%)
Focus on multi-family housing with a strong emphasis on architecture's engagement with social and urban issues. Emphasis on equity and accessibility in relation to population growth, social equity, zoning and transit policies, and urban design and development.

PERFORMANCE (10%)
Housing typologies (esp. access and circulation types) in relation to regional climate specificity. Solar access and orientation in relation to site planning and building massing.

CONCEPTS
Site Planning
Influence of Context (History, Policy, Economy, Community, Urban Form, etc.)
Densification
Housing and Community
Development Frameworks (Incremental vs. Planned)
Field of Objects
Spatial Ordering Systems
Sequence of Spaces
Circulation and Egress
Accessibility
Social Equity
Urban Morphology
Urban Design Framework
Part-to-Whole Relationships
Renovation and Addition
Thresholds of Privacy

SKILLS
Orthographic Drawing
3-d Modeling
Parametric Modeling
Physical Models
Rhino, Grasshopper, Adobe Suite, and Revit
Rendering/Perspective
Diagramming
Digital Fabrication
Narrative/Storytelling

PROCESSES
Case Study Analysis

WORKING METHOD
Individual and Group

Figure 2. Examples of Pages from the Curriculum Framework Document which establishes the core values of each studio and each core required parallel course utilizing the Positioning, Policy, and Performance Framework. A living document and flexible guide intended to be utilized in planning appropriate and relevant course content, agreed upon dimensions of work and parameters are outlined, including Concepts, Skills, Processes, and Working Methodologies. Practical dimensions of consideration in building student knowledge across the Foundation, Elaboration, Articulation, Demonstration, and Exploration sequence are carefully calibrated and diagrammed. Those attributes include Program Characteristics, Programmatic Examples, a Program Size Threshold, Site Characteristics, Sites Size, Tectonics, Material Systems, and NAAB Criteria. This framework is a complementary component to the parametric assessment tool.

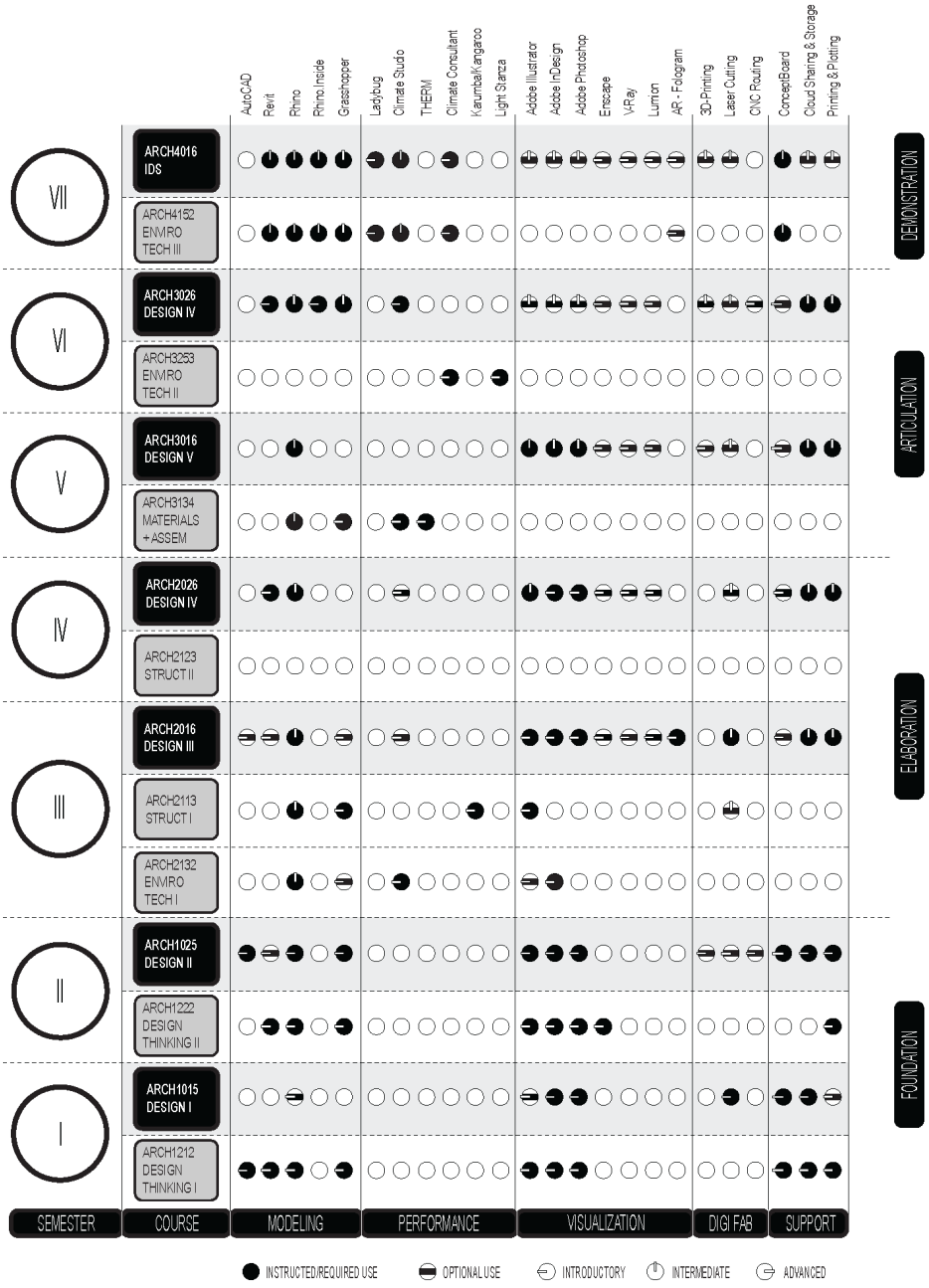


Figure 3. Digital Representation, Simulation, Modelling, and CAM software integration matrix identifying which technologies are being introduced where, the degree of instruction required, degree of expected integration, and ability level anticipated/expected in student performance. The tools and technologies identified are a critical component of Design education and process. The matrix supports the ability of faculty to discuss efficacy, assess necessary adjustments, and monitor relevance of specific software to contemporary design, analysis, or fabrication methods students will encounter upon graduation.

The sequencing of core studios graduates in degree of intensity across the first four years. The first year establishes a Foundation, the second year provides opportunity to Elaborate (Elaboration) on fundamental skill sets through more complex programs and considerations. The third year utilizes the concept of Articulation, examination of principles in greater depth, with greater clarity, and precision as a springboard to Demonstration in the fall semester of the fourth year. Demonstration reflects the threshold to the Professional phase of the program where students are expected to engage in a full range of operations that consider the totality of Integrated Design. Exploration characterizes the final three semesters of the studio sequence where students engage in studio through required Study Abroad experience, and on to the Advanced Option Studios. A Curriculum Framework Document (Figure 2) establishes the core values of each studio and each core required parallel course utilizing the Positioning, Policy, and Performance Framework. A living document and flexible guide intended to be utilized in planning appropriate and relevant course content, agreed upon dimensions of work and parameters are outlined, including Concepts, Skills, Processes, and Working Methodologies. Practical dimensions of consideration in building student knowledge across the Foundation, Elaboration, Articulation, Demonstration, and Exploration sequence are carefully calibrated and diagrammed. Those attributes include Program Characteristics, Programmatic Examples, a Program Size Threshold, Site Characteristics, Sites Size, Tectonics, Material Systems, and NAAB Criteria. This framework is a complementary component to the parametric assessment tool.

In providing students with a diverse mix of core studio experiences that are carefully calibrated for continuity and informed by shared values, they are better prepared and able to make decisions regarding options available in the last three semesters of the curriculum. The school's fourth and year Advanced Option Studio sequence consists of collaborative interdisciplinary studios that take on research topics based on important contemporary social, cultural, and environmental issues. A few examples from this sequence of advanced studio offerings from the past two years include: *The UACDC Framework for a Riverine Commons, Interior Sculpture: Processes, Particulars, and Poetry of Making Interior Objects, The UDBS AR Home Lab Making Waves Prototyping Studio, Developing A "Third Place" For The Little Rock Air Force Base: A Social Center Using Mass Timber Technology, The Hot Springs Park Studio, POP-UP: A Mobile Community Art Lab for the Crystal Bridges Museum of American Art, and In Between A Scene Not Seen.*

Values represented in the work executed through the Design Studio Stream relies heavily on Digital technologies. Digital Representation, Simulation, Modelling, and CAM software technologies are across the curriculum in a carefully calibrated manner. Faculty are actively engaged in a process that evaluates how the technologies should be introduced, where, the degree of instruction required, degree of expected integration, and ability level anticipated/expected in student performance. (Figure 3) The tools and technologies identified are a critical component of design education with faculty actively engaged in providing students with access to contemporary design, analysis, and fabrication methods students will encounter upon graduation.

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

Program Response:
Environmental stewardship of the made and natural worlds is an ever-present and sustained focus in the Fay Jones School and the Department of Architecture. In alignment with the University of Arkansas' guiding priority that calls for innovative interdisciplinary collaborations (see,

https://www.uark.edu/strategic-plan/index.php#guiding-priorities), and inclusion of "innovating a resilient and sustainable future" among its three signature research areas (see, https://arkansasresearch.uark.edu/signature-research-areas/), the Fay Jones School of Architecture + Design has undertaken multiple initiatives that contribute to the creation of resilient built environments and model best ethical practices for students of architecture and design. Mass timber, a renewable and biodegradable material, acts as the principal driver and catalyst for environmental education and research, emerging as one of the Fay Jones School's most significant, ongoing initiatives. Compared to steel or concrete, this material unites aesthetic appeal, carbon sequestration, and contribution to the decarbonization of the atmosphere through responsible management of forests which cover up to 60% of the Arkansas. The connection between the growth and production of timber in the state and the school is manifest through built projects, student coursework and studies, and faculty research and workshops.

Research and Community Outreach

An ambitious program of construction is dedicated to facilities to support teaching, research, and community engagement in service of resilient and sustainable environments. The Anthony Timberlands Center for Design and Materials Innovation (ATC), currently under construction, is a state-of-the art School facility that will house studios, classrooms, fabrication labs and workshops. Designed to be built with a variety of mass timber products and construction techniques, ATC will serve as a learning laboratory for the students. Once completed, the center will host a range of programs addressing climate and social justice, the decarbonization of our environment, and the mitigation of climate change, conceived to serve Fay Jones School students, and the larger community alike. The Whipple Family Forest Education Center, situated in Garvan Woodland Gardens, (the Fay Jones School's botanical garden in Hot Springs), is being designed and constructed by Fay Jones School students under the guidance of Professor John Folan, Director of the *UDBS Carb Complex* studio sequence. Made from Arkansas-sourced timber, this environmental education center not only will serve as an economic development tool but also will become the setting for the education of the local, state, and national public on the character and value of Arkansas forests and the use of wood for the betterment of society and the environment.

With more than 50 completed projects, the Fay Jones School's nationally and internationally renowned University of Arkansas Community Design Center (UACDC) is charged with developing that state's communities through urban and regional design that emphasizes social and environmental welfare. Projects by the UACDC include studies on low impact neighborhood design, watershed urbanism, agricultural urbanism, and transit-oriented development to name a few. Advanced Studios (ARCH 5016 and 5026) engage architecture students directly with the UACDC on these project initiatives. Regarding environmental stewardship, recent work explored the design challenges and opportunities for a "timberized" wood city. In a report released in 2021, titled "*Wood City: Timberizing the City's Building Blocks",* and commissioned by the Weyerhaeuser Giving Fund, the project envisions, and strongly advocates for the creation of wooden cities built from mass timber, arguing that the greater longevity of mass timber as a public good achieves deeper decarbonization and promotes biophilic design.

Led by Professor John Folan, Director of the Urban Design Build Studio (UDBS) AR HOME LAB, the "A Just Home For The Arkansas Timberlands" aims at unearthing the future of affordable housing through the development of sustainable, affordable mass timber housing prototypes for diverse regions throughout Arkansas. Grants from the U.S. Forest Service, Bank OZK, the Alice L. Walton Foundation, the Walton Family Foundation, and the Weyerhaeuser Giving Fund support this effort

Associate Professor of Architecture Tahar Messadi conducts research on the long-term effect of moisture in cross laminated timber (CLT) panels. He also investigates the life cycle assessment of mass timber. The Adohi Hall built with mass timber is the object of both studies, which involve undergraduate architecture students as research assistants.

The abundance of forests in Arkansas from which mass timber is sourced and the demand for research, innovation and economic development for the industry influenced the creation of an Integrated Wood Design area concentration in the Fay Jones School's Master of Design Studies post-professional degree program. Through design and materials innovation in teaching-learning, scholarship, and research, particularly in the face of the new and shifting environmental demands imposed by the industry towards more renewable and biodegradable materials, the graduate program is anticipated to develop an integral relationship with upper-level studios and electives in the undergraduate professional program in architecture.

Curriculum and Student Learning

Advances in technological knowledge lead to new questions and constraints that demand an effective preparation to enable our students engage knowledgably and idealistically in such a progress. The knowledge disseminated in each core technology course in the B.Arch. curriculum also contributes to the larger subject of sustainability. Both material and environmental aspects are incorporated into the undergraduate core technology course sequence. The B.Arch. curriculum epitomizes the role of architecture at addressing new challenges and imagining new possibilities in the face of the new environmental challenges, all to better serve society. The curricular framework enables the identification of cross cutting issues between the year-level design studios and co-requisite technology core courses in addressing the tension between design and technology, sparking innovation in the field, and inculcating responsibility for the health of people and the preservation of our planet. The department of architecture considers the inclusion of health and safety concerns through design and technology to be a fundamental expectation within the professional program. Safeguarding the welfare of the public serves as a basic consideration within the courses in environmental technology, building materials and assembly, structures, site design, and professional practice. This awareness also is cultivated as a design responsibility within the setting of core studios through projects and parallel coursework that emphasize the integration of a range of planning considerations, including environmental, material, and structural issues.

The Department of Architecture's efforts to achieve comprehensive digital literacy have resulted in the incorporation of software for visualization, modeling, performance, and fabrication, as well as the installation of a substantial computing infrastructure in many Fay Jones School facilities. In the ATC, the planned installation of state-of-the-art equipment and tools will further advance the design research and innovation activities on this material. Digital computing and modeling platforms provide the opportunity to examine the woven play between design, material, environmental and structural technologies which are made available at every year level of the B.Arch. program but with increased complexity. In the context of the climate crisis, and in consideration of the impact that buildings have on the environment, students are introduced to multiple aspects of sustainable buildings comprehensively in studios, tech core courses and professional electives through computation by mapping energy use, daylight autonomy, and carbon emission. Parametric studies are conducted and refined to converge towards optimized comfort (daylight comfort, thermal comfort, acoustic comfort) and well-being of the inhabitants. This position is adopted in response to the transformations that technological and societal changes have undergone in shaping the architectural curricula, and thereto, the architectural discourse. With climate change that exerting a dramatic impact on our environment and the technological advances pervading the design of buildings, digital technologies are transformational in students' mode of thinking in design.

The Fay Jones School also administers the campus-wide minor and the graduate certificate in sustainability, both programs that enroll students from all colleges and schools at the University of Arkansas. These programs are structured to promote an understanding about the synergy between four domains of knowledge (Built Systems, Natural Systems, Managed Systems, Social Systems) and about the multifaceted nature of sustainability.

Other sustainability focused activities also include speakers invited to the lecture series, honors workshops, diversity workshops, and national and international conferences/symposia held in house to promote the renewability of wood and mass timber. As indicated above, advanced multidisciplinary studios and professional elective courses, with focus on wood and mass timber design, involve faculty and students from architecture, landscape architecture and interior design. The curricular developments in place already have enhanced our students' professional education and ethical stance towards environmental urgencies, and with those to come.

Environmental Leadership

The University of Arkansas and Fay Jones School have been at the forefront of advocacy of mass timber and wood products, as well as architectural and construction design education emphasizing the use of this material. Dean MacKeith, a unique champion in spearheading the cause of mass timber, already has transformed the minds and attitudes of the corporate world, the academic leadership at the local, national, and international levels, and the professions in the building sector. Such an influence is clearly visible in the number of mass timber buildings constructed on the U of A campus. The exclusive use of mass timber in the new Walmart campus in Bentonville, AR, is an unequivocal testament of the mutually shared values about a greener future for Arkansas and beyond. Faculty representation in research, design teaching and professional forums offers the opportunity to disseminate knowledge accumulated about mass timber through paper presentations at conferences and workshops, affiliation with organizations and societies, publication of articles, design, and construction of buildings, including synergetic activities with campus departments and programs, and collaboration with external institutions. AIA, ACSA, ASCE, US Forest Service, Forest Products Laboratory, AASHE, USGBC and Mayors Conference represent some of those organizations.

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

Program Response:

Progress in Support of Fairness, Social Justice, and Equity in Architecture Education

While social justice and equity in architecture education had been a focus of the Fay Jones School for more than a decade, the summer of 2020 galvanized and propelled a series of important initiatives dedicated to these causes. With the murder of George Floyd, the killing of Breonna Taylor, and the social upheaval these produced, a group of faculty and staff collaborated with school leadership in the production of a plan to mitigate and reverse known and perceived social and racial injustices. The plan was titled 'Equity by Design: Emergency Action Plan to Provide More Inclusive, Accessible + Diverse Design Education'. This plan provided a conceptual framework to rethink and guide forward Diversity, Equity, and Inclusion endeavors in the school, in the department of architecture, and in collaboration with the university's Division of Diversity, Equity and Inclusion, (see https://diversity.uark.edu). One of the actions described in the plan calls for

accountability in measuring the effectiveness of diversity, equity, and inclusion actions in the Fay Jones School, with the ultimate objective of having, at minimum, a proportional representation of the racial and ethnic composition of Arkansas' populations in the school. Remediation of the absence of Black/African American students in the school, in the department of architecture, and, in general, in the design professions emerged as the clearest and most pressing challenge. In recent years, the school's percentage of Black/African American students has ranged between 2 and 3%, while the Black/African Americans comprise 15.7% of the population of Arkansas. The hiring of a Diversity Recruitment practitioner in architecture, Reginal Wright, in spring 2021, figures significantly among the school's direct responses to this systemic challenge.

With support from the Vice Chancellor of Diversity, Equity, and Inclusion, in fall 2021 targetted funds negotiated through Dean MacKeith's reappointment created the position of Assistant Dean for Diversity, Equity, and Inclusion, appointing Associate Professor of Landscape Architecture Gabriel Diaz Montemayor to the position.

Fostering a Positive and Respectful Learning and Teaching Environment

The Fay Jones School's wide and diverse range of lecture courses, studios, guest lectures, conversation panels, workshops, exhibitions, and events coalesce in the delivery of an educational experience focused on shaping designers who will transform the built environment of societies, cultures, and ecologies, into a restorative trajectory towards a condition of respect of others and the construction of a sense of belonging for all members of communities, starting with our own. This is demonstrated through curricular and extra-curricular learning experiences, activities, and programs.

A diverse range of design studios focus on solutions for socio-economic-ecological injustices of the built environment where the students galvanize a foundation on social responsibility, compassion, and empathy. The department of architecture's advanced studios have confronted difficult histories and conditions through work addressing geo-political boundaries that question traditional methods of design (ARCH 5026, "Political Equator: Arkansas," distinguished visiting professors Teddy Cruz and Fonna Forman with home critic Assistant Professor Brian Holland, spring 2021); regeneration of under-served Arkansas delta communities (ARCH 5026,""Lakeview Interpretive Center," Associate Professor Herman, spring 2022); and attainable housing (ARCH 5026 and 5016, "UDBS Arkansas Home Lab," Professor Folan and Teaching Assistant Professor Adams, spring 2022, fall 2022) among other critical issues. In the core curriculum studios, the third-year design studio (ARCH 3016, fall 2019, 2020, 2021 and 2022) has analyzed the dynamics of diverse communities, gentrification, and attainable housing in project focused on the fragile Los Angeles Mar Vista neighborhood; second year (ARCH 2026, spring 2022) studied the physical and cultural landscape of New Orleans as context for an infill project in its contested Lower Garden district. Required history and theory courses have revisited curricular content to provide global perspectives and contextualize self-limiting western canons (ARCH 1222, 2233, 2243, 4433, and 4523) and professional electives approach historic and contemporary constructs of difference in the made environment (for example: "Spaces of Confinement, Instructor Ngozi Brown, 2022; "Home, House, Housing," Associate Professor Herman, 2022; "Latin American Landscapes," Associate Professor Diaz-Montemayor, 2022, 2021; "Activist Practices," Assistant Professor Holland, 2022, 2021, 2020, 2019); "A Just Home for Arkansas, Professor Folan and Visiting Professor Adams, 2021; "Women in Art and Architecture," Adjunct Associate Professor Lollobrigida, 2020; "Gender, Race and American Place," Professor Goodstein-Murphree, 2020; "Civil Rights / Civic Space," Professor MacKeith and Professor Goodstein-Murphree, 2019; all offered as ARCH 4023, Advanced Architectural Studies).

Since fall 2020, the Fay Jones School's Lecture Series has placed diversity in the foreground of presentations and the discourses they stimulate through the articulation of diverse themes and purposeful inclusion of in peoples of different racial, ethnic, cultural, and geographic backgrounds. The lecture series maintains a focus on diversity, equity and inclusion matters and demonstrates how design excellence and diversity, equity and inclusion are not mutually exclusive but integrated. To augment the reach and depth of the lecture series, the Fay Jones School. With the leadership of the Assistant Dean for Diversity and Inclusion, has organized panels for a continued reflection on and learning about diversity, equity, and inclusion issues together with the construction of a culture of belonging. These include a panel titled 'Designing While Black: A Conversation on Diversity, Equity, and Inclusion in the Design Professions', virtually held on November 18th, 2020; and a panel titled '500 Years and Counting' honoring the 2021 National Hispanic Heritage month with a lively conversation amongst Hispanic academics and practitioners on October 13th, 2021.

Workshops focused on the analysis and the development of solutions for social and environmental injustices form another element of the school's forums to promote critical thinking about diversity and belonging. In the workshops, students work with prominent vanguard thinkers and practitioners invested in diversity, equity, and inclusion issues. These workshops include Borderless Studio in the Fall 2022, WAI Architecture Think Tank in the spring of 2021. Architecture students are eligible to enroll in all these workshops.

Taking full advantage of the visibility of the Fay Jones School's Smith Gallery, centrally located in Vol Walker Hall, the school community benefits from a robust exhibitions program that often is integrated with the Lecture Series. Recent exhibitions that make vivid the contribution of designers from under-represented communities in the design professions include the SAY IT LOUD Arkansas exhibition on the work of Pascale Sablan (fall 2022), 'LOSS + FOUND, the work of African American sculptor and architect Kwendeche' (spring 2022); 'Two Sides of the Border" an international collaboration led by Mexican Architect Tatiana Bilbao (spring 2021); and 'Make Architecture Indigenous Again' with the work of Chris Cornelius, a citizen of the Oneida Nation of Wisconsin, (spring 2019). In spring 2017, the school hosted **"**By the People: Designing a Better America" a traveling exhibition curated by the Cooper-Hewitt Museum and focused on tools of resilience and the design required to meet social, economic and climate change challenges.

Fay Jones School events, memorials, and celebrations also provide opportunity for the construction of a sense of belonging for everyone. A very recent example of this was the dedication and naming of the east portal of Vol Walker Hall to honor the first Black / African American graduate of the architecture program and the school, Wallace 'Wali' Caradine, (B. Arch., 1974), with a ceremony, including presentations by African American alumni mentored by Mr. Caradine, held on March 10th, 2022.

Fay Jones School leadership vigilantly observes the special moment that provoke reflection on diversity, equity and inclusion. The deans and department heads co-sign and publish statements, "Deans' Messages," directed to the school's community of students, faculty, and staff, honoring, and reminding us of our diverse society, the many pending tasks, and our shared responsibility for the construction of a better world. Statements are issued to honor Juneteenth, Indigenous People's Day, Black History Month, the National Hispanic Heritage Month, Women's History Month among other times of respect and reverence. During the summer of 2020, the Deans' office of the Fay Jones School sustained constant and opportune messaging and publication of statements providing support to our school's community members, in particular, our African American students, faculty, and staff.

Work / Life Balance and School Culture

Instrumental to a positive and respectful environment the omnipresence of diversity, equity and inclusion initiatives and social/environmental justice teaching and learning, with an emphasis on service through the profession and discipline, is the strongest demonstration of the Fay Jones School's commitment to building a culture where everyone belongs, and where everyone is respected. An important component in meeting this goal is training. In addition to university mandated non-bias training for all search committee members, the Fay Jones School joined other schools in the University in requiring its faculty and staff to take the 'OUCH! That Stereotype Hurts' training, funded jointly by the campus academic units. This training has "the objective to understand the impact of stereotypes and biased statements even when spoken casually, identify the most common reasons people stay silent in the face of bias and stereotype, and enhance skills for speaking up against stereotypes without blame or guilt; (see https://diversity.uark.edu/leadership-initiatives/ouch.php)..

Finally, much care has been taken in the Fay Jones School to address and be sensitive to the many extraordinary situations inflicted by the Covid-19 pandemic onto our students, faculty, and staff. Following university guidelines and adjusting to the specific nature of studio-based education, the school has adapted policies to be flexible with all members of its community with regard to attendance, deadlines, and method of instruction. Working with our campus partners in the Pat Walker Health Center and the Center for Educational Access, many of these accommodations continue to influence our best practices of teaching and learning, nearly three years after the pandemic began. The physical health of the school community members has been central, but mental health also has been a challenge. To tackle this, the Fay Jones School has made the effort to communicate to all members of its community constantly and effectively about the resources the university provides to support mental, and physical, health issues. As an example, we have just had a detailed presentation by personnel from the university's Counseling & Psychological Services (CAPS) to all faculty and staff meeting in mid-August 2022, where the ongoing mental health crisis was contextualized, and where access to our mental health resources was explained.

Financial Support of Students

The Fay Jones School, and the architecture program, are fortunate to have a diverse and growing scholarship program. There are several scholarships for specific purposes that address diversity, equity, and inclusion, supported by the intense and constant work of the school's Director of Development and the deans.

To reach a as many of our students as possible, the Fay Jones School's scholarship application is available for incoming students and current students on a yearly basis, with all awards being one-year awards. Every scholarship has its own specific criteria, but the Scholarship Review and Selection Committee makes the final decisions on who receives what awards based on criteria such as academic achievement, financial need, involvement, and interests, and/or a portfolio review as stipulated in grant agreements. During scholarship application season, the Fay Jones School provides advising for students who are working in their applications. This is offered to everyone but also is advertised specifically to support minority students. This support is provided by the Student Services team and the Assistant Dean for Diversity, Equity, and Inclusion.

The Fay Jones School awarded over $180,000 in scholarships to our students in academic year 2021-2022. As these numbers demonstrate, scholarship money has increased substantially during the past five years:

- 2022 - $187,750 (16.4% increase)
- 2021 - $161,322 (6.6% increase)
- 2020 - $151,050 (28% increase)
- 2019 - $118,385 (10% increase)
- 2018 - $107,450

This Growth has been the first priority in the school's advancement efforts and has been a particular focus for the Dean and Director of Development. Noteworthy among these awards:

- Seven named scholarships that prioritize awarding students from minority or underrepresented backgrounds.
- 28 scholarships designated for students who demonstrate financial need, which directly supports our students from low-income backgrounds.
- Seven scholarships that prioritize awarding first-generation or non-traditional design students.

The "Scholarships Available for Department of Architecture Students," Document details specific scholarships, selection protocols, and amounts available to be awarded in spring, 2023 for use in the 2023-24 academic year. Some scholarship award amounts can vary annually in response to market conditions that impact endowment productivity. Scholarships that are directed toward attaining equity, diversity, and inclusion goals, as well as those that are designated as "need based" by there are highlighted, See also, Financial Resources, for new scholarships.

In addition to abiding by restrictions and criteria established by donors, all scholarship awards comply with University of Arkansas protocols and policies.

See: "University-Wide Scholarships for Currently Enrolled Students,"
https://scholarships.uark.edu/current-students/scholarships-for-students.php

See also: "Financial Aid Disbursement – University of Arkansas,"
https://treasurernet.uark.edu/Financial_Aid_Disburse.aspx

Recruitment activities

A representative from the Fay Jones School attends college fairs in strategic locations for maximal impact every year, focusing on areas with higher levels of diverse student populations and low-income families. Representatives of the school visit local high school classes periodically for information sessions both in person and virtually, host daily prospective student visits, and invite middle and high school classes, clubs, and groups with relevant interests for workshops and tours of the school. We also participate in regional architecture and design college fairs in Chicago, Philadelphia, and Dallas.

Targeted Diversity Recruitment

Diversity recruitment requires the collaborative efforts of school leadership, including the Assistant Dean for Diversity, Equity and Inclusion, the Associate Dean for Academic Affairs, and the department heads. Demographic indicators of the school are scrutinized regularly to assess and to adjust for effectiveness of our initiatives, in particular recruitment of students, faculty, and staff,

towards the larger goal of achieving equitable representation of all communities across the Fay Jones School.

Since 2020, the school has retained consultant, Reggie Wright, for diversity recruitment, with specific focus on African American students' recruitment. As a black practitioner in architecture, an alumnus of the school's B. Arch program, and a father of students enrolled in our school, Wright is a role model who we expect will contribute to a growing presence of black students in architecture and the allied design disciplines of the Fay Jones School. With Wright as our representative, and through. the University's Division for Diversity, Equity and Inclusion, the Fay Jones School has participated in the University of Arkansas Connections (feeder high schools in this region to our university), recruitment events in the delta region of the state where the largest proportion of the African American community of Arkansas lives. Additional events currently are being planned. As recently as August 2022, the Fay Jones School has participated in recruitment events with the Marshallese community of Northwest Arkansas and will continue to work actively with this community, a large and important blue-collar population in our metropolitan region, with the objective of developing a representation of this community in our student body.

Design Camp

The Fay Jones School conducts a Summer 'Design Camp' which "…offers the chance to learn about the design professions through hands-on projects, virtual tours, and other activities created by architecture, landscape architecture, and interior architecture and design faculty of the Fay Jones School," (see https://news.uark.edu/articles/59634/fay-jones-school-to-host-in-person-virtual-summer-2022-design-camp-sessions).

The Design Camp serves as a recruitment tool for our design programs and aims to enhance the diversity of our student community. It has need-based scholarships for students who can submit proof of need to receive the full scholarship. The most common scholarship provides a free and/or reduced lunch program. The Fay Jones School also accepts Medicaid, Supplemental Security Income, Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy families (TANF) or Special supplemental Nutrition Program for Women, Infants and Children (WIC). In 2022, the school welcomed 25 Design Camp alumni in the first-year class. Of these, 18 are in the B. Arch. program. In 2021, 14 first year students (equivalent to 6% of the freshmen class) were alumni of the Design Camp, and in 2019, Design Camp alumni accounted for 15% of the first-year cohort.

In the summer of 2020, the Design Camp responded to the limitations of the Co-Vid 19 pandemic and was transformed for remote delivery, through a series of online videos, as a virtual camp. This continued to be an option in the summer of 2021, in addition to being back to an in-person Design Camp, in collaboration with Arkansas PBS for the delivery and dissemination of the videos.
For the summer of 2021, a total of 239 students participated in the summer Design Camps and 46% of these students identified themselves as non-white. This is much higher diversity than that of the state of Arkansas[10]. The breakdown of the students by ethnicity: 40 Black/African American (16.73%, just above the percentage of this group in Arkansas), 25 Hispanic/Latino/Latina (10.4%), 24 Asian (10%), 3 Native American (1.2%), 2 Pacific Islander (0.08%), and 11 listed as 'other'

[10] The population estimates for Race and Hispanic Origin in Arkansas in 2021, as published by the US Census, are: 78.6% White, 15.7% Black or African American alone, 1.1% American Indian and Alaska Native alone, 1.8% Asian alone, 0.4% Native Hawaiian and Other Pacific Islander alone, 2.3% Two or More Races, 8.3 Hispanic or Latino, 71.3% White alone, not Hispanic or Latino. See https://www.census.gov/quickfacts/AR

(4.6%). Of these 239 students, 152 were female (63.5%), 80 were male (33.5%), 4 preferred not to answer (1.6%), and 3 were non-binary (1.2%).

In 2021, the FJSAD partnered with the Alex Foundation to bring eight students to our in-person camp, as well as having them circulate the information on the virtual camps in the delta region. We also worked with the American Indian Center of Arkansas (ACE) to bring one student to the camp, and with Talent Search to bring underrepresented (and mostly minority) students to our camp, allowing us to recruit 30 students through this program/organization. We did not have as many students from these groups in 2022, but we are planning to have a stronger representation from these groups in 2023.

Registered Student Organizations (RSO's)
Registered student organizations provide a bridge to and support for students of under-represented populations to have access to profession of architecture and connect with the school. Since the last accreditation visit a National Organization of Minority Architecture Students (NOMAS) chapter has formed. With the support of two architecture faculty members, Assistant Professor Emily Baker, and Instructor Ngozi Brown, the organization has hosted sketch crawls, social events and lectures as well as attended, through support of the Fay Jones School deans' office, the national NOMA conference. The long-established American Institute of Architecture Students (AIAS) chapter also strives to provide academic and personal/social support to minority students and with engagement with the larger profession of architecture. Influenced by the events of the summer of 2020, the AIAS chapter formed a Freedom by Design group, that already has made inroads to making architecture more accessible as a career path through the publication of a workbook aimed at K-12 students.

Mentorship
Although all architecture students are paired with a faculty advisor once they reach the third year of the professional curriculum, mentorship is not formalized. Mentorship occurs frequently on an ad-hoc basis. Architecture faculty are engaged in this, most often through shared common interests and identities with the students. The Assistant Dean for Diversity, Equity and Inclusion provides mentorship to minority students, specifically, Hispanic students. The Diversity Recruitment consultant, Reggie Wright, performs a mentorship and retention role, through engagement with African American students.

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

Program Response:
The University of Arkansas has earned Carnegie Classification as an "R1" institution, recognized for "very high research activity." The Fay Jones School and the department of architecture recognize that "enhancing the research and discovery mission" through creation of new knowledge and creative activities is prominent among the guiding principles articulated in the university's strategic plan and embrace its recognition of "the broad spectrum of areas that make up this comprehensive university. "This holistic framework for research, scholarship and creative practices ensures that the work of department faculty and students is understood as making a significant contribution to meeting the university's goal to create a distinct research identity.[11] Since the last accreditation, Fay Jones School faculty have been awarded $3.3 million in external funds, and the

[11] See "Enhancing our Research and Discovery Mission, Goals and Actions." https://www.uark.edu/strategic-plan/,

Fay Jones School Dean's Office vigorously supports faculty research.[12] Dean's Research Incentive Funds provide a total of $3,000 annually to tenured faculty, and $6.000 annually to tenure-track faculty; research funding for non-tenure tracked faculty is discretionary, and start-up funding, jointly sponsored by the Dean of the Fay Jones School and the Vice Chancellor for Research and Innovation, provides $30,000 over a three-year period to new tenure-track appointments, providing the means to build a solid foundation in research and creative practice.

Faculty Research

Architecture department faculty maintain robust programs of research and creative scholarship, including a demonstrated interest in the scholarship of teaching. Both school and university personnel documents make clear that research, creative activity and/or scholarship are requisite elements of a faculty member's responsibilities. Most tenured and tenure-track faculty who teach in the design studios assume a research assignment of 25% of their academic year workload; tenured and tenure-track faculty who do not teach in the studio typically assume a research load of 40%.

Appropriately, architecture program faculty contribute to a broad spectrum of domains of design thinking, history, and praxis, encompassing print media (books and journal articles), exhibitions, presentations to scholarly (peer-reviewed) conferences, and public lectures. In parallel, electronic publication of recordings of the school lecture series significantly broaden the reach of the school as a fertile generator and disseminator of design thinking and culture. Discrete areas of inquiry that faculty members are pursuing include contemporary urbanism and urban theory (Assistant Professor Holland); social advocacy, activism, and social equity (Assistant Professor Holland, Instructor Brown); historic preservation design and theory (Associate Professor Herman, Professor Goodstein); architectural history and theory (Associate Professor Sexton, Professor Goodstein); generative design and artificial Intelligence in architecture, integrated and performative design, interactive design space exploration, and design creativity and design theory (Assistant Professor Veloso); scholarship of practice in drawing, painting, printmaking, and fabrication (Associate Professor Terry, Associate Professor Jacobus, Assistant Professor Baker, Assistant Professor Colangelo, Assistant Professor Elberfeld, Teaching Assistant Professor Fitzpatrick); design education , outreach, and access in K – 12 learning (Teaching Assistant Professor Turner); mass timber (Associate Professor Messadi, Assistant Professor Kennedy, Professor Folan, Professor MacKeith); and attainable housing, construction and prototyping (Professor Folan, Teaching Assistant Professor Adams).

Even among a generationally and intellectually diverse faculty, a series of areas of excellence emerge through demonstrated research interests and unique collaborations, both among faculty of multiple disciplinary interests as wells among faculty and professional staff, all fostering the progress of knowledge in the Fay Jones School community and to regional, national, and international audiences.

Recent examples include:

The Scholarship of Teaching

- Jessica Colangelo. "Storytelling in Architecture." National Conference on the Beginning Design Student: After Form. Texas A&M, College Station, TX. 2021.
- Jessica Colangelo and Charles Sharpless. "The Nicolett: French Cooking in the Texas Panhandle." Interior Design Educators Council (IDEC) Virtual Conference. Selected for best presentation in Creative Scholarship: Design as Interior category. 2021.

[12] For a larger context of research and innovation across the university, see https://research.uark.edu/research-analytics/.

- Brian Holland, “Architecture in the World: The Study and Transformation of Context in Beginning Design Studio,” National Conference of the Beginning Design Student, NCBDS Conference Proceedings, 2019.
- Frank Jacobus, with Angela Carpenter Rachel Smith-Loerts, Justin Tucker and Randal Dickinson, *The Making of Things, Modeling Processes and Effects in Architecture*, 2020; (this volume is a unique collaboration that engages faculty and professional staff).
- David Kennedy and Alyssa Kuhns, “Break to Build: Impacts of a Pandemic-Driven Shift to Digital Curriculum. “.109th ACSA Annual Meeting, 2021.
- David Kennedy, “The Art That Makes the Machine: Teaching Digital Craft.” 36th National Conference on the Beginning Design Student, 2021
- Rachel Smith-Loerts with Angela Carpenter and Frank Jacobus, “Your Body is a Blatant Object: And Damn It’s Latent”, National Conference on the Beginning Design Student, April 2022
- Rachel Smith-Loerts with Angela Carpenter and Frank Jacobus, “The Making of Things: A Primer for Early Design Education”, National Conference on the Beginning Design Student, April 2022.
- Tahar Messadi with Winifred Newman, David Fredrick, Chloe Costello, Keenan Cole**,** Cyber-Innovation Design and Development to Enhance Stem Education, 2018, *Journal of Advances in Education Research*, Issue 10, p.413-426. (Chloe Costello is an alumna of the Fay Jones School, B.S. Architectural Studies, 2014).

Urban Design Theory

- Brian Holland, Project "It's My Party Wall: A Space Sharing Chronicle," Published in Bracket [On Sharing], 2018; and exhibited in "Home: The Battleground," Architectural Institute of Korea International Architecture Exhibition, 2021
- B. Holland, “Resilient Assemblages: Expanding Access and Equity through Practices of Piggybacking,” AIA/ACSA Intersections Conference, 2021; "One Thing (Alongside) Another: Piggybacking Practices in Contemporary Urbanism." ACSA Virtual Conference, 2020.
- Stephen Luoni, “Wood City: Timberizing the City’s Building Blocks”, The Plan Journal, 6, No. 2, 2021, pp 337-360.Stephen Luoni, “Food Hubs and Rebuilding Missing Middle Market Structure in Agriculture: The Social in Supply Chain Development”, The Plan Journal,6, No. 1, 2021, pp 111-142.Stephen Luoni, “Permitting a Homeless Transition Village: Transactions between the Informal and the Formal”, The Plan Journal,4, No. 1, 2019, pp 137-157.Stephen Luoni, “Housing Pressures in Northwest Arkansas, an Overview of the Issues”, Housing Northwest Arkansas, eds. Peter MacKeith and Stephenie Foster, San Francisco: ORO Editions, 2019, pp 12-14.

Mass Timber

- Tahar Messadi, with Hemmati, M.; Gu, H. “Life Cycle Assessment of Cross-Laminated Timber Transportation from Three Origin Points.” *Sustainability* 2022, 14, 336.
- Tahar Messadi, with Elizabeth Poblete, Cameron Murray and Samuel Zelinka. “Moisture Monitoring of a CLT Structure in a Southern Climate.” *Journal of Architectural Engineering*, AEENG-1305 Manuscript DOI: 10.1061/(ASCE)AE.1943-5568.0000527 June 2022, Volume 28, Issue 2
- Tahar Messadi with Jacobus, F., Lee-Barry, M., & Pijanowski, J. April 2020, “Advancing Sustainable Wood Design and Technologies through Collaborative Engagement.” In *Proceedings of 108th Annual Association of Collegiate Schools of Architecture (ACSA) International Conference*.
- David Kennedy with Andrew Freear, Kiel Moe, Salmaan Craig, Anna Halepaska, Katherine Ferguson, Preston Rains, and Jacob Elbrecht., “The Design of Mass Timber Panels as Heat-Exchangers (Dynamic Insulation).” *Frontiers in the Built Environment,* 2021.

Fabrication, Digital Design and Parametric Inquiry

- Emily Baker, “High Tech | Low Tech: Teaching Augmented Fabrication in the Zoom Era.” Building Technology Educators’ Society 2021 conference: Out of Bounds Proceedings. Auburn, AL, 2021.
- Emily Baker. “Spin-Valence: Kirigami Space Frame.” IASS 2018: Creativity in Structural Design Annual Symposium. MIT, Cambridge, MA, 2018.
- Emily Baker. “Seaming: The Fabrication of Keswa.” *Fabric(ated),* edited by Tolya Stonorov, Routledge, expected publication 2023.
- Emily Baker. “Boundary Problems: Reclaiming Thought-Space in the Attention Economy. “Proceedings of ACSA International Conference 2018, New Instrumentalities. June 2018.
- Colangelo, Jessica with Charles Sharpless. “Salvage Swings.” Project presentation. Association of Collegiate Schools of Architecture (ACSA) 108th Annual Meeting. Selected for Faculty Design Award Honorable Mention. 2020.
- Nathaniel Elberfeld and Alexandra Waller. "A Case for Lace." *Proceedings of the 40th Annual Conference of the Association of Computer Aided Design in Architecture* (ACADIA) ISBN 978-0-578-95213-0]. Online and Global. 24-30 October 2020.
- Frank Jacobus and Jeff Quantz, “The Type Chair: Optimizing 3d Printing Using Everyday Economics”, ARCC International Conference, Toronto, ON, June 2019
- Pedro Veloso, “From the generation of layouts to the production of construction documents: An application in the customization of apartment plans,” *Automation in Construction*, 2018, pp.: 224-235
- Pedro Veloso, “Deepcloud. The application of a data-driven, generative model in design,” *arXiv,* 2019.

