University of Arkansas
Department of Architecture

Visiting Team Report

Bachelor of Architecture (157 undergraduate credit hours)

The National Architectural Accrediting Board
26 February 2014

Table of Contents

I.   Summary of Team Findings

1.   Team Comments & Visit Summary

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 Department can rightfully boast of many strengths:

- 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.

The team believes that the dedication and commitment of the entire school along with the university will find creative solutions to meet the increasing demands of architecture as it changes with the 21st century.

2.   Condition(s) Not Met
A. 4. Technical Documentation
B. 2. Accessibility
B. 6 Comprehensive Design

3.   **Causes of Concern**
*   **Information Resources:**
    o   **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.
    o   **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.

4.   **Progress Since the Previous Site Visit (2008)**

2004 Condition 4, Social Equity: *The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance*

Previous Team Report (2008): As noted in the 2002 Visiting Team Report, social equity continues to be a problem. The department has had some demonstrable success, specifically in recruitment of a minority faculty member, and in modest gains in the number of minority students matriculating at the department. However, the team is concerned that both the pool of minority applicants continues to be shallow and that the department's method of assessing "diversity" is overly dependent on tallying up the numbers of minority faculty and students. The department should recognize that all members of the community bear responsibility for creating a robust intellectual environment, and using culturally diverse precedents, where projects and practitioners are introduced into a student's vocabulary. The team urges the department to engage its considerable ingenuity to develop and implement a creative plan to build a deeper pool of minority applicants.

2014 Visiting Team Assessment: Since 2008, the department has actively promoted an inclusive learning environment. The department developed a diversity plan that continues to frame ongoing initiatives for curriculum development and recruitment. Currently the percentage of underrepresented students in the Fay Jones School exceeds that of the university. The department's Diversity Plan, ratified in 2009 by the faculty, is the responsibility of the associate dean and a faculty committee assigned to oversee this plan. The department offers ARCH 1013, Diversity by Design, to encourage awareness of the impact of the made-environment on diverse populations and to promote a culture of inclusive design. One active recruitment program is a summer camp originally

designed for 9th-grade women, the Young Women's Experiencing Design Academy, which has now expanded to include both young men and women. The entire student body is engaged with an exposure to social equity issues through service learning, outreach projects, fifth-year Option studios, and required global travel that immerse architecture students in diverse communities. The department also has the support of the University of Arkansas, which has a strong human resources division providing numerous opportunities for social networking among diverse populations.

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2008): To the department's credit, the physical facilities have undergone substantive renovation since the last NAAB visit, which have made the first floor wheelchair-accessible, and provided two (locked) accessible restrooms on that level. However, the only available wheelchair route to the 2nd and 3rd floor is via an ancient non-ADA elevator, which is in perpetual repair, and does not give access to the studios and wood shop space in the basement. Overall, the building is not a welcoming environment for a person with mobility challenges.

> **2014 Visiting Team Assessment:** New physical facilities have resolved this issue. (See I.2.3)

2004 Criterion 13.25, Construction Cost Control: Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2008): Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating* could not be found in studio documentation or course binders.

> **2014 Visiting Team Assessment:** This criteria is now **Met**, in ARCH 5314, as noted in this report.

II.   Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

[X] The program has fulfilled this requirement for narrative and evidence

2014 Team Assessment: The APR accurately describes the history of the University of Arkansas and the Fay Jones School of Architecture providing context for the understanding of the relationship of the school to the university, the city of Fayetteville, and the state of Arkansas. A new building and the incorporation of the departments of landscape architecture and interior design and planning for future program growth were not only evident in the APR but also stressed in discussions with the faculty, school and university administration.

There is a vigorous learning culture in the school and a strong work ethic by its students mentioned by both faculty, alumni and visiting guests. It is the belief of the architecture program that "all interdisciplinary endeavors cultivate productive and mutually-beneficial exchange." Many faculty members in the school of architecture provide service to the university by participating in, for example, the Building Facilities Committee, the University Sustainability Council, the Campus Master Plan Design Review Board, and the Campus Preservation Plan, just to name a few. Along with the required professional courses, a required fifteen hours of free electives provides students with a liberal arts–based education.

