

# ***2023 Visiting Team Report***

University of Arkansas  
Fay Jones School of Architecture  
and Design

B.Arch.

Continuing Accreditation Visit  
March 8-10, 2023



National  
Architectural  
Accrediting  
Board, Inc.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The University of Arkansas' Fay Jones School of Architecture and Design is clearly a significant asset to not only the state of Arkansas but the architecture community as a whole. During our visit, the team was able to meet with many of the program's students, faculty, and staff, and gained a great appreciation for the efforts that have gone into creating a well-rounded and versed architectural education. It was well received that the program offers a strong focus on preparing its students for the post-graduate experience and entering the workforce.

The program and college's commitment to improving the equity, diversity, and inclusion of the program despite the challenges this presents, and the manner in which it is woven through all coursework, was appreciated. In addition, the program's focus on environmental sustainability, particularly its focus on local and regional materials and issues, such as mass timber, are commendable.

Like many similar programs, the current cohort of students has had to endure learning through a virtual environment, then transitioning back to the traditional studio culture. This has presented a unique set of challenges which the program is continuously meeting head-on. The studio culture has continued to evolve to meet this situation and will continue to do so in the future.

The team wishes to acknowledge the efforts of all who took part in preparing for the visit. The work to prepare a virtual visit with supporting documentation and student work is significant, and the team greatly appreciates these efforts.

We thank the college and Architecture Program leadership, faculty, staff, and students for participating in this virtual environment. We congratulate you on your achievements to date and look forward to seeing how the program continues to evolve and grow.

### b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

PC.7 Learning and Teaching Culture  
SC.3 Regulatory Context  
5.2 Planning and Assessment

## II. Progress Since the Previous Site Visit

### **2014 Conditions Not Met**

**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.

**Previous Team Report (2014):** 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 [sic] Building Materials and Assemblies, uses drawing exercises, quizzes, and a final exam, effectively; however, utline 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.

**2020 IPR Board Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Arkansas, the National Architectural Accrediting Board (NAAB) has concluded that the

program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report.

**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.

**Previous Team Report (2014):** 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.

**2020 IPR Board Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Arkansas, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report.

**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	

**Previous Team Report (2014):** 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.

**2020 IPR Board Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Arkansas, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report.

**2023 Team Analysis:**

The previous team report cited three conditions as "Not Met": A.4 Technical Documentation, B.2 Accessibility, and B.6 Comprehensive Design. These conditions are all under the previous Conditions. The team reviewed these three conditions and agreed they were met under the 2020 Conditions as described in this report. The equivalent conditions the team reviewed were SC.4 Technical Knowledge, SC.1 Health, Safety and Welfare in the Built Environment, SC.5 Design Synthesis and SC.6 Building Integration.

### III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

#### 2023 Team Analysis:

The previous visit, conducted in 2014, was governed by the 2009 Conditions for Accreditation. The current visit is now being conducted under the 2020 Conditions. This brought about numerous changes to the program to comply with the new conditions, most notably the new assessment components and modifications made as a result of those assessments.

The school noted a change in the alignment of the studio curriculum and the integration of core parallel classes focused on technology, history/ theory, and practical application to provide a robust and comprehensive architectural education. Specifically, these curriculum adjustments were noted in the ARCH3026 Design Studio VI and ARCH4016 Design VII studio, as well as ARCH3253 Environmental Technology II and ARCH4152 Building Systems Integration core classes.

Diversity, Equity, and Inclusion were also noted as areas where program changes occurred. The APR described that course reading lists were adjusted, considerations for appropriate projects and project sites were adjusted, and graduation paths with shortened durations have been made available to assist with tuition challenges. In addition, Diversity, Equity, and Inclusion have been considerations for faculty and staff hiring.

## IV. Compliance with the 2020 Conditions for Accreditation

### 1—Context and Mission (*Guidelines, p. 5*)

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.
- 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.
- 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).

Described

#### 2023 Team Analysis:

The following is the Summary Statement on Context and Mission from the APR:

*“The Fay Jones School of Architecture and 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."*

The mission and context as summarized above was consistently observed during the team's virtual visit, and in the evidence presented by the program. As the flagship land-grant university in the state of Arkansas, the program and the school understand their mandate to educate students in ways that are responsive to the specificities of place and the region, while preparing them to practice in a national and international context. The program's commitment to design excellence, and engagement with a broad array of communities, contributes to the advancement of the mission.