Architectural History, Theory, and Cultural Studies

- Ethel Goodstein-M, “Nature and Humanity in a Simple Shed, The Pinecote Pavilion.” In *Shadow Patterns, Essays on Fay Jones Architect,* University of Arkansas Press, 2017, pp. 53-68
- Ethel Goodstein-M, *A River, A Ridge and A Residence, Fay Jones’s Pine Knoll.* Fayetteville, AR: Fay Jones School of Architecture + Design, 2018. Inaugural edition for Fay Jones Houses book series
- Ethel Goodstein-M, “A Brooch, A Dress and A Legacy: St. Laurent’s Homage to Mondrian,” Popular Culture Association Annual Conference, 2018.
- Greg Herman, contributing ed., *Buildings of Arkansas*, Charlottesville and London: University of Virginia Press, 2018.
- Kim Sexton, “Uterus House: Incubating Obstetrics in Early Modern Bologna.” In *A Matter of Life and Death: Designing Spaces for Healing and Caring in the Premodern Era*, edited by Mohammad Gharipour, 260–278. London: Bloomsbury Press, 2021
- Kim Sexton [co-author] and Lynda L. Coon, “Racetrack to Salvation: The Circus, the Basilica, and the Martyr.” *Gesta* 59, no. 1 (Spring, 2020): 1–42.
- Kim Sexton, ed. *Architecture and the Body, Science and Culture*, London and New York: Routledge, 2018.
- Kim Sexton, “Academic Bodies and Anatomical Architecture in Early Modern Bologna.” In *Architecture and the Body, Science and Culture*, edited by Kim Sexton, 139–156. London and New York: Routledge, 2018.

Selected Exhibitions and Installations

- Emily Baker,_Filter Form” permanent sculpture installation. Wilson Springs Preserve in Fayetteville, AR. Funded and owned by the Northwest Arkansas Land Trust. 2019.
- Brian Holland, online exhibition: "Piggybacking Practices: Architecture and Inequality," 2021.

- Peter MacKeith and Jonathan Boelkins, Co-Curators, A South Forty: Contemporary Design in the American South' an exhibition of architecture and design from the American South, Palazzo Mora, Venice, Italy (concurrent with the Venice Architecture Biennale).
- Laura Terry, *How to Measure a Forest,* Smith Gallery of the Steven L. Anderson Design Center, University of Arkansas, August 22 – October 21, 2022.
- Laura Terry, *Measure me by the Rings of* Trees, National Juried Mixed Media Exhibition, Wilson Arts Center, Wilson, NC, September 2021.
- Laura Terry, *A Book of Maps* and *Bark and Grain, 64 Arts,* National Juried Exhibition, Buchanan Center for the Arts, Monmouth, IL, October 2019.
- Laura Terry, *Where the Mountains Meet the Sky. Annual Juried Members Exhibition,* Mid America Print Council, Kent State University, Kent, OH: October 2019.

Recent Awards, Grants, and Recognition

- Jessica Colangelo, MacDowell Fellow, 2021.
- Jessica Colangelo, The Architect's Newspaper Best of Design Award, Social Impact Category, for "The Shelter Project.
- Jessica Colangelo, (Somewhere Studio). American Institute of Architects (AIA) National Small Project Award, up to $150,000 in Construction Cost Category, for "Salvage Swings." 2020.
- John Folan, Collaborative Practices Award for "Constructing Inclusivity," Association of Collegiate Schools of Architecture, 2022.
- Gregory Herman, PI (NEH): "Fay Jones: Housing the Human and the Sacred." Grant for Digital Humanities project combining historical research and documentation of 4 works by architect Fay Jones, presented in an interactive on-screen experience via 2 designed and fabricated mobile kiosks intended to present the works of Jones to new and underserved audiences by placement in diverse and remote locations over the next 3 to 5 years. 2019 -present, concluding 2023.
- Gregory Herman, PI (University of Arkansas / *Chancellor's Discovery, Creativity, Innovation and Collaboration Fund* for 2017/2018): P.I., "Mid-Century Modern: Fay Jones and the American House." 2017-2020.
- Gregory Herman, PI (Cynthia Woods Mitchell Fund Grant for Historic Interiors, National Trust for Historic Preservation): Fay Jones House Interior Restoration Project." For ongoing restoration of Fay and Gus Jones House interior furniture, textiles, and furnishings, Fayetteville, AR. 2021 – present.
- Brian Holland, 2022 AIA.ACSA Housing Design Education Award

Also important to the school's identity is its efforts to tell the story of Arkansas architecture and its relevance in both regional and global contexts through in-house publications featuring transcripts of lectures presented by such distinguished visitors as Juhani Pallasmaa and Robert McCarter. The School's continuing relationship with the University of Arkansas Press has produced a collection of essays that critically considers the work of Fay Jones, *Shadow Patterns* (2018) edited by former dean and professor of architecture Jeff Shannon; a second collection of essays, *Shadow Patterns II*, currently is in press; Per Olaf Fjeld's *Louis I. Kahn: The Nordic Latitudes* was released (2019) and a third volume of Robert Ivy's seminal *The Architecture of Fay Jones* is in preparation.

Research and Outreach Centers: Knowledge Generation, Innovation, and Community Engagement

Established in 1995 as the Fay Jones School's first outreach center, the University of Arkansas Community Design Center (UACDC) advances creative development in Arkansas through design, research, and education solutions. Situated off-campus, downtown on Fayetteville's historic square, the center has its own facilities and full-time design and planning staff who deliver professional services for communities and organizations nationwide, with a primary focus, in

keeping with the university's land grant mission, on serving Arkansas. Under the direction of Distinguished Professor Stephen Luoni, the center's director and Steven L. Anderson Chair in Architecture and Urban Studies, UACDC has become a respected national authority in urban design and the shaping of the built environment. Focused on research and public-interest design, UACDC has developed eight place-making models to address core challenges in our built environment. These models in community development include, among others, transit-oriented development, low impact development, context-sensitive street design, agricultural urbanism, and smart growth urbanism. Through its research, outreach, and design practice, UACDC has helped to reshape development and planning policy at the state, regional, and municipal levels. Architecture students can engage directly with the UACDC in advanced "option" studios in which students learn through participation in actual projects, interfacing with clients and communities. Much like a teaching hospital, staff project designers also deliver learning experiences in collaboration with students and faculty. UACDC regularly collaborates with allied professionals in multiple disciplines, and the center's nonprofit status allows it to leverage the work of its private sector collaborators. Since the last accreditation, the UACDC's community design and research has included, "A 'Third Place' for the Little Rock Air Force Base;" cultural mappings and redevelopment of the north Arkansas, Ozark-sited Cherokee Village, one of America's first planned retirement-based recreational communities; housing or Markham Square, a former scrap metal yard in Conway, Arkansas; projects focused on addressing homelessness, "New Beginnings Transitional Village and 7Hills Homeless Day Center; and "Third Place Ecologies: Pocket Housing Fabrics for Aging in Community.[13] Recent honors earned by the UACDC include: AIA Honor Award for Regional and Urban Design (2022); AIA Collaborative Achievement Award (2022; AIA/ACSA Housing Design Education Award (2021); The PLAN Award: Winner in Housing Future, Plan Magazine (2021); The PLAN Award: Winner in Special Projects Future, Plan Magazine (2021); American Architecture Award: The Chicago Athenaeum: Museum of Architecture and Design (2021); AIA Honor Award for Regional and Urban Design (2021); and the Green GOOD DESIGN Award: European Centre for Architecture Art Design and Urban Studies &The Chicago Athenaeum: Museum of Architecture and Design (2021).

The University of Arkansas Resiliency Center (UARC), an interdisciplinary research and outreach center hosted by the Fay Jones School of Architecture + Design in collaboration with the College of Engineering and the Walton College of Business, explores what makes food, water, and community systems resilient (or fragile), and develops strategies for increasing the resiliency of these critical life-support systems. An interdisciplinary center for faculty, students, and staff from across every college on the U of A campus, the UARC works closely with the school's UACDC, the university Center for Advanced Spatial Technologies, and the campus Office for Sustainability. The UARC also partners with organizations and programs around the world to solve complex problems in water, food, and community resiliency, exploring the processes that make systems fragile, and the mechanisms for designing resilient systems. The systems approach that the UARC has developed allows its researchers to explore, simulate, and design solutions at many scales. While the work of the UARÇ continues through the work of sustainability staff, allied faculty and graduate students, a new executive director for the UARC is sought, marking a time of transition. Research by the UARC has produced inquiries on Modular Agricultural Baseyards (in collaboration with UACDC), projected surface water irrigation, and life cycle analysis of Land Use in US Pork Production.

The University of Arkansas Urban Design Build Studio (UDBS) develops and implements catalytic projects through participatory design processes in works that prioritize public

[13] For a compendium of UACDC projects, see http://uacdc.uark.edu/projects.

interest, social justice and equity and drive design as a multi-valent research endeavor. Professor John Folan directs the UDBS, Although Professor Folan founded the studio prior to joining the Fay Jones School faculty, UDBS's focus on projects and design challenges that are place specific, appropriate to cause, scaled to the magnitude of challenge, and replicable design solutions predicated upon community vested opportunities has translated easily and productively to Arkansas and its communities. The work of the UDBS aspires to exercise compassion, demonstrate empathy for condition, and dignify unrecognized culture through design; at the same time is acknowledges the fragile relationships between regional ecologies, global climate, and underserve populations. Architecture students, together with upper-level landscape architecture and interior architecture and design majors, can engage directly with the UACDC in advanced "option" studios in which students learn through research and design of actual, often externally funded, projects, interfacing with community stakeholders and engaging in construction. The work of UDBS have been leverage toward the development of mass timber structures and multi-scalar empty of wood interiors using Arkansas sourced timber. Recent design research by UDBS has focused on the design development and construction of the Ross and Mary Whipple Family Forest Education Center at Gavan Woodland Gardens in Hot Springs, Arkansas, and the production of prototypes for attainable housing that leverages precision, affordability, and expediency of manufacture. Together with Teaching Assistant Professor Candi Adams, Professor Folan has secured external funding to support the work of UDBS including, "A Just Home for the Arkansas Timberlands, Affordable Housing Prototype 01, 2020-current, funded by Weyerhaeuser Company, $25,000; UDBS Ozark, and AR Home Lab, Development of NWA Workforce Housing Prototype 01, 2021-current., funded by Walton Family Foundation, $200,000, Walton Personal Philanthropy Group, $150,000, and Bank OZK, $50,000; and UDBS Ozark, and AR Home Lab. Development of NWA Housing Innovation Incubator Prototype 01, 2020-current, funded by United States Forestry Service, $250,000.

The UDBS's objectives for generating knowledge through design research and material innovation of the UDBS resonate with the aspirations of The Anthony Timberlands Center for Design and Materials Innovation (ATC), currently under construction. Conceived to be a key part of the new Windgate Art and Design District in south Fayetteville, the nearly 45,000-square-foot structure will drive research and innovation in wood design and product development while promoting the use of Arkansas-sourced timber and wood in architectural design, construction techniques, and product design. The facility, designed by the Pritzker Prize-winning Grafton Architects, will centralize the Fay Jones School's multiple timber and wood design initiatives, house the school's existing and expanding design-build program and fabrication technologies laboratories, and serve as the new home to the school's emerging graduate program in timber and wood design. The ATC will build upon ongoing curricular and extra-curricular work that in experimentation through making, engaging a variety of materials, digital fabrication tools, and traditional wood/metal tools, which enable students and faculty to conduct physical research in scaled studies and full-scale component constructions.

Even before the completion of the ATC, the school has emerged as an arena for thought leadership in mass timber and wood innovation, through its organization of conferences and exhibitions, including New Languages of Wood," a symposium in celebration of the school's 70th anniversary sponsored by Deltic Timber (August 2016); "Time for Timber," an exhibition that featured innovative mass timber design and construction in North American and Europe coinciding with "Timber! Design Excellent in Timber and Wood Symposium" hosted by the school with the U.S. Forest Service; (October 2019); "Laminate: Timber and Wood Design Education," a virtual conference (February 2021) that launched an academic design research consortium in which the Fay Jones School has partnered with the U.S. Endowment for Forestry and Communities together with the

American Wood Council, the Softwood Lumber Board, and Woodworks. So too the school's immersion in the research of wood and timber has inspired creative practices by the faculty, exemplified in Associate Professor Laura Terry's recent exhibit, "How to Measure a Forest," that tells the story of the forest through the artist's lens. Associate Professor Tahar Messadi has developed a body of research addressing multiple fields of inquiry focused on mass timber, which has accrued nearly $400,000 in external funding, all involving collaborative teams with faculty peers in engineering, environmental dynamics, civil engineering, and advanced architecture students.
A dedicated endowment for a distinguished chair in mass timber, a joint appointment by the Fay Jones School and the College of Engineering, scheduled to be filled in coming academic year, has great potential to enhance and extend this already productive trajectory of research and innovation.

Design Practice as a Source of Knowledge and Innovation

The Department of Architecture recognizes the role of professional practice as a matter of design research that generates knowledge through making, negotiates issues of dwelling in multi-scalar constructs of place and community, and model best practices of critical thinking and creative production for its students, the majority of whom aspire to be practitioners. So too the legacy of Fay Jones, the school's namesake as an educator-practitioner is embedded in the department. Professor Marlon Blackwell, FAIA, recipient of the 2020 AIA Gold Medal rises prominently among the reflective practitioners on the faculty. Although best known for his national and internationally award-winning projects, including the school's Steven L Anderson Design Center, recognized with an AIA national honor award in 2018, his lectures and publications underscore the mutually beneficial relationships among practice, scholarship of practice, and teaching, including the recently published *Radical Practice / Radical Practice: The work of Marlon Blackwell Architects* (Princeton Press, 2022), edited by Professor Peter MacKeith and Teaching Assistant Professor Jonathan Boelkins.[14] Approximately fifty percent of Blackwell's design team are Fay Jones School alumni.

Among the architecture faculty members whose creative practices fuels and supports teaching are:

- Associate Professor Frank Jacobus, principal architect of SILO AR + D, whose interests include visualization, form language and design fabrication. In 2016 the Architectural League of New York recognized SILO as an "Emerging Voice." SILO also is the recipient of multiple American Institute of Architects Honor and Merit awards from AIA chapters in Arkansas and North Carolina.
- Assistant Professor Jessica Colangelo, whose practice Somewhere Studio stems from an attentive investigation of tectonic and typological details that strive to instill the material practice or architecture with greater cultural and ecological relevance. With works published in the New York *Times*, *Interior Design*, *Architectural Record*, and *Arquine*, Somewhere Studio has received awards from the AIA, the Association of Collegiate Schools of Architecture, and the Interior Design Educators' Council.
- Teaching Assistant Professor Alison Turner, whose practice sitio architecture + design emphasizes regional, environmentally responsive, and sustainable architecture.
- Teaching Assistant Professor Russell Rudzinski, whose practice Architects226 seeks a measured balance between critical design practice and traditional scholarly efforts.
- Instructor Ngozi Brown, owner and principal of NOB A + D, an architecture and interior design firm focuses on learning environment design and evidence-based design.

[14] For publications by and about Professor Blackwell see, https://www.marlonblackwell.com/media/; for projects, see https://www.marlonblackwell.com/projects/.

The prosperity and on-going growth of northwest Arkansas supports a thriving local community of architects, many of whom are alumni of the program, whose close and consistent connections with department also play an integral role in fostering a thriving culture of design praxis and innovation through participation in studio reviews, providing current students to internship opportunities, and welcoming students and faculty to project sites. Prominent among this group of alumni owned firms are modus studio, that bridges architecture, graphics, and fabrication work with architecture; DEMX Architecture, that studies Arkansas vernacular architecture and mid-century modern design as to approaches to sustainable practices and contextual responses, and Jennings + Santa Rita, the legacy firm of Fay Jones, that aims to embody Jones's principles of design in contemporary syntaxes, programs, and materiality.

These relationships among faculty who practice, thought leaders in the profession, and students establish palpable links between research done in the profession and learning objectives of the curriculum, with ramifications for both design studios and the cultivation of undergraduate research endeavors.

Undergraduate Research: Cultivating the Next Generation of Thought Leaders

Students in the architecture program are encouraged to engage in the production of new knowledge through their own discoveries, as members of design research teams, and through research assistantships with faculty.

The professional curriculum includes 15 hours of professional electives" and 12 hours of advanced "option" studios," all upper-level courses conceived to link research done in the profession into curricular efforts. Specific areas of inquiry probed in these courses vary by semester, but ideally and typically, professional electives and advanced studios are grounded in ongoing faculty research, giving faculty an opportunity to test and deepen ideas while permitting students to be active participants or intimate observers of this research. [15]

Like all members of the University Honors College, B. Arch. students who participate in the school's honors program are required to complete an independent, directed capstone research project. This program aims to prepare students for advanced graduate study or professional research, and to position them as future thought leaders. The capstone project extends over two years and involves two dedicated courses, beginning in the spring semester of the third year with FJAD 3153, Methods of Design Inquiry, and culminating in FJAD 5143, Honors Capstone. Students are introduced to the methods of design inquiry and develop a set of targeted research questions and methods grounded in a rigorous literature review and diverse conceptual frameworks for design thinking. In their final year of the B. Arch. program, honors students assemble a faculty advisory committee guided by a faculty mentor, conduct their capstone inquiry, and report on their findings, including open presentations of their work to the Fay Jones School community during final reviews.[16] Opportunities exist for students to pursue research funding through the honors college. All honors capstones are published through the University Library's ScholarWorks@UARK, which makes accessible a growing collection of student work together with faculty publications, presentations, and teaching materials; thus, honors students are handily embedded I the university's commitment to disseminating its research as widely as possible. Although many honors architecture students are eager to test their research skills in practice, some move directly to graduate school or alternative practices. Recent honors graduates remain connected to the research mission of the school with

[15] See section 4.2.3, Optional Studies, for a list of professional electives offered in the last two academic years.

[16] See section 4.2.3, Optional Studies, for a list of exemplary honors capstone projects.

positions in UDBS (Mary Beth Barr, B. Arch, 2021); the UACDC (Kayla Ho, B. Arch. 2022) and two members of the spring 2022 honors graduating class have matriculated in graduate programs (Emily Wilcox, Rice University; Angela Brown, University of Texas at Austin). Since the last accreditation, Leniqua Welcome, a 2017 honors graduate, has received a PhD in cultural anthropology (University of Pennsylvania, 2020) and is our most recent graduate to have joined the professorate, with a tenure-track position at George Washington University.

Stimulating Innovation and Creativity: School Lectures and Workshops

Outside of the curriculum, students and faculty are exposed to contemporary topics in architectural research through the school's academic year lecture series. In both the fall and spring semesters, practitioners, researchers, and other significant figures present their technological, historical, or design-based research activities. This series provides insights into the current state of architectural research and its critical topics, preparing students to engage in the same issues as burgeoning professionals.

Efforts always are made to engage visiting lecturers in design studio critiques or professional electives related to their areas of expertise; when architectural historians and theorists appear on the lecture schedule, they are invited to conduct "salons," that engage faculty, including colleagues in art history and other allied disciplines, and students participating in the history of architecture and design minor, in probing, topical discussion; recent speakers at the "salons" include urban historian Eric Mumford, Despina Stratigakos, who led conversations regarding gender and architectural practice, and Irene Cheng, who presented work related *Race and Modern Architecture*.

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

Program Response:

Many opportunities exist at the Fay Jones School to engage students in leadership, collaboration and community through coursework, projects, employment, and outreach. Collaboration is an inherent facet of the Fay Jones School where students collaborate with each other in joint projects starting early in the studio sequence, with outside consultants in the IDS studio, and in the final series of Advanced Option Studios that typically foster collaborative effort between students in all three disciplines of Architecture, Interior Architecture and Landscape Architecture.

Recent Advanced "Option" Studios have foregrounded issues of social equity, inclusion, and community engagement. The "Arkansas timber project" will soon take demonstrable form for citizens through the affordable housing prototypes being developed by John Folan, director of the Urban Design Build Studio (UDBS) AR Home Lab and head of the Department of Architecture. As noted, grants from the U.S. Forest Service, Bank OZK, the Alice L. Walton Foundation, the Walton Family Foundation and the Weyerhaeuser Giving Fund are being used to support the development of sustainable, affordable mass timber housing prototypes for diverse regions throughout Arkansas, underscoring the power of identifying and cultivating partnerships with community organizations and industry. Finding A Way Home (Fall 2021) and Bringing It All Back Home (Spring 2022), another two studio initiatives developed by the UDBS/AR Home Lab, will result in the construction of multiple pilot projects focused on addressing the expanding economic divide in housing attainability. Regional stakeholders with expertise in construction, finance, workforce training, development, community stewardship, and social services are instrumental partners in open design workshops predicated on bringing collective intelligence to bear on the complex set of considerations influencing Northwest Arkansas' future.

"UDBS Carb Complex 05," a project led by architecture faculty members John Folan and David Kennedy, in collaboration with Kim Furlong, Associate Professor of Interior Design and Architecture, was the fifth in a sequence of studios focused on the student-led design and construction of a 5,000-square-foot Ross and Mary Whipple Family Forest Education Center at Garvan Woodland Gardens, an outreach center and learning laboratory of the Fay Jones School. This environmental education center and economic development tool will be made from Arkansas-sourced timber and educate the local, state, and national public on the character and value of Arkansas forests and the use of wood for the betterment of society and the environment. This project was selected for honorable mention for the 2022 Timber Education Prize (ACSA) and the Softwood Lumber Board (SLB).

"Housing at Markham Square," the project led by Distinguished Professor Luoni and UACDC project designer Claude Terral, developed a housing masterplan to transform a metal scrapyard into two blocks from Conway's main street. Students explored two interconnected architectural issues in constructing living transects that connect public space and housing. Thick building edges accommodated a variety of social activities through urban building frontage or liminal spaces like stoops, porches, balconies, patios, roof gardens and galleries not entirely specific to one housing type. Students in the design studio worked with neglected but affordable walk-up residential typologies, now key to revitalizing mid-sized downtowns without the population dislocations that accompany gentrification. Luoni and Terral received the 2022 AIA/ACSA Housing Design Education Award for this project. Other UACDC projects, involving advanced studio students, have engaged community partnerships to address social equity through urban design in underserved areas of the state including Pine Bluff and in proposing the renovation of deteriorating housing project, in Fayetteville, Willow Heights, to create a blended income neighborhood. Through projects such as these, the UACDC is a sought-after advanced studio destination for students who are eager to address community resiliency and work toward social justice in design.

In the third-year design studio (ARCH 3016) project "Remixing Mar Vista," by Assistant Professor Brian Holland, Gregory Ain, and Garrett Eckbo's Mar Vista Housing of 1948, served as both project site and design precedent for the exploration of housing policy and design. Students were tasked with remixing Mar Vista considering both changing household structures and recent efforts to promote greater density in single-family districts. Students were exposed to diverse household types and explored the economics of housing to urban form and policy. Parallel issues examined through the lens of the past were explored in the co-requisite history of twentieth-century architecture and design course (ARCH 4433). Beginning with a single-family house, students tripled the neighborhood's density twice with two successive multifamily design projects, first on one lot, then on a full block. Professor Brian Holland received the 2022 AIA/ACSA Housing Design Education Award for the “Remixing Mar Vista” design studio.

Leadership skills in service of academic and community objectives are embedded in the ethic of the university Honors College and Fay Jones School honors students can participate I an annual two-day workshop dedicated to social justice and design, which is paired with a lecture series presentation for the entire community. In February 2022, as part of this program, William Bates presented “The Design Profession’s Blind Spots” focusing on the value of inclusionary design by diverse teams and its importance in healing the long-ignored issues within communities. Previous workshops have been offered by Bryan Bell, executive director of Design Corps, (“Public Interest Design,” 2020); Beth Tauke, d=project director in SUNY Buffalo’s Center for Inclusive Design and Environmental Access, (“Possible Futures of Design and Diversity,” 2019); and Bryan Lee, founder and director of Colloqate Design (“Design Justice: Building Power,” 2018).

The values of collaboration and community engagement also translate to learning experiences in study abroad. When founded nearly 35 years ago, the department of architecture's Rome study abroad program strived to embed students in dense and diverse urban culture unlike the then small-town environment of the campus and Fayetteville. Balancing the allure of ancient and historic Rome for our students with the hard realities of the early-twenty-first-century city and the geo-political climate of the Mediterranean region figures significantly among the University of Arkansas Rome Center's (UARC) goals. Our students can expand the boundaries of their work in the architecture major with global studies courses that confront the contemporary city. Under the leadership of UARC director Francesco Bedeschi, department of architecture students engage in charrettes with students in peer Roman programs. A developing relationship with GBC Italia, which generously supports a scholarship for Fay Jones School students, also is deepening connections to the professional community in Rome as well as exposing students to its commitment to address the complex relationship between sustainable practices and obligations to preserve cultural heritage in Rome's historic center.

Several student organizations provide opportunities for students to assume leadership roles, engage in the larger community, and collaborate between disciplines, across campus and within the region. Last April the AIAS executive team attended the AIAS South Quad "WASTE//LAND" Conference. The conference took place in Atlanta and hosted more than 50 schools across the country with more than 300 students in attendance and consisted of lectures with guest keynote speakers, panels/Q&A's with professionals, workshops, and evening social events. Highlights of the conference included workshops on 3D scanning and mass timber, a visit to the National Center for Civil and Human Rights and the opportunity to make connections with professionals and students from across the country. Freedom by Design, an organization that was born of the initiatives and interest of the AIAS chapter, focuses on social justice and equality. The primary focus of this student organization has been the creation of the "Design for Justice Workbook," which is being advanced in collaboration with the School of Health and Education, Fayetteville Public Schools and Thaden School. With growing diversity awareness among Fay Jones students, the school's National Organization of Minority Students (NOMAS) chapter provides a safe space for discourse and professional engagement among members of under-represented populations. The impact of NOMAS in developing an ethic of inclusion, diversity and opportunity among its members is palpable in the work of recent alumni who have taken leadership skills nurtured as NOMAS officers into the community. In Little Rock Ernest Banks, Assoc. AIA, (B.Arch. 2018 and a designer with Polk Stanley Wilcox) has launched a non-profit scholarship program called RISE (Reinvest In Students Everywhere) whose goal is to make a difference in the future of architecture by educating and encouraging students from underserved areas of Arkansas to pursue a career in design. Another recent graduate, Jensen Johnson's (B. Arch., 2020), experience as a leader of NOMAS led her to pursue a Master of Science in Architecture Studies at MIT, with the goal of researching how to challenge "the divisive and elitist nature we encounter and absorb in spaces." Through periodic meetings with the Dean and Associate Dean, student organization leaders engage in productive dialogue about student learning experiences, welfare, and the prospects for the school The work of this advisory committee has influenced policies and practices in computing and printing, and, in developing sustainable practice for Vol Walker Hall. The Dean provides all student organizations with an annual budget allocation to support projects and conference travel.

Students contribute to a vibrant, productive, and healthful environment in the Fay Jones School through have employment opportunities to assist in courses, facilitate faculty research, as student ambassadors and as mentors for the summer Design Camp for middle and high school students.

Opportunities for Teaching Assistantships are available for courses throughout the curriculum including history theory, technology, design thinking and core-level design studios. With growing enrollments resulting in unprecedentedly large cohorts in professional core courses, TAs not only support the work of faculty but moreover provide a bridge for students to approach their teachers with confidence and comfort. To assure equity, TA assignments are awarded through a competitive application process. Typically, one TA is assigned per each thirty students in a course. Equally import lessons in collaboration are distilled from students' contributions as research assistants, supported by deans' research incentive funds and/or external project funding. In research assistant capacities, students have worked closely with faculty on manuscript preparation, including production of illustrations, project fabrication and installation, and materials performance studies. During the master planning and programming period for the new campus Multicultural Center, a group of research assistants, all students of color, assisted Professor John Folan in design development studies for the renewed space.

The Fay Jones School of Architecture + Design Student Ambassadors Program connects design students with their school, its alumni, and its future students. Student Ambassadors build skillsets in leadership, communication, planning, and organization, and the program allows students to interface with the vast network of people associated with the Fay Jones School. Student Ambassadors participate in both on and off-campus activities and events on behalf of the school. The main duty of a Student Ambassador is to represent the Fay Jones School in a way that displays its philosophy, work ethic, and high quality of design education.

Design Camp is a summer program for students entering ninth through twelfth grades to learn about architecture, interior architecture, and landscape architecture through hands-on projects. tours, and discussions led by Fay Jones School faculty and students. Students representing the school's three design disciplines serve as teaching assistants, overnight counselors, and mentors for the more than 250 high school students that attend the Design Camp each summer. The students are involved in planning, teaching, and working with students in the studio on their design ideas. Often students attended Design Camp as high schoolers and then return to become a teaching assistant to share their experience with the Design Campers. During the Co-Vid pandemic, student assistants worked closely with Fay Jones School Director of Community Engagement, Teaching Assistant Professor Alison Turner, to develop online learning platforms for a Virtual Design Camps that has been offered through collaboration with Arkansas Public Television. With the support of the Alice Walton Foundation, 25 videos were created for the FAY Design Virtual Education project. Design Camp is an integral component of the school's outreach and recruiting, particularly with underrepresented populations across the state of Arkansas. Other K-12 design outreach programs occur during the school year, where younger students visit the school and participate in tours and design workshops. Fay Jones School students and student ambassadors play key roles in leading and mentoring students during these visits.

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

Program Response:
As an undergraduate professional program, the department of architecture recognizes that life-long learning must be constructed on a foundation of deep contexts for design thinking and design decision making, particularly in times when questions of social and environmental justice must be central in the architect's sphere of influence. Situated at the physical heart of campus, the Fay

Jones School allows students to obtain the professional degree buttressed by the University of Arkansas's full range of academic program in allied colleges of liberal arts and science, engineering, agriculture, health and education professions, business, and law. The foundation for lifelong learning begins in the first year, as the state minimum core of 35 semester-credit-hours provides liberal education foundations for students' whose skills in communication as well as appreciation of the interrelationship of architecture and the societies it serves derives from learning experience college-level arts, social, sciences, and humanities courses. With free (general) electives also required in the B. Arch. degree curriculum, students can elect work in business and engineering to enhance professional skills or expand design thinking through work in allied creative disciplines in the School of Art, or apparel design. Through these requirements and opportunities combined, students come to understand and appreciate the importance of critical thinking, multivalent perspectives, and diverse creative practices as essential ways of knowing and visioning a more humane and resilient made environment.

General education courses together with design history and theory provide students with both an awareness of how architecture developed as a discipline and a profession, as a representation of culture, and can be understood as a political act. in the first three years of the BArch program. the department's four required courses in history and theory, as well as two design thinking courses, make clear that this base of learning is essential to knowing and practicing discipline of architecture. History and theory faculty, most of whom have a professional degree in architecture among their academic credentials, are involved in design studio reviews and remain in close communication with aligned studio faculty to take best advantage of relevant materials to cross-pollinate learning in the studio with that of the lecture hall. Thirteen credits of free electives required for the professional degree further deepen the scope of interdisciplinary learning. This fertile groundwork establishes a body of knowledge—based on the understanding of architecture as a cultural, social, and environmental art—that will grow and sustain a flourishing career. So too, the progressive structure of the B. Arch. curriculum from core courses to increasingly complex professional content and opportunities to elect seminars and studios that together serve a field of sub-disciplinary interest establishes a pattern for continuous education. Students often continue their engagement with material they first encounter in professional electives and advanced studios in graduate school studies and career trajectories.

Strong relationships between the Fay Jones School and its alumni, the profession, NCARB, and the AIA expose students to the ways in which lifelong learning thrives upon the continuous integration of theory and practice. Professionals model the value placed on the continuum of lifelong learning when they attend the Fay Jones lecture series, or offer service through the school's Professional Advisory Board, Deans Circle, or Capital Campaign Committee, all occasions when students have opportunities to interact and network with future colleagues in the profession. The Department of Architecture invites practitioners and alumni to be guest critics at design reviews, giving students potential intern and employment opportunities with firms and practices. In some studios, most notably the integrated design studio, the faculty reach outside the discipline so that students can learn from community stakeholders and come to
appreciate the value of other voices. Opportunities in the profession are available to students in the form of part-time employment with local firms during the academic year and internships in many states during the summer. The School of Architecture's annual job fair in the spring semester is often the first step that students take in understanding that lifelong learning is a shared responsibility between academe and practice.

The school stays connected to alumni via social media outreach and recruiting events out-of-state, creating an extension of the School beyond Vol Walker Hall, and keeping alumni engaged in lifelong

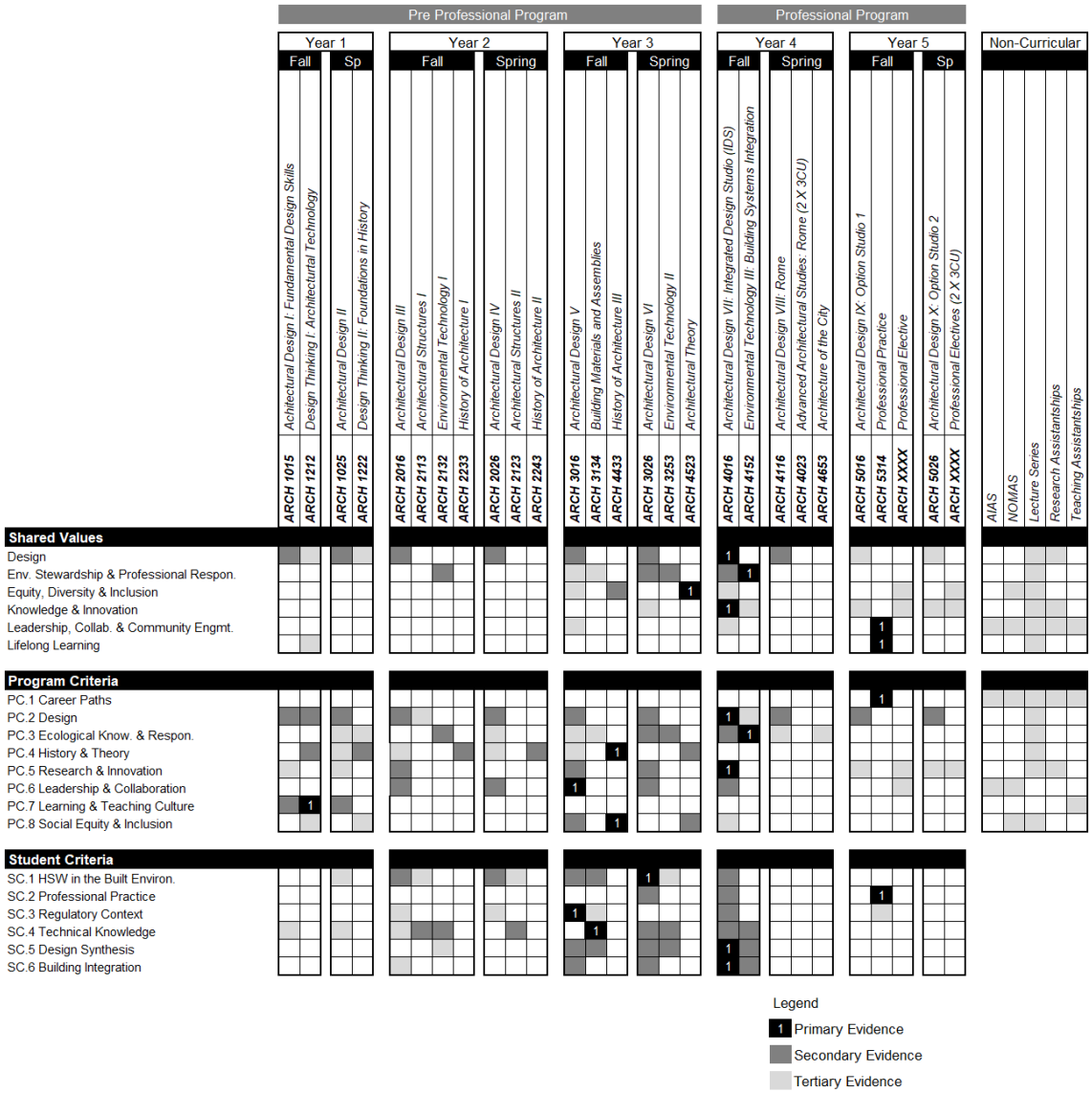
learning. The publication of the school's award-winning magazine*, ReView* together with regular news releases distributed to professional friends and alumni provide another channel of awareness about continuing learning opportunities and the production of knowledge in and through the school*.* The emphasis on lifelong learning is also reinforced in Professional Practice as students learn how to achieve and then maintain licensure through continuing education. As various states have different requirements for continuing education, students begin with the State of Arkansas, and then consider other states.From their first blush with the school at new student orientation until their commencement exercises, one overarching reality is made clear to students in the design disciplines: our society, its cultures, its ecologies, and the technologies it employs to negotiate those physical and conceptional territories, is never static. The profession necessarily will change to meet those challenges. Only through an ethic of lifelong learning and the willingness to think, learn and practice with agility, can our students expect to grow and evolve into practitioners that can embrace with responsibility the role of the architect as stewards of and advocates for justice and resilience in the made and natural environments.

3—Program and Student Criteria

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

Program Response:

The Matrix was created to illustrate where each Program Criteria (PC), Student Criteria (SC), and Shared Values are fulfilled utilizing the template provided by the NAAB. In each case a single location has been identified as providing *Primary Evidence.* Reinforcing narrative responses in each area, instances of *Secondary Evidence* and *Tertiary Evidence* referenced in the narrative are identified in the matrix.



3.1 Program Criteria (PC)

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

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

Program Response:

Students understand the paths to becoming licensed as an architect through overlapping exposure to information and education about the overall process, from eligibility, to establishing an NCARB Record, to understanding and recording the Architect Experience Program (AXP), to the Architecture Registration Exam (ARE) and the process of establishing licensure with individual state boards. Students are initially exposed to this process through presentations to various student groups. With the changing nature of eligibility, the Fay Jones School now presents a primer on AXP to all first-year students in the Bachelor of Architecture program as they are immediately eligible to record experience as high school graduates enrolled in a NAAB accredited program.

To reinforce the importance of licensure and an understanding of the overall process, all students in the B. Arch program receive additional instruction in ARCH 5314 Professional Practice, taught since 2016 by Teaching Assistant Professor Jonathan Boelkins, who is also the Fay Jones School's Architect Licensing Advisor. In this course, in addition to learning detailed information about the licensure process, students explore a range of career opportunities through an innovative pedagogy that uses an in-depth study of leading firms in design, sustainability and business. Through a series of project-based assignments, students learn about the varied nature of practice beyond architectural production, including a wide array of including writing, scheduling, financial management, billing, and many other aspects that are relatively unknown to most students but provide significant opportunities for advancement.

Additionally, prominent practicing architects are invited to speak directly with students, to share their career paths and to reveal how they have been successful which are not always conventional. Broadly, students are encouraged to develop skills outside their architectural education in order to facilitate their advancement in the profession. Particular emphasis is placed on financial literacy and the importance of understanding the interrelationship of architectural practice and financial management, both personal and professional. This process begins with students engaging the AIA Salary Calculator to help them understand what they can expect in terms of compensation, depending on the kind of firm and location they pursue upon graduation; non-cash benefits such as health insurance and retirement benefits are also considered.

As students are exposed to many of the best firms in the nation in design, sustainability, and business, they are also required to collect information about how to apply to each one for employment and encouraged to do so. This effort builds upon an outstanding annual career fair hosted in the Fay Jones School where firms and non-profit organizations from across the county are invited to attend. In February of 2021, The Fay Jones School hosted its first in-person career fair post-pandemic with over 65 firms from across the country in attendance. Many of the firms were represented by Department of Architecture alumni who were excited to return and hire students from our program. A lot of preparation takes place to prepare our students to navigate a career fair. Workshops and professional consultants for resumes, portfolio production and interview skills are some of the preparation resources that we offer.

Students in the Department of Architecture have access to the Fay Jones Public Lecture Series which brings design leaders from around the globe representing multiple disciples, forms of practice, and professional focus. The lectures are scheduled at 4:00pm which overlaps the final hour of afternoon studios where students are required to attend.

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

Program Response:

ARCH 1015 Fundamental Design Skills: Design I

As the first studio in the core studio sequence, ARCH1015 is designed to foster curiosity and creativity in the students through a series of projects that move between two and three dimensions. The course is divided into four modules. The individual modules focus on techniques and operations, the skills needed to develop competency in design. The skills range from freehand drawing skills to physical modeling skills, and each module provides a focus time to work and develop skills and an opportunity to apply those skills through innovative design projects. The modules are structured around the following themes: line, color, tone and texture. The content (the "why?"), process (the "how?") and product (the "what?") of each theme introduces different skills and precedents from a wide variety of sources inside of and outside of the discipline of architecture. These include: color studies by Josef Albers, weavings by Anni Albers, Wall Drawing #601 (25 Forms Derived from a Cube) by Sol LeWitt, and photographic source images of macro and micro orders. The final project of the semester, Tall Order, is comprehensive in nature and required students to employ all the skills gained over the course of the semester. The project began as a drawing assignment with specific criteria for using the drawing methods from the semester to illustrate order. Successful drawings implemented line, color and ordered systems. The next phase was analytical in nature and required students to work iteratively to develop an ordered system in both drawing and study model. The final phase of Tall Order was the construction of a 60" tower; this phase highlighted the following: layering and assembling of parts into a holistic model, applying color for strategic effect, crafting a narrative about the quality of the tower, and finally, gaining confidence through the two-week construction process.

ARCH 1025 Fundamental Design Methodology: Design II

The structure of Fundamental Design Methodology consists of three independent but correlated projects. The first uses precedent to introduce architectural graphic standards and study qualities of light as impacted by form. The studio is the first in the sequence to introduce orthographic drawing and architectural elements which are drafted using prescribed digital processes. The study of the relationship between form and light continues into the second project where students develop a block module and repeat it to create a walled structure. Iteration plays a critical role. Students are given time to develop their modules, explore multiple repeats, and construct molds that are tested and reconsidered to create module casts. The final project, the design of a public sauna, merges technical representation skills with formal, spatial, sequential, and material ideas. Final outcomes are limited to allow time for development. Throughout the course, students engage in the iterative process to explore, test, and develop design responses, working between dimensions, scales, and part-to-whole relationships. Form, space, and light are driving principles for each project within the studio. Formal ideas of organizational systems and patterning introduced in ARCH1025 are carried forward and new spatial concepts are introduced. Here, spatial qualities are considered in relation to light and formal ideas advanced through considerations of human scale and materiality. This is expanded upon in the subsequent second-year studio.

ARCH 2016 Design III

Architectural Design III continues the development of the foundational skills of representing and constructing space through a semester-long design exploration that begins with the analysis of common agricultural and industrial roof structures and culminates in the design of an urban, open-air structure. The studio begins with precedent research and analysis of familiar, regionally based building types looking at ordering principles, structure, environmental design factors (sun, rain, wind), and tectonics. Following this analysis, students explore formal transformations of their familiar roofs provoked by a series of verbs. These formal transformations were then studied in relation to performance criteria, including structure and environmental response. The formal transformations then served as the starting point for the design of a roof canopy for a 15,000-SF open-air market on a bounded, urban site. The studio focuses on the potential for structural and environmental logics to be the generator for architectural design and space-making. The studio reinforces orthographic drawing skills, as well as the ability to engage site topography and solar analysis in the design process.