I.1.2 Learning Culture and Social Equity:
- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2014 Team Assessment: The strategic plan of the Fay Jones School of Architecture states that the faculty work to provide "the best educational opportunities" and that they are responsible for ensuring that students "enjoy the many benefits of breadth and depth" during their education at UARK. Furthermore, the teaching staff values "an environment of optimism for students." In speaking with the students, it was found that the school upholds a high level of respect and sharing, which is evident in the safety of students and their belongings. The studio atmosphere engages students to participate, collaborate, and work creatively and efficiently. The open nature of the faculty, staff, and administration on campus reflects an encouraging learning environment.

The ability to maintain open lines of communication is beneficial for student success and a positive academic setting. The adopted Studio Culture Policy includes: balance, citizenships, collaboration, diversity, mentoring, professionalism, desk critiques and reviews, grading, and housekeeping/safety and security/physical environment. The aforementioned values were confirmed in discussions with students and faculty.

In regard to Social Equity, the University of Arkansas prides itself on fostering and maintaining a positive learning and working environment for all members of the community, regardless of race, gender, age, physical ability, or sexual orientation. These fundamental beliefs are expressed by several university policies and organizations, and are available online; the Faculty Handbook, Student Handbook, and the office of Equal Opportunity and Compliance website contain and highlight the university's Non-Discrimination Policy. The Office of Human Resources, including its website, documents information concerning policy and procedure for staff and faculty. The procedure to file grievances is available online for faculty and staff; student complaint procedures are found in the Undergraduate Catalogue of Studies. The Center for Educational Access serves as the campus resource for helping students with disabilities. In speaking with students, those with learning disabilities are being adequately served. The University of Arkansas Office of Diversity Affairs works to promote an inclusive environment and enhance diversity. The Fay Jones School has adopted a diversity plan, implemented in 2009-2010, which includes four goals for building diversity. The student-centered initiatives include outreach to local schools, involvement of minority student and alumni in recruiting, summer programs, curricular initiatives and opportunities, and funding in support of diversity.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2014 Team Assessment: With a sixty-six-year history The Fay Jones School of Architecture (FJSA), one of five professional colleges within the University of Arkansas, plays an important role in scholarship, creative practice, and research within the disciplines of environmental design.

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

The college also embodies an important resource for the increasingly relevant pedagogy of experiential learning as found in the studio-based curriculums of architecture, interior design and landscape architecture.

The department of architecture's strong emphasis on liberal arts course work coupled with a design-based program exemplifies the liberal arts educational ideals of a well-rounded education. The department's emphasis on community engagement coupled with scholarship and a growing emphasis on research embodies the mission of the land grant university to educate professionals who are "leaders in their respective design disciplines and in their communities."

With a very productive faculty, the work of the department illustrates a diversity of domains of knowledge production. Faculty members play important roles across the university serving on committees and providing consultation on the university's planning and physical development. They have been leaders in the development of the new all-campus sustainability minor. Cross-university teaching and research examples are evident in various electives and required classes. The co-location with the departments of interior design and landscape architecture will increase the interdisciplinary opportunities both within the college and across the university. University support of the department is illustrated by the substantial commitment for the recent addition and renovation of Vol Walker Hall, with upper administration describing the college as a "crown jewel in the university," and "on the front burner" for the future.

B. **Architectural Education and Students**. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2014 Team Assessment: Guided by the study abroad opportunities, studio culture, and the university's Diversity Plan, students are capable of living and working in a global world. Students are leaders in program governance, Tau Sigma Delta and AIAS. Students are provided with professional opportunities in Option studios. Students are exposed to local, national and international practitioners as resources in studio courses and through lecture series.

The program is well regarded by faculty, staff and students. Students expressed great admiration for the time and effort faculty have put forth on their behalf. Efforts to add healthy diet and sleep patterns during final deadlines were described and are going to be augmented. The program maintains a Studio Culture Policy, and in 2011 instituted a college-specific Academic Integrity Policy.

Students suggested to the visiting team that advising, including personal counseling, must be more effective. Limitations on staff time and availability have resulted in an uneven quality of the advising provided to students.

Social Equity: Standards for providing all members of the community with a rich educational environment regardless of race, religion, gender, physical or sexual orientation exist as a matter of policy. The documented observable racial diversity falls well below the goals of the program. Initiatives to increase the diversity of the students and faculty have been defined, and some have been implemented.

C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an

understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2014 Team Assessment: A high percentage of the students express a goal of being licensed architects. The school expresses a clear mission to prepare them for that future. The IDP coordinator, who teaches a studio course and the Professional Practice course, is a licensed architect and personally completed the IDP to obtain his licensure. The school supports his attendance at the annual national IDP conference. He presents a program on IDP for all students during each semester and reports on recent changes in IDP enrollment timing and work duration limitations, as well as Arkansas regulations which allow concurrent taking of the ARE; there has been a significant increase in student interest, and enrollment, especially among the 1st and 2nd year students.

The executive director of the Arkansas licensing board visits the school once each year to meet with students. The Community Design Center, winner of four NCARB Prizes among numerous other recognitions, can offer IDP credit for student employees. While only 11 of 26 faculty are licensed, the school has arranged teaching assignments so that there is at least one licensed architect teaching the studio course in each year level. Those individuals are encouraged to bring their professional awareness to those courses.

D. **Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2014 Team Assessment: Students in the program are being prepared to practice architecture, and most attending the all-school meeting intend to become licensed. All students are required to leave campus for a semester in either Rome or Mexico. During their visit students live with host families and participate in the exploration of the city and country. These global encounters allow students a deep exposure to practice in a global community. The university has created an interdisciplinary minor in sustainability and 40 percent of those choosing this minor are architecture students. The fifth-year option studios and the Community Design Center expose students to practice that engages the community and involves environmental design issues that vary from "food deserts" to protection of the Delta region and urban low-income housing.

The Fay Jones communications and development departments have made a concerted effort to enroll the support of its alumni and the architecture community using social media. The result has engaged professionals in the life of the school providing exposure to students as mentors, design collaborators with projects such as the CDC and FabLab, jurors, adjunct professors and visiting guests. Both as an outreach to the local profession and as a way to generate revenue, the IT department offers the use of its fabrication equipment to local architecture firms. Those firms in business less than 10 years pay a reduced fee. They are also planning to offer a one-week course for practitioners in the use of that equipment this summer.

E. **Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2014 Team Assessment: All fifth-year option studios demonstrate a commitment and responsiveness to community involvement and all involve community engagement. Clearly the work that the students are able to do with the Community Design Center (CDC), one of the option studios, is an important opportunity for community engagement and "responsible professional practice" that deals with "pressing environmental, social, and economic challenges through design." Other option studios include design-build studios such as the Urban Pre-Fab, and the current collaboration of the FabLab with Crystal Bridges shows the program's ongoing contributions to community engagement and partnerships with community organizations and institutions.

The ARCH 1001 Leadership by Design Can-Struction project is notable for providing a strong introduction to Architectural Education and the Public Good. Outside of studio, students are also finding other ways to demonstrate their strong interest in community. These include participation in Architecture for Humanity and Habitat for Humanity, among others.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

2014 Team Assessment: The school adopted a strategic plan approved by the provost in 2011. It contains a vision statement and mission statement, enumerates core values and strategic goals with sub-objectives. The plan was updated 12/15/2013 with notes about progress toward the various goals. These documents were referenced in the APR and were found in the Appendix to the APR, provided in the Team Room.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
▪ *How the program is progressing towards its mission.*
▪ *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
▪ *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
▪ *Self-assessment procedures shall include, but are not limited to:*
   o *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
   o *Individual course evaluations.*
   o *Review and assessment of the focus and pedagogy of the program.*
   o *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2014 Team Assessment: Through discussions with faculty and administration as well as documents provided in the Team Room and by additional request, the team found that the processes of self-assessment, as employed by the school, include those prescribed above and are accurately described in the APR.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
▪ *Faculty & Staff:*
  o *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2014 Team Assessment: The visiting team met the majority of administrators, faculty, and support staff. The department has adequate human resources to support student learning from full time tenured and tenure track faculty, clinical appointments, and part-time faculty. The required personnel documents for faculty, diversity and EEO/AE were available in the Program Policies Program Planning binder in the team room. Job descriptions for administrators and staff were provided in the APR section 1.2.2. Faculty workloads and assignments were discussed by the team with administrators and faculty and appear to be balanced and support the teaching mission. The faculty IDP coordinator is active and holds informational sessions, each semester. A large number of students were aware of IDP and a few had already begun their record.