ARCH 2026 Design IV

This studio contemplates on architecture's capacity to engage with context through a social, cultural, and/or environmental lens. It considers the formal and spatial potentials of a multistory building that can accommodate a complex program and respond to dynamic site forces. Through precedent studies, site research, and design work, the studio gives particular emphasis to the interrelated requirements of programming, circulation, and environmental response in public institutional buildings. The work of the studio relies heavily on the drawing of sections to understand the human scale of individual spaces, the aggregation of modular spaces within the building, and the relationship between interior and exterior forces that is created through the articulation of the building envelope. For the final project, students worked individually to design a School of Music for the Lower Garden District of New Orleans, Louisiana. The school intends to serve K-12 students by offering after-school and weekend programming open to students across the city of New Orleans. The building housed practice, ensemble and recording rooms, as well as a large theater for public performances. The section drawing was used as a design tool to understand entry, site lines, internal and external social spaces and visual connectivity, and solar orientation. The students were asked to consider sectional strategies related to circulation, sequence and light or views as primary design drivers. This is the first studio in the core sequence that deals with an enclosed multi-story building on an urban site.

ARCH 3016 Design V

Architectural Design V builds upon the design skills and understanding developed in the first two years of the core studio sequence by emphasizing issues of design process, the exploration of internal and external determinants of form, and the reciprocal nature of form, program, and context. Particular emphasis is given to the exploration of architectural space-making at the scale of dwelling; interior-to-exterior, part-to-whole, and figure-ground relationships; strategies for circulation and daylight; and systems of organization and composition within the context of rigorous, iterative design exercises from the scale of the house to the scale of the neighborhood. Architectural Design V is the first and only studio in the core design sequence to address housing design and urban issues in a complex metropolitan context. It begins with a readily familiar suburban housing type and then steadily increases in social and spatial complexity through three interrelated assignments: House, Houses, and Housing. It is calibrated to build foundational knowledge of a key architectural program type while challenging students to explore how this program type is changing in response to social, economic, and political factors. Design projects engage contemporary models of incremental densification as a means to increase housing access and equity, and programs are calibrated to expose students to diverse household types and to help them relate the economics of housing to urban form and policy. Ultimately students are asked to

draw lessons—using both a social and typological lens—from historical precedents and contemporary life to envision and articulate new forms of dwelling for a changing society, and to consider—in light of urgent questions of access and equity—what their role as future architects might be in the ongoing transformation of the city.

ARCH 3026 Design VI

The studio's work is divided into two projects. In the first, 5-week exercise, students design a "mockup" to test ideas about space, structure, and façade in a given context. They are prescribed a structural system (CLT/Steel hybrid) and, to better inform their decision-making, introduced to new software tools couched in parametric design and building performance simulation. The second project begins with parallel site analysis and precedent studies. Following this, they are given a large commercial program, the same structural paradigm, and building performance criteria based on ecological objectives. Through software tools, physical modeling, and iterative exercises, they execute a team project represented in print and model media. Where the previous studio is focused on social issues in a housing context, Design VI is focused on ecological issues in a commercial context. Having studied a low-density neighborhood, attention moves to a high-density urban context. Similarly, the project's larger scale emphasizes critical aspects of structure, egress, and systems. Both studios are based in Los Angeles, permitting students to build on their understanding of a place while interrogating it with differing emphases.

ARCH 4016 Design VII

ARCH 4016 is primarily focused on design development, although schematic design processes are still taught throughout the semester. The semester is organized as a series of drawing, digital modeling, and analysis exercises with specific benchmarks built in to help the students' design development. Given the dedication to integration, there are multiple cross-disciplinary workshops within the context of the studio that supplement the pedagogical objectives of the semester, giving the students access to experts in structures, mechanical systems, lighting design, envelope design, and visualization. The project scope and site, a suburban setting, are scaled back in relation to the preceding semesters, both in terms of size and complexity, so that the students can focus their design energies on material, construction, and assembly at a deeper level. The studio is informed technologically by the more advanced use of parametric tools and the exploration of mass timber as a building material. The students address performance-based design issues throughout the semester, learning to design with emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. They learn to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions. They learn how to integrate building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. They gain a holistic understanding of the dynamic between built and natural environments, and to this end learn how to integrate design and technology, and understand the relationship between precedent, speculation, and invention.

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

Program Response:
At the department of Architecture an effective synergy is established between studios and the same year level support technology courses delivering the intrinsic content of environmental technology and ecological knowledge and responsibility in design. The steady, incremental learning about environmental, material, and structural (EMS) issues in design also occurs vertically throughout the 3.5-year core curriculum. In response to the currently adopted teaching model of integration, the instruction of EMS issues engages students' testing, re-construction, and iteration of the gained knowledge through direct design activity connected to studio and parallel courses. The basic stipulation is that knowledge gained in the course can quickly evaporate if students are not afforded the design venue to evaluate their understanding of the principles behind the specifically addressed subjects, be they environmental, structural, or constructional. Equipped with the relevant knowledge and with the ability to truly engage in holistic design thinking about the technological/ecological impacts, our future professionals are better prepared to meet the demands of green and ecological design, and to extend this knowledge to the larger realm of practice and sustainability. Bridging studios with support courses incrusts in the student's mind the role of ecology/technology as integral to Design rather than as a stand-alone subject.

Technology Coursework – Environmental Technology, and Building Materials and Assemblies
Consistent with the aim of protecting the public health, safety and general welfare, the B.Arch. professional degree offers several courses in three specific domains of technology: Environmental Technology, Building Materials and Assembly, and Structures which related courses are listed below. The instruction of the technology coursework is driven by four core tenets defined as 1) Technological principles, guidelines and strategies applied to building design, 2) Art of construction assembly, 3) Performance-assessment through digital tools, and 4) Sustainability. The incremental integration bridging studios with parallel technology courses happens during the 2nd, 3rd and 4th year of the program. Boldfaced in the list below are the primary courses satisfying the criteria. Acknowledging that Architecture cannot be conceived in isolation, totally disconnected from the contextual reality, the broader goal is to make students comprehend that its full success depends on a seamless orchestration of environmental technologies in design inquiry process.

Technology course sequence	**Studio Sequence**
ARCH 2132 – Enviro Technology I	ARCH 2016 – Arch Design III
ARCH 3253 – Enviro Technology II	ARCH 3026 – Arch Design VI
ARCH 4152- Enviro Technology III (BSI)	**ARCH 4016 – Arch Design VII (IDS)**
ARCH 3143 - Building Materials & Assemblies	ARCH 3016 – Architectural Design V

Primary Evidence
With the growing challenges of climate justice, environmental technology is the subject most closely aligned with sustainability and ecology and plays a significant role in the training of architecture students for a full development of their skills and ideals directed at both indoor and outdoor environmental comfort. Below, a more detailed explanation is provided about this sequence of courses and their relationship to the topic of Ecological Knowledge and Responsibility.

ARCH 2132 – Environmental Technology I

In ARCH 2132, students learn about environmentally responsive design and the role of passive systems in maximizing load avoidance and abatement of the impact of natural forces and stresses on buildings. Through this course students are introduced to the tenets of sustainability, as the overarching umbrella of environmental technology, and gain an understanding of site design and climate response, passive systems including heating, cooling, shading and daylighting and how these strategies have a direct relationship on building performance. Although quantification is introduced, emphasis is placed on conceptual understanding through the extensive graphical use of [digital] representation. During the semester, students work on several project-based assignments aligned with their work in ARCH 2016 Design Studio III. Assignments incorporate solar geometry and building orientation, daylight and shading studies, and heat mapping. Students use analog and digital tools such as solar path diagrams, heliodon studies, solar mapping in Rhino and daylight and heat mapping in *ClimateStudio* to study the implications of sun angles, daylight and heat on their studio projects and their findings help them make adjustments to their design proposals in ARCH 2016. The same tools are applied again in ARCH 2026, ARCH 3026 and ARCH 4016.

ARCH 2016 – Architectural Design III

Two assignments from ARCH 2132, topography and solar geometry and site are aligned with ARCH 2016 Design Studio content and objectives to reinforce the application of passive systems in a design setting, and to better integrate the learning objectives of environmental technology with design studio.

ARCH 3253 – Environmental Technology II

In ARCH 3253, students gain an understanding about active systems such as mechanical and electrical equipment and their efficiency to meet the remaining load requirement if not attained through passive systems. Acoustics, fire protection and plumbing are also included. In this class, a semester-long assignment consists of a Design Integration Project (DIP) run as a pilot exploration of HVAC, electric lighting, and acoustics. The DIP exposes students to a first round of active and passive systems' integration to be further iterated in ARCH 4152 BSI capstone tech course for a deeper demonstration of the role of these systems' application and integration in architecture.

ARCH 3026 – Architectural Design VI

The studio ARCH 3026 Architectural Design VI - Building Ecosystems is informed by the first two environmental courses. This studio focus is on engaging with the complexities of a dense urban site including transit, solar access, urban street wall, and urban green space. The students address various scales of buildings' ecological impact in the speculative design of a large building (~150.000 sq. ft.) with mixed-program (office and white box retail space). The studio introduces sustainable and ecological design with exercises on site analysis, a survey on native plants, and storylines about users on the site for the students to build a sensibility about the social factors in the city. Besides, the studio introduces parametric modeling (PM), building performance simulation (BPS), and building information modeling (BIM) to address envelope design and daylighting requirements. Reading on the mentioned topics is also assigned.

ARCH 4152 – Building Systems Integration

This course is focused on the integration of building systems, such as envelope, assemblies, structures, and environmental control with the support of computational modeling. It retrieves many of the topics addressed in the previous topic in the framework of iterative design to promote a holistic understanding of the dynamic between built and natural environments and to integrate multiple factors and scales relative to the building design. The latter includes climate and site

analysis, regulatory requirements, aspects of egress and accessible design, and environmental impacts. It explores measurable aspects of design with techniques such as parametric modeling (PM), building performance simulation (BPS), and building information modeling (BIM.) ARCH 4152 is a co-requisite to ARCH 4016 Comprehensive Design, which focuses on promoting iterative design and informed decision making with computational tools. It extends the computational and modeling methods used in the previous studio (ARCH 3026) - PM, BPS, and BIM - to enable student to integrate performance evaluation to the design of spaces, building systems, and components in a public building.

ARCH 4016 – Architectural Design VII, Integrated Design Studio
The emphasis is on issues of typology, context, technology and environmental suitability as sources of theoretical and developmental responses, which provides students the opportunity to synthesize knowledge gained during the 3 ½ core years of their architectural education, and to share evidence of the comprehensive nature of this knowledge in the architectural design and development of a given project. In this vein, the work evolves from conceptualization to technical and environmental developments using multiple scales and lenses aimed at context, building massing and orientation, enclosure, systems and assemblies. This comprehensive studio provides a context within which design skills and potentials of students are assessed in preparation for their careers.

Overall, these courses cover principles of sustainable design, building performance, and the orchestration of environmental technology systems into the design inquiry process to achieve human comfort and safety. The pedagogical arc starts with an understanding of sustainable design and environmental technology and culminates into the integration of those ideas in studios in both the pre-professional and professional programs. Additional narratives and explanations are provided in SC.5 Design Synthesis and SC.6 Building Integration about this interface between Ecological Knowledge and Responsibility and design.

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

Program Response:
The program ensures that students understand the histories and theories of architecture through required courses which develop students' critical understanding of architectural cultures in societies around the world from, the first signs of architectural intentions in prehistory to the present day. A curriculum of four core courses (ARCH 2233, ARCH 2243, ARCH 4433, and ARCH 4523) fosters student comprehension of architecture and urbanism within historically changing contexts of religion, politics, philosophy, culture, society, and gender. In these courses, students come to know a wide range of precedents, traditions, and philosophies in the built environment. In many Architectural Design courses as well as Design Thinking II, students research their sites, programs, or hypothetical clients, and, in so doing, uncover the processes of history that their projects will engage.

All Fay Jones Students have the opportunity to pursue a Minor in History of Architecture and Design, the H.A.R.D minor, a program launched in fall 2017 which currently enrolls thirty-five students. In addition to the core required history courses, the minor requires three professional electives in architectural history, urbanism, or theory. These are a changing palette of courses, from medieval architecture to mid-century modernism and beyond. The required semester of study at the University of Arkansas Rome Center also offers professional electives which count toward the H.A.R.D. minor, while, needless to say, immersing all students in a living historical environment.

A History of Architecture and Design Speaker Series is nested within the Fay Jones School Lecture Series. Each year, if not every semester, a talk focuses on the history of buildings, cities, or planning. Among past speakers are Elaine Scarry, Despina Stratigakos, Irene Cheng, and Sylvia Lavin. All students are strongly urged to attend the lectures. Related to the History Speaker Series is *Conversations*, a series of moderated forums intended to advance discussions on contemporary issues through historical and theoretical perspectives. These forums feature the History Series guest speaker and they are open to professors, graduate students, and upper-level undergraduates from the Fay Jones School and departments across campus.

The courses that explicitly support the History and Theory Program Criteria are listed here sequentially. The primary courses satisfying the criteria are **in bold**, while the others also address the content criteria.

ARCH 1025 Fundamental Design Methodology (Design II)
ARCH 1222 Design Thinking II
ARCH 2016 Architectural Design III (Studio)
ARCH 2026 Architectural Design IV (Studio)
ARCH 2233 History of Architecture I
ARCH 2243 History of Architecture II
ARCH 3016 Architectural Design V (Studio)
ARCH 4433 History of Architecture III
ARCH 4523 Architectural Theory

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

Program Response:
The program prepares students to engage and participate in architectural research through curricular and non-curricular activities and resources. The primary curricular vehicle for this is the program's Design Studio sequence. In these courses, students are challenged with problematized design inquiries, each requiring iterative idea-testing, employing toolsets commensurate to the studio level. Through precedent research, iterative speculation, and representational analysis, students research solutions to these design inquiries. The products of this research are assessed in project presentations and reviews. The following list describes how each studio course presents opportunities for research and assessment:

ARCH 1015 Design I
The primary focus of this semester is the establishment of methods for observation, analysis, and tactile design, that is, "seeing, knowing, and making". Given these methods, students experiment with large-format model-making techniques to test ideas about assembly, the role of gravity, and the aesthetic impacts of pattern aggregation. They synthesize foundational design principles in the creation of large, tower-like structures. With one of three structural paradigms, students clad the structure in concatenated patterns over its full height. Adjusting to the realities of component and production and gravity load forces students to find innovative ways of making and assembling. The manifestation of the structure provides constant feedback on its aesthetic performance, allowing students to respond in real time.
Students are assessed for the model façade's capacity to resist gravity, its aesthetic clarity in formal expression, and the demonstrable ingenuity and innovation brought to bear in its execution.

ARCH 1025 Design II

In the pursuit of poetic descriptions of spatial light and shadow, students experiment with the pragmatic use of masonry modules. Through an iterative design process, they design porous modular blocks that permit the passage of light and create shadow. They test the efficacy of these blocks using digital modeling tools. Following workshops on physical casting techniques, the students experiment with creating full-scale casts of their designed blocks. This requires conceiving of the negative space of the block, creating workable molds, and modifying the block for vertical assembly. Students experiment with the materials and methods of production casting, modifying their mold and process as they produce modules. The several completed modules are assembled as small walls to explicate their performance in creating poetic light and shadow conditions.
Students are assessed on the breadth of their experimentation, the innovativeness of their block design, and the quality of its fabrication.

ARCH 2016 Design III
Students begin with study of ubiquitous and functional structural types, learning about configuration, structural spacing, materials, daylighting and sloping for rainwater runoff as they document and model these precedent structures. Students are then asked to use abstraction to focus a design study on roofs that manipulate and shape natural light. By then re-applying the previously gained understanding of structure to their abstracted notions of shaping light, students can move from a general understanding toward new and unknown (to them) applications of structure to form. In an honors section of the course, students are given further opportunities for research. This includes investigation into the innovative work of historic structural designers (e.g., Ove Arup, Buckminster Fuller) or participation in collaborative design with the instruction and an external expert. In the latter case, the students' work is tied directly to instructor's research. Students are assessed as each phase of the project is completed. Successive phases build on each other toward a final holistic design proposal, and this proposal is assessed based on its ability to meet program and structural requirements while maintaining fidelity to the intended lighting effect.

ARCH 3016 Design V
Beginning with precedent research, ARCH 3016 exposes students to historical models of housing and community and critically examines them in light of contemporary societal concerns. Targeted assignments introduce basic typological and programmatic research as an essential part of architectural design and practice. More broadly, through their activities in design studio, students are given the opportunity to participate in an ongoing disciplinary effort to reexamine architectural forms of collective dwelling at multiple scales and densities. These design speculations are presented as a form of collective architectural research with the potential to produce new knowledge and fuel innovation—innovation that is relevant to students' future careers as professionals, to the communities within which the department and school are situated, and to the discipline of architecture and society at large. The value and efficacy of targeted research assignments like precedent or user-group analyses are evaluated through the apparent impact they have on student understanding and on subsequent design work. In addition, to ensure the design briefs maintain relevance to the discipline's broader needs for research and innovation, the studio pedagogy is annually reevaluated and updated in light of the evolution of the broader discourse on housing and community planning.

ARCH 3026 Design VI
The spring semester of third year is focused on the design of ecological buildings and study of their technical performance. The studio exposes the students to aspects of ecological design, the tools used to evaluate them, and the metrics by which they are judged. In the first project, students are provided with an experimental framework in the form of a design problem. They must design a

façade system that meets prescribed thermal and luminous characteristics in a prescribed space. Students are introduced to parametric panelization tools and building performance simulation (BPS) tools for the creation and evaluation of their faced systems, respectively. These tools are used in an iterative process, where forms generated through parametric tools are evaluated with BPS tools, precipitating refinements to the parameters. Between design projects, students engage in a precedent study. The provided precedents are all recipients of the AIA COTE Top Ten awards. As the AIA Framework for Design Excellence provides the criteria for selecting these projects, the students are asked to analyze them under the same rubric. Of the 10 Principles within the Framework, students study precedents for three: Design for Ecosystems, Design for Water, and Design for Energy.

In the second project, students synthesize methods for research and innovation defined in the first project and precedent study. Based on the strategies identified in the precedent study for Ecosystems, Water, and Energy, students conduct site research. Using environmental simulation tools, students create analyses of water and solar radiation on the site. Additionally, they create catalogs of flora species found on site and non-invasive in the region. Armed with this information, students create site design plans that consider topography and landscape. Their understanding of solar radiation, coupled with the parametric and BPS knowledge from the first project, informs their design of building façade and floor plates. Again, in an iterative process students experiment with forms until their analysis reveals successful solutions.

Students are provided with benchmark criteria for building performance. In the first exercise, students must create facade designs that satisfy prescribed interior thermal and luminous conditions. In the second exercise, students must create façade and spatial designs that satisfy prescribed metrics for water management and interior Spatial Daylight Autonomy (sDA). In each case, the software tools used to design the work are used to assess it; students must demonstrate a simulated sDA=100% and 100% on-site water management. In this way, the effectiveness of their research and the validity of their innovations is assessed.

ARCH 4016 Design VII
ARCH 4016 exposes students to a variety of computational tools for building performance simulation, and weather and environmental analysis. These tools are used to produce analytical diagrams for context and site analysis. Later, some of them are used as part of the iterative design method adopted in the studio. Over the different assignments and design stages, the students are required to use these tools to provide some evidence to support design decisions. Besides the direct benefit to the studio pedagogy, this is also a support for students who are interested in using computational design tools for research.

Extracurricular
Outside of the curriculum, students are exposed to contemporary topics in architectural research through the School’s academic year lecture series. In both the fall and spring semesters, practitioners, researchers, and other significant figures present their technological, historical, or design-based research activities. This series provides the students with insights into the current state of architectural research and its critical topics, preparing them to engage in the same issues as students and burgeoning professionals.

The program provides several research-supportive resources for both curricular and non-curricular activities. These include fabrication equipment for working with a variety of materials, in the form of digital fabrication tools and wood/metal shop tools. These resources enable students to conduct physical research in scaled studies and full-scale component constructions. Further supporting this

is the School's Materials Library. The Library provides access to a broad range of materials for use in buildings, permitting students to test their ideas in real material contexts.
Though not specifically prescribed, students are required to complete 15 hours of "Professional Electives" and 12 hours of "Advanced Studios". Offerings of Professional Electives and Advanced Studios vary by semester and are typically grounded in ongoing faculty research. Involvement in these courses permits students to be active participants or intimate observers of this research. Undergraduate students who are enrolled in the school's honors program are required to complete an individually directed capstone research project. This program is intended to prepare students for advanced graduate study or professional research, and to position them as future leaders. The capstone project extends over two years or more and involves two dedicated courses. Through this program students are introduced to the methods of design inquiry, and develop a set of targeted research questions and methods grounded in a rigorous literature review. In their final year of studies, they assemble a faculty advisory committee, conduct their capstone inquiry, and report on their findings. Opportunities exist for students to pursue research funding through the honors college, and upon graduation some students go on to publish and/or present their research at national conferences.

The program makes modifications to its curricula and program structures based on findings from the assessment of its activities. Annually, the work of each of the required, "core" studios is presented to an external body of practitioners. This "Super Jury" event provides an opportunity for objective reflection on the student work and the program structure. The findings of the Super Jury are provided to the core studios' coordinators. As a group of practitioners, the Super Jury is qualified to comment on the program's efficacy in preparing students to engage and participate in architectural research to test and evaluate innovations in the field.

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

Program Response:
The program emphasizes the collaborative nature of architectural practice and research. This is demonstrated by the incorporation of group assignments in the core studios—group assignments that build skills in leadership and collaboration and ultimately prepare students for an array of advanced studios that are often intensely collaborative, multidisciplinary, and community facing.
Collaborative skill building in the core studio sequence is iterative and sequential, building and expanding from year level to year level. Collaborative work between students is introduced in the second year, and becomes more extensive in the third, as students work together on different kinds of tasks, including design. In the fourth year (integrated design studio and study abroad), collaboration extends beyond the school community to include external consultants and international partners. Finally, as students proceed into the advanced studios, there are opportunities to work collaboratively in multidisciplinary teams on real-world community-facing research, design, and advocacy projects. This sequence is calibrated to expose students to a variety of dynamic physical and social contexts—urban, suburban, and rural; local and international—within which they are challenged to develop sensitives to the needs and desires of diverse stakeholder constituencies.

ARCH 2016 Design III
Collaborative studio work is first introduced in Design III, where students are asked to work in small teams to research and document the roof structures of familiar building types. Teamwork skills of

communication, time management, and digital organization are practiced in a context that initially does not involve design, other than graphic presentation of information. This collaborative exercise aims at building trust in group work along with skills that will aid in future collaborative design efforts.

Group work, including drawings, renderings, diagrams and physical models, are assessed per team based on clarity and accuracy. Students fill out evaluations describing the team dynamic, which become part of the evaluation of group work.

ARCH 2026 Design IV
In Design IV, students are introduced to the value of collaborative feedback and assessment in the design process. During the final all-studio working session, students work in teams to provide feedback and markups for each other's final drawings before the final portfolio submission. This exercise is intended to foster a collaborative mindset among students, and to convey the participatory nature of the studio as an interactive learning community.

ARCH 3016 Design V
Design V balances individual and collaborative work in roughly equal measures across the semester. It asks students to collaborate on three different kinds of tasks: site documentation (collaborative across all studio sections and on teams of different sizes, resulting in two large neighborhood site models); precedent research and analysis (collaborative research in small groups); and a collaborative design project (two students working together on a joint design proposal). The role of team leadership is also introduced in this studio. The site model task involves the coordination of efforts across as many as six teaching sections and up to 80 students; several students take on leadership and coordination roles to ensure the success of that overall task. Through this arrangement, students acquire first-hand knowledge of the importance of leadership and collective organization to the completion of a large, complex task with multiple contributors of varying skill sets and aptitudes. The collaborative efforts described above are evaluated through the use of peer evaluations. Through these surveys, students are provided the opportunity to address challenging interpersonal dynamics, and to develop better tools for productive collaboration. The success of collaborative work is also assessed through direct faculty observation in studio—by evaluating each teams' workflow, interpersonal dynamic, and the perceived impact of collaboration on the learning outcomes and studio work products.

ARCH 3026 Design VI
This studio engages leadership and collaboration topics in both the objects of study and the course structure. The studio project is based in a dense, urban setting. Students are asked to consider the diversity of stakeholders who would use the proposed building or otherwise be affected by its presence in the urban realm. Their considerations are largely based on diversity in mobility, where design decisions should enable pedestrians, cyclists, or wheelchair users to ambulate the site and building. Students collaborate in different capacities throughout the studio. The first project is short and completed individually. A simplified study on the project site, schemes generated are valuable for use in the second, larger project. Here, students combine into two-person teams, and they must arrive at a singular scheme through synthesis of their individual schemes. This necessary step encourages students to consider their work as strengthened by collaboration, even if their own authorship is ostensibly reduced. Team collaboration is further reinforced using collaborative software tools. Teams create shared digital models, where individual input is subject to coordination within the team.

In addition to team-based design projects, the year-wide cohort engages in digital model-making activities. For the digital model, students are provided with a single, server-based base file parceled out into smaller zones. Small groupings of students are assigned to zones, and they must create existing-condition model geometry that will be linked to the larger model. This effort emulates the realities of collaborative digital practice. The same zone groupings produce two large-scale physical models. Again, students are provided with the base geometry, and they must craft representative physical models of the project context. This presents a difficult collaborative environment, where consensus on levels of craft and abstraction techniques must be determined for the aggregated model to appear comprehensive.

To assess team collaboration efforts, students complete peer evaluations. They consider the effectiveness of their team, the strengths and liabilities of their partners, and the strengths and liabilities within themselves. The intent of these evaluations is to create better interpersonal dynamics and to provide a framework for evaluating a team's effectiveness. The teams' work is evaluated for its demonstration of effective collaboration. The quantity and quality of work products should be greater than that which is produced by two individuals.

ARCH 4016 Design VII
Design VII leverages the collaborative skills and sensibilities established in previous studios to enable students to work together on tasks of greater complexity. These tasks are directed toward building systems integration. They utilize advanced software and benefit from dialogue and feedback from external consultants. Students work in a small group for half of the semester, using a toolset for building performance simulation, parametric modeling, and building information modeling, which requires team management to produce an efficient workflow. Over the course of the semester students interact not only with the instructors but also with external consultants; these consultations are essential in building students' understanding of the value of and need for multidisciplinary collaboration as an integral part of building design and development. Studio assignments require students to produce proper representations to establish a dialogue with the consultants. For example, a structural diagram is required to discuss structure, a wall section and a detailed digital model is used to communicate with the metal façade consultant.

Extracurricular
The department and school sponsor a number of opportunities for students to build leadership skills, work collaboratively, and to develop skillsets and sensibilities around service to diverse constituencies both within the school and university, and reaching out to the wider community beyond campus. (AIAS, NOMAS, Freedom By Design, Public Interest Design, Design for Justice workshops)

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

Program Response:
The program is built around a culture of teaching and learning that fosters knowledge sharing and balances methods with outcomes. While this culture is emphasized throughout the program, it is introduced and stressed in the foundation year when students are most receptive to new educational modes. Within the first year of the program, students establish healthy learning habits couched in self-initiation, exploration, iteration, and self-assessment. This is fostered through an emphasis on process, clear expectations around communication and outcomes, and group reviews and feedback. A strong foundation of healthy learning habits in the first year, ensures they continue

to be implemented by students in subsequent years within the program. To foster an emphasis on iteration and engagement, design studios throughout the program place equal value on process and product. Additional learning opportunities are offered through extracurricular activities that encourage collaboration, engagement, and knowledge sharing across the program.

ARCH 1015 Fundamental Design Skills: Design I

The Fundamental Design Skills course is designed to build knowledge and confidence, develop visual and verbal communication skills, and foster curiosity about the world of architecture and design. In that spirit, the studio is a learning environment that is treated as a space for disciplined study, active discussion, and most importantly, sustained practice. The studio, in the best sense of the word, is a space for shared learning and a free exchange of ideas. Learning by doing and learning from active and passive critique is the primary method for achieving the objectives. One of the most important goals for the foundation studio is to cultivate the studio culture that is essential for success in the five-year program. Fostering curiosity and embracing the hands-on learning environment are essential for student success. The use of group critiques where all students are exposed to the different perspectives of all faculty and each other is essential to develop the camaraderie needed for confidence and curiosity. Critiques are held regularly in the large gallery with the full student cohort for three primary reasons: the public display of work and critique is necessary to develop a healthy critique culture in the school; familiarity with the gallery and speaking in front of a large group prepares students for public review of their work; students receive overall feedback that is not specific to their work which encourages acts of self- and peer-assessment.

ARCH 1212 Design Thinking I

The primary task of the Design Thinking I course is to introduce students – who are mostly first-year, first-semester students – to design education and teach them how to operate as professionals within the architecture and design field. In addition to learning foundational concepts and technical software skills, the course emphasizes basic professional attributes such as communication, arriving on time, following instructions, meeting deadlines, and receiving and responding to feedback. In Design Thinking I, students are introduced to fundamental design concepts and practice the application of these concepts through digital workflows. These workflows ask students to use a wide range of unfamiliar digital tools, challenging students to work outside their comfort zones. This process fosters an environment of self-initiated learning, encouraging students to seek answers and solve problems through their own self-starting efforts. When questions or issues arise, students are first referred to resources including lectures, recorded tutorials, readings, handouts, and project briefs, and second, encouraged to attend after-hours working sessions with the instructor and teaching assistants. These working sessions are dedicated forums for students to work and ask questions. They foster collaboration, interaction, and a peer-to-peer learning environment. The timing of these working sessions encourages students to establish healthy working habits, developing their projects iteratively, consistently, and in advance. Evaluation of the submitted projects focuses on digital craft, emphasizing process in addition to the final product. Feedback is provided in general statements and uses language that discusses both conceptual and technical aspects of the projects. This method encourages students to self-assess their work as a complex response to a design problem in lieu of a completed checklist of requirements.

ARCH 1025 Fundamental Design Methodology: Design II

The Fundamental Design Methodology course emphasizes and builds on habits and processes developed in the previous semester. The focus of the studio is on the daily production of work to reinforce an iterative design process. Projects are sequenced and final outcomes are limited to allow time for the repetitive production of singular deliverables including drawings and models.

Throughout the course, students engage in the iterative process to explore, test, and develop design responses. In the Modulating Scale project students develop a block module and repeat it to create a walled structure. Iteration plays a critical role in the development of the module, exploration of its repeat, and construction of a mold for casting. In this project, students are encouraged to test initial versions of their molds, which often fail, to emphasize the value of development. Students find success in response to their failures and gain confidence through overcoming challenges. As with the Fundamental Design Skills course, critiques are given in a large group setting where students provide commentary on the work of their peers, encouraging the practice of communication and reflection skills. Feedback is provided in the form of a group discussion and students are tasked to apply general points to the development of their own work. To encourage an atmosphere of experimentation and iteration, process and product are equally evaluated. Consistent rubrics are used to evaluate students and include process-based criteria such as regular production of work, response to feedback, and exploration through a range of media in addition to criteria focused on the quality of the final outcomes.

Extracurricular

The department and school sponsor several extracurricular activities that reiterate learning habits and engagement practiced throughout the curriculum, foster an environment of continual learning, and encourage the sharing of knowledge and resources. These include:

- Teaching Assistants – Upper-level students are hired as Teaching Assistants to act as a bridge between faculty and students and serve as a resource for students in the course.
- Student Employees – Students are hired as Student Employees in the woodshop, digital fabrication shop, and administrative offices. Student Employees act as a bridge between staff and students and serve as a resource for students using specific aspects of the school's facilities and equipment.
- Student Research Assistants – Students are hired to assist faculty in their research efforts, exposing students to alternative research methods and specific areas of interest.
- Student Organizations such as AIAS, NOMAS, and Servitecture – These organizations connect students to the greater architecture community on regional and national levels.
- Lecture Series, Exhibitions, and Workshops – The school's lecture series, exhibitions, and workshops, such as the Design for Justice workshops, connect students to nationally and internationally significant architects, designers, and artists who introduce them to inspiring career paths and a range of topics impacting the profession.
- Faculty and Administrative Access – Faculty and administration regularly engage with students throughout the building through both informal conversations in passing and availability in office settings. Dean MacKeith has established weekly coffee conversations where he is available to students in a shared space for informal conversation and refreshments.

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

Program Response:

The program furthers and deepens students' understanding of social equity and inclusion in the built environment through exposure to and engagement with diverse cultural and social contexts from historical, theoretical, and design perspectives. The courses that explicitly support this Program Criteria are outlined here sequentially with a brief description of how the content is delivered. The courses listed in bold serve as the primary courses that demonstrate PC.8 with the

remaining courses listed serving in support roles.

ARCH 1212 Design Thinking I: Global precedents and cultural influence on design
ARCH 1222 Design Thinking II: Cross-cultural analysis of design
ARCH 4433 History III: Broadened historical discourse on Modernism
ARCH 4523 Architectural Theory: Broadened theoretical discourse on architectural thought
ARCH 4016 Integrative Design Studio (IDS): Design response to needs of local community

Further elaboration about each course demonstrating PC.8 is provided below, beginning with the primary courses in that role.

ARCH 4433 History III
History III seeks intersections of mainstream modernism with diverse global cultures and strives for equity to broaden and deracinate the dominant legacies of twentieth century design, architecture, and urbanism.
Evidence that ARCH 4433 demonstrates PC.8 is provided here:

- This course traces the development of science and industry, means of communication and representation of ideas, and struggles between dominant and decentered cultures in the nineteenth and twentieth centuries that affected dramatic changes in ideas and politics.
- This course examines these developments to reveal implicit biases and systemic discrimination that must be unpacked to construct an inclusive and equitable history of design.
- This course situates architectural and design developments within a broader understanding of the cultural, technical, and socio-economic changes during the twentieth century.
- Through lectures, discussions, papers, and projects, this course empowers students to:
  - Understand how the made environment embodies diverse social and cultural contexts, and how its histories inform our understanding of place, race, and gender.
  - Understand and appreciate stated and implicit values, and their biases, embedded in the architecture of the era
  - Appreciate design ideas, theoretical positions, and cultural beliefs about architecture and interior design that may differ from their own worldviews.
- This course requires students to critically consider the implicit biases of modernism in essays that address race and modern architecture; respond to the discourse of Adrienne Brown's *Black Skyscraper*, and revisit early 20th-century utopian theories relative to contemporary global practices engaging equity and inclusion.
- This course foregrounds the roles of women designers, including Lilly Reich, Charlotte Perriand, Noémi Raymond, Florence Schust Knoll, Jane Drew, and confronts directly the absence of women and men of color in traditional histories of architecture.

ARCH 4523 Architectural Theory
Architectural Theory is built on the diversity of thought requisite to any in-depth discussion of a conceptual framework. Beyond this type of diversity, this course addresses that, from Vitruvius to Venturi, the voices in debate have not adequately reflected the communities and societies of which they are a part.

Evidence that ARCH 4523 demonstrates PC.8 is provided here:

- This course transcends purely academic debates relevant only to insiders of the profession but instead considers the means and methods that architects engage responsibly and ethically to our communities, society, and the environment.
- This course introduces lesser-known authors through assigned readings to offer a natural and seamless way to introduce different points of view on equal footing with more traditionally

canonical texts. This format promotes a dialogue between and across points of view and circumnavigates a hierarchical presentation of materials since each text is afforded equal time during summary presentations given by student-lead groups. Increasingly, these texts are concerned with issues of race and diversity.
- This course foregrounds significant women and minority writers including Farshid Moussavi, Donna Haraway, Jane Jacobs, Andrea Simitch, Janine Benyus, Irene Cheng, and Beatriz Colomina.
- This course asks students to design a curriculum for an architecture school. From these responses, it is evident that there is a general thrust towards inclusivity and environmental responsiveness as a foundation and critical concern of the discipline rather than the traditional reconciliation with history, meaning, or form that is associated with previous epochs of architectural theory.

SUPPORT COURSES

ARCH 1212 Design Thinking I is a first-semester course that introduces students to the technological tools used in contemporary practice through a series of skill-building design exercises. These exercises provide a framework to introduce students to foundational concepts, historical perspectives, and global precedents in design.

Evidence that ARCH 1212 demonstrates PC.8 is provided here:
- At the end of the semester, each student is equipped to understand the impact of social, cultural, and historical influences across a global scale on the design process.

ARCH 1222 Design Thinking II elaborates on concepts introduced in the previous semester and explores the role of architectural history in design thinking, introducing divergent canons and traditions in a global context and emphasizing understanding of the relationships among buildings, spaces and places and the social, political and technological circumstances in which the work was theorized, produced, and lived.

Evidence that ARCH 1222 demonstrates PC.8 is provided here:
- The course examines cultural context and how those contexts influenced the built environment.
- The course frames the built environment as a cultural mirror, reflecting the needs of society.
- This course empowers students to:
  - Gain an understanding of diverse cultural and social contexts.
  - Understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.
  - understand the values and needs of social equity and inclusion and the impacts that their lack of inclusion has on the built environment.

ARCH 4016 Design Studio VII Integrated Design Studio (IDS)

The Comprehensive Studio in the seventh semester core studio sequence emphasizes integrated design methods to respond to issues of typology, context and technological suitability as sources of theoretical and developmental responses in architecture.

Evidence that ARCH 4016 demonstrates PC.8 is provided here:
- This studio engages a library program designed to serve a diverse community and increase equity and inclusion.
- This studio elaborates on the philanthropic vision of Andrew Carnegie to understand the library where community members can go to read, educate themselves, find job training, or to simply use the bathroom and get out of the cold.

- This studio designs a New Carnegie library intended to serve those populations who are most in need in ways that will benefit their intellectual growth, societal access, and employment opportunities.
- This studio posits that:
  - Public libraries serve the needs of a diverse population including small children, students, professionals, and the elderly.
  - Public libraries are primarily used by members of the local community in which they are constructed and secondarily by members of communities in immediate outlying areas. Libraries consist of a varied range of services for individuals from every walk of life.
  - Public libraries are centers for political movements that support women, immigrants, people of color, the LGBTQ+ community, and those facing religious persecution.
  - Public libraries are free public spaces that allow everyone to feel safe and to self-actualize.
- This course empowers students to understand diverse cultural and social contexts and translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

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

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

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

Program Response:
The program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. Courses in the Design Studio sequence and parallel courses provide exposure to related topics, presented with increasing complexity and challenged with an increasing imperative for integration, culminating in the Integrated Design Studio (IDS). Topics are amplified with each subsequent stage of the course sequence; studios and parallel courses provide unique emphases, reinforcing what has been taught previously. For example, ARCH 2000 Level Studios introduce concepts of egress and accessibility: ARCH 3016 amplifies egress and accessibility requirements, adding the complexity of pedestrian access and quality outdoor spaces. ARCH 3026 reinforces preceding concepts, while introducing concepts of envelope performance. ARCH 4016 requires that a comprehensive knowledge of life safety and human comfort are synthesize with structural systems.

Further broadening issues related to human health, safety, and welfare, the program exposes students to the multiple, simultaneous scales at which they operate. Students consider the health of an individual in accessible egress, the productivity of a group in daylighting, the strain on a municipality in demand for public services, and the burden on global populations through raw material consumption and generation of anthropogenic greenhouse gases. Through design graphics, models, and analytical tools, students develop a framework for decision-making that considers human health, safety, and welfare across spectrums of ability, sites of intervention, and scales of architecture's impacts. The following required courses enable students' understanding:

ARCH 1025 Design II

This core studio introduces students to aspects of human occupancy in architecture. Specifically, the studio studies sensory experience as affected by light and engagement with outdoor spaces. With a focus on 'light and shadow' as signifiers of space, students investigate and document the dynamic nature of daily and seasonal daylighting in precedents and spaces of their own design. Material exploration is advanced through the design of a porous 'masonry unit' whose criteria include poetic and practical modulations of interior light. Similarly, students are exposed to the inherent impacts on human wellbeing through engagement with outdoor spaces. The primary design project requires students to consider sequence through various degrees of interiority and moments of prospect and refuge in exterior space. In addition to understanding the value they bring to human health and wellbeing, students complete the studio with an understanding of design methods for achieving beneficial light conditions and engaging exterior spaces. Student learning is assessed through weekly and project-length review of their design drawings, models, and full-scale mockups. The work is evaluated for its efficacy in creating dynamic lighting and integrated exterior space and for clarity in describing students' design intent.

ARCH 2016 Design III

In this core studio course, students are introduced to basic accessibility requirements as they relate to circulation and restroom design. The primary design project is a multi-story, public building, and students are required to provide an accessible route utilizing ramps and elevators as necessary. Similarly, restroom design must respond to ADA regulations, providing for necessary wheelchair accessibility in multi-stall water closets. Students are provided a handout that clarifies the requirements for ADA-compliant ramp and restroom design. In this way, the course provides an understanding of life-safety requirements across a spectrum of abilities. Students' understanding of accessibility and life safety concepts is evaluated through their integration in design projects. Work is assessed for its level of compliance and clarity in integration.

ARCH 2026 Design IV

This core studio reinforces the basic accessibility requirements in relation to building circulation and restroom design that we introduced in ARCH 2016. An increase in building complexity triggers a commensurate increase in challenges presented by integrating accessibility standards; the primary studio project requires students to design a minimum 4-story structure. Again, the students must introduce ramps and elevators to satisfy accessibility requirements. These requirements reinforce the design challenges presented by providing for life-safety requirements across a spectrum of abilities. Students' understanding of increased complexity in integrating accessibility and life safety requirements is evaluated through their design proposals. These are assessed for their level of compliance and clarity in integration.

ARCH 3016 Design V

In the semester-long sequence of three successive residential design projects, students were introduced to multiple issues pertaining to health, safety, and welfare. These included accessible circulation paths (dwelling access) and interior spaces (restrooms and single-level dwellings), and quality access to light, air, and outdoor spaces for each dwelling in all three assignments. Additionally, collective, social well-being in a residential setting was a primary focus of the semester. Students were introduced to a range of different housing demographics, which they explored in detail with careful programming and design at each density level with each of the three assignments— house, houses, and housing. Students were also introduced to the notion of transit-oriented density in project three and asked to design for pedestrian connections to and from the transit stop and local neighborhood amenities to provide for a healthier, pedestrian-oriented form of residential density.

As a vehicle for developing an understating of human health, safety, and wellbeing, students craft a fictional biographical narrative for proposed initial building occupants. They develop both an imagination and empathy for the lives of others and demonstrate this sense of care in their design work over the course of the semester. Relying on these users throughout the semester, students better understand the lives of occupants in different density settings.

Students are assessed for their understanding of issues of health and wellbeing in relation to the design of residential spaces. Their design work is evaluated for its efficacy in providing each dwelling unit with access to light, air, and outdoor spaces, and in many cases, spaces for collective gathering in support of both individual and collective wellbeing in a residential setting. It is also evaluated for its compliance in providing accessible routes and egress for building occupants in a manner integrated with the building design.

ARCH 3143 Building Materials and Assemblies
This technical course provides students with an understanding of decision-making around building materials and their assembly. The course is focused on the criteria for this decision-making, including issues of human health, safety, and wellness at multiple scales. Through assigned readings, students are exposed to concepts of Materials Health to better understand the direct physiological impacts and methods for mitigation of material exposure. Scaling up through readings and assignments, students study building envelope concepts to build an understanding of their composition and the roles played by constituent parts. Central to this are issues of moisture mitigation and heat transfer, where both contribute to creating conditions of human safety and comfort in buildings. Students employ several tools and methods for envelope analysis, including 2D heat transfer simulation software(THERM) to elucidate heat flux and thermal bridging and Building Performance Simulation software(ClimateStudio) to compare the thermal resistivity of envelope assemblies.

Where moisture mitigation keeps buildings structurally sound and free from mold pathogens, envelope thermal control transcends direct human comfort concerns and affects the next scale of human health, safety, and welfare: resource scarcity and anthropogenic climate change. Students are exposed to the relationship between envelope performance and fossil fuel consumption, a major contributor to declining prospects for human health, safety, and wellness globally. At the largest scale, students are exposed to the global ramifications of constructive and operational exergy consumption. They study material geographies and create comparative studies of energy and carbon footprint for various building material decision strategies.

Students are also provided an understanding of the basic logic and representative graphics for structural assemblies, including, but not limited to, foundations, light wood framing, steel framing connections, pre- and site-case concrete connections, and mass timber tectonics. While not comprehensive nor as broad as topics introduced in required structures courses, these studies contribute to students' understanding of the conditions necessary for structural safety.

Students' understanding of course content is evaluated through quizzes and graphic project submissions. The quizzes pertain exclusively to assigned readings. Graphic submissions include orthographic drawings and graphs. The former are assessed for their accuracy and clarity in describing envelope assemblies. The latter are assessed for clarity in demonstrating grasp of comparative quantities.

ARCH 3026 Design VI (Primary)

Through an introductory design project, a precedent study, and primary design project, students are introduced to multiple issues pertaining to human health, safety, and welfare. The first project is focused on façade design in its capacity for engendering interior luminous and thermal conditions. Here, the objectives are not to create conditions conducive to human health, safety, and welfare per se, but rather to better understand the breadth and depth of impact achievable in façade design. Armed with this understanding, students are better able to create these conditions in the more complex primary project.

As another precursor, students conduct a brief precedent study. The provided precedents are all recipients of the AIA COTE Top Ten awards. As the AIA Framework for Design Excellence provides the criteria for selecting these projects, the students are asked to analyze them under the same rubric. Of the 10 Principles within the Framework, students study precedents for three: *Design for Ecosystems, Design for Water, and Design for Energy*. Students consider these principles in terms of human impact, both at the building site and more broadly.

In the primary project, students bring the bear what they've learned through the introductory design project and precedent study. The project program prescribes minimum interior daylighting levels and maximum glare levels for comfort and productivity, i.e., 100% spatial daylight autonomy(sDA) and limited spatial disturbing glare(sDG), respectively. This is achieved through design of the façade and building massing and analyzed in Building Performance Simulation software. Designing for daylighting provides for human health, safety, and wellness at the urban scale as well, inasmuch as reduced dependency on electric lighting reduces the building's strain on municipal energy systems. The students' work in energy demand reduction is based in the AIA Framework's *Design for Energy* Principle.

At the scale of the site, students engage with the other Principles introduced in the precedent study, *Design for Ecosystems* and *Design for Water.* The project brief requires that 60% of the project site remain occupiable landscape for public use. In designing this outdoor space, students are required to use native species to create spatial variety. Couched in a dry, southwestern US climate, the students are also required to manage all water on site. Here again the criteria for human health, safety, and welfare are manifest at multiple scales. On site, the planted spaces provide for building occupant respite and promote civic engagement across scales, and managed precipitation and water storage aid in site maintenance and plant health. Beyond the site, water management reduces strain on municipal systems, and native flora provide habitat for native fauna without the deleterious effects of non-native and invasive species.

The building site is in proximity to multiple modes of transportation. Students are required to strengthen these connections and opportunities through the design of the building and site. Students must mitigate the site's steep grade change to provide accessible means of building access and site traversing. Similarly, students are asked to provide for cycling infrastructure in a neighborhood with limited existing infrastructure, and they are required to engage with an existing light rail stop. The consideration of multi-modal transit promotes human health, safety, and welfare at the civic scale.

ARCH 2016, 2026, and 3016 introduced and expanded on issues of accessibility and egress within buildings. Building and site design requirements for ARCH 3026 incrementally increase the complexity of these considerations. As a larger, high-rise building, accessibility and life safety requirements precipitate the need for multiple points of egress and multiple building cores. Students complete occupant load calculations to determine the number of elevators, fire stairs, and exits

required, placed and sized according to their code-required remoteness and capacity. These criteria for human health, safety, and welfare must be strategically integrated into the building's active, support, and circulation spaces. As a design studio, student work is assessed through the products of their weekly work and project deliverables. This work includes physical models, drawings, and analytical diagrams. The work is evaluated for students' ability to meet the required criteria and the efficacy with which it is integrated in into design work.

ARCH 3253 Environmental Technology II
This technical course provides students with an understanding of concepts and methodologies related to 'active', artificial, and/or mechanical environmental systems with focuses on indoor acoustics, artificial lighting, and HVAC systems and distribution. These criteria pertain to conditions of human health, safety, and welfare in buildings, and, for each, students are assigned a series of take-home exercises. The first exercise introduces an established methodology for the specific system design, with successive exercises of increasing level of detail in the use of the method. A final project requires application of the three environmental criteria in a set of defined spatial parameters. Students gain an understanding of active systems and their efficacy in achieving conditions of human health, safety, and welfare. Acoustics, fire protection and plumbing are also included. A semester-long Design Integration Project (DIP) runs as a pilot exploration of HVAC, electric lighting, and acoustics. The DIP exposes students to a first round of active and passive systems' integration to be further iterated in ARCH 4152 Building Systems Integration for a deeper demonstration of the role of these systems' application and integration in creating human health, safety, and wellness in architecture. Each exercise is evaluated for understanding and proper use of system design parameters, with comments for use in subsequent assignments. The final project is evaluated for quality of design integration between the three systems criteria.

ARCH 4016 Design VII Integrated Design Studio
The Integrated Design Studio is the culmination of the application of strategies for human health, safety, and wellness in the design studio sequence. It draws upon previous studio and technical courses, including ARCH 3143 Building Materials and Assemblies and ARCH 3235 Environmental Technology II as students consider envelope, structural, and active and passive environmental systems in design proposals for a small public building. The studio is predicated on integration of accumulated understandings, including building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. Adding considerable insight and accountability to the students' work are a series of workshops hosted by expert external critics and designers whose professional expertise is informed by the realities of human health, safety, and welfare in practice. Integration of concepts pertaining to health, safety, and welfare, including building envelopes, structures, life safety systems, and environmental control systems, are manifest in the students' documentation of their design proposals. Large-scale sectional perspective drawings elucidate the synthesis of systems in spaces visible and occluded. Student work is assessed for the efficacy with which individual systems are designed and the clarity with which they are integrated.

Extracurricular.
The program makes modifications to its curricula and program structures based on findings from the assessment of its activities. Annually, the work of each of the required, "core" studios is presented to an external body of practitioners. This "Super Jury" event provides an opportunity for objective reflection on the student work and the program structure. The findings of the Super Jury are provided to the core studios' coordinators. As a group of practitioners, the Super Jury is qualified to comment on the program's efficacy in preparing students with understandings of health, safety, and welfare principles and their assessment.

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

Program Response:
As the skills required for creating architecture continue to broaden and deepen, integrating professional experience into architectural education becomes increasingly important. The focused and strategic combination of academic and professional experience has the potential to address this misalignment and prepare graduates who are more adaptable and broadly capable than through academic experience alone. ARCH 5314 Professional Practice is the primary environment for discourse and exploration of a sympathetic alignment between the architectural academy and the profession.

Although a distinct majority of students surveyed in the ARCH 5314 Professional Practice course in recent years wish to have their own practice, virtually none have any formal training in any aspect of business – accounting, finance, human resources, strategic planning, marketing, etc. In response, ARCH 5314 addresses and resists this trend by offering focused, project-based assignments that consider areas of practice outside of production; areas of practice that are often overlooked as opportunities for advancement. Rather than reinforcing a relatively narrow set of production skills, project-based coursework fosters greater alignment between the academy and the profession and builds new areas of significant prospect for design students, taking them from where they are as fourth year architecture students, to getting their first full time job, out through the first few years of practice, to licensure. The process of licensure is discussed in detail, as are career paths that are not necessarily traditional.

Course content has been organized into three significant areas which (1) explore the process of obtaining work, applying both to secure a job with a practice, and to the firm securing projects; (2) consider what to expect in compensation for their efforts, both personally and as a practice, and (3) learn how to advance in the profession, and consider working independently. In each area, students are encouraged to build literacy through writing assignments, financial literacy through exercises related to salaries, fee proposals, and schedules, and representational sophistication through graphic design and portfolio work. The trajectory of the course naturally exposes students to current laws and the regulatory environment, and reinforces fundamental principles introduced in other complementary course regarding life safety, land use issues, and the process architects use to comply with those laws and regulations as part of a project. By completing project-based assignments, as they would in practice, students are exposed to a range of opportunities for architects to demonstrate leadership in teams to solve complex and dynamic problems.

ARCH 5314 Professional Practice fulfills criteria represented in SC.2 by systematically exposing students to the broader context of practice outside of the typical production tasks with which they are most familiar, including (1) areas related to pursuing and securing new work; (2) the ethical and legal environment surrounding practice; (3) development of financial proposals and schedules and understanding of critical variables involved; (4) writing and graphic design assignments to develop required professional communication skills.

Upon completion of the course each student is expected be able to demonstrate an understanding of professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Professional Ethics are discussed initially through an explanation and review of the difference between the personal nature of morals and the professional nature of ethics and their broad effect on practice. The discussion of ethics affords an opportunity to discussion professional affiliations, namely the American Institute of Architects (AIA) and the National Council of Architectural Registration Boards (NCARB) the different roles they have. Student are asked to read the AIA's Code of Ethics and Professional Responsibility and NCARB's Model Rules of Conduct. Corresponding lectures challenge students to consider a broad range of ethical dilemmas including the possibility of working for controversial clients or on controversial building types, and the sequence of potential responses when asked to do something unethical. After becoming familiar with the ethical and regulatory nature of these documents, the course transitions to discuss real-world application of ethical principles through case studies that often come directly from the instructor's professional experience.

Regulatory Requirements are introduced through a lecture on the law, which includes information about the broader legal environment around practice, then moving into pointed areas of interest including building code / authorities having jurisdiction, licensure, and contracts. These topics are revisited occasionally throughout the course of the semester as they are relevant to other areas of practice, often illustrated through case studies. The important differences between employees and contract are illustrated and discussed – often the first area of the legal and financial aspects of practice that is truly relevant to students as they begin to complete internships. As much as these important areas are taught, where to find such information is also taught. As and example, in the discussion of contracts, the process of locating and selecting applicable contracts through AIA Contract Documents is demonstrated.

The fundamental business processes of architectural practice are considered in great detail through a series of lectures, discussions, and corresponding assignments. The discussion of practice begins, again, with the issue of salary and what students can expect to earn upon graduation. While this is naturally of great interest to students, a broader link is established between a salary and (1) the forces that influence it, including location, firm size, experience, etc. and, (2) the cost of construction required to necessitate hiring. The latter link, between an individual salary and cost of construction (which is understandably not the only means of valuing architectural work) becomes a dominant theme in the course and is discussed repeatedly as it applies to hiring, staffing and scheduling, proposals and contracts, financial forecasts, etc. By beginning the conversation with the issue most relevant to the students – their individual salary – interest and effort are effectively maintained. Fees are discussed extensively along with critical variable such as architectural phases, schedules, and the distribution of fees.

Building on these fundamentals, the basic skills needed to operate an architectural practice are discussed in comparison to the skills their education has provided. Particular attention is paid to business skills such as marketing and accounting, illustrating the importance of these skills in practice. The rationale for and process of starting a firm is discussed, foreshadowing a later consideration of 'moonlighting' and practicing independently, as is the issue of 'pro bono' work, allowing for the AIA Code of Ethics and Professional Conduct to be revisited. In preparation for discussing proposals and contracts in greater detail, project definition is explored, including related topics such as relevant building codes, zoning, building permits. This leads to an investigation of project delivery methods and their interrelationship with technology, particularly Building Information Modeling (BIM.) During the process of exploring proposals and contracts, fees and fee structures are considered in detail, through a series of live exercises and case studies, once again exploring the effect of key variables. Comprehension of these principles are evaluated in assignments that require fee proposals, schedules, and staffing.

Project delivery and project management are explored through lectures and case studies, leading to discussion of construction documents, specifications, and LEED certification. A case study is used to interrelate specifications and LEED certification, identifying materials that meet LEED requirements and collecting the related documentation, leading to discussions of accreditation of individuals and certification of buildings. An extensive case study is presented on construction documents that leads to discussion of project teams and how they are assembled, which naturally returns to questions of fees (both net and gross) and the necessary contracts between architects and consultants. Project teams inherently reflect firm identity, so firm types are explored initially through lectures and then through an assignment which uses the Architect 50, a published ranking of firms based on business, sustainability, and design. Students gather information about these firms and their work and learn about how to apply for employment.

The largest long term force affecting change that is discussed is the shift to Integrated Project Delivery, its interrelationship with Building Information Modeling, and the implications for fee structure. The most significant short term force affecting change that is discussed is the pandemic and its sweeping effect on workplace culture and remote work. Phil Bernstein's TED Talk on the future of the architectural profession also is presented in class, which introduces significant issues such as data driven design.

Reflecting the changing landscape of architectural practice, numerous aspect of ARCH 5314 have evolved, but perhaps the most significant change has been moving away from a deductive approach to firm research. Specifically, earlier versions of the course asked students to reflect on what their interests were and what they wanted out of their career, with the goal of being able to find architecture firms that do that kind of work to generate more meaningful work experiences. This was not particularly successful; students reverse engineered the process to arrive at firms they already knew rather than using it as an opportunity to explore. Now, a list of firms is provided but students are still given the ability to choose. Another aspect that has evolved within this process is that diversity, equity and inclusion are being introduced more actively, recognizing that most of the Architect 50 firms listed are predominantly male.

The course is deliberately structured around advancing student aptitude for professional success as a method of stimulating interest in subject matter that is often perceived as abstract. Applied methods are employed in a variety of ways, from raising awareness about compensation trajectory to providing guidance regarding promotion. The course tangibly links the structuring of contracts to compensation and opportunity. The course is calibrated to provide exposure to practices and forms of practice that may have been unfamiliar, engendering curiosity in the work, and supporting the successful path to employment with the practices.

The primary challenge to ARCH 5314 is the complex and nuanced impact of the pandemic on student learning. This is not unique to the Professional Practice Course, but it has nevertheless had a dramatic effect on the degree of engagement from students. Previous iterations of the course relied on guest presentations, which historically have been of great value and relevance, promoting discourse and enhanced engagement. Aspects of remote learning are being leveraged in providing greater access to important practitioners who are unable to be present in person. Finding the best balance between in person learning and the benefits of remote learning may help to enliven the course and increase its relevance and efficacy.

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

Program Response:
The program develops students' understanding of the regulatory context of architectural practice through content delivered in several courses, outlined below. Fundamental principles of life safety and accessibility are first introduced in the second-year studios as necessary and objective criteria to be incorporated into the design process; here students come to recognize the role that life-safety and accessibility metrics come to play in influencing building form and organization. Land-use and zoning regulations are introduced in Design V, where they are presented as posing both practical and theoretical implications for the architect's work, and for society. Past and present regulatory contexts are explored through the studio project, and lectures and readings situate these laws within their political contexts. This facilitates supporting discussions about the impacts of building and zoning codes on built form—both at the scale of the individual building and on the structures of larger neighborhoods and communities, and about how these laws are subject to change over time. Design assignments requiring compliance with zoning and land-use laws, and laws governing accessibility present these requirements as means to an end of greater social equity and access. Studio Courses addressing regulatory contexts for architectural design:

ARCH 2016 Design III
In Design III, students are introduced to the concepts of egress and universal design as both regulatory requirements and guidelines that enhance design outcomes. They apply these concepts to their design work in the final design project of the semester. Students are assessed based on the clarity and functionality of means of egress and accessibility depicted in 2D orthographic drawings, and the integration of these elements into a holistic design proposal.

ARCH 2026 Design IV
The design of a multi-story institutional building asks students to apply understanding of egress and accessibility gained in Design III to a program and site context with increased complexity. Students are assessed based on the clarity and functionality of means of egress and accessibility depicted in 2D orthographic drawings, and the integration of these elements into a holistic design proposal.

ARCH 3016 Design V (Primary)
Design V situates a succession of housing design projects at different scales and within three overlapping regulatory contexts, simultaneously addressing land-use and zoning, building code and life safety, and accessibility considerations. Recent changes in land-use and zoning laws promoting increased residential density in legacy single-family neighborhoods are the impetus for the studio's approach to incremental housing densification. Broadly, the social, political, and economic underpinnings of this new regulatory paradigm are problematized through the design briefs; this allows for expansive discussions about equity, access, and sustainability that help students identify relationships between a community's values and goals and its built form, and that highlight the malleability and contested nature of the built environment's laws and regulations.

Practically speaking, students learn how to design buildings in objective compliance with building setbacks, height limits, egress requirements, habitable space standards, and laws governing accessibility and life safety. Students are assessed based on their project's objective satisfaction

of each requirement in isolation and, simultaneously, by their ability to integrate each of these solutions within a holistic design proposal.

ARCH 4016 Design VII
ARCH 4016 Integrated Design Studio focuses on the design of a small public building situated in towns in Arkansas. The size and scope of this building program allows students to reflect on how land use, occupancy, egress, and accessibility inform design decisions at the scale of the site and of the building. The students provide graphical representations for exit-access travel distances, egress doors, exits, accessible routes, etc. for their design proposal.

Non-Studio Courses addressing regulatory contexts for architectural design:
Alongside hands-on student engagement with building codes and regulations in studio design work, the program also establishes understanding of the regulatory contexts of architectural design and practice through two parallel courses:

ARCH 5314 Professional Practice
Here, students are introduced to the regulatory context of professional practice including an overview of the legal environment, a specific focus on contracts, and a review of the relationship between building code and accessibility through a series of lectures and readings. Assessment of comprehension is initially through discussion of lecture and reading content in class, followed by a series of project-based assignments. Students are required to demonstrate their ability to determine and execute correct contracts and identify applicable building code for a particular location and jurisdiction.

ARCH 3143 Building Materials and Assemblies
This course addresses the regulatory context of building design through several exercises. In a study of light framing methods, students delineate residential framing governed by the IRC, including Advanced Framing Techniques (or Optimum Value Engineering) developed by HUD and NAHB to better satisfy increasingly restrictive IECC requirements. Students use software tools to determine building assembly R values for energy code compliance, and they use simulation tools to evaluate building Energy Use Intensity, a necessary data point for several energy efficient building certifications.

Students create annotated graphics to demonstrate their understanding. In orthographic drawings, they delineate regulated assembly techniques. In drawings and graphs, they delineate building assembly performance data. The work is evaluated for its compliance, correctness, clarity, and level of performance.

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

Program Response:
The program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. Within the curriculum, courses in the Design Studio sequence and parallel Technology sequence provide exposure to these topics. Each course introduces aspects of technical knowledge, tools used to engage with these aspects, and methods by which they are evaluated.

The Technology sequence courses provide understandings that manifest in students' Design Studio courses. As the closest approximation of professional practice, these studios provide the most efficacious vehicle by which technical knowledge can be applied to the practice of design.
Courses couched in technical knowledge curriculum are organized sequentially, with pre-requisites designations defining thresholds for advancement. These both act as benchmarks for assessing student criterion achievement and as gauges for the program's efficacy in delivering accumulative technical knowledge. There are four pre-requisite tracks that govern this:

- ARCH 1015 Design I → ARCH 1025 Design II→ ARCH 2016 Design III
- ARCH 2113 Structures I → ARCH 3143 Building Materials and Assemblies (BMaA)
- ARCH 2132 Environmental Technology I (ETI)→ ARCH 3143 BMaA → ARCH 3253 ETII
- ARCH 3143 BMaA → ARCH 3026 Design VI → ARCH 4016 IDS Design VII
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Similarly, co-requisite courses in Semester IV act as a benchmark for student assimilation of technical knowledge. Students must pass all classes in this sequence to advance:

- ARCH 2016 Design III ↔ ARCH 2113 Structures I ↔ ARCH 2132 ETI

Beyond co-requisite courses, in instances where technical knowledge is delivered in courses parallel to design studios, the content of the parallel courses may feed directly in to design studios:

- ARCH 3016 Design V / ARCH 3143 BMaA
- ARCH 3026 Design VI / ARCH 3253 ETII

ARCH 3143 Building Materials and Assemblies, taught in Semester VI, is identified as the primary course for satisfying SC.4 criteria. ARCH 4016 Integrated Design Studio, taught in Semester VII (the last of the core sequence) is situated to assess the full breadth of students' technical knowledge. Various aspects of technical design are brought to bear in this studio, serving as a benchmark for the previous courses' efficacy in achieving technical knowledge criteria.
The following list describes how each course provides understanding and assessment of technical knowledge:

ARCH 1015 Design I
The final project for the semester is a physical model exploration entitled *Tall Order.* The physical nature of the final product, a scale model high-rise tower roughly 5 feet in height, requires students to grapple with the basic technical practicality of gravity support. This introduces the form of the tower core (students have the choice of central, eccentric, or split core arrangements) as the means of primary vertical support. As counterpoint to the tower 'bones' - structure as defined by vertical core and floor plates, students come to understand the composition of the tower perimeter as an attached 'skin', which introduces the concept of curtainwall assembly. Beyond the simple necessity of the tower model to achieve stable support, students are evaluated on effectiveness in applying compositional lessons from prior exercises to the three-dimensional tower problem, primarily in terms of the formal envelope expression.

ARCH 1025 Design II
With a principal studio focus on 'light and shadow' as a fundamental means of comprehending space, students are introduced to the more technical and measurable 'solar orientation' criteria related to daylighting. Students investigate and document the varying nature of daylight effects over the day and the seasons on precedents and spaces of their own design. Material exploration is advanced through focus on the 'masonry unit' as a basic element of wall construction and is applied

via descriptive technical drawings and full-size castings of masonry block units. Students continue development of technical drawing skills introduced in Design I by drafting architectural plans and sections of assigned precedents and individual design work. Students are assessed on the quality, clarity, and accuracy of required technical drawings at the conclusion of each project.

ARCH 2016 Design III

Students in Design III are also enrolled in ARCH 2113 Structures I and ARCH 2132 Environmental Tech I. These co-requisite courses align to provide students the opportunity to apply structural understanding gained in Structures I and salient principles from Environmental Tech I to their design work in Design III. Structure becomes a key component of the studio prompt(s). Students study and document normative structural conditions, then they transform and reapply these structural principles, taking into account program alignment with structural rhythms, appropriate structural materials and connections, the interplay of light with structural elements, and the necessity of buildings to shed water. Students are assessed on the quality, clarity, and accuracy of required technical drawings. 2D and 3D orthographic drawings depict structural elements as integrated into design proposals with realistic dimensions based on material and structural configuration. Diagrams and 2D orthographics show the shaping of roof surfaces to deal with the realities of water and desired use of natural light.

ARCH 2113 Structures I

Students are introduced to structural systems, defining them in one of four major categories—Section-Active, Vector-Active, Form-Active, and Surface-Active. These categories help students conceive of various ways that forces might be distributed and ways that these systems align with architectural intent. As students learn about these system types, both conventional and eccentric versions are discussed. Students are simultaneously practicing the skills of structural integration in the concurrent studio, ARCH 2016. As well loading conditions, lateral stability, and connection types are discussed as key components to understanding structures as coherent systems. A unit on structural materials introduces students to wood, steel, and concrete from a structural perspective, helping them to assess when a certain material might be chosen. Student work is assessed through lab reports, homework, quizzes, and exams. Lab reports ask students to describe structural behavior of models under loading. Homework asks students to describe what they have learned through readings or lectures in their own words. Quizzes and exams test the understanding of key definitions and principles of structural design. Further assessment of the application of structural knowledge to design happens in the co-requisite Design III studio, ARCH 2016.

ARCH 2132 Environmental Technology I

The course introduces theories and concepts of the passive thermal and luminous environments with focuses on solar geometry, shading, climate-thermal stresses, natural ventilation, daylight, and site design. Solar geometry and its effects on building form and space are studied via digital software and analog heliodon model exercises. Students employ ClimateStudio analytical software to study the solar heat gain of their Arch2016 studio project through a prescriptive set of analytical diagrams. Site design exercises include site analysis diagramming of both ‘hard and ‘soft’ site data, and topographic grading plans in response to a simple building intervention. When knowledge from ARCH 2132 is applied to work products from the studio (ARCH 2016), students are evaluated for their capacity to integrate ideas about passive systems and their level of clarity in representing these ideas and analyses. In creating topographic plans, students are evaluated for graphic clarity and accuracy in their work.

ARCH 3143 Materials and Assemblies

This course is an introduction and comprehensive survey of primary building materials and methods of assembly: their history, properties, use and configuration - both traditional and contemporary, in the service of building construction; their impact on the form, expression and performance of building structures and envelopes. Content is delivered through lectures, readings, and workshops. There are three assignments that provide for demonstration and assessment of technical knowledge. The first assignment is based on graphic delineation of building material assemblies as both established and emerging systems. The second assignment is based on quantitative analysis of assemblies' performance, deploying the criteria architects use to assess assembly technologies. Here, students evaluate the thermal and energetic performance of wall assemblies using Building Performance Simulation tools. The third is based on qualitative analysis of building materials' impacts, deploying the criteria architects use to assess energy and carbon criteria. Here, students use Building Performance Simulation tools and geographic analysis to evaluate materials' broad societal impacts. Students are assessed through tests and projects. Reading assigned texts is critical for students to understand technical concepts; reading quizzes evaluate their uptake of this knowledge. Assignments are delivered as printed, annotated graphics. Students are evaluated for their ability to clearly describe the assembly of building materials and assessment of assemblies' performance.

ARCH 3026 Design VI

The spring semester of third year is focused on the design of ecological buildings and study of their technical performance. This study balances technical aspirations with subjective interpretations of space and aesthetics. It requires qualitative and quantitative methods to build a deeper awareness of building performance. The studio employs Building Performance Simulation tools to build an understanding of the ways in which a building's form, facade, and spatial layout can affect its exchanges of heat and light with its environment. Students study the ways in which water, sunlight, and solar radiation engage and traverse a site and how they might be mitigated/enhanced in the service of building performance and human experience. Students are provided with benchmark criteria for building performance. In the first exercise, students must create facade designs that satisfy prescribed interior thermal and luminous conditions. In the second exercise, students must create façade and spatial designs that satisfy prescribed metrics for water management and interior Spatial Daylight Autonomy (sDA). In each case, the software tools used to design the work are used to assess it; students must demonstrate a simulated sDA=100% and 100% on-site water management.

ARCH 3253 Environmental Technology II

The course introduces concepts and methodologies of 'active', artificial, and/or mechanical environmental systems with focuses on indoor acoustics, artificial lighting, and HVAC systems and distribution. For each of these criteria, students are assigned a series of take-home exercises. The first exercise introduces an established methodology for the specific system design, with successive exercises of increasing level of detail in the use of the method. A final project is assigned requiring application of the three environmental criteria in a set of defined spatial parameters. Each exercise is evaluated for understanding and proper use of system design parameters, with comments for use in subsequent assignments. The final project is evaluated for quality of design integration between the three systems criteria.

ARCH 4016 Design VII Integrated Design Studio

The Integrated Design Studio is the culmination of the application of technical knowledge in the design studio sequence. It draws upon all previous technical courses, including structures, environmental technology, and building assemblies courses, as students integrate structural

elements and active and passive environmental systems into design proposals for a small public building. Students develop material strategies in line with aesthetic and functional intent. Structural, environmental, and material/tectonic strategies are born out in wall sections and coordinated with required orthographic drawings, renderings, diagrams, and physical models.

Extracurricular

The program provides several technical resources for both curricular and non-curricular activities. These include fabrication equipment for working with a variety of materials, in the form of digital fabrication tools and wood/metal shop tools. These resources enable students to conduct physical research in scaled studies and full-scale component constructions. This expands their understandings of material performance and assembly. Further supporting this is the School's Materials Library. The Library provides access to a broad range of materials, providing the students haptic understandings of the technical aspects of building materials. The program makes modifications to its curricula and program structures based on findings from the assessment of its activities. Annually, the work of each of the required, "core" studios is presented to an external body of practitioners. This "Super Jury" event provides an opportunity for objective reflection on the student work and the program structure. The findings of the Super Jury are provided to the core studios' coordinators. As a group of practitioners, the Super Jury is qualified to comment on the program's efficacy in preparing students with understandings of technical design and its assessment.

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

Program Response:

Over the semesters, the curriculum transitions from the fundamental elements of the design discipline into broader issues of professional practice, tectonic systems, and social and environmental factors. This transition is supported by a series of courses that provide skills and methods for informed decision making and is substantiated in the studios. Three environmental technology courses are crucial for this pedagogical process: ARCH 2132 focused on passive systems, ARCH 3253 on active systems, and ARCH 4152 builds over these previous topics to promote the synthesis of building technologies. Besides, ARCH 3143 Materials and Assemblies provides a comprehensive survey of traditional and contemporary building materials, methods of assembly, and their impact on architectural expression and performance. In order to understand how design synthesis is incrementally fostered in the pedagogy of the curriculum, we will present a narrative centered on how the knowledge of these complementary courses is applied in three design studios.

ARCH 3016 Architectural Design V - From House to Housing addresses housing design and urban issues in a complex metropolitan context. It builds foundational knowledge of housing type, access, and equity in face of contemporary transformations in response to social, economic, and political factors of a metropolitan context. It builds students' sensibilities to the importance of densifying suburban environments to support walkability, transit, and localized infrastructures. In this context, the studio places considerable emphasis on the analysis and integration of user requirements, regulatory requirements, accessible design objectives, and the demands of existing site conditions (an existing building in this case). Students' work is evaluated both through their ability to address each of these issues individually, and to synthesize each solution holistically within a unified design proposal.

ARCH 3026 Architectural Design VI - Building Ecosystems operates in a similar metropolitan background as the previous studio. However, it focuses on engaging with the complexities of a dense urban site including transit, solar access, urban street wall, and urban green space. The students address various scales of buildings' ecological impact in the speculative design of a large building with mixed-program (office and white box retail space). In contrast to the previous studio, which emphasizes a more intuitive approach to contemporary urban problems and their implications to design, ARCH 3026 emphasizes the use of computational tools to evaluate and propose changes to the built environment. This approach comprehends the use of Building Information Modeling (BIM), Building Performance Simulation (BPS), and Parametric Modeling (PM) to support iterative design and informed decision making. ARCH 3026 benefits from the two environmental technology courses. It reiterates some ideas about sustainable design introduced in ARCH 2132, in particular the use of daylighting to increase the quality of the environment and to reduce the load for artificial light. The students are required to provide graphical evidence that a percentage of the spaces have daylight autonomy in the building.

ARCH 4016 Integrated Design Studio focuses on the design of a small public building situated in semi-urban conditions in small to medium-sized towns in Arkansas that are historically underserved and demographically diverse. This allows the students to reflect on how the design decisions across different scales of intervention can directly respond to social conditions and have a positive impact in the local community. Besides, the size and scope of this building program enables the revision, extension, and integration of many of the themes addressed in the previous years, such as site analysis, regulatory requirements, aspects of egress and accessible design, and environmental impacts to promote a holistic understanding of the dynamic between built and natural environments. For that, the studio pedagogy combines the repertoire of analog methods already known, such as design by drawing and physical modeling, to computational methods for Climate and Site analysis, Building Performance Simulation (BPS), Parametric Modeling (PM), and Building Information Modeling (BIM). It largely relies on passive design strategies and integration of building systems introduced in previous environmental courses and reinforced in ARCH 4152. This comprehensive strategy includes site design, building massing and orientation, shading, and daylighting, and building integration of not only passive and active building systems but also of structural systems, and materials and methods of construction. The students are required to provide specific graphical evidence to show that requirements such as room areas, exit-access travel distances, egress doors, egress exits, accessible routes, etc. are satisfied. The students are also required to evaluate the consequence of their design decisions using building performance simulation and other analytical tools over the semester.

Overall, this sequence of studios enables the students to understand how the many aspects of design, such as research, prototyping, iteration, evaluation, and problem solving can lead to the discovery of new opportunities for synthesis and the creation of value.

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

Program Response:
Over the semesters, the curriculum of the studios addresses the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. In order to promote the integration of these

different aspects in a coherent design, the school incrementally introduces environmental technology, building code, and building systems integration in three core studios.

ARCH 2016 Architectural Design III provides students the opportunity to apply principles gained in ARCH 2113 Structures I and ARCH 2132 Environmental Tech I to their design work. Students investigate the logic of normative structural types and how to define transformations that can take into account programmatic requirements, materials, connections, daylight, and drainage. They are assessed on the quality, clarity, and accuracy of required technical drawings. 2D and 3D orthographic drawings depict structural elements as integrated into design proposals with realistic dimensions based on material and structural configuration. Diagrams and 2D orthographics of the roof geometry are used as evidence of the students' understanding of water drainage and daylight access and control.

ARCH 3026 Architectural Design VI - Building Ecosystems engages with the complexities of a dense metropolitan context, including issues related to transit, solar access, urban street wall, and urban green space. The students address various scales of buildings' ecological impact in the speculative design of a large building (~150.000 sq. ft.) with mixed-program (office and white box retail space). ARCH 3026 emphasizes the use of computational tools such as Building Information Modeling (BIM), Building Performance Simulation (BPS), and Parametric Modeling (PM) to support iterative design and informed decision making. In terms of building systems integration, it introduces basic aspects of building systems, such as providing basic spaces for HVAC systems, defining a structural grid, configuring building cores, and the developing custom building envelope system. Particularly, the latter is investigated not only as an element that controls daylight access and glare but also as a source of tectonic expression.

ARCH 4016 Integrated Design Studio focuses on the design of a small public building (~15,000 sq. ft.) in Arkansas. This scale of intervention allows the students to reflect on how the design decisions can directly respond to social conditions and have a positive impact in the local community. The studio benefits from the co-requisite course ARCH 4152, which promotes the use of computational tools as part of a methodology of iterative design to enable students to quickly design, model, and update site interventions, update spaces, assemblies, and building components; each addressed at the appropriate context. The use of iterative design over different scales allows the students to inform the design decisions with a wider range of factors derived from regulatory requirements, site conditions, building systems, envelope design, aspects of egress and accessibility, and measurable environmental data.

The combination of ARCH 4016 and ARCH 4152 provides the necessary class time to promote innovative practices and to mimic some aspects of the design practice in an architectural office. With the respect to the latter, a variety of workshops are held with invited consultants that are experts in building envelope, HVAC systems, structure, lighting design, etc. to give critiques to students, either in teams or individually. At its core, the course promotes the synthesis and integration of not only passive and active building systems but also of structural systems, and materials and methods of construction systems appropriate to the concurrent integrated design studio project. The skillful application of these technological systems is extended to the intertwining parts of an architectural design, not only as the assembly of physical items, but also as a deeper understanding of values and concepts that architecture conveys. In ARCH 4016 and ARCH 4152 the students are required to provide specific graphical evidence for environmental performance, such as daylighting, or for the definition of basic building systems, such as main HVAC zoning and components, basic structural grid and elements, and the tectonics of the building envelope. The

representation of wall sections and details are used to provide evidence of integration of these different building systems into a coherent design proposal.

4—Curricular Framework

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

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

The University of Arkansas has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools without interruption since 1924. The last comprehensive evaluation visit took place in April 2017 with formal notification of the record of action conveyed to the University on June 19, 2017. An Assurance Review was completed in August 2021, and the next Reaffirmation of Accreditation will take place during the 2026-27 academic year. See https://provost.uark.edu/accreditation.php
And https://www.hlcommission.org/General/mark-of-accreditation-status verification.html?104108099+11809710810510009711610511111 0+10811110311104611211010 3+10411611611211505804704711211411111811111511604611709711410704610110011704 7 &UGxEQk3X8u80qdqfdWHqzUt10FPVrBnq5lQEMuQr4eI%3d. And https://www.hlcommission.org/download/_BoardActionLetters/University%20of%20Arkansas,%20 Fayetteville%20Reaffirmation%20Action%20Letter%2006-19-17.pdf

NAAB

HIGHER LEARNING COMMISSION

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June 19, 2017

Dr. Joseph Steinmetz
Chancellor
University of Arkansas, Fayetteville
425 Administration Building
Fayetteville, AR 72701

Dear Chancellor Steinmetz:

This letter serves as formal notification and official record of action taken concerning University of Arkansas, Fayetteville by the Institutional Actions Council of the Higher Learning Commission at its meeting on June 12, 2017. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of University of Arkansas, Fayetteville with the next Reaffirmation of Accreditation in 2026-27.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at http://www.hlcommission.org/isr-request.

Information on notifying the public of this action is available at http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Tom Bordenkircher. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

CC: ALO

NAAB

4.2 Professional Degrees and Curriculum

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

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The Department of Architecture offers a five-year, undergraduate baccalaureate program leading to the Bachelor of Architecture degree (B. Arch.).[17] This ten-semester B. Arch. program requires a minimum of 157 credit hours, distributed among general studies (35 semester credit hours), professional studies (94 semester credit hours), and free and professional elective courses, (28 hours), and requiring a semester of study in one of the department's sanctioned international programs. For documentation of professional courses see: https://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/architecturearch/ and https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/arch/

The first three years of the Bachelor of Architecture curriculum are understood as a professional program core that provides foundational and comprehensive knowledge for problem solving in the design studios.

The curriculum derives from an integrated approach to architecture, through which fundamental understandings of making (construction, environmental systems, structure, and enclosure addressed in ARCH 1212, 2113, 2123, 2132,3143, 3253), and concomitant awareness of the social, ethical and historical constructs of place making (history and theory, addressed in ARCH 1222, 2233, 2243, 4433, 4523) are understood as requisite knowledge for learning experiences in the studios and the design problems they explore.

Upon successful completion of the three-year core, verified by program review to assure that students have attained a minimum course average of C (2.0) in all knowledge areas of the curriculum (design studios, history and theory, and building technologies) and in the general education requirement (see "general education studies," 4.2.2.), students enroll in the Integrated Design Studio (ARCH 4016) and its co-requisite Buildings Systems Integration course (ARCH

[17] The department also offers a non-accredited four-year undergraduate program leading to the Bachelor of Science (B.S.) in Architectural Studies that incorporates course work from the school with liberal studies for students with interests that fall outside the parameters of the accredited professional degree program. The architectural studies program provides opportunities for students who wish to prepare for graduate study in an accredited architecture program or in an allied discipline, such as architectural history, historic preservation, urban planning, or construction management, as well as serving students who seek opportunities in related fields that may not require the five-year accredited degree. The B.S. in Architectural Studies requires 120 semester credit hours for completion in eight semesters.

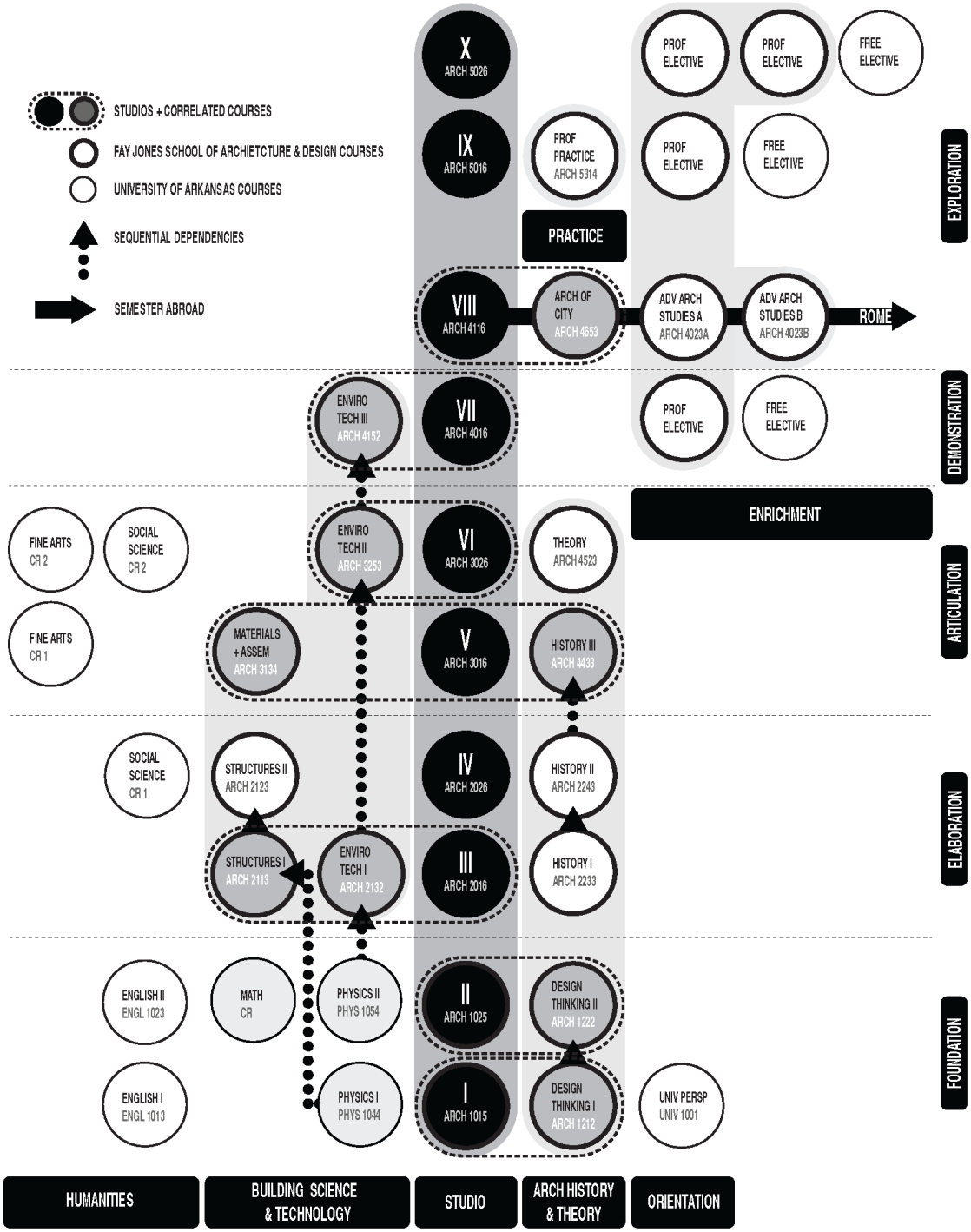

Figure 4. Overarching Curricular Diagram illustrating connections between curricular streams and the five phases of the curricular framework: Foundation, Elaboration, Articulation, Demonstration, and Exploration.

4152). The skills, abilities and conceptual frameworks for design demonstrated in the integrated design studio provide a platform for three advanced studios that complete the studio component of the professional curriculum. Topical “advanced studios” that respond to critical issues in practice, engaging faculty research and benefitting from problems framed by distinguished visiting professors; advanced studios include interdisciplinary studios that enable upper-level students to work collaboratively with their peers and faculty in the Interior Architecture and Design and Landscape Architecture professional programs. Design studios offered in required study abroad programs are understood as advanced studios. The professional practice course (ARCH 5314) also is taken in the fourth or fifth year of the curriculum, together with fifteen hours of upper-level professional electives (see “optional studies”, 4.2.3). Working with faculty advisors, the opportunities provided by the fourth- and fifth-year curriculums enable students to enjoy a broad range of experiences or begin to focus on specific areas of interest through purposefully planned elections of advanced studios and professional electives.