Faculty expressed satisfaction with the level of support for faculty development, which includes start-up funding, annual research incentive funding, and support for off-campus duty assignments (sabbaticals). Faculty members are supported to attend conferences and present papers. Several faculty said that they had received additional funding from the department head and dean for special

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[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

projects and initiatives.

Several faculty expressed a need for additional staff support for research, grant writing assistance, and grant administration. A faculty-mentoring program is in place but has mixed reviews as to its consistent implementation and effectiveness. Departmental policies for tenure, promotion, and post-tenure review are described in the department of architecture personnel document and were available to the team. They are appropriate relative to the mission and structure of the department and the university.

During discussions, staff expressed that they were well supported by the department and the college. They feel valued, sometimes overworked, sometimes undervalued but most expressed that they felt part of a supportive university network of colleagues and co-workers. There was no specific evidence of staff development opportunities or funding from the departmental level.

- *Students:*
  o *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  o *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

  [X] Human Resources (Students) are adequate for the program

  2014 Team Assessment: There is clear evidence to show that the university has well documented online its student admissions policies and procedures. The procedures describe the process necessary for incoming freshman students, for university transfers, and for students transferring from other accredited schools of architecture. The diversity initiatives at both the university level and the school level are clearly stated. These initiatives were created to develop a greater sense of diversity on campus, as well as "encourage working and learning environments" that are conducive to all. The Dean's Circle and the Architecture Advisory Board comprised of alumni and professionals, contribute to scholarship funding. The architecture department provides more than 90 awards and scholarships to students. Of those available, there are both merit and needs-based scholarships. The applications for all scholarships are online and available to both prospective students and currently enrolled students.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

  [X] Administrative Structure is adequate for the program

  2014 Team Assessment: The administrative structure was found to be as described in the APR, including the organizational chart.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

  [X] Governance opportunities are adequate for the program

2014 Team Assessment: Governance for the school is adequately described in the APR. The team found no variance from that description through discussions or observation. There are opportunities at all levels for meaningful input.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2014 Team Assessment: The addition and renovation of Vol Walker Hall has alleviated all past concerns for space, even with the recent addition of the landscape architecture and interior design programs. The new facilities also provide adequate room for growth. The facilities are exemplary, facilitate the goals and embody the vision of a creative and interdisciplinary design environment. The building makes a strong case for the university's belief in the value of a forward looking campus plan that benefits from a bold combination of historic preservation and contemporary building with an emphasis on environmental stewardship and sustainability. The off-site facilities for the fabrication lab and the CDC are adequate. The hope is that the possible future move of the CDC will maintain the open studio setting that contributes to their collaborative work, educational, and outreach environment.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2014 Team Assessment: The department of architecture has adequate financial resources and budgeting autonomy through the departmental discretionary budget, tele-fees, and college reserve administered by the dean to serve the program. Weekly staff meetings and regular discussions between the department heads and the interim dean facilitate budgeting transparency.

University and college-level flexibility on overhead costs for research projects has helped a growing research and outreach agenda in the department. Given its importance to the department of architecture, the financial support of the CDC by the university is applauded and shows the university's commitment to communities and outreach. While faculty salaries are not yet at the regional averages, progress has been made since the last visit and awareness of the need to continue to make progress is acknowledged by the provost's office. As research becomes a larger part of the department's activities and responsibilities, the budget will need to be reconsidered with respect to other colleges where this activity has a longer institutional history.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information Resources are adequate for the program

2014 Team Assessment: The new building houses a digital media lab adjacent to the computer lab and the wood shop in the heart of the technology center of the building. This collection houses the department's slide collection of over 80,000 images in the process of becoming digital files. The media center is staffed and provides videos and online image center resources. The Main Library is adjacent to the new building and houses the papers and drawings of both E. Faye Jones and Edward Durrell Stone. These resources are available for student research and study. Within a short walk is the art building which houses most of the collection of architectural books, codebooks as well as the collections for art history, interior design and landscape architecture. The library budget has been cut, and space, although adequate to date, will be inadequate as the program continues to develop and expand, including the potential addition of graduate studies.

PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports[3]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2014 Team Assessment: Statistical reports were provided for students and faculty characteristics.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses *to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused Evaluation Program Report *and* Focused Evaluation Team Report*, including appendices and addenda should also be included.*

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[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: Annual reports were provided and available in the team room.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2014 Team Assessment: The faculty of the department is professional, creative, and scholarly. Their work was displayed in a faculty exhibition in Vol Walker Hall and in an impressive collection of publications in the team room. In addition, short CVs for faculty were included in the APR. The work of the faculty is varied and commensurate with the diversity and number of design studios and elective courses taught. The documents also reflect the various forms of practices in which the faculty are engaged. The departmental emphasis on professional licensure is noteworthy and in line with the educational mission of the program

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[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2014 Team Assessment: All documents were available in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE
CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the
relationships between individual criteria.

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based
on research and analysis of multiple theoretical, social, political, economic, cultural and environmental
contexts. This ability includes facility with the wider range of media used to think about architecture
including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations
include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1.   **Communication Skills:** *Ability to* **read, write, speak and listen effectively.**

[X] Met

2014 Team Assessment: Students demonstrate their ability to read and write in ARCH 4523
Architectural Theory. They are required to present their work in studios to verbally communicate their
thoughts and ideas, provide critical peer reviews and are exposed to a variety of styles of presentation
in studio classes.

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

[X] Met

2014 Team Assessment: Student projects in ARCH 2016 Architectural Design III show evidence of
design thinking skills applied to the context of a complex set of issues. This class shows an iterative
process, and designing across scales. In ARCH 4523 Architectural Theory, the reading and writing
structure of the course prompts an analytic approach through reading and writing. The Chicago field
trip experience illustrates the interpretation of information and the process of design thinking. Evidence
is also shown in ARCH 1212 Design Thinking 1: Foundations in Technology, and ARCH 1222 Design
Thinking II: Foundations in History.

A. 3.   **Visual Communication Skills:** *Ability to* **use appropriate representational media,
such as traditional graphic and digital technology skills, to convey essential formal
elements at each stage of the programming and design process.**

[X] Met

2014 Team Assessment: ARCH 1015 Architectural Design I shows ability across media, conventions,
materials and methods appropriately connected to the issues of "Space, Form, Material, Structure, and

Site." Basic elements are strongly taught, and the transition from traditional graphic material to digital technology and back to traditional media provides strong foundation skills. The use of digital technology is rudimentary albeit at an early stage of implementation within this course and demonstrated in later coursework in the studio sequences such as ARCH 4016/4026. Evidence of programming is demonstrated in Arch 3016.

A.4. **Technical Documentation:** *Ability* **to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.**

[X] Not Met

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 3134 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.

A.5. **Investigative Skills:** *Ability to* **gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2014 Team Assessment: ARCH 2016 Architectural Design III and ARCH 3026 Architectural Design VI provide evidence of this ability through programming, use of precedents and site analysis in ARCH 3026 Design Studio IV. This is also apparent in the urban analysis in ARCH 2016 group presentations.

A. 6. **Fundamental Design Skills:** *Ability to* **effectively use basic architectural and environmental principles in design.**

[X] Met

2014 Team Assessment: ARCH 1015 Architectural Design I meets this criteria, through the demonstration of basic ideas of composition, space, light form and material. More complex program development and site design in relationship to the larger urban context is demonstrated in drawings in ARCH 2026 Architectural Design IV.

A. 7. **Use of Precedents:** *Ability* **to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2014 Team Assessment: ARCH 1025 Architectural Design II, ARCH 3016 Architectural Design V provide evidence of ability in this criteria through the case study projects. This criterion is also met in ARCH 4154 Environmental Technology II & Building Systems in the analysis of environmental systems in built projects.

A. 8.   **Ordering Systems Skills:** *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2014 Team Assessment: This criteria is met in ARCH1025 Architectural Design II; this criteria is also met in ARCH 3016&26 Architectural Design V, VI and ARCH 3134 Building Materials and Assemblies in student drawings, models and investigations of materials and systems.