To earn the Bachelor of Architecture, all students are required to complete the following 94-hour program of study, comprised of the below-listed courses:

Architectural Design (Required Professional Program Courses)	
ARCH 1015 Architectural Design I	5 semester credit hours
ARCH 1025 Architectural Design II	5
ARCH 2016 Architectural Design III	6
ARCH 2026 Architectural Design IV	6
ARCH 3016 Architectural Design V	6
ARCH 3026 Architectural Design VI	6
ARCH 4016 Comprehensive (Integrated Design) Studio	6
ARCH 4116 Architectural Design Study Aboard (Rome), (previously noted in catalog as ARCH 4026)	6
ARCH 5016 Advanced (“Option”) Studio I	6
ARCH 5026 Advanced (“Option”) Studio II	6
Architectural Technology (Required Professional Program Courses)	
ARCH 1212 Design Thinking I, Foundations in Technology	2
ARCH 2113 Architectural Structures I	3
ARCH 2123 Architectural Structures II	3
ARCH 2132 Environmental Technology I	2
ARCH 3143 Building Materials and Assemblies	3
ARCH 3253 Environmental Tech II	3
ARCH 4152 Building Systems Integration	2
History and Theory of Architecture (Required Professional Program Courses)	
ARCH 1222 Design Thinking II, Foundations in History	2
ARCH 2233 History of Architecture I	3
ARCH 2243 History of Architecture II	3
ARCH 4433 History of Architecture III	3
ARCH 4523 Architectural Theory	3
Professional Practice (Required Professional Program Course)	
ARCH 5314 Architectural Practice	4

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
The general studies requirement for the Bachelor of Architecture is satisfied in large part by the University of Arkansas's general education requirement, or "state minimum core". The university adopted this program of 35 semester-credit-hours of courses, a state minimum general education program that is required of all baccalaureate degree candidates in compliance with Arkansas Act 98 of 1989 and the subsequent action of the Arkansas State Board of Higher Education. The general education requirement exceeds the Higher Learning Commission's mandate that an institution maintain a minimum requirement for general education of 30 semester credits for bachelor's degrees (see https://www.hlcommission.org/Policies/assumed-practices.html). Since 1991, all state institutions of higher education in Arkansas have had a 35-hour minimum core requirement with specified hours in each of seven academic areas noted below:

- English (6 hours)
- Mathematics (3 hours; architecture majors must elect plane trigonometry, finite mathematics or survey of calculus)
- Science (8 hours; architecture majors must elect 4 hours of Physics for Architects or College Physics I)
- Fine Arts (3 hours)
- Humanities (3 hours)
- U.S. History of Government (3 hours)
- Social Sciences (9 hours)

For a list of courses that architecture students can elect to meet the minimum requirement. see https://catalog.uark.edu/undergraduatecatalog/gened/stateminimum/.

Architecture students are expected to satisfy this requirement by the end of the third year in the professional curriculum and can be denied advancement to the fourth year until the general education core is completed. Students are required to present a cumulative grade-point average of at least 2.0 in general education courses as a criterion for advancing in the professional program, (fourth year of the curriculum). The Fay Jones School shares the university's rationale that these core requirements are designed to develop tools for critical thinking and effective communication, understanding of our richly diverse human heritage, the flexibility to adapt successfully to a rapidly changing world, a capacity for lifelong learning, and an enthusiasm for creativity. Additionally, the Bachelor of Architecture curriculum requires students to elect 15 hours of free electives, which enables them to pursue additional course work outside of the Fay Jones School through the full course of their professional education, including the pursuit of minors in the arts and humanities or focused study in an international language in preparation for study abroad. General education

course work presented for transfer credit is evaluated by the university registrar's office for equivalence to University of Arkansas state minimum core courses, and, where applicable, applied by them to the student's degree audit.

Although students have flexibility regarding when they enroll in core requirements in the fine arts and humanities (6 hours) and the social sciences (9 hours); students must successfully complete the math (3 hours) and science (8 hours) requirements during the first year of the program; both of which provide foundational knowledge for ARCH 2113 (Architectural Structures I) and ARCH 2132 (Environmental Technology 1) taken in the first semester of the second year of the professional curriculum. Students also are expected to complete English Composition I and II (ENGL 1013 and 1023, 6 hours) in their first year; fulfillment of the American History or American Government requirement (3 hours) in the first year also is recommended. See "Sample Curriculum, Five-Year Curriculum for the Bachelor of Architecture,"
https://fayjones.uark.edu/academics/architecture/curriculum.php,

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
The professional degree program requires 15 semester credit hours of professional electives with an additional 13 semester credit hours allocated for free (general) electives. Professional electives are chosen from upper-level courses (courses numbered 3000 or above) in architecture and in allied disciplines, taught on the Fayetteville campus or in an approved study abroad program. Although students are encouraged to select free electives from courses offered in other disciplines and other schools, students pursuing a minor (often more than one minor) from the Fay Jones School's minor courses of study can present architecture, landscape architecture, and interior design courses for free elective credit. Free electives also are an important vehicle for transfer students and change-of-majors to attain timely degree completion and for honors students to work across disciplines in preparation for required capstones. Courses elected in sanctioned study abroad programs also broaden student opportunities to expand their perspectives on the profession and areas of inquiry related to it.

Professional Electives in the Fay Jones School
Each semester, the School of Architecture offers a diverse set of topical seminars that students can select from based on their individual goals and research trajectories. The following courses have been offered over the last two academic years, including courses offered at the University of Arkansas Rome Center

Semester	Course No.	Course Title	Instructor
Fall 2022	ARCH 4023.001[18]	Archetypes and Elements	M. Blackwell
	ARCH 4023.002	Vernacular (HARD)	G. Herman
	ARCH 4023.003•	Urbanisms (HARD)	B. Holland
	ARCH 4023.004•	Relief	F. Jacobus
	ARCH 4023.005	Life in Design	P. MacKeith R. Ivy
	ARCH 4023.006	Mass Timber Essentials	T. Messadi
	ARCH 4023.007•	Italian Architecture (HARD)	K. Sexton
	ARCH 4023.008	Spaces of Confinement	N. Brown
	ARCH 4653	Architecture of the City (Rome)	Riccardo D'Aquino Kranis, Bedeschi
	ARCH 4673	Modern and Contemporary Rome (Rome) (HARD)	D'Angelo
	ARCH 4853	Renaissance and Baroque Rome (Rome) (HARD)	C. Lollobrigida
	LARC 402V•	Drawing Green Recovery	C. Smith
	FJAD 6853	Health and Wellness In The Built Environment	J. Webb
Spring 2022	ARCH 4023.002	Spaces of Confinement	N. Brown
	ARCH 4023.003•	Here to There	J. Colangelo
	ARCH 4023.004•	On Weaving	L. Fitzpatrick
	ARCH 4023.005•	Contemporary Preservation (HARD)	E. Goodstein-M
	ARCH 4023.006•	House, Home, Housing (HARD)	G. Herman
	ARCH 4023.007•	Domestic Product	A. Kuhns
	ARCH 4023.009•	8 Architects 8 Strategies (HARD)	J. Shannon
	ARCH 4023.010•	Regional	A. Turner
	ARCH 4023.011•	Generative Design	P. Veloso
	ARCH 4023.012•	Accumulations	C. Sharpless
	ARCH 4653	Architecture of the City (Rome)	Riccardo Bedeschi Lollobrigida
	ARCH 4673	Modern and Contemporary Rome (Rome) (HARD)	D'Angelo; Bedeschi
	ARCH 4853	Renaissance and Baroque Rome (Rome) (HARD)	C. Lollobrigida
	LARC 402 V	Bike/Walk/Link	J. Coffman
	LARC 402 V	Latin American Landscapes (HARD)	G. Diaz-Montemayor
	LARC 5053	Historic Landscape Preservation	K. Erdman

[18] As defined in the University Catalog of Studies, ARCH 4023 is "Advanced seminars in subjects to special interest to students and faculty. May be repeated for degree credit."

•: Honors Section available
HARD: Credit for History of Architecture and Design Minor
ROME: University of Arkansas Rome Center, Study Abroad

	LARC 5493	Environmental Land Use Planning	
Fall 2021	ARCH 4023.001	Storytelling in Architecture	J. Colangelo
	ARCH 4023.002	The Architectural Detail	C. Rotolo
	ARCH 4023.003•	History of Urban Form (HARD)	J. Shannon
	ARCH 4023.004•	Body Building	F. Jacobus
	ARCH 4023.005	Wood Material Culture	T. Messadi
	ARCH 4023.006	Critical Regionalism (HARD)	G. Herman
	ARCH 4023.007•	Activist Practices (HARD)	B. Holland
	ARCH 4023.008	Tactile Luminance: The Phenomena of Dark and Light	M. Blackwell
	ARCH 4023.009	Computation and Communication In Architectural Drawing	N. Elberfeld
	ARCH 4653•	Architecture of the City (Rome)	Riccardo; Bedeschi; Lollobrigida; D'Aquino
	ARCH 4673•	Modern and Contemporary Rome (Rome) (HARD)	D'Angelo
	ARCH 4853	Renaissance and Baroque Rome (Rome) (HARD)	C. Lollobrigida
Spring 2021	ARCH 4023.001	Environmental Parametrics	F. Bedeschi
	ARCH 4023.002•	Graphic Logics	M. Blackwell
	ARCH 4023.003	Building Architecture Modeling	J. Boelkins
	ARCH 4023.004	Drawing for Designers	A. Buono
	ARCH 4023.005•	East Asian Architecture & Landscapes (HARD)	K. Sexton K. Erdman
	ARCH 4023.006	A Just Home for Arkansas Timberlands	J. Folan C. Adams
	ARCH 4023.007•	Mid-Century Modern (HARD)	E. Goodstein-M
	ARCH 4023.008	Modern and Contemporary Rome (HARD)	A. Kranis
	ARCH 4023.009	Renaissance and Baroque (HARD)	C. Lollobrigida
	ARCH 4023.010•	8 Architects / 8 Strategies (HARD)	J. Shannon
	ARCH 4023.011	Site / Sight	A. Turner
	PLSC 4103	Introduction to Urban Planning	P. Folan
	LARC 402 V	Latin American Landscapes (HARD)	G. Diaz Montemayor
	IDES 405 V•	Healing Space Design	J. Lee
	LARC 5493	Environmental Land Use Planning	J. Coffman
Fall 2020	ARCH 4023.001•	High Tech / Low Tech	E. Baker
	ARCH 4023.002	Tactile Luminance	M. Blackwell
	ARCH 4023.003	Storytelling in Architecture	J. Colangelo
	ARCH 4023.004	Critical Regionalism (HARD)	G. Herman
	ARCH 4023.005•	Activist Practices (HARD)	B. Holland

ARCH 4023.006	Fashion and Architecture (HARD)	A. Buono
ARCH 4023.007	Life Cycle Assessment	T. Messadi
ARCH 4023.008	Ways of Seeing	F. Riccardi
ARCH 4023.009	Women in Art and Architecture (HARD)	C. Lollobrigida
ARCH 4023.010•	St. Peter's and the Vatican (HARD)	K. Sexton
ARCH 4023.011•	History of Urban Form (HARD)	J. Shannon
LARC 402 V	Walk/Bike/Link	J. Coffman
PLSC 4103	Introduction to Urban Planning	P. Folan

Minors Fields of Study

Through judicious and purposeful use of free electives and professional electives as well as elected courses in the university general education core, professional program students can pursue minors offered the Fay Jones School as well as minors in allied disciplines in other campus academic units, especially the Fulbright College of Arts and Sciences and the Walton College of Business. Historically, electing a minor field of study has had particular importance for students with a strong interest in architecture and practice who seek a sub-disciplinary area of specialization, who are preparing for graduate study, or who may wish to pursue an alternative career path.

Minors in Other Colleges

Requirements for academic minors are determined by individual departments and range from fifteen hours to twenty-one hours. Since the last accreditation, students have completed, or are currently working toward, fulfilling the requirements for academic minors in a variety of areas including Art History, Horticulture, Latin American Studies, Philosophy, Psychology, Physics, Sociology, Theater, and General Business. Currently, approximately 22% of architecture majors are pursuing a minor field of study in the Fay Jones School with an additional 7% of architecture majors pursuing minors in other colleges.

Minors in The Fay Jones School

Foundations of Sustainability Minor
28 B. Arch. students enrolled fall 2022

The Foundations of Sustainability minor is an 18-credit program open to all undergraduate students at the University of Arkansas. It provides foundational knowledge and skills related to the emerging discipline of sustainability and prepares students to become innovators within diverse fields. The program is organized around the four interdisciplinary areas: Sustainability of Social Systems, Sustainability of Natural Systems, Sustainability of Built Systems, and Sustainability of Managed Systems. Since the last accreditation visit, administration of the sustainability minor and the parallel graduate certificate in sustainability have moved to the Fay Jones School, under the direction of Landscape Architecture Department Head and Director of Sustainability Programs, Ken McCown, ASLA, Assoc. AIA. This interdisciplinary campus-wide program engages faculty and course work in a broad spectrum of disciplines and research areas. Architecture students can complete the minor through professional elective and free elective credit hours within their 157-credit hour degree program.

For curriculum structure, see: https://sustainability.uark.edu/academics/minor.php.

History of Architecture and Design Minor (HARD)
23 B. Arch. students enrolled fall 2022

Reconceived since the last accreditation as a minor course of study in the History of Architecture and Design was established. The 18-semester-credit hour minor is available to all university students, although it attracts primarily Fay Jones School students from its three academic disciplines. A menu of courses, approved by the department of architecture History and Theory committee, builds upon faculty expertise in American architecture and design, Medieval and Renaissance architecture, critical regionalism and vernacular architecture, mid-century modern design, and history of landscape architecture. Students also take advantage of the University of Arkansas Rome Center's courses in architectural and urban history to fulfill the requirements of the minor. Courses in allied disciplines, including art history, history, and cultural anthropology, also can be presented, upon approval, for credit toward the minor. Architecture students can complete the minor through professional elective and free elective credit hours within their 157-credit hour degree program.

For curriculum structure see:
http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/architecturearch/#minorinhistoryofarchitectureanddesigntext

Interior Architecture Design Minor
46 B. Arch. students enrolled fall 2022

The 17 semester-credit hour Interior Architecture and Design Minor is available only to students in the Fay Jones School who augment their disciplinary knowledge in architecture with focused study in history of interior design, interior design materials and assemblies, lighting systems, and human factors for design. In addition, students pursuing the minor elect at least one advanced studio directed by a member of the Interior Architecture and Design faculty. Architecture students can complete the minor through professional elective and free elective credit hours within their 157-credit hour degree program.

For curriculum structure see:
http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/interiordesignides/#minorininteriordesigntext

Urban and Regional Planning Minor
14 B. Arch. students enrolled fall 2022

The Landscape Architecture and Political Science departments collaboratively offer an interdisciplinary minor in Urban and Regional Planning for students interested in critical and complex urban and sustainability issues. The minor incorporates discussion of policy, design, and advocacy as shapers of, among others, resilience and justice, infrastructure and mobility, or community engagement. The minor consists of 18 hours comprised of two required (PLSC 4103, Introduction to Urban Planning and LARC 5493 Environmental Land Use Planning) and elective courses. Architecture students can complete the minor through professional elective and free elective credit hours within their 157-credit hour degree program.

For curriculum structure see:
http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/planning/

Minor in Design with Plants for Architecture Majors (new minor)
The Department of Landscape Architecture offers and oversees a minor in Design with Plants for students interested in significant world issues in landscape design, climate change, management, and sustainability. The 16-17 credit hour minor combines plant-centered coursework with several design-oriented courses within the Landscape Architecture Department. This minor is tailored for those students desiring a more in-depth study of plants, plant communities, soils, aesthetic and architectural uses of plants, and design and deployment strategies related to them. Architecture students can complete the minor through professional elective and free elective credit hours within their 157-credit hour degree program.

For curriculum structure see:
http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/landscapearchitecturelarc/#minorindesignwithplantsforarchitecturemajorstext

Minor in Sustainable Landscape Design and Management (new minor)
The Department of Landscape Architecture offers and oversees a minor in Sustainable Landscape Design and Management. The minor is available to any student pursuing a major within the Fay Jones School of Architecture + Design. This 16-17 credit hour minor in combines coursework in the foundations of sustainability, sustainable landscape practices, horticulture, landscape management, operations, and installation. Architecture students can complete the minor through professional elective and free elective credit hours within their 157-credit hour degree program.

For curriculum structure see:
http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/landscapearchitecturelarc/#sustainablelandscapedesignandmanagementtext

Student Research and Scholarship
The Fay Jones School supports student research, scholarship, and creative activity through a number of program-driven and informal efforts, ranging from student engagement in faculty research through research assistantships, teaching assistantships, and competitions, design research in fourth and fifth-year advanced studios, including that conducted through the University of Arkansas Community Design Center (UACDC), and as part of the university's effort to promote undergraduate research through its Honors College programs in each campus academic unit.

Honors Program
108 B. Arch. students (20.65%) participating in Honors Program fall 2022

The work of Fay Jones School honors students establishes a benchmark for research culture in the Department of Architecture. Founded in 2002, the University of Arkansas Honors College, (see http://honorscollege.uark.edu/), serves as a coordinating body for six college-based honors programs, including our own. Significantly, the University of Arkansas Honors College provides exceptional resources for its students – scholarships, fellowships, and grants that support tuition, room and board, computer purchases, international study, travel to professional conferences, and other expenses. The distinction of graduating *cum laude*, *magna cum laude* or *summa cum laude* is reserved for honors students

Since the last accreditation, the Honors Program has been restructured as an all-school endeavor, with requirements made consistent across the three academic units. Entering students who present an ACT composite score of 28 (1310 SAT) and a 3.50 high school gpa are invited automatically,

upon admission to the university, to join the Honors Program; students who have not presented an ACT or GRE score but who have earned a 3.90 high school gpa are invited to seek admission by application that includes an essay and resume. Students who become honors eligible once enrolled, by attaining a 3.5 grade-point-average while carrying a full course load, can be invited to join the program. Requirements for honors college fellows in the Fay Jones School are: 18 hours of honors coursework that must include 3 hours of an honors elective, 3 hours of honors professional core courses, 6 hours of honors professional electives or upper-level university honors courses and at least 6 hours related to the honors capstone. (All honors students will pursue a capstone project during the final year of their undergraduate program.)

The architecture curriculum cultivates honors students' intellectual curiosity and energy by offering discrete honors components of required courses and professional electives, often involving critical discussion sessions and heightened research requirements. A touchstone for the honors program is Methods of Design Inquiry (FJAD 3153H), a course required in the third year of the professional curriculum which serves as both a seminar in the nature and creation of architectural knowledge and an incubator for the honors capstone itself. Honors capstones completed by May 2022 B. Arch. graduates demonstrate the range, depth, and engagement with critical contemporary issues of these independent inquiries, for example:

- Kayla Ho (ARCC King Medalist), "A Story of the Social Life of Yulupa Cohousing"
- Isai Castenada (ARCC King Medalist Honorable Mention), "The Evolution of Place and Identity in Boyle Heights, Los Angeles"
- Benjamin Ebbesmeyer, "New York City Public Housing as Environment for New York City Hip Hop Music"
- Gabriel da Souza Silva, "Design is a Social Process, A Survey on Inclusive Practices"
- Shiloh Bemis, "Spaces of the Tragic: Making the Case for Contemporary Memorials as Architectural Tragedy"
- Hannah Gray," An Exploration in the Use of Digital Photography: Postproduction Techniques to Understand Place for Architectural Design"
- C. J. Landram, "Plastic Bottles Reused in Architecture"
- Matthew Wilson, "The Future of Urban Technology: Exploring Smart Cities and Transportation through Game Theory and Scenario Planning"

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

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
In addition to the Bachelor of Architecture degree, the department of architecture offers a four-year liberal education alternative, the Bachelor of Architectural Studies. This non-accredited degree requires 120 semester credit hours, which complies with the 120-semester credit hour requirement for a bachelor's degree established by the Higher Learning Commission.

In a larger context of design education, the professional curriculum in architecture benefits from collaborative relationships with two other accredited programs housed in the Fay Jones School:

the LAAB accredited Bachelor of Landscape Architecture (143 semester credit hours) and the CIDA accredited Bachelor of Interior Architecture and Design (121 semester credit hours).

Since the last accreditation visit, the Fay Jones School established a non-accredited post-professional graduate degree, the Master of Design Studies, with area concentrations in Retail and Hospitality Design, Resiliency Design, Integrated Wood Design, and Health and Wellness Design. This non-accredited degree required 36 semester credit hours, which complies with the Higher Learning Commission's requirement that a master's degree be comprised of at least 30 semester credit hours beyond those of the bachelor's degree.

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

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: The courses required to complete the 157-hour Bachelor of Architecture are documented in the following chart:

BACHELOR OR ARCHITECTURE							
Required Professional Courses		**Elective Professional Courses**		**General Studies**		**Optional Studies**	
Course #s and Titles	**crds**	**Course #s and Titles**	**crds**	**Course #s and Titles**	**crds**	**Course #s and Titles**	**crds**
ARCH 1015 Architectural Design I	5	PROFESSIONAL ELECTIVES Upper level (3000 +) courses in	15	GENERAL EDUCATION State Minimum Core		FREE ELECTIVES General elective courses	13
ARCH 1212 Design Thinking I: Foundations in Technology	2	discipline on campus or through approved study abroad programs.		UNIV 1001 University Perspectives (not credited to degree)	1-		
ARCH 1025 Architectural Design II	5	ARCH 4023 Advanced Architectural Studies	3	PHYS 1044/1040L Physics for Architects I	4		
ARCH 1222 Design Thinking II: Foundations in History	2	ARCH 4023 can be repeated for credit. See 4.2.3 for exemplary courses.		PHYS 1054/1050L Physics for Architects II Recommended core sci.	4		
ARCH 2016 Architectural Design III	6			ENGL 1013 Composition 1	3		
ARCH 2113 Architectural Structures I	3			ENGL 1023 Composition 2	3		
ARCH 2132 Environmental Technology I	2			MATH 1212 Plane Trigonometry or			
ARCH 2233 History of Architecture I	3			MATH 2033 Mathematical Thought or			
ARCH 2026 Architectural Design IV	6			MATH 2043 Survey of Calculus or			
ARCH 2123 Architectural Structures II	3			MATH 2053 Finite Mathematics	3		
ARCH 2243 History of Architecture II	3			AMERICAN HIST / GOVT General Education Core	3		
ARCH 3016 Architectural Design V	6			FINE ARTS General Education Core	3		
ARCH 3143 Building Materials & Assemblies	3			HUMANITIES General Education Core	3		
ARCH 4433 History of Architecture III	3			SOCIAL SCIENCES General Education Core	9		
ARCH 3026 Architectural Design VI	6			See 4.2.2 for university gen ed core courses.			
ARCH 3253 Environmental Technology II	3						
ARCH 4523 Architectural Theory	3						
ARCH 4016 Integrated Design Studio	6						
ARCH 4152 Building Systems Integration	2						
Architectural Design Studio Rome	6						

Architectural Design Studio Rome	6						
ARCH 5016 Advanced "Option" Studio I	6						
ARCH 5026 Advanced "Option" Studio 2	6						
ARCH 5314 Professional Practice	4						
Total Required Professional	94	Total Elective Professional	15	Total General Studies	35	Total Optional	13
TOTAL # DEGREE CREDITS	157						

4.3 Evaluation of Preparatory Education

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

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Students who transfer to the program are subject to two levels of review. The office of the registrar evaluates all general education transfer credits. Although the registrar's office seeks department review of all courses presented to the university that appear to have architectural content, the department undertakes a second level of review of such transfer courses that are tied to specific NAAB student performance criteria; students must present course syllabi and assignments and, in the case of requests to transfer credits earned in a design studio course, portfolio review is required: https://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/#admissiontext

Architecture Department Transfer Students

Transfer students who are admitted to the Fay Jones School of Architecture start the design studio sequence in the summer and must meet the following requirements:

- Completion of an approved general physics course and an approved mathematics course.
- To enter Design I in the summer, students must successfully pass Physics for Architects I (or another approved upper-level physics course) with a minimum of C or better, complete an approved math course and present a 2.0 GPA overall.
- Students admitted to the university with a completed two-year associate of arts or associate of science degree from an Arkansas state-supported two-year or four-year college or university, as stated in ACT 182, will have general education (core) requirements waived. All students must complete any lower division discipline specific courses required for the major, as well as all courses required to comply with the conditions of accreditation.

Transferring from Accredited Schools of Architecture

Students who transfer from an accredited professional program in architecture must have their architecture courses reviewed for acceptance and determination of studio placement by submitting materials for review to the department. Review for placement is conducted by the department head in conjunction with the design studio coordinators. All transfer students must complete or receive transfer credit for either PHYS 1044 Physics for Architects I or PHYS 2013 and

PHYS 2011L College Physics I, MATH 1213 Plane Trigonometry, MATH 2033 Mathematical Thought, MATH 2043 Survey of Calculus or MATH 2053 Finite Mathematics and all other first year university core curriculum courses prior to entry into ARCH 2016 Architectural Design III and its co-requisites in architectural structures, environmental technology, and history.

The Fay Jones School Advising Center maintains files that document the academic records of all its students, including admissions data, evaluation of transfer of credit reports, supporting documents of architecture professional program work submitted for transfer of credit, and degree check sheets that follow each student's progress toward successful completion of the professional program.

Integration of transfer students into the professional program begins with following protocols of application, admission requirements, and transfer of credit established by the University and administered by its Office of Admissions; see https://admissions.uark.edu/apply/transferstudent.php.

The University's Transfer and Test Credit protocol governs the granting of credit for course work taken at another institution, with a system of petition available to students who seek to transfer credit from a non-accredited institution or credit for a course in which the grade of "D" has been earned. See: https://admissions.uark.edu/apply/transferstudent.php.

Most general studies courses transfer easily through this process and a published "Course Equivalency Guide adds transparency to the process, allowing transfer students to plan judiciously; (see https://transferplan.uark.edu). For in-state students, the 35-hour general education core mandated by the state legislature and common to both two and four-year institutions in Arkansas facilitates seamless transfer of general education credits for students transferring to the professional program; see https://catalog.uark.edu/undergraduatecatalog/gened/stateminimum/. A common course number system for all University of Arkansas system campuses will be initiated in Fall 2024, further facilitating transfers within the state, and creating a more equitable path toward graduation for many transfer students.

When a prospective student presents courses for transfer from a peer NAAB accredited program, the University Registrar's office directs the request to Fay Jones School Student Services which calls upon program leadership to review the course for acceptance for credit and equivalency to our professional program requirements.

In addition to the availability of published University protocols for transfer students, the Fay Jones School provides a specific resource for all students who seek to join its programs from other institutions. See https://fayjones.uark.edu/_resources/PDFs/TransferStudentGuide.pdf

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

Program Response:
This item is not applicable to our program.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
The transfer credit policy under Arkansas Act 182 from 2009 requires a four-year public institution of higher education in Arkansas to accept all credits earned from students earning an Associate of Arts, Associate of Science or Associate of Arts in Teaching degree from a state-supported public institution in Arkansas. More information on how the University of Arkansas handles. Students have access to see how a course might transfer from two-year colleges here:
https://courseequivalency.uark.edu/ and here:
http://catalog.uark.edu/undergraduatecatalog/academicregulations/transferofcredit/#actscoursestext

Students who transfer from other accredited schools of architecture must provide course syllabus and a portfolio in advance of meeting with the architecture department head for evaluation of advanced placement. More information can be found here:
http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/#admissiontext

5—Resources

5.1 Structure and Governance

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

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
The University
Ten schools or colleges, including the Fay Jones School, and the Global Campus (which supports online and distance education), comprise the University of Arkansas division of Academic Affairs together with University Libraries, Air Force and Army ROTC, and the Office of Student Success. In addition to Academic Affairs, the Division of Finance and Administration, the Division of Student Affairs, the Division of University Advancement, the Division of Diversity, Equity and Inclusion, the Division of Economic Development, the Division of Research and Innovation, the Office for Governmental Relations, and University Relations, all directed by Vice Chancellors, undertake significant operational roles in the university community that interface directly with the Fay Jones School. For an organization chart for the University, see:
https://www.uark.edu/about/organizational-chart.pdf

The dean of each school or college reports to the Provost and Executive Vice Chancellor for Academic and Student Affairs, the chief academic officer of the University, who reports to the Chancellor. The Chancellor is responsible to the University of Arkansas (System) President and Board of Trustees. Since the last accreditation visit, the provost's office has added a Vice Provost for Faculty Affairs to a team that includes the Senior Vice Provost for Academic Affairs, the Vice Provost for Planning, The Vice Provost for Enrollment and Dean of Admissions, and the Associate

Vice Provost and Director of Student Success. The deans meet regularly as a group with the provost, and each dean engages in regular “one-on-one” meetings with the provost.

The Fay Jones School of Architecture + Design

Since the last accreditation visit the Fay Jones School of Architecture was renamed the Fay Jones School of Architecture + Design to reflect it multi-disciplinary identity. Composed of five academic and outreach units, the school includes the Department of Architecture, the Department of Landscape Architecture, which offers a LAAB (Landscape Architectural Accrediting Board) accredited four-year program leading to the Bachelor of Landscape Architecture degree, and the Department of Interior Architecture and Design, which offers a CIDA (Council for Interior Design Accreditation) accredited four-year Bachelor of Interior Architecture and Design Degree. These academic units are complemented by the Gavan Woodland Gardens in Hot Springs, Arkansas, led by Executive Director Bob Bledsoe, which maintains a close association with the Department of Landscape Architecture, and the University of Arkansas Community Design Center (UACDC), located in downtown Fayetteville, which engages in multi-disciplinary urban design research and outreach, and offers fifth-year design studios led by its director, Steven Luoni, a distinguished professor of architecture. Soon, the Anthony Timberlands Center, scheduled to open in fall 2024, will house a third outreach center focused on innovation in wood and timber design and technology. The Graduate Program, offering the Master of Design Studies degree since 2019, completes the academic profile of the school

The three academic department heads and the directors of the Gardens and the UACDC report to the Dean of the Fay Jones School. The Associate Dean for Academic Affairs and Research works in close partnership with the Dean to provides leadership, academic and administrative support for the entire school. Since the last accreditation, an Assistant Dean for Graduate Programs and an Assistant Dean for Diversity, Equity, and Inclusion, who also report to the dean, have been added to the school leadership team. In response to enrollment growth and parallel increases in administrative staff and faculty, another new position has been created, the Assistant Dean for Administration and Chief of Staff. Typically, the Dean and Associate Dean meet bi-monthly with the department heads to address current issues, share information pertaining to both the school and the discrete units, and promote cross-disciplinary learning as well as to engage in strategic planning; each department head also meets individually with the Dean and Associate Dean bi-monthly.

The Office of the Dean also includes administrative professional staff that are essential to the management of the school and the success of its programs: a director of development; a financial and budget officer; a director of student affairs; and a director of communications. All of these positions report to the Dean, but also work closely with, the Associate Dean, and the Assistant Dean for Administration. The Dean also oversees a professional staff that contributes to teaching and learning experiences through direction of critical resources. These positions include the Director of Fabrication Labs, Director of the Wood Shop; Director of the Visualization Lab; and the Director of Information Technology. The above-captioned positions provide support specific to their areas of expertise for all the school’s academic units. The Assistant Dean for Administration oversees administrative staff that support the deans and department heads as well as facilitates coordination among the area directors.

Academic Leadership: The Fay Jones School

- Dean
  The Dean of the Fay Jones School of Architecture is its chief academic and administrative officer. Responsible for the school’s three academic units, its multi-disciplinary graduate program, and its outreach and research centers described above. In addition to providing pedagogical leadership in

a multi-disciplinary environment, the dean represents the school at the university level, and to the professional community as an ex officio member of the Board of Directors of the Arkansas Chapter of the American Institute of Architects. In addition, the Dean oversees the financial, personnel, and advancement management of the school, including responsibility for community and professional relations and advancement (fund raising). With the assistance of the Associate Dean and the Assistant Dean for Administration, the Dean leads the tenure and promotion process, evaluating all faculty members who stand for tenure and promotion as well as commenting in the three-year review process. Typically, the dean teaches at least one class each academic year.

- Associate Dean
  The Associate Dean is a twelve-month administrative and faculty position. The Associate Dean works closely with the Dean in cultivating relationships with the campus community and within the school, participating in campus discourse on academic affairs, and maintaining constructive connections between the administration and our students, and among the three departments of the school. In the campus context, the Associate Deans meet monthly as an Academic Counsel, which reports to the Senior Vice Provost for Academic Affairs and works closely with the Vice Provost for Enrollment and the University Registrar. The Fay Jones School Associate Dean also represents the school on the campus Research Deans Committee, which reports to the Vice Provost for Research and Innovation. The Associate Dean works closely with the Academic Advising Center and serves as the school's primary liaison with the university division of Student Affairs. Although the Associate Dean does not lead curriculum development at the department level, (s)he is available to facilitate, through compliance with university requirements and policy, initiatives led by the department head(s). The Associate Dean teaches at least one class each semester.

- Department Head
  The Architecture Department Head, a twelve-month administrative and faculty position appointed by the Dean with the counsel of the faculty, directs the five-year professional (B.Arch.) program in architecture and the four-year architectural studies (B.S.) program, assuming responsibility for both day-to-day affairs and long-range planning relative to the operation of the department. In addition to providing pedagogical leadership and facilitating the evolution and assessment of the curriculum (including study abroad), the department head is responsible for faculty assignments and evaluation, course scheduling, and management of the department's fiscal resources. The department head also facilitates the personal professional development of the faculty and is responsive to the interests and concerns of all department students. This position is a 50% administrative appointment, allowing the department head to teach at least one class each semester year and maintain vital and productive in creative practice, research, and scholarship. An administrative assistant supports the department head, as well as assisting the faculty.

- Assistant Dean for Graduate Programs
  The Assistant Dean for Graduate Programs works with the Dean and Associate Dean in the continuing academic planning, development, and implementation of our Master of Design program including: the compliance with university and board of trustees' protocols, coordination of curriculum development, data management and analytics relative to program start-up, and strategies for student recruiting, all relative to the development of the M. Des. program, and to start-up of new concentrations in the program.

- Assistant Dean for Diversity, Equity, and Inclusion

The Assistant Dean for Diversity, Equity, and Inclusion, works with the Dean and Associate Dean in one primary role –coordinating the school's efforts towards greater diversity, equity, and inclusion. In the primary role of DEI coordinator, the Assistant Dean for DEI works toward the dynamic development of the School's DEI plan; initiates and guides the implementation of the scheduled actions, based on that plan, including student and faculty recruitment; and represents the school's initiatives in diversity, equity, and inclusion internally and externally.

Administrative Leadership

- Assistant Dean for Administration
  The Assistant Dean of Administration reports directly to the Dean n to advance short- and long-term strategic initiatives to meet the highest aspirations and goals of the school. On behalf of the Dean, the Assistant Dean takes primary responsibility for updating and maintaining administrative policies, including faculty and staff governance policies. The Assistant Dean serves as a leader in the coordination and development of staff, working to ensure that the school's staffing plan aligns with current needs and that staff benefit from policies and programs that ensure feedback, growth, and development. The Assistant Dean leads the senior staff team with responsibility for regular meetings, communication, and informed collaboration among this group. The Assistant Dean works with the Associate Dean to facilitate representation of the Dean's office across campus.

- Director of Development
  The Director of Development, who reports to both the Dean of the Fay Jones School and the Associate Vice Chancellor for Development, coordinates private gift support, and involves alumni and other constituents in proactive functions that enhance the Fay Jones School. In addition to working closely with the Dean, Associate Dean and Department Heads to identify funding objectives and goals and identify prospects for supporting them, the Director of Development collaborates with the University Office of Advancement, to which she also reports, to assure a harmonious relationship among the academic units of the university and the campus in the areas of fundraising and planned giving. As an ex officio member of the school's Honors and Awards Committee, the director of development plays an active role in the stewardship of scholarships.

- Director of Communications
  The Director of Communications disseminates information that makes the Fay Jones School brand nationally recognizable through coordinating the design and production of all school publications including *ReView*, an annual full color magazine; e-View, a monthly online publication; together with brochures, posters, invitations and other printed pieces, The communications director also manages the school's website and, increasingly, fosters awareness of the school through social medias.
  In the context of the campus, the Director of Communications is the school's liaison to the Office of University Relations, (the public relations, communications, and marketing unit of the university, and a division of University Advancement), to which she also reports.

- Director of Student Services
  The Director of Student Services focuses on those areas of student life that assure retention, successful degree completion, and a positive transition into design praxis or alternative career paths. As a liaison among students, faculty, professional advisors, and administration both within the school and across campus, the Director of Student Services contributes to curriculum management, scheduling of classes, space allocation and utilization, and institutional research and provides leadership in the adjudication of student awards and scholarships and career

development. new student orientation. As the administrator of the school's Student Success Center, the Director of Student Services works closely with two professional advisors, one dedicated to first year students, A dedicated Student Recruiter, who also advises transfer students, completes team.

- Budget Director
  A certified public accountant monitors the Fay Jones School budget, which is determined by the Dean, and oversees, on behalf of the Dean, the budgets of the Garvan Woodland Gardens and the UACDC. In addition, the Budget Director manages purchasing, property control, and research accounting.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Institutional Governance

The Faculty Senate exercises the general legislative powers of the faculty and has sole jurisdiction over admission requirements; transfer of credits; withdrawals; academic honesty; scholastic probation, suspension, and dismissal; curriculum and courses; degrees and degree requirements; awarding of academic honors; and recommendations to the board of trustees for honorary degrees. The school has one seat in the faculty senate, and Fay Jones School faculty members are eligible to run for election as at-large members of the senate. The Dean is an ex officio "administrative" member of the senate. See: https://facultysenate.uark.edu/AboutFacSen/index.php.

Service on University Councils and committees is the primary means of direct participation in university governance by faculty. At the campus level, Fay Jones School faculty members participate in governance in many and varied capacities. Annually, the university Committee on Committees invites participation on a plethora of committees; historically, department of architecture faculty have been generous in meeting their obligations as campus citizens. During the 2022-13 academic year, architecture faculty appointments to university committees include representation on the All University Academic Integrity Board (Teaching Assistant Professors Rotolo and Fitzpatrick); Calendar Committee (Teaching Assistant Professor Rudzinski); Committee on Committees (Associate Professor Messadi); English as a Second Language (Associate Professor Herman); Faculty Grievance Panel (Associate Professor Herman); Financial Advisory Committee (Associate Professor Messadi); General Education and Core Curriculum Committee (Professor Goodstein-M); Graduate Council, (Ethel Goodstein-M, ex officio); Honorary Degrees Committee (Professor Shannon); International Education Advisory Committee (Ethel Goodstein-M); Research Council (Assistant Professor Holland); Scholarship Review Committee (Emily Baker); Undergraduate Council (Ethel Goodstein-M); and University Distinguished Lectures Committee (Professor Luoni). Significant contributions to student learning and campus life are made by Teaching Assistant Professor Turner and Assistant Professor Holland who contribute to the Architecture and Design Living Learning Community, a purpose-built student housing enclave with Turner coordinating programs and Holland as faculty in residence.

Fay Jones School Governance

As outlined in the Fay Jones School Governance and Personnel Document (approved unanimously by faculty vote in May 2020), and consistent with University and Board of Trustees policies, the faculty of the Fay Jones School and its department of architecture includes tenured, tenure-track, teaching (full-time non-tenure-track), instructor, and lecturer appointments. (*Lecturer* is reserved

for temporary or part-time teaching appointments, and *instructor* is used for full-time teaching appointments that may be renewed from year to year.) All tenured, tenure-track and teaching appointments are full-time, and all full-time faculty members are expected to participate in faculty meetings and discussions concerning issues of importance to the school and to serve on committees. Visiting appointments as well as lecturers and instructors, also may be invited to participate. Voting on governance matters, including all curricular and personnel decisions, resides with tenured, tenure-track, and continuing clinical appointments. Votes on faculty searches are advisory to the department head; votes on tenure and promotion, as described in the above-captioned personnel document, are made as recommendations to the department head who, in turn, recommends action to the school promotion and tenure committee and the dean.

The Dean of the Fay Jones School convenes “all school meetings” at least once every semester, which provide a forum for communication and discussion of important matters that influence the life of the school. So too, the all-school meetings are conceived to promote collegiality and multi-disciplinary and cross-disciplinary exchange among the school’s faculties. Efforts are made to invite partners from other campus units whose perspectives inform our own; recent guests have included the Provost, the Director of University Admissions, and the director of Campus Psychological Services (CAPS). Additional meetings can be scheduled to address specific issues or initiatives; for example, all school meetings and workshops were essential to meeting strategic planning. Additionally, the Dean together with the Assistant Dean for Administration regularly hosts all school staff meetings that include the academic department heads, administrative leadership, and support staff. Conceived to assure coordination of activities across the school, information exchanged at the staff meetings that is pertinent to students and faculty is disseminated to them by the department heads. The Dean’s weekly messages to the entire Fay Jones School community of students, faculty, and staff model and reinforce the objective of open and thorough communication that is valued throughout the school

Typically, the entire architecture faculty meets monthly to address policy and procedures as well as to address matters emanating from ordinary teaching, scholarship, school and university administrative policy, enrollment management, and strategic planning. The architecture faculty also participate in governance of the academic unit through committees charged to address and contribute to peer review, student honors and awards, library acquisitions, honors program policy and oversight, student recruitment, professional development and career guidance for students, and, especially, curriculum.

The University *Faculty Handbook* stipulates that each department faculty is responsible for its curriculum. The department head appoints a curriculum committee as well as discrete committees that oversee studio curriculum (design coordinators committee), history and theory, and architectural technology. All proposed curriculum changes require a majority vote by the permanent faculty. Program and course changes also are subject to review at the university level, where the Fay Jones School faculty is represented on the Faculty Senate’s Undergraduate Council, (formerly the University Course and Program Committee). See https://provost.uark.edu/faculty-handbook/.

Fay Jones School and Department of Architecture Committees

School-level committee assignments include elected positions mandated by the Governance document and appointed positions determined by the Dean in consultation with the Associate Dean and Department Heads. The Architecture Department Head makes committee assignments at the beginning of each academic year for department committees.

- **Operational Committees**
  Tenure and Promotion Review Committees:
  The Governance and Personnel Document, in compliance with campus and Board of Trustees policy, stipulates election of a unit (department) committee, a tenured faculty committee (all tenured members of the department) and a school committee to review all candidates for tenure and promotion. Advancement through promotion is available to both tenure-track and non-tenure track faculty.

  Peer Review Committee for Annual Review:
  As stipulated in the Governance and Personnel Document, an elected committee representing each academic unit of the Fay Jones School, on which tenured, tenure-track, and non-tenure track appointments with at least three years in rank can serve, reviews self-evaluation dossiers of faculty as a requisite part of the Annual Review Process. The committee, in an advisory capacity, makes recommendations to the department heads.

  Lecture Series Committee:
  Working cooperatively with representatives from Landscape Architecture, Interior Architecture and Design, and the Dean, this committee oversees soliciting recommendations and engaging lecturers for the Fay Jones School Lecture Series.

  Diversity, Equity and Inclusion Committee:
  Currently, the Assistant Dean for DEI is charged with articulating a new committee structure to monitor progress toward and strategically pursues activities in service of addressing and supporting best practices of diversity, equity and inclusion as they affect student life, recruitment of students, faculty recruiting and development, learning and curricular enhancement, and community outreach.

  Honors and Awards Committee:
  Two architecture faculty members are appointed annually to an all-school committee that determines the disposition of awards and scholarships, including endowed and named distinctions.

- **Departmental Academic Committees**
  Curriculum Committee
  Studio Coordination Committee
  History and Theory Stream Committee
  Technology Stream Committee
  Professional Practice Committee
  Digital Technologies Committee
  Communication/Representation Committee
  Admissions Policy Committee
  Super Jury Planning Committee

- **School Academic Committees**
  Honors Program Committee:

- **Ad Hoc Committees**
  Faculty Search Committees:
  These committees are constituted as needed for the recruitment and hiring of tenure-track faculty. To ensure best collaborative practices in teaching and learning, at least one member

representing Landscape Architecture or Interior Architecture and Design is appointed. The Assistant Dean for Diversity, Equity and Inclusion also serves regularly on all school faculty search committees.