A. 9.   **Historical Traditions and Global Culture:** *Understanding* **of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**
[X] Met

2014 Team Assessment: The program provides a very rich and thorough history sequence in ARCH 2233 and 2243, which provides evidence of student understanding of all of these criteria through quizzes and short essays and papers in the honors sequence.

A. 10.   **Cultural Diversity***: Understanding* **of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

2014 Team Assessment: All students must participate in either the Rome or Mexico City travel/study programs. Through study at the UARK Rome Center, students in Arch 4116 explore the understanding that comes from cultural diversity. The cultural exchange that occurs abroad plants the students in unfamiliar territories, forcing them to become acquainted with diverse needs, values, behavioral norms, and physical abilities. Detailed study of the city of Rome teaches the societal responsibilities and roles of architects necessary for understanding cultural diversity. The Mexico City summer course fully includes students in the Mexican culture by placing them with host families. The ability to understand much of both cultures comes, simply, from living in an area for an extended period of time, increasing one's abilities to understand the full array of criteria. In addition, the history sequence, ARCH 2233/2243/4433, reinforces the implication of cultural diversity on the societal roles and responsibilities of architects.

A.11.   **Applied Research:** *Understanding* **the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**
[X] Met

2014 Team Assessment: Applied research is demonstrated in numerous courses, particularly in the Option studios. ARCH 5016 places great emphasis on precedent, site, materials, and neighborhood analysis, which is then applied in studio projects. The required material and product research solidifies the understanding of form and function, and the impact they have on human conditions and behavior.

Realm A. General Team Commentary: The work reviewed by the team demonstrated strong design thinking and visual communication skills in traditional media and growing skills in digital media. This

strong foundation from the first two years especially is evident in the last three years of the program. The use of precedent studies building on in-depth course work in history leads to early "investigative skills" and analysis. There is an indication from the review of the studio syllabi that students could benefit from more specific instruction in research methods. Technical documentation was particularly effective in the use of exploded axon drawings and large-scale sections. The two-semester structure of design V and VI is effective in allowing students to build on previous work to a greater depth than would be the case if the two studios were separate and therefore contributing to the abilities and understandings required from the Realm A performance criteria.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. **Pre-Design:** *Ability* **to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2014 Team Assessment: Studio projects in ARCH 3016 and ARCH 2026 provide strong examples of pre-design requirements in student work, including programming, client analysis, inventories of equipment and space.

The Chicago trip, and the resulting opera house project, proves that students are capable of not only analyzing a site but also understanding how preexisting structures and site history play into design development.

B. 2. **Accessibility:** *Ability* **to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities**.

[X] Not Met

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. 3. **Sustainability:** *Ability* **to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future**

generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2014 Team Assessment: ARCH 2123 and ARCH 4145 provide evidence of student understanding of sustainability through quizzes, climatic analysis, solar diagrams, papers and precedent studies.

B. 4.   **Site Design:** *Ability* **to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2014 Team Assessment: Evidence in ARCH 2132 of site orientation and planning in exams and student projects demonstrates their response to site characteristics. ARCH 3016 and ARCH 5314 demonstrates student ability to respond to site characteristics, particularly topography and vegetation. In the advanced option design studios ARCH 5016 and 5026 there is strong emphasis in many of the studio projects of the ability to develop projects using best practices in watershed design.

B. 5.   **Life Safety:** *Ability* **to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Met

2014 Team Assessment: Evidence of the ability to apply life-safety systems with an emphasis on egress is shown in studio ARCH 2026 through diagrams and project boards.

B. 6.   **Comprehensive Design:** *Ability* **to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9.Structural Systems**
B.5. Life Safety	

[X] Not Met

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.

B. 7   **Financial Considerations:** *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 5314 through the "Design-Practiced" projects and in the development of building cost models that included life cycle cost accounting.

B. 8.   **Environmental Systems:** *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

2014 Team Assessment: The understanding of the principles of environmental systems is found in ARCH 2132 and ARCH 4154. A limited use of performance assessment tools is demonstrated in the understanding of thermal wall systems, psychometrics, and passive and active systems.

B. 9.   **Structural Systems:** *Understanding* **of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2014 Team Assessment: The basic principles of structural behavior are shown in quizzes and homework in ARCH 2113/2113H. Projects and quizzes in ARCH 2123 show appropriate application of simple structural systems. More advanced and diverse structural systems are also demonstrated in ARCH 3016 and 3026.