Staff Governance

The Staff Senate is the primary means of participation in campus governance for Fay Jones School staff. The Staff Senate works to bring positive changes for their fellow staff members on campus in a positive and constructive manner. By providing a forum for the exchange of ideas, evaluation of proposals and a mechanism for expressing suggestions and concerns that affect the university, the Staff Senate serves as an advocate for changes and improvements in the lives of university staff members. Previous accomplishments include involvement in the shaping of the non-classified maternity and paternity leave plan; the successful implementation of the optional short-term disability plan; advocating for reduced parking permit rates for lower-salaried employees; and involvement in the decision-making process for inclement weather emergencies
See: https://staffsenate.uark.edu/advancing/index.php.

Professional staff also provide important perspectives in governance and decision making through roles on campus and school committees, including the Chancellor's Commission on Women (Theresa Parish, 2021-22 Vice Chair) and the Academic Advising (Sheri Lynn Brown). Staff, faculty, and students work collaboratively on the Campus Council, a governance body of the University of Arkansas that exercises general legislative powers in common between the bodies of the Faculty Senate, the Student Senate, and the Staff Senate. Each Fall and Spring, representatives of these three organizations come together to report on all legislation initiated within their respective groups.

Student Governance

The Associated Student Government provides students with an educational experience of shared governance in the University's decision and policy-making process. ASG supports a number of campus programs and initiatives while allocating approximately $250,000 to Registered Student Organizations (RSOs) each year. The Associated Student Government is split into three branches: Executive, Legislative, and Judicial. The three branches work together to strive for the betterment of the organization and the University of Arkansas as a whole. Past ASG initiatives include the first-ever on campus polling location, the University Perspectives class, and Razorback Transit. Fay Jones School student organizations are RSOs and benefit from ASG support for their activities and programming. See: https://asg.uark.edu/who-is-asg/

Student governance, participation and leadership within the Fay Jones School relies upon traditional and often informal voluntary structures, which, increasingly, evidence purposeful consideration of inclusion and diversity. Architecture students' organizations include the American Institute of Architecture Students (faculty advisor, Assistant Professor Colangelo), the National Organization of Minority Architecture Students (faculty advisor, Assistant Professor Baker), and Tau Sigma Delta (faculty advisor, Associate Professor of Landscape Architecture Billig). Students also work closely with the Student Success staff in Student Ambassador positions, providing invaluable service in new student recruitment and new student orientation. All faculty searches include open all-school presentations, after which students are invited to provide anonymous written evaluations of candidates for positions.

With a view toward assuring transparency of school administrative decisions and promoting discourse on operations and education in the school, the Dean and the Associate Dean convene a leadership council, comprised of leaders of the above-noted architecture student organizations together with leadership of the American Society of Interior Design Students and the American

society of Landscape Architecture Students. The student leaders have been actively engaged in impactful work on sustainable practices in the school as well as diversity, equity, and inclusion. Weekly “open office hours”, during which the dean sets up a desk in the Vol Walker Hall lobby underscore the desire of academic leadership to be accessible to all students.

5.2 Planning and Assessment

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

5.2.1 The program’s multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

All Department of Architecture strategic planning is conceived and accomplished collaboratively within the framework of Fay Jones School’s strategic planning endeavors. Having reached the end of the period addressed by our previous five-year strategic plan, approved by the University in 2011 and included in the last program accreditation, the school initiated a renewed strategic planning process in the 2018-19 academic year.

The 2011 plan incorporated core values of excellence in teaching research, and service; responsiveness to sustainability through environmental and cultural stewardship, a commitment to attaining greater diversity and inclusiveness, and a commitment to international studies that resonate with NAAB requirements and remain touchstones for academic planning. Equally important, and to great extent a result of the new initiatives undertaken when Dean MacKeith assumed leadership, the School and its program achieved significant strategic goals stated in the 2011 plan: the creation of a graduate program, the Master of Design Studies; increases in and more equitable practices for determining faculty and staff compensation coupled with increased support for personal professional development for both faculty and staff; enhanced collaborative practices, realized in robust interdisciplinary advanced studios and dedicated funding from the dean for collaborative research and creative activity; and integration of service, outreach, and civic engagement into curriculum development and programs, realized visibly in exhibitions featuring the state and allied southern practices in the Venice Biennale, in northwest-Arkansas focused housing initiatives including the “Housing Northwest Arkansas” competition and studio, and, most productively, in the emergence of timber and wood design as an area of excellence for the school that fosters regional and national research partnerships and cultivated productive relationships with the timber industry across the state. Timely revisiting of the strategic plan coincided with the appointment of Chancellor Joseph Steinmetz (2015-2021), and his articulation of eight strategic goals for the campus: advancing student success; building a collaborative and innovative campus; enhancing our research and discovery mission; enriching campus diversity and inclusion; investing in faculty excellent; promoting innovation in teaching and learning’ reaffirming our land-grant and flagship responsibilities; and strengthening graduate education.

Development of a new strategic plan began with the retention of Nancy Alexander, Lumenance Consulting, to guide the effort. Through 2018-19, faculty, staff, students, alumni. and stakeholders from the community, including School and department advisory committees, were surveyed; issue and audience specific workgroups distilled the surveys to identify common concerns and opportunities and develop strategies in response; all-school workshops also were conducted. By fall 2019, the Fay Jones School leadership under Ms. Alexander’s direction produced a draft strategic plan, structured around the following guiding priorities, guiding principles, and strategic goals in service of a redefined mission statement: The Fay Jones School of Architecture + Design

advances design excellence through a multi- disciplinary, place-responsive design education (transferable across scales, technologies, and locations), in service to Arkansas, the nation, and the world.

Fay Jones School of Architecture + Design Guiding Priorities

- Provide a collaborative, interdisciplinary design education that equips our graduates to address the most urgent issues of our time – climate crisis, inequality, urbanization, individual and collective well-being – for the benefit of the people of Arkansas, the region, and the nation.
- Design, implement, and regularly monitor and modify a comprehensive, interdisciplinary first-year experience.
- Possess a national reputation for being rigorously and visibly committed to the profession and craft of design teaching.
- Build interdepartmental and external partnerships and collaborative research and practice endeavors.
- Increase recruitment and inclusion of diverse students, faculty, and staff.
- Expand graduate programs.
- Identify as the environmental leader of the University of Arkansas; focus, enhance, and promote engagement in local, state, regional, and global social and environmental needs.
- Strengthen a school-wide culture of optimism, support, and confidence.
- Demonstrate the educational, environmental, economic, and ethical value of design for the people of Arkansas.

Fay Jones School of Architecture + Design Guiding Principles

- We value a range of perspectives across the design disciplines.
- We embrace multiple meanings and potentials in creative practices, research, and scholarship.
- We treat “making” as a form of thinking that promotes innovation and discovery in the teaching and learning of design.
- We commit to enriching diversity through a culture of respectful collaboration and inclusion within our school, across the campus, and into the community.
- We foster holistic design processes and advocacy as intrinsic components of our land-grant and flagship responsibilities, to address the complex challenges of a world in climate change.

Fay Jones School of Architecture + Design Goals

- Students: Recruit and support a diverse population of curious, critical thinkers and future leaders who transform future environments through design.
- Faculty: Build and retain a diverse, collaborative, and professional community of leading design educators and scholars.
- Pedagogy and Program: Deliver reflective, proactive, and professional curricula and programs, attentive to the public mission of the University, the needs of the state, and the future of the world.
- External Engagement: Create a design community centered on service to Arkansas and beyond.
- Staff and Resources: Provide holistic support and sustain commitment to advance the design mission of the school.

Prominent among the above-stated goals, “Pedagogy and Program” speaks directly to the obligation of each of the school’s professional programs to meet the standards of our respective accrediting agencies.

In fall 2019, the school's leadership team together with area-specific work groups (Students; Pedagogy and Programs; Faculty; Staff and Resources, External Engagement, and Culture) endeavored to activate the plan through performative strategies, objectives, and metrics to assess progress. The onslaught of CO-VID 19 in spring 2020, however, necessitated priorities for academic planning to pivot to mitigate the impact of the pandemic on teaching and learning. As we renewed full campus activities in summer 2021, the departure of Chancellor Steinmetz and subsequent appointment of interim Chancellor Charles Robinson (appointed Chancellor in November 2022) forced the school to take measured steps forward. By spring 2022, a strategic plan update outlined a course for renewed focus on the strategic plan and its implementation:

Option	**Purpose**
Reconvene 2018-19 planning team	Revisit and update strategic framework in light of internal and external changes
Community conversations and Input	Inform future plans
Launch a new planning team	Thorough review of current strategic plan
Extend goals into strategies, objectives and metrics	Plan to monitor and track progress
Monitoring	Track progress monthly, quarterly, annually and shift plan as needed

At the start of the 2022-23 academic year, Fay Jones School leadership, including the Architecture Department Head and two representatives of the architecture faculty, convened to revisit and update the planning framework. Now, with a permanent chancellor appointed, we can take next steps to achieve the goals of the strategic plan specific to current strengths, opportunities, and challenges that impact the program; (see 5.2.4 below). We do so with the benefit of the Chancellor Robinson's "First 100 Days Plan" which emphasizes overarching goals of advancing student success, augmenting the research enterprise, and making the university an employer of choice, all aspirations that resonate with longstanding objectives of the department and the school. December 2022 also brought announcement from the Chancellor of a campus strategic planning process to support advancement in these areas. We eagerly await updates on this process.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
To seek continuous improvement, the University of Arkansas expects academic programs to maintain assessment plans and present annual assessment reports. Academic plans are expected to demonstrate educational achievement and improvement through ongoing assessment of student learning through specific program goals, measurable student learning outcomes, data collection and analysis, and use of findings to support program-level changes and accomplishments. As noted above, the Office of the Director of Curriculum Review and Program Assessment, (a component of the provost's office), has authorized the Department of Architecture to use the NAAB

Program and Student Performance Criteria as its units of measurement for student and program achievement. The NAAB indicators are recognized as equivalent to the expectations of the Arkansas Department of Higher Education's "Academic Program Review External Review" standards; external review is required of non-accredited campus programs every five years. External reviewers report on the following indicators:

I. Review of Program Goals, Objectives, and Activities
   A. Are the program goals appropriate and assessed?
   B. To what degree are the students meeting the program's goals and student learning outcomes?
   C. How is the program meeting market/industry demands and/or preparing students for advanced study?
   D. Is there sufficient student demand for the program?
   E. Are the graduation/completion rates appropriate for the program?

II. Review of Program Curriculum
   A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?
   B. Are students introduced to experiences within the workplace and introduced to professionals in the field?
   C. Does the program promote and support interdisciplinary initiatives?
   D. How does the program address diversity with the curriculum, faculty, staff, and students?

III. Review of Academic Support
   A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?
   B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

IV. Review of Program Faculty
   A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?
   B. Are the faculty orientation and faculty evaluation processes appropriate?
   C. Is the faculty workload in keeping with best practices?

V. Review of Program Resources
   A. Is there an appropriate level of institutional support for program operation?
   B. Are faculty, library, professional development, and other program resources sufficient?

VI. Review of Instruction by Distance Technology <u>(if program courses offered by distance)</u>
   A. Are the program distance technology courses offered/delivered in accordance with best practices?
   B. Does the institution have appropriate procedures in place to assure the security of personal information?
   C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?
   D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?
   E. Are policies on intellectual property in accordance with best practices?

VII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?
B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate, assessed and results utilized?

VIII. Report Summary

A. Indicate program strengths.
B. Indicate areas of concern that need to be addressed by the program.
C. Other observations from the review team.

In observance of Arkansas Department of Higher Education standards for teaching, learning, and economic viability of programs, the provost's office monitors class size, and degree completion. Campus policy also mandates evaluation of instruction for all class serving at least five students with a view toward assuring student success.

School

As the school's strategic planning process continues, a set of verifiable indicators are being developed for implementation. Although we currently are in the process of establishing metrics for analysis and, as yet, without data to offer, the below diagram indicates the framework of measurement that will structure our work relative to each strategic goal.

COMPONENT	ACTIONS	STRATEGIES	OBJECTIVES	GOALS	EXTERNAL FACTORS: TRENDS & ASSUMPTIONS	VISION/BHAG (Big Hairy Audacious Goal)
TIME HORIZON	1 YEAR	1-3 YEARS	3 YEARS	3-5 YEARS	10 YEARS	10-30 YEARS
DEFINITION	Specific steps to be taken, by whom and by when, to implement a strategy	Broad activities required to achieve an objective, control a critical success factor, or overcome a barrier	Specific, quantifiable, realistic targets that measure the accomplishment of a goal over a specified period of time	Broad, long-term aims that are necessary and sufficient for accomplishing the vision	Factors in the external environment, beyond the organization's control, that have implications for its strategic direction	A picture of the "preferred future"; how the future will be different if your organization achieves its ultimate aims.
CORE IDEOLOGY						
MISSION	Your organization's enduring, overall purpose. Describes what you do, for whom, with what benefit					
GUIDING PRINCIPLES	Overarching, enduring guidelines that set the foundation for how your organization will operate, internally and externally					

Department

The Department of Architecture utilizes the NAAB reporting structure for its assessment plans and reports to the university; (see https://osai.uark.edu/assessment/arch.php).

To foster documentation and analysis of student learning achievements, the department has developed protocols for both quantitative and qualitative assessment instruments for all required courses in the Bachelor of Architecture curriculum; addressing student course performance by overall semester achievement, by project, and in accordance with learning objectives articulated for the course. The department is exploring methods for evaluating and employing this data beyond each discrete course to assess horizontal and vertical relationships among courses and student success across the curriculum, with a view toward promoting positive and diverse opportunities for Department of Architecture graduates.

The department's internal measurements of Policy, Performance, and Positioning present an additional framework for evaluating how specific courses related vertically build upon principles that precede and form foundational knowledge for subsequent learning as well as how courses relate horizontally to courses outside of a specific curricular stream. The resulting "Situated Relevance Curriculum Continuity Assessment" is intended to provide a vehicle for ongoing faculty discourse to progressively strengthen the curriculum.

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

Program Response:
The degree to which the Fay Jones School and Department of Architecture has made progress toward fulfilling respective missions and objectives is addressed throughout the body of the APR As outlined in section 5.2.1, the combined impact of the pandemic and changes in upper administration leadership has impeded implementation of the new strategic plan. However, as assessment instruments provided for all required courses demonstrate together with a diverse and challenging menu of advanced studios and professional elective courses, (see course files), the program is on a solid and positive trajectory toward its mission to "advance design excellence through a multi-disciplinary, place-responsive design education - transferable across scales, technologies, and locations - in service to Arkansas, the nation, and the world." These are measurable goals utilized to chart the department's progress, particularly in service of its most imperative goals. Self-evaluation indicates how the department is already meeting multiyear objectives since engaging in a renewed strategic planning process in 2018.

Students:
Recruit and support a diverse population of curious, critical thinkers and future leaders who transform future environments through design.

- Recruitment efforts have thrived with the appointment of a new Director of Recruitment in spring 2019 and her reinvigoration of our Student Ambassadors program.
- A part-time Diversity Recruiter, an alumnus of the program, has been added to the staff.
- Advancement efforts have significantly increased the amount of scholarship funding available to students of under-represented populations and those with demonstrated financial need.
- Transformation of our Summer Design Academy for a digital platform during the pandemic expanded the school's and the program's reach to a wider population of students across the state. Since summer 2021, parallel digital and face-to-face design camps are attracting a growing number of students from under-represented populations.

Faculty:
Build and retain a diverse, collaborative, and professional community of leading design educators and scholars.

- Eight faculty members have been added at both tenure-track and non-tenure track ranks to foster integration of digital and parametric design thinking as well as to maintain desirable student-to-faculty ratios in the design studios in response to enrollment growth. More than half of these new faculty are women; one is a member of an under-represented population.
- Faculty research is prospering, including support from the National Endowment of the Humanities, the U.S. Department of Agriculture and its Forestry Service, and industry sponsors for work in digital humanities, wood and timber innovation, and attainable housing.
- Pedagogy and Program: Deliver reflective, proactive, and professional curricula and programs, attentive to the public mission of the University, the needs of the state, and the future of the world.
- Efforts to innovate, assess and advance curriculum are ongoing activities addressed throughout the APR and supported by bi-weekly faculty curricular discussions in department faculty meetings, an annual Super Jury event, and a robust program of public lectures, symposia, and exhibitions.
- Collaboration with Crystal Bridges Museum of American Art in its “Architecture at Home” exhibition (summer 2022), including engagement of the five participating architecture firms as distinguished visiting professors.

External Engagement:
Create a design community centered on service to Arkansas and beyond. Tangible contributions are being made through:

- Continued success of the UACDC.
- The establishment of the UDBS program at the Fay Jones School with projects in development for the Ross and Mary Whipple Family Center for Forestry Education at Garvan Woodland Gardens.
- Housing initiatives as a focus of UDBS, including the development of attainable prototypes, with a project under way in Pine Bluff, Arkansas.
- Stewardship of campus construction related to wood and timber initiatives, including leadership resulting in two mass timber campus structures, the Adohi Residence Hall, and the Library Annex.

Staff and Resources:
Provide holistic support and sustain commitment to advance the design mission of the school.

- An Assistant Dean for Administration has been appointed,
- A full-time Human Relations specialist has been appointed.
- A new budget director is charged with strategic planning for financial affairs.
- Organizational changes in management of the fabrication labs enhance services for our students and improve paths for advancement and personal professional development for the staff.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
The Fay Jones School strategic planning process included careful identification and scrutiny of external factors influence learning outcomes and opportunities. As noted in spring 2019, those factors included:

Fay Jones School of Architecture + Design External Factors

Global to Local
- Climate Change
- Urbanization, density, transportation, housing, mobility
- Technology and Data Sciences: presence, reliance
- Increasing income disparity
- Demographic and psychographic shirts (aging populations, gender equity,generational shifts)

Design Education
- Interdisciplinarity in design education
- Increasing reliance on technology in education and practice
- Increasing importance of soft skills in practice
- Increase in accelerated licensure
- Pressure toward vocational education in lieu of broader liberal education

Higher Education
- Increasing cost of higher education and student debt
- Increasing community college enrollment
- Increased number of first-generation college students
- Potential reduction in foreign student visas
- Increasing racial and ethnic diversity
- Generational psychographics

Professional
- Increasing gender equality and diversity/equity/inclusion in the profession and education
- Regulatory threats to licensure (in Arkansas)

When the leadership team revisited these factors in August 2022, following the pandemic and the realizations of the summer of 2022, a more succinct list of external factors and challenges, emerged:

- Financial Challenges, for both the institution and its students, including flat state budget appropriation in the face of program and enrollment growth; the rising cost of design education for our students whose financial needs grow; and increasing student debt.
- Changing Perceptions of Higher Education
- Psycho-demographic changes, including student wellness and mental health, serving needs of first-generation students, changing perceptions of work / life balance among all members of the school community, and recruiting and retaining a diverse population of students, faculty, and staff.
- Inability of campus infrastructure to keep pace with enrollment growth.
- Addressing through curriculum, public programming, research, and outreach the impact of climate change, particularly in the context of social justice.
- Imperatives of maintaining currency in emerging technologies, including the financial challenge of providing necessary hardware and software to students and faculty.

The Fay Jones School also recognizes the following strengths:
- Quality of undergraduate students, unprecedented enrollment growth accompanied by continual improvement in qualifications of entering students.
- A highly qualified and multi-generational faculty, including an AIA Gold Medalist and three ACSA Distinguished Professors, equally invested in teaching, research, and creative practice.

- Excellent teaching and learning facilities, including the AIA National Award-winning Vol Walker Hall and Steven L. Anderson Design Center and the planned Anthony Timberlands Center, scheduled for completion in fall 2024.
- Mutually supportive relationships with our allied programs in the school, Interior Architecture and Design, and Landscape Architecture as well as with the Master of Design Studies Program.
- Productive relationships with Fay Jones Schools outreach centers, including the University of Arkansas Community Design Center (UACDC), the Urban Design Build Studio (UDBS), and Garvan Woodland Gardens.
- The University of Arkansas Rome Center, founded by the Fay Jones School and currently a center of the Graduate School/International Education.
- An outstanding Student Success team.
- Strong support, including financial support, from alumni and friends of the school, evidenced in a successful capital campaign and robust advisory boards, the Professional Advisory Board and the Dean's Circle.
- Ability to use endowment funds to engage distinguished visiting faculty and project-specific consultants.

The Fay Jones School aspires to take best advantage of identified opportunities:

- To foster areas of research and school initiatives that contribute to the economic development of and social justice in the state and the nation including Wood and Timber, Resiliency, Health and Wellness Design, and Preservation Design, and Housing Design, including relationships with the Master of Design Studies Program that offers, or is developing, fields of concentration in these areas of excellence.
- To balance core values of teaching and learning with emerging technologies and evolving creative practices in curriculum development.
- To renew and reconceive studio culture as a shared value in the aftermath of the pandemic.
- To enhance students' paths toward professional success through exploration of required internships and accelerated paths toward licensure.
- To take full advantage of architecture faculty sub-disciplinary specializations and collaborative relationships with the allied disciplines to enable students to pursue non-traditional paths of design practice and alternate careers related to the design professions.
- To assume a leadership position in wood and timber research, design, and innovation with the opening of the Anthony Timberlands Center.
- To inculcate values of diversity, equity and inclusion in curriculum, outreach, and human resources practices.
- To benefit from growing data in curriculum assessment to support student success.
- To contribute to campus-wide strategic planning by the new chancellor, including continuing to assert the values of design excellence and environmental equity in the campus community.

The above-noted strengths, challenges, opportunities, and conditioning external factors will remain central in the implementation and assessment of the evolving strategic plan for both the Fay Jones School and the Department of Architecture.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
Maintaining strong and productive relationships with our alumni, practicing architects, and thought leaders in the allied professions locally, nationally, and internationally, provides necessary avenues

of discourse for measuring our efficacy in teaching and learning; regular dialogue with our academic peers deepens that context for self-assessment. These relationships also comprise a network that connects our students to a larger and more diverse spectrum of critical practices than the immediate community of architects in northwest Arkansas can provide, and challenging students and faculty alike to understand the relevance of their endeavors to regional and global social environmental needs. Outside input to forge these connections is sought both formally and informally.

Focused input on curriculum, integration between education and practice, and how critical social, environmental and industry developments shape practice is gleaned from the Fay Jones School's Professional Advisory Board (PAB), which interacts directly with each of the school's professional programs. Comprised of approximately 50 members, with equal representation among architecture, interior architecture and design, and landscape architecture, the board brings together a national cross-section of alumni including young alumni (within five years of graduation) and partners in the building industry, and allied disciplines; PAB by-laws establish as seat for the AIA Arkansas president. In biannual meetings, PAB members meet in discrete, discipline specific break-out sessions led by each department head and gather as a full board to discuss current challenges that shape practice and beg response in academic program development. Recent sessions have discussed student well-being and mental health relative to preparedness for practice; diversity, equity, and inclusion in the design professions; and the impact of emerging information technologies on practice. Typically, studio visits including reviews or other interactions with students, are highlights of the meetings and provide a context for discussions. In addition to the PAB, the Dean's Circle, also composed of alumni and industry leaders from the three design disciplines, provides overarching perspective and financial support for the school. Grown to 75 members in honor of the school's 75th anniversary, the group funds scholarships for entering and continuing students. Presentations of student design projects and faculty research, and discussion in response to them, often are included on the Dean's Circle agendas.

External reviewers, including PAB members, faculty from other universities, and practitioners are invited to all final reviews in each academic semester, and, on occasion, to mid-term reviews. Efforts also are made to include project stakeholders, donors (for sponsored projects), and recent graduates, particularly alumni from under-represented populations. Each academic year concludes with a "Super Jury" at which presentations of studio pedagogy and design work from each of the five year levels invite in-depth discussion and critical evaluation, all with a view toward assessment to foster pedagogical improvement and diversity in the next year's projects. Recent guest critics for Super Jury have included Yolande Daniels, studioSumo and Massachusetts Institute of Technology, Pablo Perez Palacios, Perez Palacios Arquitectos Asociados, and Jose Herasti, Mutuo (spring 2022); and Dana Cuff, Director, City Lab, UCLA, Carla Jackson Bell, Tuskegee University, Per Olaf Fjeld, Oslo School of Architecture and Design, and Juan Carlos De La Llera, Pontifica Universidad Catolica De Chile (2021).

Academic leadership (the dean, the associate dean, and the architecture department head) and the director of advancement all enjoy cordial relationships with alumni, both in the regional and nationally, who are eager to share observations on how well graduates have fared in their offices, as well as to communicate what they are looking for in future hires. More formally, participants in our annual Career Fair offer assessments of student portfolios, resumes and interview skills.

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

Program Response:
Aligning specific professional program learning objectives framed by NAAB student and program performance criteria together with the liberal and holistic learning objectives articulated by the University of Arkansas general education core has provided the architecture program with a structure for assessing student success. Biannual curriculum discussions, held at the first faculty meeting of each semester, often including break-out sessions of year level faculty who deliver co-requisite courses, draw from these measurements, as well as the recommendations of the previous semester's studio reviews and/or super jury, to assess the efficacy of teaching and learning with regard to content, methodology, and collaboration. Parallel discussion among the department head, the associate dean, and the student success team revisits these observations relative to metrics drawn from data on academic performance (grades), student retention and attrition, changes of major, enrollment of under-represented student populations, graduation rates, and job placement / graduate school enrollment.

The results of self-assessments also figure in faculty development. The department head's annual review of faculty engages both advisory input of the school peer review committee and each faculty member's self-assessment of accomplishments and challenges for the academic year.

5.3 Curricular Development

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

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:
The Department of Architecture Curriculum is assessed on a regular basis throughout any given semester. The frequency, process, and methods of evaluation are described throughout the APR Narrative in an effort to more closely align descriptions of process with outcomes and planning.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
The Department of Architecture is characterized by reflective and deliberate faculty that demonstrate a willingness to discuss and debate important issues, methods, and the content and structure of curriculum, studios and other course work. Necessarily, self-assessment remains an ongoing process in the Department of Architecture.

<u>In collaboration with the University</u>
The University requires all academic programs to maintain an assessment plan and present an annual assessment report to the university office of Institutional Research and Assessment. By agreement with the Provost and the Director for Program Assessment, the department utilizes the NAAB criteria as its reporting structure, thus linking the NAAB program and student criteria directly to university assessment and accountability for meeting program goals and describing what a student will be able to do with their degree. See: https://oir.uark.edu/assessment/academic-program-assessment.php.

Since the last accreditation visit, the university engaged in a qualitative assessment of general education curriculum to prepare students for success and lifelong learning by strengthening critical and ethical thinking skills, improving communication and enhancing understanding of human and cultural diversity. As a result, learning objectives and outcomes, conceived to be complementary

to the learning objectives of major areas of study, were established to add value to and expand upon the university general education core (see 4.2.2.). Faculty of each college of school, including representation from the Fay Jones School which holds a permanent seat on the University General Education Committee, contributed to the articulation of the protocols.
See: https://catalog.uark.edu/undergraduatecatalog/gened/generaleducation/#text.

For architecture students, required courses in the professional program can be used to fulfills four of the six general education learning outcomes, and faculty are required by the university to document fulfillment of the objectives in the Blackboard online learning system every semester the course is offered. There courses include ARCH 4433 (goal 1: strengthen written, oral, and multimodal communication abilities); ARCH 1222 (Goal 4, expand diversity awareness, intercultural competency, and global learning); ARCH 4523 (goal 5, demonstrate critical thinking and ethical reasoning), and ARCH 4016 (goal 6, gain the ability to synthesize, integrate, and apply knowledge developed throughout the undergraduate years.

Within the Fay Jones School and the Department of Architecture
Interpreting the NAAB student and program criteria enables the department to demonstrate educational achievement and improvement through ongoing assessment of student learning, supported by data collection and analysis. The NAAB criterial also facilitate ongoing assessment of student learning, undertaken with the leadership of the department head in collaboration with all faculty members and assisted by the student success advising staff through methods recommended by the university:

Direct Methods
Focused evaluation of student skills by experienced peers in the academy and praxis, through:

- annual Super Jury presentation and assessment report to the faculty;
- participation of guest reviewers, including national peers in academia regional and national practitioners, distinguished alumni with focus on graduates from under-represented populations, at a minimum at end of each semester, often augmented by guests at mid-semester reviews.
- engagement of studio consultants, particularly in the integrated design studio; visiting critics and guest lecturers in studios and selected professional core courses.

Analysis of trends in standardized testing and entry to the profession, including:

- Scores and pass rates on NCARB licensing exam
- Certification exams, including LEED, WELL

Internal review of “capstone” experiences including:

- Deliverables in integrated design studio and advanced studio (department faculty and studio design coordinators; evaluation and selection for department and school honors and awards.)
- Professional elective seminars (sub-discipline area faculty)
- honors program capstone projects (public presentations to school community, cyclic review by school honors committee; evaluation and selection of ARCC King Medal)
- Portfolios of student work (submitted and reviewed every semester studio-year faculty and coordinators)

Assessment of intra-disciplinary learning across year-level courses (all year-level faculty; end of semester department curriculum reviews) including:

- The design studio coordinators committee that meets every month to ensure awareness of activities in all studios, to facilitate communication between them, and to facilitate communication with allied co-requisite courses. Regular communication between design studio coordinators and faculty of co-requisite courses is essential for curriculum planning in preparation for each semester and encouraged throughout the semester.
- Beginning of semester architecture faculty meetings historically and currently include curriculum presentation, review, discussion and assessment with particular attention to horizontal and vertical connections in learning objectives and outcomes.
- All course syllabi are required to include statement of all NAAB program criteria and student criteria that the course addresses to provide a benchmark for assessment of learning relative to accreditation benchmarks and expectations.

Indirect Methods

- Course grades (associate dean, department head, together with director of student success scrutinize grades at end of every semester for trends in student success, efficacy in teaching and learning, on-time progress through the program. and enrollment management ramifications)
- Project-based assignment (analysis of grades, especially relevant to the design studios; student year faculty lead by studio coordinators)
- Graduation rates and time to completion (annual, end of academic year and in preparation of annual NAAB report), associate dean together with director of student success)
- Student interest in and admission rates into graduate programs
- Placement rates of graduates into appropriate career positions and starting salaries
- Student ratings of their knowledge, skills and reflections on what they have learned in the program (required student evaluation of instruction of all department courses)
- Student/alumni satisfaction with learning, collected through surveys, exit interviews, or focus groups
- Professional advisory board, outreach to the profession by the deans and department head, (AIA AR and national AIA; work of the director of advancement).
- Student participation rates in faculty research and creative activity, academic conferences, and professional meetings.
- Internal and external honors, awards, and scholarships earned by students and alumni.

Self-assessment includes an annual process for peer review by a faculty committee, which is advisory to the department head's annual evaluation of each faculty member. Evaluations address accomplishments and performance in teaching, service and practice or creative activity. The department head meets with each faculty member individually to discuss performance and the individual's career trajectory, with direct attention to teaching achievements and reciprocity between teaching and creative practice, research, and/or scholarship.

To assure continuity in assessment of student work, the department has articulated a rubric for student performance that sets forth explicitly performance levels associated with grading criteria. Although designed primarily to serve the design studios, the rubric establishes a common language for performance assessment across the curriculum. This coordinated content is included in all Department of Architecture Course Syllabi, which utilize a template.

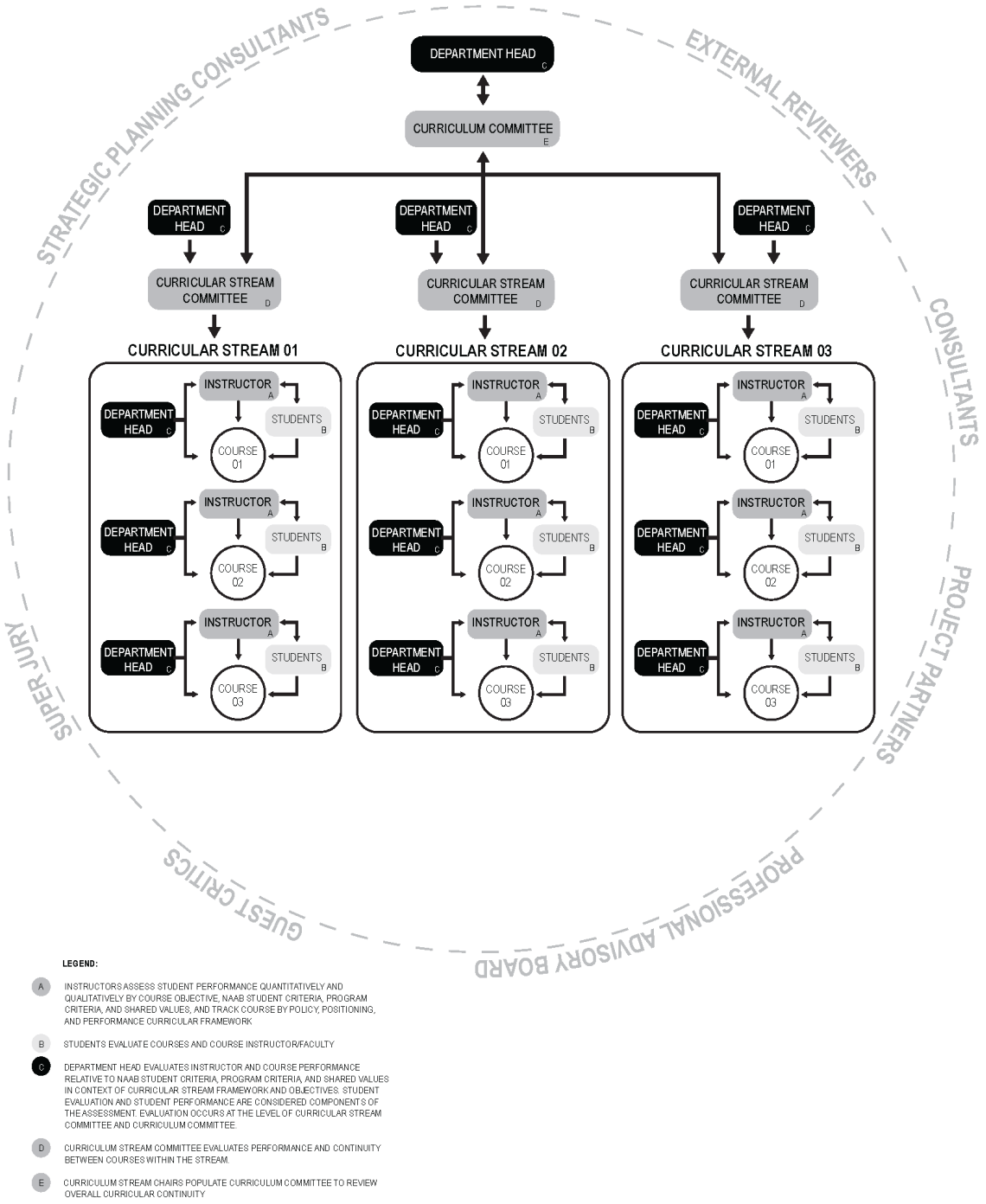

Figure 5. Diagram illustrating the relationship between direct and indirect methods of curriculum development and assessment described in narrative.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
The roles and responsibilities of personnel and committees involved in setting curricular agendas have been identified throughout the APR Narrative, in specific sections where the relationship of key individuals in decision making, and decision-making processes have been reinforced to illustrate outcomes. Section 5.3.1 includes isolated information as an example. The following outlines a global structure utilized by the Department of Architecture.

The Architecture Department Head is responsible for daily operational oversight, pedagogical leadership, and long-range planning for the Department of Architecture. With specific regard to curricular development, the Head is responsible for assessing and evolving the curriculum, faculty assignments, course scheduling, and resource management. So too working with the Associate Dean, the faculty and Student Services, the Head interfaces closely with students across the curriculum to measure efficacy of curriculum delivery and assure successful paths toward degree completion.

As is implicit in the University of Arkansas governance policies the articulation of curricular agendas and initiatives is a shared responsibility that engages all Department of Architecture faculty members, in collaboration with the Department and head and, where all-school programs and initiatives are concerned, the Dean. The interests and expertise of the faculty members contributes to longevity, diversity, and integrity in the curriculum as well as the teaching and learning that it fosters., both in support of and in critical response to administrative directions. Bi-weekly architecture faculty meetings provide a forum for discussion of shared frameworks of teaching, learning, curricular content, and, most important, interrelationships (horizontal and vertical) among courses, particularly required courses, in the professional program. All faculty members, including adjunct appointments and visitors are welcome to attend and participate in meeting discussions, though voting is limited to permanent members of the faculty at all ranks.

The Department of Architecture Curriculum Committee, appointed by the Department Head, is the primary governance structure charged with curriculum development and coordination; sub-committees devoted to topical, sub-disciplinary) foci of the curriculum and the design studio curriculum, each of which has a representative on the Curriculum Committee, support and enhance the work of the Curriculum Committee. The Department Head also appoints the area-specific committees. Because of the curricular independence of the three professional disciplines in the school, there is not an overarching all-school curriculum committee, but faculty from all professional disciplines work collectively on all-school initiatives notably a standing Honors Committee. Ad hoc committees can be appointed by the Department Head and/or the Dean to address discrete issues teaching, learning and governance.

The Curriculum Committee addresses curricular initiatives of the faculty, may, at the direction of the Department Head, entertain or develop specific proposals and changes to the curriculum, and is a forum for dialogue among the sub-disciplinary areas in support of holistic curriculum delivery and learning objectives. The Curriculum committee is constituted of:

- Studio Curriculum Chair (currently, Associate Professor Terry)
  Technology Committee Stream Chair (currently co-chairs, Associate Professor Messadi and Assistant Professor Kennedy)
- History/Theory Stream Committee Chair (currently Professor Goodstein-M)
- Professional Practice Curriculum Chair (currently Teaching Assistant Professor Boelkins)
- At-large Member (currently Teaching Assistant Professor Fitzpatrick)

The Studio Coordination Committee and NAAB Studio Curriculum Committee is composed of all assigned studio-level coordinators, engaging both fall and spring semester coordinates for the full academic year. Studio Coordinators are determined annually by the Department Head as part of the organization of the academic-year teaching schedule. Studio coordinators work with the Department Head in articulating year-level learning objectives, addressing both initiatives and concerns unique to the department's mission and initiatives as well as assuring compliance with NAAB criteria. Vertical coordination among the studio levels, and assessment of achievement of semester and academic year-long goals figure significantly in the studio coordinators' charge. Soo too, logistical coordination among the studios and as appropriate with concurrent courses, organization of the annual Super Jury, and planning of field trips fall to the studio coordinators. Currently, the Studio Coordinators Committee is constituted of:

- First Year: Associate Professor Terry (fall coordinator) and Assistant Professor Kuhns (spring coordinator)
- Second Year: Assistant Professor Baker (fall) and Assistant Professor Colangelo (spring)
- Third Year: Assistant Professor Holland (fall) and Assistant Professor Kennedy (spring)
- Integrated Design Studio: Assistant Professor Veloso
- Advanced Studios: Professor Folan
- At Large: Teaching Assistant Professor Waller and Teaching Assistant Professor Adams

Three focused subject areas committees -- History/Theory, Technology, and Professional Practice—provide input to the Department Curriculum Committee on specific proposals and changes, but most important they ensure horizonal and vertical coordination among required courses in their area of focus. The committees are populated by faculty who teach required courses in their area and provide a forum for both assessment of teaching and learning and planning of future initiatives. For example, the History/Theory Committee developed and oversees the minor in History and Theory of Architecture and Design, working closely with history /theory faculty in the school's allied disciplines. The subject area committees also can collaborate in development of professional elective offerings in their field.

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
The university and the school invest in their employees and respect the balance between professional development and personal well-being. The University of Arkansas *Faculty Handbook,*

maintained online, serves as a repository for Board of Trustees policy statements, Fayetteville Policies and Procedures, and Academic Policies that address faculty obligations and achievement, and their influence upon student success. Section II, “Academic Responsibilities of Faculty” addresses directly faculty workloads and policies that impact student performance including but not limited to grades, office hours, advising, research, scholarship and creative activity, textbooks and teacher and course evaluations. See https://provost.uark.edu/faculty-handbook/index.php.

The department of architecture adheres to equitable policies and procedures established by the University of Arkansas Board of Trustees, articulated in the Provost’s Academic Policy Series (see https://provost.uark.edu/policies/index.php), and rendered specific to the goals, objectives and professional standards of the Fay Jones School in its Personnel Document On Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure. The school personnel document defines criteria for appointments and performance at all ranks, including tenured, tenure track, and non-tenure track continuing appointments as well as the roles of lecturers and instructors. the last accreditation visit, the university has established clear paths and evaluative criteria for promotion for continuing non-tenure track faculty as well as tenure-track and tenured appointments,

Working closely with the office of the vice provost for faculty development, the dean prepares letters of appointment for all faculty that make clear specific work-load obligations, in teaching, research, creative activity and/or scholarship, and service; collegial participation in the life of the school also addressed. University standards for balancing workloads are made clear in the faculty handbook. See (https://provost.uark.edu/faculty-handbook/2-academic-responsibilities/02.php
Typical workloads in the Fay Jones School establish a measure of equity and expectations relative to the faculty member’s appointment:

- tenured and tenure-track faculty who teach in the design studio, (most of our faculty): 65% teaching, 25% research, scholarship, and/or creative activity; and 10% service
- tenured and tenure-track faculty without studio obligations:
  40-45% teaching, 40-45% research, and 10% service
- non-tenure track faculty (“teaching” faculty): 80 – 90% teaching; 10-20% service
- part-time faculty, lecturers, and instructors, 100% teaching with no other obligations

Faculty teaching assignments are calibrated by the department head each semester to balance faculty participation (at all ranks) in required professional program core courses, upper-level electives, and advanced studios. Since the last accreditation, the department has been compelled to increase the teaching work assignment for (non-tenure track) faculty to provide adequate resources in the design studios to meet our enrollment growth and maintain desired teaching to student ratios of approximately 1: 15.

These metrics, however, are flexible and frequently adjusted to grant faculty release from teaching and/or service to facilitate research and scholarly activities, to foster service in national organizations, and allow other opportunities for personal professional development and service to the community. Tenure-track assistant professors typically receive a one-course in one semester release prior to the three-year review. Off-Campus Duty assignments, to support faculty development in teaching, research and similar pursuits that advance the university, are available to faculty who have completed six years of continuous full-time employment with the university or who have completed six years of continuous full-time service since a previous Off-Campus Duty Assignment.

All faculty in the department of architecture are encouraged to cultivate their expertise in their fields of specialization, including research, scholarship, and creative practice, and, equally important, to maintain and enhance their teaching skills. The university's Wally Cordes Teaching and Faculty Support Center offers programs for new and long-serving faculty alike, sponsors a summer teaching camp, and promotes a series of awards programs (see https://teaching.uark.edu); the vice provost for faculty development has instituted mentoring circles for assistant and associate professors; and both faculty and professional staff are eligible to participate in the UARK Leaders Program. See: https://uark.sharepoint.com/teams/TalentDevelopment/Shared%20Documents/Forms/AllItems.aspx?id=%2Fteams%2FTalentDevelopment%2FShared%20Documents%2FSupervisor%20thru%20Leadership%20Development%2FUARK%20Leaders%20Program%2FProgram%20Overview%2FUARK%20Leaders%20Program%20Overview%2Epdf&parent=%2Fteams%2FTalentDevelopment%2FShared%20Documents%2FSupervisor%20thru%20Leadership%20Development%2FUARK%20Leaders%20Program%2FProgram%20Overview&p=true&ga=1).

In addition to benefitting from the expertise of the school's professional advisors, all architecture students are paired with a faculty advisor during the third year of the program. Through a careful selection process based upon student surveys, efforts are made to create mentoring partnerships between faculty and students who share similar interests in the discipline, allied areas of study and alternate career paths. Typically, faculty work with 10 – 15 student advisees each academic year. Engagement of upper-level students as teaching assistants and research assistants links undergraduate research and faculty development.

The school offers release time to both classified and professional staff members in support of their personal professional development. Routinely, staff members are afforded opportunities to pursue both undergraduate and advanced degrees at the university, taking advantage of reduced tuition waivers available to them. Through its Employee Development program, the university also provides resources, facilitation, and training for university employees to improve their work lives, departmental effectiveness, and institutional productivity and success, including the opportunity to earn diversity certification. For the professional staff, life-long learning in their fields of expertise is supported with funding for continuing education (budget director, IT staff); workshops (communications director, development officer, advising staff wood shop director); and conferences.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
Jonathan Boelkins, AIA NCARB, is the Architect Licensing Advisor and has served in this role continuously since 2016. Teaching assistant Professor Boelkins is a licensed architect since 2012 with Arkansas license number 4785, which is in good standing. He was recognized by NCARB as a Scholar in Professional Practice in 2019, one of 12 nationally.

In his role as the Architect Licensing Advisor for the Fay Jones School of Architecture + Design (FJAD), he serves as an information resource for students and recent graduate who have questions about the path to licensure, through lectures and presentations, but also through direct communication with individual candidates. Students are educated in the eligibility requirements for

establishing an NCARB record and strongly encouraged to create one and to begin recording their experience given recent changes in eligibility. Professor Boelkins offers guidance before and after graduation as candidates complete the Architect Experience Program (AXP), apply for Architecture Registration Exam (ARE), and apply for licensure with their respective state boards. Professor Boelkins, through his own experience in achieving reciprocity with the Oklahoma Board of Licensed Architects, Landscape Architects, and Registered Interior Designers, effectively demonstrates the process by which reciprocity is achieved and illustrates the varying nature of continuing education requirements.

As a licensed architect in Arkansas in good standing, Professor Boelkins is keenly aware of the registration requirements and procedures of the Arkansas State Board of Architects, Landscape Architects, and Interior Designers (ASBALAID). Professor Boelkins has also remained in close contact with the Architect Licensing Advisors Community, having attended previous national summits, in person in Chicago (2017), Minneapolis (2019) and plans to attend the 2023 summit next summer. Professor Boelkins has been in close communication with NCARB leadership in an effort to host information events at the Fay Jones School, though these events were postponed in recent years due to the pandemic.

In his tenure as the Licensing Advisor for the Fay Jones School and in the absence of events held directly by NCARB, he has communicated and collaborated with numerous student organizations including the American Institute of Architecture Students (AIAS) and the National Organization of Minority Architecture Students (NOMAS) to strengthen awareness of the required components of licensure and the importance of becoming licensed. Every student in the Bachelor of Architecture program is provided a significant introduction to the AXP and ARE process in ARCH 5314 Professional Practice, a course Professor Boelkins has also taught since 2016. He maintains up to date contact information for himself as the Licensing Advisor and for the school itself through My NCARB.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:
Faculty in the department of architecture are encouraged to cultivate their expertise in their fields of specialization, including research, scholarship, and creative practice, and, equally important, to maintain and enhance their teaching skills through a variety of opportunities and resources. The typical faculty load for department of architecture faculty who teach in the design studio—the majority of our faculty-- is 65% teaching, 25% research, scholarship, and/or creative activity; and 10% service; that metric, however, is flexible and frequently adjusted to grant faculty release from teaching and/or service to facilitate research and scholarly activities, to foster service in national organizations, and allow other opportunities for personal professional development and service to the community. All faculty are eligible to apply for off campus duty assignments to pursue research and creative activity after six years of continuous service.

Similarly, the school offers release time to both classified and professional staff members in support of their personal professional development. Routinely, staff members are afforded opportunities to pursue both undergraduate and advanced degrees at the university, taking advantage of reduced tuition waivers available to them. For the professional staff, life-long learning in their fields of expertise is supported with funding for continuing education, workshops, and conferences. Upper administration investment in preparing the campus's next generation of leaders has provided enhanced opportunities for both faculty and staff as well as newly-appointed administrators.

As a department that values making as a significant aspect of design research, the department sanctions professional practice by faculty, as long as that practice remains in compliance with university protocols for conflict of interest. Maintaining a visible contingent of faculty who practice is considered essential to the vitality and integrity of the department as a first professional degree program, and critical, peer-reviewed creative activity is recognized in the faculty annual review process.

For evidence of the range of personal professional development endeavors of faculty and staff, see section 2, Shared Values, "Faculty Research"

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
The school's student success center coordinates and serves as a clearinghouse for information pertaining to all formal recruiting, new student orientation, 1:1 advising and mentoring, scholarship assistance, degree audits, career counseling and graduation clearance. Our students appreciate having a "one-stop" accessible approach that fits their busy lifestyles.

Across campus, the Associate Deans are recognized as each academic unit's primary liaison with the university's Division of Student Affairs, the campus unit charged with ensuring that University of Arkansas students have a successful university experience, both in and out of the classroom.

The make-up of the student services team includes a director, two professional academic counselors, and a recruiting professional that also leads the school's student ambassador team. This team coordinates recruiting, admissions, advising and retention in the school and works cooperatively with other units of the campus concerned with student life. Working closely with the Associate Dean of the Fay Jones School, the Director of Student Services also helps to identify and integrate information and data analytics to facilitate student success actions and evaluate outcomes.

A professional, nurturing relationship with students begins upon their initial visit to the school. Welcomed by the Recruitment Coordinator, all prospective students (and, typically, their parents) are apprised of Student Service's endeavors to support every facet of student well-being and successful progress towards graduation. As well, they receive detailed information regarding curricular requirements and programs aimed at assuring a positive transition into the profession, including career development programs and services. Members of our Student Ambassadors team, trained by the Recruitment Coordinator, also participate in visits of prospective students, providing tours of the school's facilities and, equally important, offering a student's perspective on academics and student life that makes clear the accessibility, professionalism, and empathy of the Student Services team. Since the last accreditation visit, the appointment of a part-time Diversity Recruiter together with the appointment of the Assistant Dean for Diversity have provided additional points of contact for prospective students of under-represented populations. Participation by the Recruitment Coordinator, the Diversity Recruiter, often supported or joined by program alumni, faculty, and the Department Head, in state-wide, regional, and national make important connections to prospective students who cannot visit the school.

Recognizing the importance of supporting our first-year students, we hired a professional academic counselor in 2019 dedicated solely to this cohort. This not only help to off-set the growing caseload of a single counselor but allowed production of programming aimed at supporting first-year students.

Our senior academic counselor is tasked with advising second-year students. Prior to entry to the third year, students receive a questionnaire concerning their interests and future academic or career goals. The senior academic counselor, in conjunction with the department head, reviews the questionnaires to determine the best fit with a faculty mentor. While the senior academic advisor remains the as the primary advisor for all students, a faculty mentor meets with her/his mentees prior to every registration period. In addition to charting progress toward degree completion, discussions focus on the student's personal professional and scholarly development, particularly the students' interests within the field of architecture and its allied disciplines and what they would like to achieve in the coming and future semesters.

The student success center also serves as the main resource for students seeking information on scholarships, career information, and any resources that is critical in assisting our students with college life. Mass emails and social media serve as tools for communicating important dates and deadlines, opportunities, and upcoming events to the student body. A central monitor in the lobby also broadcasts important dates and activities.

The University is committed to the mission of placing "students first," and the student success center is equally committed to this objective of facilitating the holistic development of every Fay Jones School student. We share the university's obligation to make every effort to offer equal educational opportunities for all students and to improve the total university experience for students in the following areas:

- The Center for Education Access where they are committed to improving the university experience for students with disabilities: https://cea.uark.edu/
- The Pat Walker Health Center's Counseling and Psychological Services where they are committed to supporting University of Arkansas students with all mental health care needs: https://health.uark.edu/mental-health/index.php
- The University of Arkansas Student Success Center on campus offers tutoring, academic coaching, writing assistance and drop-in career counseling: https://success.uark.edu/

Fay Jones School students enjoy access to all University of Arkansas facilities, including the full extent of the university library system, an array of sports, recreation amenities, and university housing. A calendar of events, published electronically daily, keeps students informed of exhibits, concerts, lectures, and other special events across campus and in the community.

Through curriculum development and extra-curricular opportunities, the architecture program exposes students to a variety of models for professional practice, including alternative career paths. We make every effort to engage visiting lecturers in the studio, fostering networking opportunities for our students, as well as involving students in the hosting of lecturers and guest critics, with a view toward demystifying their entry into the profession. The school's Dean's Circle and Professional Advisory Board also provide opportunities for student involvement and networking, setting an important tone for the reciprocity among professional practice, professional education, and life-long learning as well as exposing the scope and diversity of contemporary architectural practice. All indications are that architectural firms in the region and across the country value our graduates. In many cases, the relationships upon which this perception is built begin with our

faculty, who, in the end, are our students' strongest links to the profession. Through dedicated mentorship, the faculty generously recommends students and often seeks opportunities for them at esteemed firms, government agencies, and non-profit organizations around the country and the world. Currently, recent graduates are employed at Marlon Blackwell Architects, Ennead, Wheeler Kearns, BKV Group and Frank Gehry. This is a small sampling of the prestigious offices that our graduates are employed. In addition to being accepted by the likes of Harvard and Yale, we also have several graduates in tenure-track positions.

The Director of Student Services creates and manages the career readiness for Fay Jones students by providing strategies for student success by coordinating employer outreach, academic departments, advisory boards, and design partners. Students can also receive support for internships, job placement and job skills through the University's Career Development Center (https://career.uark.edu/cdc/). The center provides career counseling, resume reviews, mock interviews, and job search strategies. They also organize campus-wide career fairs, career events and information sessions.

The school has hosted a discrete career fair for the design professions, engaging all three of our academic units. In spring 2022, we hosted 65 firms (post-pandemic) with great employment and networking opportunities for all Fay Jones students. We also offer workshops and other preparatory events (e.g., portfolio review) offered throughout the academic year using local and regional professionals to facilitate.

There are resources to assist our students:

- Faculty and area professionals are on-call to assist with resume/portfolio development
- A monthly in-house career newsletter with information on internships, jobs and volunteer opportunities
- Student organization-led workshops and firm crawls

The required professional practice course is another important venue for exploring career planning, including the Intern Development Program (IDP). The importance of IDP to students aspiring toward licensure is reinforced by strong connections to the state IDP coordinator and the school's IDP coordinator. Increasing the leadership of our AIAS chapter has recognized the importance of starting early to prepare for licensure and has sponsored programs to deepen the students' connections with practitioners, particularly our local AIA membership.

5.5 Social Equity, Diversity, and Inclusion

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

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The University of Arkansas envisions "a world committed to inclusivity, where diversity, equity, access, and civility are valued as a part of our culture, climate, and everyday lives. We strive to make this vision a reality by reinforcing inclusive excellence in everything we say and do. We have a responsibility as engaged citizens to consistently incorporate behaviors and practices that support an inclusive environment on campus, in Arkansas and everywhere." The Fay Jones School echoes the university's pledge to ensure *all* students thrive and feel a sense of belonging, regardless of

their ethnicity, gender, socioeconomic status, or any other characteristic. The school's strategic plan makes clear that we commit to enriching diversity through a culture of respectful collaboration and inclusion within our school, across the campus, and into the community. See https://diversity.uark.edu and https://fayjones.uark.edu/about/diversity.php

While the school responded proactively and with urgency to the inequities brought to light in the summer of 2020 and the attention to critical race theory that they catalyzed, our efforts to improve access to and inclusion to the design profession already were deeply embedded in our culture and policies. As early as March 2007 the Fay Jones School adopted a pioneering diversity plan that sought to improve inclusion and understanding of under-represented populations through initiatives in student recruiting, faculty and staff hiring, and curriculum. Fueled by the restructuring of the campus Division of Diversity, Equity and Inclusion and the appointment of Dr. Yvette Murphy-Erby as Vice Chancellor for Diversity, Equity and Inclusion, Dean MacKeith charged a committee of students, staff, and faculty to forge a revised DEI policy for the school in 2018, Those initial efforts focused on data-gathering and assessing the "climate" of the school relative to diversity and inclusion. In summer of 2020, an ad hoc committee of faculty volunteers took the foundational work further, making recommendations in an August 2020 Report, "Equity By Design, Emergency Action Plan to Provide More Inclusive, Accessible and Diverse Design Education." Discussions made clear that responding proactively meant confronting complicated perspectives on diversity through the lenses of race, gender, and class. In academic year 2020-21, Dean MacKeith charged an all-school committee to take this work forward, but the appointment of Associate Professor of Landscape Architecture Gabriel Diaz Montemayor as Assistant Dean for Diversity Equity and Inclusion underscored the centrality of these efforts in the culture of the school. The impact of this appointment is made clear in sections 5.52 and 5.53 of this report.

From the outset of our renewed commitment to issues of diversity, equity, and inclusion last summer, while everything we work on in this cause is necessary, we understand that our work will also always be insufficient. Given the longer, larger (national) and specific (school) histories of insufficient achievement in diversity, we must admit that our work is never enough, even as we proceed with the best of intentions, the most solid of processes, or the greatest of resources.

- Human Resources:
  Increasing recruitment and inclusion of diverse students, faculty, and staff is articulated as a guiding priority in the Fay Jones School strategic plan. Every effort is made to assure that faculty and staff searches, as well as the hiring of student workers, is conducted credibly with thorough, fair, and consistent processes and the ambition to achieve greater diversity in our school community. The school is committed to achieving a greater diversity of faculty appointments through the composition of search committees – all of which now include the Assistant Dean for Diversity, Equity and Inclusion, candidate pools and finalist candidate selections. All search processes are reviewed and approved by the University OEOC, which requires Search Committee Training all members of a search committee; (see https://oeoc.uark.edu/recruitment-information/recruitment-manual/Step-Three-The-Committee.php). We are acutely aware, however, that while gender equity on the architecture faculty has improved through all ranks, with approximately 42% of all permanent faculty women), significant gains must be made in attracting BIPOC faculty members and supporting women faculty in the attainment of tenure and promotion to associate and full professor ranks. We are optimistic that the combined impact of anticipated retirements and the growing diversification of the larger northwest Arkansas community will provide opportunities to address these goals.

- Physical Resources:
  As addressed below in section 5.5.5, the university provides extensive options for accommodation of all faculty, students, and staffs in its buildings and grounds. In addition to assuring that our teaching, learning and support spaces are fully compliant with ADA requirements, since the last accreditation the campus has paid particular attention to creating a sense of belonging through the availability of psychically safe space, including renovation of the Center for Multicultural and Diversity Education (https://multicultural.uark.edu/), the construction of a Student Success Center (https://success.uark.edu/), a significant addition to the Pat Walker Health Center, and, in our own building, redesign of the former "Media Center" into a Student Success Center.

- Financial Resources:
  Both the university and the school have invested significantly to inculcate a culture of belonging, diversity, and inclusions.

The strategic goals of the university Office of Diversity, Equity and Inclusion include securing external funding resources and engage in research and knowledge creation regarding diversity and inclusion efforts. Beginning in academic year 2019, the university marshalled grants, philanthropic support and reinvested revenue generated by its services to create the IDEALS institute, a hub of training, research and support for diversity and inclusion efforts across the state. In addition to consulting with its staff for DEI programming and strategic planning, the school partnered with the IDEALS institute and the Arkansas AIA Women's Committee to offer a session on building equity in the profession at its 2019 annual conference. Especially impactful on campus climate is the "OUCH! That Stereotype Hurts," a training available via Blackboard (online learning system) to help participants identify hurtful stereotypes and respond appropriately. The Fay Jones School partnered with the university and its peer academic units to fund this program, now required of all school faculty; it will launch for students in fall 2022.

Within the school, the assistant dean for Diversity, Equity and Inclusion is provided a discrete budget to support academic activities, programming, and outreach, and a consultant, architecture alumni Reggie Wright, (B.Arch., 1998) has been retained to spearhead student recruiting of under-represented populations with focus on the Arkansas delta, a traditionally underserved area of the state. Mr. Wright also provides mentorship for students of color.

At the center of all DEI work is providing resources for our students of under-represented groups. Advancement efforts in student support have highlighted need-based scholarship, with a growing percentage of new school scholarships dedicated to serving this goal. Even in the award of merit-based scholarships, the department of architecture awards committee prioritizes scholarship for students showing the most critical economic need. In partnership with the Honors College, the school also has created PATH Scholarships, awards for high academic achievers from underserved communities that also support mentorship for recipients. These efforts have been successful in retaining underrepresented students and easing their path into professional practice.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
The FJSAD being within the University of Arkansas, is first regulated by several policies related to diversity, equity, and inclusion in the recruitment hiring of faculty and staff, and these are strictly followed. These are, as briefly described:

University Level Policies
Recruitment of faculty and staff at the University of Arkansas is a task where Human Resources https://hr.uark.edu/ and the Office for Equal Opportunity Compliance and Title IX (OEOC) https://oeoc.uark.edu/ work together to ensure the compliance of policies related to diversity, equity, and inclusion. These policies are in place, as we are federal contractors. Equal Opportunity, Compliance & Title IX monitors the university staff and faculty recruitment processes to ensure that all applicants receive equitable consideration, the university's efforts in hiring members of underrepresented groups are strengthened, and the required documentation of good faith efforts to achieve equal opportunity and placement goals are maintained.

In order to enhance educational diversity, the University of Arkansas seeks to include and integrate individuals from varied backgrounds and with varied characteristics such as those defined by race, ethnicity, national origin, age, gender, socioeconomic background, religion, sexual orientation, disability, and intellectual perspective. Expanding outreach and recruitment efforts will assist the university in making good faith efforts to recruit, employ, and promote qualified minorities, women, individuals with disabilities and veterans.

In accordance with the Proactive Recruiting Policy, departments and campus units are required to use at least three recruitment activities within their respective discipline or field that target diverse populations. The use of low- or no-cost activities such as email listservs, professional contacts and organizations is recommended. For the complete policy, visit: Academic Policy Series 1405.16G or Fayetteville Policies and Procedures 204.1.

DEI conversations, criteria, and perspectives guide and permeate through the life of the Architecture program and the FJSAD. From faculty meetings to funding and development targeting specific DEI challenges (especially, the recruitment of students from minority and underserved populations of Arkansas) to the inclusion in these conversations and consultations of the FJSAD's Professional Advisory Board (PAB) on how to address DEI in the one accredited Architecture program in Arkansas.

Faculty Searches, Recruitment, and Hiring at the Fay Jones School
The Fay Jones School has implemented a series of actions with the purpose to achieve a proper representation of the population of Arkansas in its faculty. The FJSAD acknowledges that this task is ambitious and also determined by systemic constraints existing beyond the school and university confines. When in a search for faculty and staff, the FJSAD publishes advertisement in several newspapers related to the discipline and the profession, both nationally and internationally. When crafting the postings for faculty searches, the FJSAD includes a school specific diversity statement -in addition to the standard university statements- which has had several forms but has remained constant and full in its principles and commitment to Diversity:
https://fayjones.uark.edu/about/diversity.php

In the latest search for two assistant professors in the architecture department, a DIVERSITY, EQUITY, AND INCLUSION INITIATIVE OF THE FAY JONES SCHOOL was included in the posting: *The University of Arkansas is an equal opportunity, affirmative action institution. The university welcomes applications without regard to age, race/color, gender (including pregnancy), national origin, disability, religion, marital or parental status, protected veteran status, military*

service, genetic information, sexual orientation, or gender identity. Persons must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.

Furthermore, the faculty and staff of the Fay Jones School are committed to having faculty, staff, and a student body that reflects the diversity of the state and nation. We understand we can only fulfill our mission in education to the state and nation by working towards this goal. Our school is currently engaged in the short to long term planning and immediate implementation of a Diversity, Equity, and Inclusion Initiative. The Fay Jones School of Architecture + Design and the Department of Architecture actively seek and invite underrepresented individuals to apply for these two positions

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Search committee members are required to have an up-to-date status in non-bias training before participating in any discussions and evaluations with and of the candidates. A description can be found here: https://oeoctraining.uark.edu/register_schedules.php?courseID=30235
Since the establishment of the Assistant Dean for DEI position, starting in the 2021-22 academic year, the Assistant Dean for Diversity, Equity and Inclusion (DEI) has participated as a search committee member in all faculty searches in the Fay Jones School, bringing into the whole process a perspective from DEI, from the crafting of the advertisement, to analyzing the pool of candidates in their diversity (number of applicants, racial and ethnic origin, gender, sexual orientation), to analyzing the work of the candidates in relationship to DEI, to participating in the committee discussions for the selection of finalists, to reporting this analysis to the Dean and Associate Dean, before finalists are selected and submitted to the OEOC who will provide a final approval, or not, from the same perspective. When the finalists are interviewed, the FJSAD makes to sure include questions on DEI, the perspective of the candidates with DEI, their work in relationship to DEI, and their commitment to DEI.

As part of its initiatives to achieve a proper representation of the society of Arkansas in the faculty, staff, and student body, the Fay Jones School has recently joined, in 2022, the Dean's Equity and Inclusion Initiative https://www.deansequityandinclusioninitiative.com/ with the objective to support, in the immediate future, our minority junior faculty members or faculty members invested in DEI efforts, to ensure their success in their academic careers towards tenure and relevant scholarship.

Faculty and Student Diversity Statistics

State of Arkansas
The population estimates for Race and Hispanic Origin in Arkansas in 2021, as published by the US Census, are: 78.6% White, 15.7% Black or African American alone, 1.1% American Indian and Alaska Native alone, 1.8% Asian alone, 0.4% Native Hawaiian and Other Pacific Islander alone, 2.3% Two or More Races, 8.3% Hispanic or Latino, 71.3% White alone, not Hispanic or Latino. See https://www.census.gov/quickfacts/AR

Diversity Breakdown of the Architecture Faculty at the Fay Jones School
According to public data from the Office of Institutional Research and Assessment of the University of Arkansas which can be found here: https://oir.uark.edu/datasets/faculty/index.php is as follows for 2021: Out of 24 total faculty in the Department of Architecture, including tenured, tenure-track, and non-tenure track or tenured: 75% (18) are White; 17% (4) are unknown (did not report or did not respond or did not wish to respond); 4.17% (1) is a non-resident; and 4.17% (1) is African American. 54% of the faculty was male, while 46% was female. In comparison, in year 2014, the year of the last accreditation cycle, there were a total of 19 faculty members (9 tenured, 3 tenure-

track, and 8 non-tenure track) where 79% (17) were White, 5% (1) was two or more races; 11% (2) were non-resident, and 5% (1) was Hispanic. 68% of the faculty was male, while 32% was female. As demonstrated by yearly data (2014-2021) of this university public data report, if can be identified that there are general stable levels with regards to the racial/ethnic composition of the faculty, and a significant improvement of the proportion between male and female faculty:

Department of Architecture																
Faculty Count by Ethnicity																
Year:	2014		2015		2016		2017		2018		2019		2020		2021	
White (WH)	15	79%	15	79%	16	76%	17	77%	17	77%	17	77%	15	75%	18	75%
Two or More (TM)	1	5%														
Non-Resident (NR)	2	11%	2	11%	3	14%	2	9%	2	67%	2	9%	1	5%	1	4%
Hispanic (HS)	1	5%	1	5%												
Indigenous American (IA)			1	5%	1	5%	1	5%								
Unknown (UN)					1	5%	2	9%	3	14%	3	14%	4	20%	4	17%
African American (AA)															1	4%
Totals	19		19		21		22		22		22		20		24	
Faculty Count by Gender																
Female	6	26%	5	26%	6	29%	7	32%	7	47%	8	36%	8	40%	11	46%
Male	13	74%	14	74%	15	71%	15	68%	15	68%	14	64%	12	60%	13	54%

Diversity Breakdown of Students in the Department of Architecture

According to the 11th day report of the Spring 2022 semester (the 11th day report for the fall 2022 semester is to be available on September 9th, 2022) the Architecture program had 413 students: 70.7% Caucasian; 5.3% Caucasian and Hispanic; 7.26% Hispanic; 3.4% African American; 1% African American and Caucasian; 2.7% Asian; 1.45% Asian and other; 2.91% Foreign; 3.4% American Indian, Alaskan Native, and/or Other; 1.94% Did not respond or did not wish to respond. Gender: 53.27% male students and 46.73% female students.

In 2014, according to public data from the Office of Institutional Research and Assessment of the University of Arkansas which can be found here: https://oir.uark.edu/datasets/student/index.php the Architecture department had 304 students with this racial/ethnic breakdown: 63% were white; 12% were non-resident; 13% were Hispanic; 6% were African American; 2.3% were Asian; 1.32% was American Indian; and 2.63% were two or more races. Gender: 62% were male, while 38% were female.

As can be assessed by the chart below, these numbers may point at a reduction in the presence of the Black/African American minority students from 2014 to 2021. In 2014, there were less white students, resulting in a higher general diversity in the Architecture student body. In 2014, Hispanic and non-resident student community members were high, when compared to the state's demographic indicators, and were also higher when compared to the 2022 Spring semester statistics.

Department of Architecture																
Student Enrollment Ethnicity																
Year:	2014		2015		2016		2017		2018		2019		2020		2021	
White (WH)	190	62.5%	203	62.8%	209	66.6%	224	65.9%	252	68.7%	258	68.3%	284	66.2%	327	69.3%
Unknown (UN)	2	0.7%	2	0.6%	3	1.0%	1	0.3%	5	1.4%	4	1.1%	7	1.6%	7	1.5%
Two or More (TM)	8	2.6%	10	3.1%	6	1.9%	11	3.2%	16	4.4%	15	4.0%	24	5.6%	24	5.1%
Non-Resident (NR)	37	12.2%	41	12.7%	31	9.9%	31	9.1%	28	7.6%	24	6.3%	25	5.8%	15	3.2%
Indigenous American (IA)	4	1.3%	3	0.9%	3	1.0%	4	1.2%	2	0.5%	2	0.5%	1	0.2%	2	0.4%
Hispanic (HS)	38	12.5%	39	12.1%	41	13.1%	49	14.4%	41	11.2%	51	13.5%	59	13.8%	66	14.0%
Hawaiian and Other Pacific Islander (HW)	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Asian (AS)	7	2.3%	9	2.8%	8	2.5%	9	2.6%	8	2.2%	10	2.6%	11	2.6%	12	2.5%
African American (AA)	17	5.6%	16	5.0%	13	4.1%	11	3.2%	15	4.1%	14	3.7%	17	4.0%	19	4.0%
	304		323		314		340		367		378		429		472	
Student Enrollment by Gender																
Female	116	38%	136	42%	139	44%	166	49%	177	48%	172	46%	206	48%	223	47%
Male	188	62%	187	58%	175	56%	174	51%	190	52%	206	54%	223	52%	249	53%

Comparing the Diversity of Faculty and Students

As can be demonstrated by comparing this data, while some student groups may be 'over-represented' as is the case of Asian students (1.8% of the population of Arkansas vs 2.7% of students in the Architecture program) there are gaps in the representation of minorities population of Arkansas in the faculty and student body of the Architecture Department at the Fay Jones School

The greatest misrepresentation -absence- is found in the proportion of Black/African American Architecture community members, where in 2021 there is only one, non-tenure track/tenured, faculty member (equivalent to 4.17% of the faculty), and there was a total of 3.4% African American + 1% African American and Caucasian students in the architecture program; in a state where the Black /African American population is 15.7% Black or African American alone. Smaller gaps are found in the representation of other minorities in the student body, including Hispanic or Latino, 8.3% Hispanic or Latino in Arkansas vs 7.26% Hispanic in the architecture student body; while there are no declared Hispanic or Latino faculty members in architecture (according to the referred public statistics), the Architecture department does have a Brazilian tenure-track faculty member.
It should be considered that the 11th day report as done in the Spring of 2022 doesn't account for demographic statistics the same way as the 2014 public university records on the faculty and student population of the Architecture program, these are similar, but not the same.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

As is made clear by the previous data and analysis, the greatest challenge towards achieving a proper representation of the population of Arkansas in the Architecture program at the FJSAD is the recruitment and retention of Black/African American students. But it is not the only one.
As also described in 'Section 2 Shared Values of the Discipline and Profession: Diversity, Equity, and Inclusion' of this APR, the FJSAD engages and implements a diverse array of recruitment and retention activities for the benefit of its students and general community. The goal being the achievement of a proper representation of the population of Arkansas in the FJSAD's community and programs.

'Equity by Design', a plan for DEI at the FJSAD from the summer of 2020:
The commented plan/initiative (in Section 2, DEI aspects, of this report) put together by an ad-hoc workgroup from the FJSAD's faculty (with members from all three disciplines) and the Dean's office in the summer of 2020 (responding to the social-racial upheaval) 'Equity by Design: Emergency Action Plan to Provide More Inclusive, Accessible + Diverse Design Education' established a preliminary set of recommendations organized in the 'urgent', 'mid-range', and 'long-term' phases. By fall of 2030, the workgroup recommended the objective to achieving the recruitment and retention of a student body that is 15.4% Black/African American (which at the time was the percentage of this population in the state of Arkansas, today it is 15.7% according to the US Census projections).

FJSAD's Recruitment and Retention Resources and Actions:
The FJSAD has a dedicated person for recruitment coordination who oversees responding and searching to/of national and regional recruitment fairs to enhance the school's presence and exposure, providing with daily tours and orientation to parents and prospective students (set by appointment), providing with information of the FJSAD and its programs via email and telephone to prospective students and their parents, assisting with student orientation and teaching at the University Perspectives course.

In addition, since 2021, the FJSAD has hired a 'Diversity Recruitment' specialist who is in the specific charge of assisting recruitment efforts targeting Black/African American students and mentoring them as part of the FJSAD's retention efforts. This includes recruitment visits to the Delta region of the state of Arkansas where the largest share of the Black/African American population of the state lives.

With the establishment and operation of the Assistant Dean for DEI position, the FJSAD maintains a connection with university level recruitment and retention efforts (for both faculty and students), as part of the 'Diversity Leaders' and 'Diversity Strategy' groups led by the vice-chancellor for DEI of the University. This link ensures the participation of the FJSAD with university organized recruitment and retention activities, such as those related to feeder high-schools in the Delta region through the U of A-Connection program. In addition to racial/ethnic recruitment and retention, the Assistant Dean for DEI assists efforts for the construction of a culture of belonging where LGBTQ+ students are included. This is done in connection and liaisons the FJSAD with the Center for Multicultural and Diversity Education of the University of Arkansas https://multicultural.uark.edu/ . In this relationship, the FJSAD has recently (summer 2022) coordinated the representation - including faculty, staff, and students- of the school at the Northwest Arkansas Pride Parade (as it has been doing for years now) and has assisted an emerging RSO for LGBTQ+ and neuro-divergent students at the FJSAD, which is still on the shaping.

The Assistant Dean for DEI meets with the Dean and Associate Dean on a bi-weekly basis for the development, planning, and evaluation of DEI initiatives and actions at the FJSAD. The Assistant Dean for DEI meets monthly with the Diversity Strategy and Diversity Leaders groups of the University, led by the vice-chancellor for DEI, to keep the FJSAD connected to the university's DEI initiatives and actions.

Towards a Culture of Belonging
The FJSAD therefore participates in the university wide effort towards the social construction and transformation for a culture of Belonging. See https://belonging.uark.edu/

As commented in Section 2 DEI, the FJSAD, through the Dean's Office, the Lecture Series Coordination Appointed faculty, the Exhibitions Appointed faculty, the Architecture Department head, the LA and IARD dept. heads, and the Assistant Dean for DEI, collaborate in diverse offerings for the creation and transformation of a culture of Belonging (where all belong) as progressively enabled by lectures, workshops, panels, exhibitions, events and memorials honoring, teaching and learning on DEI and social/environmental justice.

One specific recent initiative is the Together in Diversity and Design lecture and workshop series, where, since the spring of 2022, the FJSAD has invited emerging scholars and practitioners focused on DEI aspects, social and environmental justice. In the Spring of 2022, Marc Miller from Pennsylvania State University lectured and delivered a rapid seminar focused on Afro-Native Futurisms, while Tara Dudley from UT Austin lectured and delivered a rapid seminar on Black/African American women and Architectural preservationists. In the fall of 2022, Borderless Studio from San Antonio/Chicago, composed of Paola Aguirre and Dennis Milam, will lecture on their renowned community engagement projects in minority majority and vulnerable communities in Chicago, and will deliver a workshop on their design and planning with the community (not for) methods. All these events are open to all students, faculty, and staff of the FJSAD.

This focus is also present in the content and diversity of courses addressing DEI, including elective courses, studios as service-learning opportunities where social responsibility and compassion is stimulated, the University Perspectives course (taught to all freshmen students), and the history and theory courses.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
The University of Arkansas Mission Statement explicitly aspires to *"Attract, retain, and engage our workforce to advance the mission of the University of Arkansas and foster an inclusive, healthy, and productive campus community where all can thrive."*

The University of Arkansas is committed to providing an inclusive and diverse learning and working environment. Our campus strives to be a place that inspires thought, creativity and growth. We must emphasize this commitment to inclusion so diversity, access, equity and civility become part of the fabric of our institution. We Are Committed is an initiative led by the Office for Equal Opportunity, Compliance & Title IX centered around three *ACT*ions:

- to *A*ide in stopping the acts or incidents of discrimination, and sexual misconduct.
- to *C*hampion inclusive excellence through equity, access, civility, diversity and inclusion
- and to *T*ell someone who can take action about your concerns or report it online at report.uark.edu.
-

Campus Recruitment: Human Resources, OEOC and Title IX work together to ensure compliance. Policies are in place, as we are federal contractors. Equal Opportunity, Compliance & Title IX monitors the university staff and faculty recruitment processes to ensure that all applicants receive equitable consideration, the university's efforts in hiring members of underrepresented groups are strengthened, and the required documentation of good faith efforts to achieve equal opportunity and placement goals are maintained.

In order to enhance educational diversity, the University of Arkansas seeks to include and integrate individuals from varied backgrounds and with varied characteristics such as those defined by race, ethnicity, national origin, age, gender, socioeconomic background, religion, sexual orientation, disability, and intellectual perspective. Expanding outreach and recruitment efforts will assist the university in making good faith efforts to recruit, employ, and promote qualified minorities, women, individuals with disabilities and veterans. In accordance with the Proactive Recruiting Policy, departments and campus units are required to use at least three recruitment activities within their respective discipline or field that target diverse populations. The use of low- or no-cost activities such as email listservs, professional contacts and organizations is recommended. For the complete policy, visit: Academic Policy Series 1405.16G or Fayetteville Policies and Procedures 204.1. The University's policy prohibiting discrimination is contained in Fayetteville Policies and Procedures 214.1 ("Discrimination (Including Discriminatory Harassment) – Employment, Education, Programs and Services"), which can be found at this link: https://vcfa.uark.edu/fayetteville-policies-procedures/oeoc/2141.php

Diversity Education on Campus: As part of its employee development program, and in alignment with requirements of its Diversity Certification program, the Talent Development Department provides U of A employees the opportunity to attend monthly DEI trainings facilitated by the IDEALS Institute.

Principles of Diversity, Equity and Inclusion This interactive training is designed to foster a foundational understanding, clarity, reflection and discussion about the concepts of diversity, equity and inclusion.
Facing Bias: **Exposing Blind Spots / Engaging in Action** This interactive training is designed to foster understanding, clarity, reflection and discussion about unconscious/implicit bias and its impact through engagement in large and small group discussions
Gender Bias: **Building Understanding / Creating Allies** This interactive training is designed to foster understanding, clarity, reflection and discussion about bias against women in the workplace through engagement in large and small group discussions.
Equity 101: **Building Understanding / Engaging in Action** This interactive training is designed to foster a foundational understanding, clarity, reflection, and discussion about equity
Sexual Orientation and Gender Identity: **Building Understanding / Creating Allies** This interactive training is designed to foster understanding, clarity, reflection and discussion about sexual orientation and gender identity

Campus Employee Handbook policies: Fayetteville Policies and Procedures 417.0 Staff Participation in Diversity Programs - In support of the University's efforts to strengthen the educational experience for all students by attracting and retaining a diverse array of students, faculty and staff from underrepresented groups and by nurturing intercultural understanding inside and outside the classroom, all employees in benefits-eligible positions are expected to participate in one session of *Promoting Diversity and Inclusion at the University of Arkansas*, sponsored by Human Resources. *Promoting Diversity and Inclusion at the University of Arkansas*, staff in benefits-eligible positions will be allowed at least two hours each fall and spring semester and each summer to attend or participate in diversity programs offered by the University during their regular working hours

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
The University of Arkansas makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. So too, it advances initiatives to create a more inclusive work environment for faculty and staff. The Fay Jones School is a beneficiary of the institution's programs and works collaboratively with campus partners to ensure its students are aware of and take best advantage of available resources. Within the school, the Student Success and the Associate Dean provide significant points of liaison for our students negotiating challenges in physical and/or mental well-being and the faculty with whom they work. For faculty and staff, the School's Human Resources officer offers parallel support.

Since the last accreditation visit the Pat Walker Health Center, which provides services for students, faculty, and staff, opened a 20,000-square-foot addition. This new space enhances an already diverse and comprehensive health and wellness center and increases the number of students the health center can impact. The added space also gives the health center the ability to offer students more broad and comprehensive services and programs designed to help them stay healthy and achieve academic and personal success.

The University's Center for Educational Access (CEA), see https://cea.uark.edu, provides direct support for students with disabilities and training and educational resources to the University community as a whole. CEA's services to students include academic accommodations, and, in cooperation with University Housing and Dining, housing and dining accommodations. Conventional course delivery accommodations are generally met easily. CEA leadership has worked closely with the school to develop a strategic understanding and appreciation of the challenges of providing accommodated learning experiences in the design studios, including case-by-case consultation.

The nature of the workplace accommodations for faculty and staff may differ from academic accommodations students receive. The campus office of Equal Opportunity, Compliance, and Title IX engages with the campus community to proactively advance the University's initiatives and resources to create a more inclusive educational and work environment for faculty and staff, see https://oeoc.uark.edu. Encompassing campus OEOC, it manages employment related disability accommodations; see https://oeoc.uark.edu/reporting/disability-accommodations/index.php. Equal Opportunity, Compliance and Title IX also maintains an online directory of resources that address accommodations, discrimination/discriminatory harassment, sexual harassment, and recruitment/employment related issues relevant to OEOC compliance and best practices; see https://oeoc.uark.edu/policies/index.php.

Counseling & Psychological Services (CAPS), situated in the university's Pat Walker Health Center, supports students with all mental health care needs. CAPS offers critical mental health services such as individual counseling, group counseling, psychiatry, emergency services, and case management. CAPS programs and services are designed to meet the academic, developmental, remedial, and preventive needs of the university community. CAPS's model for care acknowledges the diversity of student need and seeks to promote student autonomy and empowerment in their care. CAPS is also available to provide outreach presentations to faculty and staff as requested and available.

See https://health.uark.edu/mental-health/index.php. For faculty and staff, university Human Resources, in cooperation with the University of Arkansas System office provides additional resources to support the well-being of faculty and staff. See https://hr.uark.edu/benefits/index.php.

All department of architecture syllabi are required to include reference to the Center for Educational Access (CEA) and Counseling and Psychological Services (CAPS).

Both the school and the university are vigilant about providing physical access to buildings and public spaces. Vol Walker Hall is fully accessible internally and externally with three powered doors, an internal elevator, and ramps that negotiate floor level changes between studio and workshop spaces. Since the last accreditation, the number of designated handicapped-accessible parking spaces has increased, and the university generously provides sign-language interpreters for special events, including the Fay Jones School commencement ceremonies.

5.6 Physical Resources

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

Overview and General Description

Since fall semester 2013, the Fay Jones School of Architecture + Design has housed all three of its on-campus academic units under one roof, at the epicenter of the historic university campus, in the renovated Vol Walker Hall, originally constructed by the Works Progress Administration as the University Library, and its addition the Steven L. Anderson Design Center. The Fay Jones School also maintains off-campus facilities in downtown Fayetteville for the University of Arkansas Community Design Center, and in Hot Springs where the School's Garvan Woodland Gardens is located. A new building, the Anthony Timberlands Center for Design and Materials Innovation, is in construction and will comprise a key part of the university's Windgate Art and Design District, situated south of campus and complemented by the School of Art's studios and the Library Annex.

Facilities for our international programs include the Palazzo Taverna, where the University of Arkansas Rome Center, now maintained by the Graduate School and International Education, includes our studios. The department's Latin America program, suspended since the COVID 19 pandemic and currently under study for redevelopment leased the Luis Barragan Studio to accommodate its work in Mexico City from 2014 - 19. In addition, the Fay Jones School's library holdings are kept in the Fine Arts Library, situated in the Edward Durell Stone designed Fine Arts Center once home to the architecture program and now undergoing substantial renovation by Deborah Berke Partners.

Vol Walker Hall, A Historical Perspective

Vol Walker Hall (1931-35), designed by Haralson and Nelson of Fort Smith, Arkansas with consulting architects Jamieson and Spearl, is a neo-classical revival structure, informed in plan and detail by the tenets of the Beaux Arts. Held in high esteem by the campus community, it is distinguished with both individual listing on the National Register of Historic Places and as part of the Campus National Register Historic District. The Fulbright Peace Fountain, designed by alumni Fay Jones and Maurice Jennings in 1998, graces the front portico. Renovations completed in 2005 (under the direction of architecture alumnus John Mott, FAIA, a principal with John Milner Associates, Inc.), brought Vol Walker Hall into code compliance with the addition of three fire stairs, new security and fire alarms together with several other smaller code-related modifications, new roofing and waterproofing, skylight repair, exterior stone cleaning and joint repair. The addition of 1500 square feet of new studio space and another 1500 square feet for new faculty offices also were undertaken. From 2011 – 2013, further renovation of the building made it fully accessible and ADA compliant as well as addressing repair and updating of the building's mechanical infrastructure. At the same time, a much-needed addition to Vol Walker Hall, the Steven L.

Anderson Design Center, was constructed. The 34,320-square foot addition, designed by a collaboration of Marlon Blackwell Architects and Polk Stanley Wilcox Architects produced a modern complement to the traditional architecture of Vol Walker Hall. Together, the addition and the 56,635-square foot original structure provide 90,955 square feet of space for the Fay Jones School.

5.6.1 Space to support and encourage studio-based learning.

Program Response:
All design instruction is provided in designated studios spaces, which are accessible to students at all times except official university holidays. All students enrolled in the Fay Jones School have their own desks, equipped with a stool, light, and storage cabinet. A card-controlled security system with sympathetically programmed lighting allows us to offer students and faculty 24-hour access to the building. Design studio faculty, who are eager to rebuild the strong studio culture that existed prior to the COVID 19 pandemic, continually reinforce the benefits of working in the studios at all levels of the curriculum. In response to the pandemic, the school invested in large-scale monitors for the studios and engaged Concept Board to enhance use of digital information in studio teaching and learning.