B. 10.   **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2014 Team Assessment: Evidence was found in quizzes and projects for ARCH 3134 as well as subsequent studio work.

B. 11.   **Building Service Systems Integration:** *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2014 Team Assessment: Evidence is found of the understanding of building service systems integration in precedent studies, diagrams and drawings in ARCH 4154.

B. 12.   **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse**.

[X] Met

2014 Team Assessment: The understanding of building materials and assemblies is demonstrated in ARCH 1212 through a variety of hand sketches and precedent studies. ARCH 3134 demonstrates student understanding of building assemblies through models and three dimensional renderings and diagrams.

Realm B. General Team Commentary: The design sequence in the program seems very well thought out and effective. The progression starts with formal investigations in 1st year. 2nd year concentrates on urban scale issues at an unusually advanced level. Third year addresses single building types, but designs them a second time on a different site. 4th year includes the Rome or Mexico travel/studio one semester and the Comprehensive Studio the other semester. Option Studios in the 5th year allow the students the choice among the Community Design Center, the FabLab, Design-Build and historic preservation for the two semesters. Supporting technical instruction is integrated with the studios, most notably in the case of comprehensive design ARCH 4016/4026 and Environmental Technology II and Building Systems ARCH 4154.

However, there is very little integration of C Realm topics into studio courses and B7 Financial Considerations is only really addressed in the ARCH 5314, in the 1st semester of 5th year. The inclusion of thermal modeling to predict energy efficiency would strengthen this realm.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. **Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 1001, ARCH 2026 and the Option Studios in studio projects.

C. 2. **Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 2132 in quizzes, psychometric studies and papers.

C. 3 **Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 5314 through quizzes, case studies, and the "Design-Practiced" projects.

C. 4.   **Project Management:** *Understanding* **of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 5314 through quizzes, case studies, and the "Design-Practiced" projects.

C. 5.   **Practice Management:** *Understanding* **of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 5314 through quizzes, case studies, and the "Design-Practiced" projects.

C. 6.   **Leadership:** *Understanding* **of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities**.

[X] Met

2014 Team Assessment: Evidence was found in ARCH 5314 through case studies and the "Design-Practiced" projects.

C. 7.   **Legal Responsibilities:** *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 5314 through quizzes, case studies, and the "Design-Practiced" projects.

C. 8.   **Ethics and Professional Judgment:** *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2014 Team Assessment: Evidence was found in ARCH 1001 and in ARCH 5314 through quizzes and case studies.

C. 9.   **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2014 Team Assessment: Evidence was found in the structure of the Option Studios ARCH 5016 and 5026

Realm C. General Team Commentary: While the bulk of the SPCs in this realm are covered by a single 4-hour course in the first semester of the 5th year, the course ARCH 5314 is structured to cover the topics through multiple exposures. This places a tremendous burden on a single exposure to this material. There is some exposure to leadership, professionalism and ethical issues in the 1st year course, ARCH 1001 Leadership by Design. The intentional inclusion of at least one faculty member who is licensed in each year's studio courses offers the possibility of more recurring exposure to Realm C themes. C1 and C9 are taught and modeled by the structure of the studio courses ARCH 3016, 5016 and 5026.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2014 Team Assessment: The Higher learning Commission of the North Central Association of Colleges and Schools (NCACS) provides UARK's regional accreditation. The last comprehensive evaluation took place in 2007. A copy of the notification of continuing accreditation from NCACS is included in the APR. Additional details can be found at http://selfstudy.uark.edu.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2014 Team Assessment: The current organization of the curriculum is well-designed, attendant to transitions between semesters and years, and provides adequate room for both professional and general elective study. Recent changes in the second year present challenging but important subject matter that is resulting in good work that will definitely show up in later studios. The requirement of an international experience is unique and important to contemporary practice.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2014 Team Assessment: The process for curriculum review and evaluation within the department is clearly articulated and in discussions with faculty and administrators is active and ongoing. A "Superjury" program is an effective and unique method for external assessment and curriculum discussion. The Architecture Advisory Board meets several times a year and is involved in discussions about curriculum

refinement and provides a diverse sounding board as to the effectiveness of the curriculum in relation to current professional practice. Both the "Superjury" and the Architecture Advisory Board include licensed architects. As interdepartmental and interdisciplinary initiatives between departments increase, the need for a college curriculum committee may emerge.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2014 Team Assessment: Transfer students into the professional program are rare. Adequate guidelines and procedures are in place for any transfer student, ensuring that courses accepted for credits meet appropriate SPC. This process includes review by the Student Adviser and consultation with specific faculty and a student advising record that is kept in student services.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2014 Team Assessment: The statement on NAAB-Accredited Degrees is in the university catalog and prominently linked to the university website in the exact language found in the 2009 NAAB Conditions for Accreditation. In addition, as referenced in Appendix 5 the dates of the previous and current visits and the terms of accreditation are listed. The department is developing a new website and will be including these links in the new website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
    The 2009 NAAB Conditions for Accreditation
    The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: The 2009 NAAB Conditions for Accreditation and the 2012 NAAB Procedures for Accreditation are both linked on the university website.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
> *www.ARCHCareers.org*
> *The NCARB Handbook for Interns and Architects*
> *Toward an Evolution of Studio Culture*
> *The Emerging Professional's Companion*
> *www.NCARB.org*
> *www.aia.org*
> *www.aias.org*
> *www.acsa-arch.org*

[X] Met

2014 Team Assessment: All of the above mentioned resources are prominently displayed with correct web links on the university website on the NAAB accreditation page, which can be reached by prominent links from the department of architecture home page/Degrees + Programs page.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
> *All Annual Reports, including the narrative*
> *All NAAB responses to the Annual Report*
> *The final decision letter from the NAAB*
> *The most recent APR*
> *The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2014 Team Assessment: These documents are accessible to all on the NAAB accreditation page, which can be accessed from the department of architecture home page/Degrees + Programs page.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2014 Team Assessment: Pass rates are accessible to all on the NAAB accreditation page, which can be accessed from the department of architecture home page/ Degrees + Programs page.

III.   Appendices:

1.   Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

> **A.   History and Mission of the Institution (I.1.1)**
>
> Reference University of Arkansas, *APR,* pp. 1-3
>
> **B.   History and Mission of the Program (I.1.1)**
>
> Reference University of Arkansas, APR, pp. 3-11
>
> **C.   Long-Range Planning (I.1.4)**
>
> Reference University of Arkansas, APR, pp. 31
>
> **D.   Self-Assessment (I.1.5)**
>
> Reference University of Arkansas, APR, pp. 31-32

2.   Conditions Met with Distinction

A.6. Fundamental Design Skills

A. 9. Historical Traditions and Global Culture

C.9 Community and Social Responsibility

3.   The Visiting Team

Team Chair, Representing the AIA
Celeste Novak, AIA, LEED®AP
Celeste Allen Novak Architect PLLC
1066 Knight Road
Ann Arbor, MI 48103
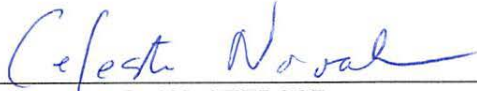(734) 846-3903 mobile
celestenov@aol.com

Representing the ACSA
Bruce Lindsey, AIA
Dean & E. Desmond Lee Professor for Community Collaboration
College of Architecture & Graduate School of Architecture & Urban Design
Washington University in St. Louis
One Brookings Dr. Campus Box 1079
St. Louis, MO 63130
(314) 935-4636
(314) 935-8520 fax
blindsey@wustl.edu

Representing the AIAS
Michael A. Kemner
46 Lehman Street
Mahwah, NJ 07430
(201) 388-5943
mkemner22@gmail.com

Representing the NCARB
Frank M. Guillot, FAIA
Guillot-Vivian-Viehmann Architects
284 South Union Street
Burlington, VT 05401
(802) 862-9631
(802) 660-9010 fax
fg@gvvarchitects.com

IV.   Report Signatures

Respectfully Submitted,

Celeste Novak, AIA, LEED®AP   Representing the AIA
Team Chair

Bruce Lindsey, AIA   Representing the ACSA
Team member

Michael A. Kemner   Representing the AIAS
Team member

Frank M. Guillot, FAIA   Representing the NCARB
Team member