Both Vol Walker Hall and the Steven L. Anderson Design Center provide dedicated studio space for the architecture program. Two large studios, accommodating a total of 121 students flank the east lobby of the original building; Vol Walker's grand stair leads to an east-facing large studio, containing 130 workstations in what once was the library reading room. West of the stair is a fully renovated large gallery, treated with acoustical panels, and providing ample pin-up space that afford lighting and acoustics sympathetic to its use for reviews and critiques. With the availability of large screen-monitors, the space readily converts to flexible lecture and discussion space to augment studio teaching and learning.

Characterized by its sleek, glass wall, carefully designed to ameliorate western light, the Steven L. Anderson Design Center provides space for studio-based learning on the ground, or "garden", level, second, third and fourth floors, with a total of 574 workstations. The fourth-floor studio, originally planned as flexible teaching space, has become a dedicated studio space, usually occupied by advanced studios, in response to enrollment growth. Also, to accommodate increases in enrollment, the UACDC and Build Lab are active sites of studio-based learning for fourth-and fifth-year students enrolled in Advanced Studios. Up to 45 students per semester are accommodated at the University of Arkansas Rome Center can participate in the Rome program studios.

Studio class distribution is determined each year, based upon enrollment, to facilitate collaboration and collegiality among the departments of the school. Studios benefit from common areas that include plotting/printing stations and sinks, situated behind partitions that, when closed, form spaces for pin-ups and reviews; additional pin-up space is provided strategically around the studios. (See "Computer Resources" for descriptions of studio internet access and classroom systems for teaching delivery.)

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
To the greatest extent possible, all Fay Jones School classes are scheduled in in Vol Walker Hall, whose classrooms and auditorium are designated as "special purpose" spaces in the university

classroom reservation system. With enrollment growth in all three of the school's academic units, the auditorium is fully booked during weekdays; during periods when classrooms are not occupied, they are reserved as break-out spaces for the design studios. Additional space, often sought after to accommodate full-year meetings of the design studios, can be reserved in nearby campus buildings, including the adjacent Mullins Library.

Classrooms and Auditorium

The Ken and Linda Sue Shollmier Lecture Hall, which rises from the first floor to the second floor of the addition's northwest side, provides a state-of-the-art lecture hall, with 180 seats as well as a "standing room" gallery. A green room, on the second-floor level, also serves as a faculty lounge. Classrooms are located adjacent to the second-floor central gallery, with two 45-seat spaces to the south and a 58-seat space to the north. The classrooms and auditorium are hardwired for internet at each teaching podium or table, and all have secure wireless network access. Each room has an audiovisual setup with digital projector, screen, document camera, microphone, digital recording software, Windows computers, and monitors. Faculty members have the option of bringing their own laptops. Software includes MS Office suite, Adobe Acrobat Pro, Echo360, several web browsers, together with any course-specific software requested by faculty. The second-floor classrooms are furnished with flexible seating and pin-up space to support diverse methods of teaching and learning. The departmental suite conference room (116) and the Fay and Gus Jones Conference Room (420) can be reserved for seminars and studio meetings; each is hardwired for internet and equipped with digital video conferencing equipment. The rooms have wall mounted, large screen monitors with tabletop connection for a laptop. One of the most compelling features of the Anderson Design Center is its fourth-floor sky terrace; an outdoor space conceived to promote student wellness and informal exchange; it also has been fitted with workstations to accommodate studios dedicated to large-scale making. Interstitial spaces in the building, adjacent to studios and common pin-up areas, are furnished to provide other opportunities for small study groups to gather.

Exhibition

Generous space to showcase student work, house dedicated (changing) exhibition of work from the Fay Jones Archives (library special connections), and host didactic exhibitions enhances student learning and discourse. On the southwest side of the main floor, the Fred and Mary Smith Exhibition Gallery and Terrace, is a secure gallery, with adjacent outdoor space, located in proximity to the west entrance of the building. Large vitrines punctuate the Vol Walker lobby and line the enfilade that connects the original building to the Anderson Design Center.

Labs, Shops, and Equipment

The Fay Fabrication Labs demonstrate the school's commitment to providing its students and faculty with state-of-the-art fabrication facilities and equipment. The resources are integral to the teaching mission of the Fay Jones School of Architecture + Design. Located in the lower (garden) level of Vol Walker Hall and an annex location south of campus, the Fabrication Laboratories are an open environment for all students and faculty in the Fay Jones School of Architecture + Design that underscore the importance of material experimentation, prototyping and representing scale models to the school's design culture. Flexible workspaces support hands-on learning and research by offering a variety of equipment in four facilities: Wood Lab, 3D Print Lab, Laser and CNC Lab, and the Build Lab; (all activities of the Build Lab will be transferred to the Anthony Timberlands Center upon its completion). For operating policies of the Fabrication Labs see https://fayfabricationlabs.uark.edu/welcome/policies/.

- Wood Lab

As a robust facility capable of experimentation at multiple scales, the Wood Lab supports projects ranging from light fixtures and furniture to three-dimensional models. Located on the ground level of Vol Walker Hall, the lab houses table saws, band saws, drill presses, belt sanders, a chop saw, scroll saw, jointer, planer, lathe, metal brake and many hand tools. The facility is staffed by one full-time wood craft specialist and several undergraduate student assistants and is available to Fay Jones School students and faculty for design, coursework, and research projects. Before using the facility, everyone must go through orientation as well as training sessions for specific tools. 3D Print, Laser, and CNC Lab

Traditional tools include:

- Two Sawstop table saws
- 16" Jet band saw
- 14" Delta band saw
- 15" Jet planer
- 8" Grizzly jointer
- Rigid floor model drill press
- Three bench top drill presses
- Router table
- Horizontal mortising table
- Spindle sander
- 12" belt/ disc sander
- 12" chop saw
- 6" Delta jointer
- Foot shear
- Metal brake
- Two horizontal band saws
- Vacuum bagging pump and bags
- Steamer and steam-bending equipment
- Numerous power tools, including cordless drills, biscuit joiners, jigsaws, circular saws, routers, etc.
- Numerous hand tools, including planes, saws, files, rasps, screwdrivers, etc.
- Numerous jigs, built for misc. routing and table saw work
- Clamps, fasteners, glues.

▪ 3D Lab

As a way of rapid prototyping, 3D Printing at the Fay Jones School has been available for students since 2010. Over time, the 3D printing capabilities have been expanded and updated to accommodate students' needs. Located on the ground level of Vol Walker Hall, the 3D Printing Lab is managed by the digital fabrication specialist and student assistants. The lab houses a Stratasys UPrint, an FDM printer that builds in ABS Thermoplastic and an Afinibot, which is also an FDM printer that uses PLA and other thermoplastic materials.
The lab is available to Fay Jones School students and faculty for design, coursework, and research projects.

Specific Equipment Includes
(3)- Afinibot A31: Print dimensions 11.5"x 11.5"x 15.5"
(5)- Prusa MK3: Print dimensions 9.5"x 8.25"x 8.25"
(1)- Stratasys Uprint SE Plus: Print dimensions 8"x 6"x 6" 4"

▪ CNC Lab

The CNC Lab at the Fay Jones School allows students to explore in full scale assembly, merging the fundamental concepts of tooling, materiality, and tectonics. Located on the ground level of Vol Walker Hall, the lab houses two three-axis computer numerically controlled (CNC) routers. The largest CNC router is equipped with a 5′ X 10′ X 6″ milling bed and vacuum table. The three-axis routers accept two- and three-dimensional digital files and may be used to mill wood, polystyrene, cast plastics and soft metals like aluminum, copper and brass. The lab maintains a large inventory of tools that are designed for specific tasks. Computer Aided Manufacturing (CAM) file preparations are required for all students and must be approved by lab staff. The lab is available to Fay Jones School students and faculty for design, coursework, and research projects

Specific Equipment Includes
AXYZ 4008 CNC Router: Work area dimensions 60”x 98”
SHOPBOT Desktop D2418: Work area dimensions 18”x 24”
Roland CAMM-1 GS 24 Vinyl Cutter
(2) VLS 3.50 Universal Laser Cutters: Work area dimensions 12”x 24”
(2) VLS 6.60 Universal Laser Cutters: Work area dimensions 18”x 32”

- Build Lab
  The Build Lab is a growing facility in the Arts and Design District of Fayetteville, where full-scale prototyping and construction are emphasized. Currently a 7,000-square-foot lab, the Build Lab works in conjunction with other lab facilities on campus to serve the large-scale needs of the fabrication and construction process. The lab features traditional and digital metal and wood tools used in the construction process including welders, brakes, table saws, plasma cutters and a plasma CNC. Future developments of the space in the new Anthony Timberlands Center will allow for a more diverse set of fabrication tools. The lab is available to Fay Jones School students and faculty for design, coursework, and research projects.

  Equipment Includes
  Onsrud M-Series CNC Router: Work area dimensions 60”x 144”
  Shaper Origin Handheld CNC Router
  Pocket NC 5-axis CNC Router
  CNC Plasma Cutter: Work area dimensions 4’x8’
  (2)- Prusa MK3S+: Print dimensions 9.5”x 8.25”x 8.25”
  3D Potter Super 7 Ceramic 3D Printer: Print dimensions 17”x 14”x 19”
  3D Potter SCARA XLS2 Ceramic 3D Printer
  Stäubli RX160 Robotic Arm
  Next Engine 3D Desktop Scanner

- Materials Laboratory
  Located on the garden level of Vol Walker Hall, the materials laboratory is a learning resource providing access to timeless, innovative, emerging, and sustainable materials and technologies that enables students to grow creatively and to become socially and environmentally responsible professionals. The tangible collection offers students the opportunity to engage a material’s composition, physical structure, function, and environmental impact while exploring diverse design applications and assemblies. Searching materials is available through an online database organized by composition, manufacturing process, form, and application. A digital loom and professional grade sewing machines are provided here. The Materials Laboratory is managed by Interior Architecture and Design faculty and primarily serves its students, but all Fay Jones School students have access to its resources.

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

Program Response:
The school has dedicated space in Vol Walker Hall to support for all administrative, teaching, and advising roles and responsibilities.

Both the Deans' Suite comprised of offices of the dean, associate dean, and assistant deans together with directors of budget, communications, advancement and special events, and the Departmental Administration Suite, housing the three academic department heads and their administrative professionals, occupy central locations on the main floor. Faculty occupy offices provided in two third-floor wings and on the garden level of the original Vol Walker building, and on the fourth floor of the Anderson addition are in proximity to the design studios to encourage facile connections with students for consultation and advising. All dedicated faculty and staff space meets or exceed the university recommendation of 195 square feet of assignable space for each full-time employee; see https://vcfa.uark.edu/fayetteville-policies-procedures/fama/7260.php. Dedicated research spaces are limited, but studio space unoccupied during the summer semesters can be assigned for faculty research, often facilitating the engagement of upper-level students as research assistants. A lounge with full kitchen facilities is available on the fourth floor of the Anderson addition, with access to the sky terrace.

The Student Success Center, also known as the Advising Center, is located on the garden level of Vol Walker Hall, situated to afford easy and welcoming access to all students. To preserve confidentiality demanded to support student well-being as well as their academic progress. the Director of Student Services, professional advisors and the school recruiter occupy private offices. A common space, the Media Center (its name derived from its original function as the school's slide library), is understood as a gathering space for Student Success, providing casual seating areas, a conference table fitted with monitor and projection capabilities, and the IT information desk. Also housed here are the school's library collection, (separate from university libraries, offering current periodicals and an array of books, most of which have been donated by alumni), offering both print and electronic media resources.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
The Fay Jones School's outreach centers, all understood as centers of excellence for initiatives in research, and community engagement, offer essential partnerships for teaching and learning.

- University of Arkansas Community Design Center
  The University of Arkansas Community Design Center (UACDC) advances creative development in Arkansas through education, research and design solutions that enhance the physical environment. Situated downtown, in the University's Pryor Center on Fayetteville's historic square, the UACDC is an intrinsic component of the city's urban fabric. As an outreach center of the Fay Jones School, UACDC is known for its repertoire of new design methodologies applicable to community development issues in Arkansas with currency at the national level. Founded in 1995, UACDC has provided design and planning services to more than 50 communities and organizations across Arkansas and has helped Arkansas sponsors

to secure over $70 million in grant funding to enact suggested improvements. Fourth and fifth-year architecture students can participate in advanced design studios at the UACDC, which directly engage them in the work of the Center and its professional staff of designers and planners. The UACDC 's urban design projects have won more than 180 design and planning awards. See http://uacdc.uark.edu

- Garvan Woodland Gardens
  Garvan Woodland Gardens, the Fay Jones School's botanical garden, was created with a testamentary gift of Mrs. Verna C. Garvan. The garden encompasses 210 wooded acres with four-and-one/half miles of shoreline on Lake Hamilton, near Hot Springs. The Gardens' mission is to preserve and enhance a unique part of the Ouachita environment; provide people with a place of learning, research, cultural enrichment, and serenity; develop and sustain gardens, landscapes, and structures of exceptional aesthetics, design, and construction; and partner with and serve communities of which the Gardens is a part. All the school's departments enjoy strong connections to the gardens, with architecture, landscape architecture and interior architecture and design students currently engaged in the design of its planned Whipple Family Forestry Education Center. Noteworthy architectural features of the gardens the Garvan Pavilion, (Fay Jones,1993), the Anthony Chapel (Maurice Jennings + David McKee Architects, 2006) and the Evans Tree House (Modus Studio, 2018), all alumni led firms.

- Rome Study Center
  In 2010, the University of Arkansas Rome Center moved from its previous location off the Piazza Navonna to a new and larger site, the Palazzo Taverna, one of the oldest palaces in Rome. Palazzo Taverna has two wings: a Baroque one, and one in Empire style, decorated with mural paintings from Coccetti painted around the end of 18th century. The UA Rome Center is housed in the Empire wing of the Palazzo, where the historic headquarters of the INARCH (Instituto Nazionale di Architettura) were located for about thirty years. The space affords generous areas for studios, lecture rooms, and support spaces, including library and computer facilities while maintaining proximity to many of the city's most significant historic sites and buildings.

- Anthony Timberlands Center for Design and Materials Innovation
  (under construction, completion and occupancy by fall 2024)
  The Anthony Timberlands Center will serve several purposes: It will serve as home to the Fay Jones School's graduate program in timber and wood design and serve as the epicenter for the school's multiple timber and wood initiatives. It will also house the school's existing design-build program and digital fabrication laboratory, as well as a new applied research center. Given the State of Arkansas's role as one of the nation's leading producers of timber and forest products, the focus of the applied design research center will, in large part, be in wood design and innovation, although other material types will be included. An international competition for the building design attracted 69 entries from 10 countries, culminating in the recommendation of Grafton Architects coupled with the local firm Modus Studio as the design team. The project demonstrates mass timber and wood product construction, sourced primarily from Arkansas forests and mills to the fullest extent possible, and creates a distinct and innovative identity for the school and the arts district that it will anchor. In addition to advancing creative practice and materials research, the building's classrooms, studios, seminar spaces, and faculty offices

respond to demands created by enrollment growth in all of the school's undergraduate programs.

Beginning with the closure of the university campus in March 2020 through the 2020-21 academic year, the school necessarily engaged both hybrid and remote teaching models. Through a combination of conventional videoconferencing, using Microsoft Teams and Zoom and the online Concept Board system as a primary means of posting student work for discussion, review and critique, the school was able to maintain shared learning associated with studio models, seminars and lecture courses as well as continue its lecture series and engagement of guest critiques. With the start of fall semester 2021, the campus returned to pre-pandemic practices of teaching and learning, with the department returning all of its NAAB accredited courses to face-to-face delivery.

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

Program Response:
Not Applicable

5.7 Financial Resources

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

Program Response:
Overview: Institutional Setting
The Fay Jones School and its department of architecture conduct fiscal affairs under the oversight of the University Office of Finance and Administration, governed by policies and protocols established by the State of Arkansas and the University of Arkansas Board of Trustees. Within the Fay Jones School, the Dean holds fiduciary responsibility for its budget, including all financial resources and expenses. Within this larger structure, department heads, heads of outreach units, and area directors are responsible for managing "maintenance" budgets allocated to them by the dean, which can include discretionary funding as well as funding determined by state fund formulas. The school's Budget Director, Doug Walsh, serves as the principal contact and counsel for fiscal management and strategic fiscal planning.

The University prepares an annual budget for unrestricted educational and general (E&G) revenue sources only, which represents activities supported by a combination of revenues from tuition and fees, state revenues, and other sources, including investment income and indirect cost recovery. Restricted sources, such as sponsored project (research grants) funding, are not budgeted on a fiscal year basis. All units on campus are responsible for containing costs and retaining the savings to use for different higher priority needs.

Dedicated revenues, which represent activities supported by revenues generated by specific operational units on campus and whose allocations are then "dedicated" to the operation of that same unit, are generally obtained by fee assessments or from charges for technical services performed by the unit. Beginning in 2006, Fay Jones School students have paid a "different tuition," to ensure funding to cover bond repayment incurred in the 2011-13 renovation of and addition to Vol Walker Hall and to provide hard funding for the University of Arkansas Community Design Center. Since 2020, Dean MacKeith has worked with Finance and Administration to strategically raise these fees and allocate them to provide additional funding to support the school's enrollment

growth and sustain our programs into the future. Fay Jones students also pay a “tele-fee” that supports teaching and learning activities and services specific to the unit; (in fall 2022, the School of Architecture and Design fee is $32.60 per credit hour). These fees provide funds for essential services including the woodshop and fabrication labs, IT services and equipment as well as enabling the departments to fund teaching assistants and visiting critics. Architecture students also pay an international programs fee, $656.75 per semester for eight semesters to offset costs of their required study abroad.
See https://catalog.uark.edu/undergraduatecatalog/feeandcosts/othergeneralfees/

Table 1: Department of Architecture Instructional Support (Maintenance)

Budget Category	**FY '19**	**FY '20**	**FY ' 21**	**FY ' 22**
Salary	1,633,898	1,634,423	1,700,968	2,070,570
Operating: State Appropriated	66,502	66,502	66,505	66,505
Operating: Discretionary	6,898	5,545	8,326	17,587
Total Budget	**1,707,298**	**1,706,470**	**1,775,799**	**2,154,662**
Expense Category	**FY '19**	**FY '20**	**FY ' 21**	**FY ' 22**
Salary	1,633,898	1,634,423	1,625,405	2,070,570
Operating (Combined)	68,629	49,192	41,809	52,064
Total Expenditures	1,702,527	1,683,615	1,667,214	2,122,634
Maintenance Balance	**4,771**	**22,855**	**108,585**	**32,028**

Table 2: Department of Architecture Telefees

	FY '19	**FY '20**	**FY ' 21**	**FY ‘22**
Allocation	35,063	77,600	81,579	121,400
Student Wages	22,088	18,719	91,315	83,885
Instructional Support	2,413	3,026	794	8,533
Honorariums	17,835	8,000	8800	10,500
Total Expenditures	42,336	29,745	100,909	122,888
Telefees Balance	(-7,273)	47,855	(-19,330)	(-1,488)
Fay Jones School Telefees				
	FY '19	**FY '20**	**FY ' 21**	**FY ‘22**
Beginning Balance	371,918	470,073	663,316	1,108,037
Expenditures	321,395	404,409	126,959	653,014
Telefees Balance	50,523	65,664	536,357	455,023

Table 3: Department of Architecture Budget FY 2022

	FY 2022

Total Budget	**238,635**

Cost Center	
Dean's Reserve	17,587
ARCH Maintenance	66,505
Office Supplies	2,000
Software	3,512
Travel Domestic: Dept. Head	5,000
Travel Foreign: Dept. Head	4,000
Travel: Faculty	28,500
Shipping	500
Phone	6,000
Print/Copy	10,000
Educational Materials	2,000
Catering	12,500
Dues	10,000
ARCH Telefees	121,400
Instructional Support	24,000
Student Wages	77,400
Honoraria	20,000
ARCH Other Fees/Revenue	33,143
Integrated Design Studio	18,500
Contingency	14,643

Scholarships, Fellowship, and Grant Funds

Providing means of support for our students always has been and remains a priority of Fay Jones School advancement, with renewed emphasis on need-based scholarships and opportunities for students of under-represented communities. Since the last accreditation visit, $7,955,850 has been raised for student support. In spring 2022, the Fay Jones School awarded $270.250 in scholarships in internally generated fund, (a nearly 50% increase from the previous year's awards). Approximately 77% of these awards were granted to architecture program students.

Since the last accreditation visit, 37 new scholarships have been created and funded:

- Ken and Liz Allen Award in Design
  ($15,000 available annually)
- Ken and Liz Allen Frank Lloyd Wright Conservancy Preservation Award
- Ken and Liz Allen Support Award
- Aydelotte Travel Award
- Bob and Virginia Beavers Advance Arkansas Endowed Scholarship
- Marlon and Meryati J. Blackwell Advance Arkansas Endowed Scholarship
- Wallace Caradine Memorial Scholarship in Architecture and Design
  ($3,000 awarded 2022-23)
- Laura Chioldi Memorial Travel Award in Architecture and Design
  ($5,000 awarded 2022-23)
- Clark Family Endowed Scholarships in Timber and Wood
- Dean's Circle Diamond Endowment
- John R. and Judy W. Fletcher Endowed Scholarship
  ($3,000 awarded 2022-23)

- Fort Smith Section of the Arkansas Chapter of the AIA in Memorial of Michael Lejong
- Harrison French and Association Award for the Advancement of Technology in Design ($4,500 awarded 2022-23)
- Harrison French and Associates Designing with Technology Scholarship ($500 awarded 2022-23)
- Charles C. Hill Endowed Scholarship in Architecture and Design ($2,000 awarded 2022-23)
- H.P. Engineering Freshmen Recruiting Scholarship in Design
- GBA Italia Travel Award in Architecture and Design ($10,000 available annually)
- Andrew A. Kinslow and Russell W. Kirkpatrick Diversity Award for Design Excellence ($3,000 awarded 2022-23)
- Linda Ruth Kirk Award in Architecture and Design ($1,000 awarded 2022-23)
- Robert B. Norcross Endowed Scholarship in Design Excellence ($3,000 awarded 2022-23)
- Jim Etter Parker Endowed Scholarship in Architecture ($2,500 awarded 2022-23)
- Jim Etter Parker Advance Arkansas Scholarship
- Pella Scholarship for Architecture Design Excellence
- Tommy Ray and Carolyn Lindsey Polk Endowment for Design Excellence and Professional Advancement
- Pryor Award for Leadership and Design
- Kim D. Reeve Endowed Award in Architecture
- Peter L. Schaudt Memorial Scholarship for Collaborative Design ($1,000 awarded 2022-23)
- Jeff and Carole Klugh Shannon Scholarship in Architecture ($5,000 awarded 2022-21)
- Jeff Shannon Endowment in Architecture
- Northwest Section, Arkansas Chapter, AIA Scholarship
- Open Studio Architecture Scholarships in Architecture and Design ($5,000 awarded 2022-23)
- Taggart Architects Advance Arkansas Endowed Scholarship in Memory of Jerry E. Currence Kevin and Stephanie Wilcox Advance Arkansas Endowed Scholarship

Additional testamentary gifts dedicated to student support:

- William L. Cook Historic Preservation Fund
- Michael P and Margaret J Hoffman Endowed Scholarship Fund in Historic Preservation
- JATK Endowment for the Enhancement of Student Experience in the Fay Jones School
- Tim Latourette Endowed Scholarship
- Mott Endowment for the Enrichment of the Student International Experience
- Jim Etter Park Endowed Freshman Recruiting and Retention Scholarship in Architecture
- James R and Mary Alice Van Sickle Endowed Scholarship in Architecture and Urban Design

Honors College

Fay Jones School students who participate in the University Honors Program are eligible to apply for study abroad grants that provide up to $5500 for summer or intercession programs and $12,000 for semester programs and research grants of $2,000 for a one-semester project and $4,000 for a multiple semester project. Faculty mentors of funded projects receive $1,500.

Teaching Assistant and Research Assistant positions

Upper-level students provide valuable service to the department as well as enhance their own learning experiences through appointments as teaching assistants for professional core courses and research assistants in support of faculty research. Efforts are being made to offer competitive compensation to students who add value to their professional education in these capacities.

Faculty Support

The appointment of Dean MacKeith in 2014 brought new research incentive funds for the school's faculty members. The Dean annually provides up to $2,500 in research incentive funding for all tenure-track faculty, with $1,500 allocated for each tenured member of the faculty, in support of activities that generate new knowledge and support creative practice, In parallel, department heads receive allocations of $2,500 for each tenure-track faculty member and $1,500 for each tenured faculty member to support travel to academic conferences for the dissemination of research and creative activity. Support of teaching faculty appointments and visiting faculty is made available for conference participation and faculty development at the discretion of the dean and the department head respectively. Internal funds also support the Dean's Awards for Research and Creative Practice; $12,000 is available through application and collaborative work is encouraged.

Start-up funding, jointly supported by the Dean of the Fay Jones School and the Vice Chancellor for Research and Innovation, provide support of $30,000 in the first three-years of a tenure-track appointment for research and creative activity, to all new faculty appointments.

The department of architecture benefits from endowments that support teaching and research including:

- Ray C. Dillon Endowed Chair in Arkansas Timber and Wood Design and Innovation (new chair)
- Herbert K. Fowler Endowed Chair in Architecture and Urban Design (new chair)
- Gregory L. Roberts Endowed Chair in Healthcare and Wellness Design (new chair)
- Cyrus A. Sutherland Endowed Chair in Preservation Design (new chair)
- McIntosh Endowment for Faculty Excellence in Architecture
- Fay Jones Chair in Architecture (currently held by Professor Blackwell)
- Steven L. Anderson Chair in Architecture and Urban Studies (currently held by Professor Luoni)
- 21st Century Chair in Sustainability (currently held by Professor Messadi)
- 21st Century Chair in Technologies (existing, new appointment pending funds replenishment)

Pending Changes

Looking forward to the next term of accreditation, the Fay Jones School and Department of Architecture anticipate addressing the following challenges:

- Overall, the school's student enrollment has doubled since 2014, while state appropriation dollars have remained flat.
- Equally, while we have been able to elevate the % (of student tuition) dedicated to "telefees" periodically, our telefees still are not equivalent to those of the College of Engineering, nor do the dollars generated by telefees provide sufficiently for technology needs and student support across the school. Telefees, currently assessed at $32.60 per student semester credit hour), support exclusively student learning activities, including but not limited acquisition and maintenance of hardware and software for technology delivery and teaching assistant compensation.

- Under great pressure, a multi-year approval established regarding use of “different tuition” will in expire in 2-years’ time, potentially leaving us without continuing revenues to support faculty and staff needs.
- While external research funds have increased since the last accreditation visit, these funds are providing for enhancement of studios and seminars, but yet are not sufficient to address increasing costs of faculty and staff compensation and fringe benefits.
- Consequently, because of these conditions and limitations, external advancement and development funds have become imperative across many dimensions of the school and department including faculty and staff appointments, program development, and activities and events in support of the school’s mission.
- Previously, specifically prior to the last accreditation visit in 2014, the dean’s role in advancement was in lesser proportion to other administrative duties than it is now. Advancement and fund-raising are preeminent preoccupations of the dean. While advancement efforts during the last 8 years have been demonstrably successful, this is a less than optimal situation, although an imperative obligation, which may be unsustainable in the future.

5.8 Information Resources

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

Program Response:

The University of Arkansas Libraries consist of the main library, the David W. Mullins Library, and four branch libraries: The Fine Arts Library (FAL), with collections dedicated to architecture, its allied design disciplines, and the fine arts; The Chemistry and Biochemistry Library; The Physics Library; and the Robert A. and Vivian Young Law Library. The mission of the University of Arkansas Libraries is to provide access to information that will support and foster creativity, study, teaching, and research.[19] The Dean of Libraries, Jason Battles, is the chief executive officer of University Libraries and reports to the provost. The Dean supervises the Associate Dean for Research and Learning who, in turn, supervises the Director of the Fine Arts Library, Phillip Jones, who has led the FAL since 2008.

Although the proximity of both the FAL and Mullins Library to Vol Walker Hall create ready access to resources for architecture students and faculty, the school has dedicated space in our building to its own collection of books, many acquired through donations of alumni, and current periodicals to inculcate a culture of reading and research as integral elements of design process and thinking. These resources are part of the school’s C. Murray Smart Media Center, embedded in the welcoming environs of the Student Success Center. Once the school’s “slide library,” photographic resources also are available. The school’s extensive slide collection is available digitally through MDID: Architecture and Art Images.[20], available to all students and faculty; the University Library provides campus access to ArtStor, SAHARA, and the Metropolitan Museum of Art. Together these databases for the design disciplines provide a full complement of digital visual resources

University Library Collections and Facilities

Collections in the libraries are adequate to support the work of professional program students. Located in the Edward Durell Stone designed Fine Arts Center, the Fine Arts Library (FAL) provides

[19] See: https://libraries.uark.edu/about/ .

[20] See https://mdid3.uark.edu.

a centralized (and architectural historically significant) facility for our students. Recognized as part of the campus historic district the Fine Arts Center, completed in 1952 and scheduled for renovation to begin in the upcoming year, is a walk of five minutes from Vol Walker Hall. Currently, FAL seats approximately 45 patrons. The lower level includes several large tables, which are conducive to group work. FAL has two scanners to scan and save images. At approximately 3600 square feet, FAL cannot house all materials in the visual arts. The staff in FAL periodically transfers older and less-frequently-sought items to Mullins Library or the newly completed Library Annex. For materials in storage, patrons can page items to be delivered, usually within 4 hours, to a circulation desk of their choice in University Libraries.[21]

Collection development in FAL aligns with the research activities and curricula goals of the Fay Jones School and the School of Art. Technical Services in University Libraries catalogs the physical and electronic collections according to national standards and arranges the physical collections in the Library of Congress (LC) classification. The online catalog includes the holdings of all campus libraries and the Crystal Bridges Museum Library. Searchable bibliographic records are available for the printed, electronic, and other non-print materials of the system, both monographic and serial.

The FAL collection consists almost exclusively of published works, both printed and electronic; and houses a small collection of rare books and a physical reference collection The repository contains approximately 18,329 monographs and 69 current serial subscriptions, approximately half of which are electronic subscriptions. Mullins Library holds an additional 7,266 monographs with NA classifications, including books in its Special Collections. Current areas of focused collection development in architecture include digital design and fabrication, sustainability, urban planning, and global architectural history. Texts are also actively sought on contemporary architecture in the following country and regions: China, Latin America, and Scandinavia. Although the collection is rich in architectural history and theory, its emphasis is on design.

FAL maintains reserve readings to support specific courses. A faculty member can ask staff to place a physical text on reserve or to have a journal article or portion of a book be scanned and made available to students. This service supports the curriculum directly and fosters collection development, particularly of current titles. The fine arts librarian maintains online guides to resources (and a searchable database of free online resources. He provides reference assistance to faculty, students, and other researchers, along with one-on-one consultations.

The Mullins Library, situated to the immediate west of Vol Walker Hall, holds more than 3.7 million volumes, more than 232,000 journals and e-journals, and 2,000 manuscript collections, and includes Special Collections (archival and rare materials), Digital Collections (unique online documents, images, and media) and ScholarWorks@UARK, all of which provide materials that directly support the work of our students and faculty members. A growing percentage of library resources in the design disciplines are in electronic format and can be accessed from any computer or electronic device connected to the university's network.

The University's Special Collections is housed in Mullins Library of the University of Arkansas Libraries, and encompasses the Arkansas Architectural Archives, which houses twenty-one archival collections, including over 40,000 drawings, in addition to photographs, correspondence

[21] In preparation for the renovation, many FAL holdings already have been moved to Mullins Library, including the reference collection of the FAL, and the Library Annex. These items will return to the FAL after renovation.

and other materials. The core of the architectural collections represents the history of the mid-twentieth century complemented with resources for study of Arkansas vernacular architecture. Among the most precious holdings of the Architectural Archives are the papers of Arkansas's two most influential architects of the twentieth-century, Edward Durell Stone and Fay Jones. Given the rare and singular nature of the holdings, the materials must be used on site. Most materials can be photographed, copied, or scanned by request. Guides for processed collections are available online at the Special Collections website.[22] A limited selection of digitized material also are available online, and digitization of selected items from the collections is ongoing.

The hours of FAL are set each semester in consultation with the administration of University Libraries. The director watches closely three sets of data to make recommendations: 1) hourly counts of patrons in the library, 2) hourly data on circulation, and 3) hourly data on reference and directional transactions. The hours of FAL have been dynamic since the reopening of campus after the outbreak of the pandemic. Mullins Library, increasingly appreciated by students for its recently renovated dedicated study and collaboration spaces, is open daily, with hours extending to 2:00 am Sunday through Thursday.

The digital resources of University Libraries, including Special Collections, are available from any location and at any time. The online catalog and many resources belonging to University Libraries, such as items in the institutional repository, do not require authentication and are accessible to all. Remote access to proprietary resources such as online databases and journals by subscription, as well as most electronic books, requires authentication via the standard credentials of the university, the username and password.

University Libraries' Interlibrary Loan (ILL) service is known for its efficiency and is an essential resource for both student and faculty scholars. The department rarely takes more than forty-eight hours to supply a request for a scanned journal article from another institution. Most requests are filled within twenty-four hours. University Libraries has at its disposal a fund to buy outright—not borrow—books that were requested by instructors and published so recently that they cannot be obtained from another library. This special fund has added approximately one hundred additional titles annually to University Libraries, including FAL.

FAL Resources

University Libraries provides the Director of FAL with $5400 annually in a fund dedicated to buying books in architecture. These allocations have been stable for some years. In addition, a fund of $10,000 has been available to him to support the new Master of Design Studies (post-professional) program in the Fay Jones School, which has funded acquisition of titles in resilience, sustainability, and urban planning. The librarians who select materials in the humanities—within University Libraries landscape architecture and architecture are classified therein—buy materials in a collaborative and competitive fashion from general funding for the humanities. Each year $10,000 is available from public funds and approximately $25,000 from endowments for these endeavors. Over the years the Director of FAL has secured support for materials relevant to the design disciplines. University Libraries subscribes to several multidisciplinary collections of electronic books that are available on licenses and that allow unlimited simultaneous readership.

The Walton Family Charitable Support Foundation awarded the School of Art $120 million in 2017 to expand its programs. FAL receives annual income on 2 million dollars of this generous endowment. From this income the director has selected broad, general titles on design that support

[22] See: (https://uark.libguides.com/ArchitecturalArchives.

not only the School of Art, but also the Fay Jones School.

Periodicals are funded separately from books. University Libraries currently subscribes to approximately two dozen journals on a fund specific to architecture. Increasingly, electronic resources off access to periodical literature through University Library's subscription to many data bases with direct relevance to architecture, including the Avery Index and Art & Architecture Source as well as broader data bases including JSTOR, Routledge Encyclopedia of Modernism, Google Scholar, ProQuest Central, OneSearch, Oxford References OnLine and WorldCat.[23]

Since the last accreditation, the University of Arkansas has levied a fee to support the libraries. Each undergraduate student currently pays $3.41 per credit hour. The revenue from this fee has put University Libraries on a firmer foundation. Also, since the last accreditation, the libraries have been receiving a percentage of indirect costs on grants awarded. The concerted work of a dedicated university libraries development officer also has potential to improve the financial outlook for the libraries. Although the faculty and staff of University Libraries regularly review the usage of databases and serials and are asked to justify those with an unfavorable cost per use ratio, the overall fiscal health of the libraries has been sufficiently strong so that a major review of ongoing expenditures and attendant across-the-board cuts have not been required in more than one decade.

Plans for Addressing Temporary Disruptions to Libraries Operation and Services

Significant construction projects since the last accreditation together with project currently planned or under way demonstrate the University's commitment to improving the delivery of research and instructional support. The 2018 completion of the Library Annex, a high-density annex provided with a climate-controlled environment has the capacity to house 1.8 million volumes. In addition to properly housing the library's growing collection of books and other materials, the Annex has freed needed space in the Mullins Library for greater student access and engagement. Two phases of renovation of Mullins Library, one completed last year and an on-going phase two that include improvements to Special Collections, reflect changing practices in the work, service, and use of the main library.

The planned renovation of the Fine Arts Center will have the greatest impact on collections utilized by architecture students and faculty. The RFQ for the renovation noted that the Fine Arts Library has long outgrown the confines of its original space, having expanded into the classroom wing of the building. It is expected that the library will remain in the Fine Arts Center.

All renovations to the Fine Arts Center, including the Fine Arts Library, by architect of record, Deborah Burke Partners, are scheduled for completion by the start of the Fall 2024 semester. Library services for students and faculty continue to be supported through this time with the transfer of heavily accessed NA titles to the main library (Mullins Library) and timely delivery of requested resources that are housed temporarily in the Library Annex. Significant benchmarks for the project, according to campus Facilities Management, are:

- Board approved the project at $38M in Sep 2020.
- Programming complete March 2021
- Project Budget and Scope Reconciliation December 2021
- SD complete Feb 2022

[23] See https://uark.libguides.com/az.php.

- DD complete July 2022
- Early demo begins February 2023
- 100% CDs February 2023
- GMP March 2023
- Construction Complete July 2024

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

Program Response:
The Director of the Fine Arts Library, Phillip Jones is the school's library liaison for architecture and the allied design disciplines. One of seventeen subject librarians affiliated with University Libraries, he has been in his position thirteen years and has fourteen additional years of experience as a librarian. With an M.S. in library and information science an M.A. in history from a program with strengths in critical theory, he believes that he builds the collections in a manner that meets curricular needs of the department and reflect[s] the diverse social, cultural, economic, political, and scientific forces that shape the art and science of architecture. He is assisted by two library supervisors in providing essential services. Mr. Jones also works closely with tenured faculty in the department, led by Associate Professor Kim Sexton and representing expertise in both history and theory and design to develop acquisition lists and periodically review collections. Students can schedule research consultations with the Fine Arts librarian through an online appointment system and or engage an "Ask Us" chat line for general questions.

Special Collections and the Arkansas Architectural Archives serve as noteworthy resources for both students and faculty of the Fay Jones School. The Architectural Records Archivist, who earned a B.A. in Architecture and an M. Arch. and who has worked as a design educator, routinely hosts classes with programs targeted towards the specific pedagogical goals of the respective instructors.

Access to library services has intensified and broadened since the last accreditation through the development of the University Library's website that both interprets and extends collections as well as offering research and instructional support to students, faculty, and staff; see especially https://libraries.uark.edu/services/ for an overview of research and instructional support through research consultations, data services, open educational resources, and research guides. University Libraries employs a dedicated data services librarian, a scholarly communications librarian, and a third librarian with open education resources as a primary part of her assignment. The scholarly communications librarian and her staff built an institutional repository, ScholarWorks@UARK. The repository includes nearly all recent undergraduate honors theses from Architecture.

NAAB

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The following statement is posted on the program's public website at:
https://fayjones.uark.edu/academics/architecture/accreditation.php

"In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.
Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree."

The University of Arkansas' Fay Jones School of Architecture + Design's Department of Architecture offers the following NAAB-accredited degree program:

- B.Arch. (157 undergraduate credits)

The B.Arch. Program was granted reaccreditation in 2014. The next accreditation visit is scheduled to occur in 2023.

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:
These documents are available on the program's public website at:
https://fayjones.uark.edu/academics/architecture/accreditation.php

6.3 Access to Career Development Information

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

Program Response:
NCARB Certification Guidelines (2012)
Toward an Evolution of Studio Culture (2008)
National Council of Architectural Registration Boards (www.NCARB.org)
American Institute of Architects (www.aia.org)
American Institute of Architecture Students (www.aias.org)
Association of Collegiate Schools of Architecture (www.acsa-arch.org)
https://fayjones.uark.edu/people/current-students/career-resources.php
https://fayjones.uark.edu/people/current-students/career-fair.php
https://career.uark.edu
https://career.uark.edu/students/findjobs/
https://careercenter.aia.org/jobseekers/
https://www.acsa-arch.org/opportunities/find-a-job/

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:
These documents are available on the program's public website at:
https://fayjones.uark.edu/academics/architecture/accreditation.php

6.5 Admissions and Advising

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

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

Program Response:

a) https://www.uark.edu/admissions/apply/index.php to apply to the University of Arkansas. Instructions can be found here: https://admissions.uark.edu/apply/howtoapply.php
b) Admissions to the Architecture program is outlines in the University of Arkansas Catalog of Studies that is updated on an annual basis: https://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/#admissiontext
c) Transfer credits at the University of Arkansas are subject to a two-stage evaluation process. First, the eligible of the hours for transfer is evaluated by the Office of the Registrar: http://catalog.uark.edu/undergraduatecatalog/academicregulations/transferofcredit/. They also generate this form for the process: https://registrar.uark.edu/_resources/pdf/petition_transfer_credit_form.pdf. For departmental evaluation, the architecture department head and/or associate dean evaluate (based on syllabus and research of the program from which the courses originated) any courses, from both accredited and non-accredited programs, that are presented from the Office of the Registrar.
d) To apply for financial aid, students must first complete a FAFSA (Free Application for Federal Student Aid) to determine eligibility by starting here: https://studentaid.gov/. To apply for University of Arkansas scholarships, incoming students must submit a scholarship application along with their admissions application by November 15th. Currently enrolled students have a deadline of February 15th. This includes scholarships offered by the Fay Jones School where instructions can be found here: https://fayjones.uark.edu/_resources/PDFs/FayJonesSchool_Scholarship_Information_2022.pdf The general application can be found here: https://uark.academicworks.com/users/sign_in. A listing of Fay Jones scholarships can be found here: https://fayjones.uark.edu/_resources/PDFs/FayJonesSchool_Scholarships_by_Category.pdf
e) We are fortunate to work at public land grant institution where admission is open. In an effort to increase student diversity, we are able to identify certain cohorts locally and regionally for recruiting.

NAAB

6.6 Student Financial Information

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

Program Response:
The University of Arkansas awards assistance each year to eligible students in the form of scholarships, student loans, grants and work-study. More than 76 percent of University students rely on financial assistance to meet the cost of tuition, room, board, and other expenses. More than 80 awards and scholarships are available exclusively to architecture, landscape architecture and interior design students each year. These funds can be applied to tuition fees, international study, leadership opportunities and the cost of supplies.

To guide students, the University of Arkansas Office of Financial Aid is a resource to all undergraduate students for financial planning and advise. The Office assists students with application for financial aid. All members of the Student Services team refer students to this office:
https://finaid.uark.edu/
https://finaid.uark.edu/_resources/documents/how-it-all-works.pdf
https://finaid.uark.edu/financial_aid_information/applying-for-aid.php
https://finaid.uark.edu/financial_aid_programs/index.php

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

Program Response:
The primary role of the Academic Scholarship Office is to administer university-wide merit-based scholarships and serve as a central resource for prospective and current undergraduate students seeking scholarship funding. The office also serves as a clearinghouse for scholarships awarded by academic departments and outside agencies. Our goal is to support the university's mission of recruiting and retaining high-achieving students who enrich and diversify the academic environment of the University of Arkansas: https://treasurernet.uark.edu/

To estimate expenses and get an average cost for housing, books and food. Students can go here:
https://treasurernet.uark.edu/tuition.aspx
https://treasurernet.uark.edu/Estimator.aspx
https://treasurernet.uark.edu/tuition.aspx?pagestate=explain
https://finaid.uark.edu/cost-of-attendance.php

The Fay Jones school offers several study abroad opportunities. Programs are introduced to students through a series of informational sessions during the fall semester. The University of Arkansas Office of Study Abroad and International Exchange provides costs estimates for all campus study abroad programs:
https://studyabroad.uark.edu/
https://studyabroad.uark.edu/scholarships.php