## **2—Shared Values of the Discipline and Profession** (Guidelines, p. 6)

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. (p.7)

**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. (p.7)

**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. (p.7)

**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. (p.8)

**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. (p.8)

**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. (p.8)

**Described**

### **2023 Team Analysis:**

[Design:](#)

As shared in the APR and as evident in the visits to design studios during the virtual site visit, the responsibility of architects to design safe, equitable, resilient, and sustainable built environments is present throughout the curriculum and student work provided. Students' progress through foundational studios to Advanced Studios to demonstrate incremental skill development, aptitude, critical thinking, and design curiosity. Design thinking is evident outside of the studio context, in student work presented for technical coursework reports and graphics. The assessment of the design process is evident in the analysis provided by the Super Jury, as well as faculty and student-peer assessments.

#### Environmental Stewardship and Professional Responsibility:

As shared in the APR and as evident in the curriculum and student work provided, the Program has incorporated Environmental Stewardship and Professional Responsibility throughout its teachings. Specifically, the program has placed a substantial focus on mass timber, as it is a locally sourced material and a key economic area within the state. This focus includes the addition of a design and materials innovation center (currently under construction) that uses mass timber construction, allowing the building to serve as a physical teaching tool. In terms of research and community outreach, two of the architectural studios, Arch 5016 and 5026, work directly with the University of Arkansas Community Design Center (UACDC) on project initiatives for low impact neighborhood design, responsible urban growth, and transit-oriented development. Consideration for the built environment's impact on health safety and welfare has been woven into several course's curriculum, including as seen in ARCH3026 Design VI and ARCH4016 Design Studio VII, and is evident in the student work provided.

#### Equity, Diversity & Inclusion:

The Fay Jones School of Architecture and Design has a focus on prioritizing DEI into their curriculum as a direct response to the summer of 2020 and the prominence of the Black Lives Matter movement. Despite these efforts, the data provided shows the school has not yet been successful in their goal in ensuring the demographic of the school matches the population demographic of the state of Arkansas, with only 2-3% of the school being African American. (Please note the demographics for other minority groups were not included in the data provided to the visiting team.) In terms of the curriculum, Advanced Studio sections of ARCH 4026/5026 and 5016 focus on attainable low-income housing projects; and ARCH 1222, 2233, 2243, 4433, and 4523 focus on construction in the environment. The school hosts lecture series and panels focusing on DEI, and their faculty takes a mandatory non-bias training course to prevent stereotyping of students. They provide scholarships targeted towards minority students and have a diversity recruitment program called Design Camp to facilitate more outreach to the local African American population in Arkansas. Useful information in their progression towards an equitable student body demographic can be presented in terms of the ethnic diversity of the admitted incoming freshmen since 2020. The program responds according to the social issues required by the profession through studio, course work, as well as additional lecture opportunities.

#### Knowledge and Innovation:

As a school within the Carnegie R1 institution, the Fay Jones School of Architecture and Design and Department of Architecture contribute to the creation of new knowledge through creative activities. Noted in the APR, since 2014, the Fay Jones faculty have been awarded \$3.3M in external funds and the school's dean's office further supports faculty research. Faculty contribute to a broad spectrum of design thinking, history, praxis, and research produces print media, exhibitions, presentations, to peer-reviewed conferences and public lectures. Further, there are three research centers facilitated or hosted by the Fay Jones School: an outreach center established in 1995, the Community Design Center advances creative development in Arkansas through research, design and education, and is a recognized national authority in urban design and the shaping of the built environment; the University of Arkansas Resiliency Center, a collaboration with the College of Engineering and the Walton College of Business, explores what makes community systems resilient and develops strategies to increase resiliency; and the University of Arkansas Urban Design Build Studio, which develops and implements design through a participatory design process. The Urban Design Build Studio has recently leveraged research in mass timber structures and prototypes for attainable housing and manufacturing. A dedicated appointment is scheduled to be filled in the coming academic year, focused on mass timber research and innovation. Undergraduate research is most seen in

the capstone work of students also as part of the Honors College. Lectures and Workshops provide exposure to contemporary topics throughout the academic year.

#### Leadership, Collaboration, and Community Engagement:

Throughout the program's curriculum, opportunities for collaboration on project teams is evident. This includes both design studios such as ARCH3016 Design Studio V and ARCH4016 Design VII Studio, as well as other core classes such as ARCH5314 Professional Practice. In addition, students have the optional studios available that focus on issues such as social equity, inclusion, and community engagement. These include, for example, the Urban Design Build Studio which offers students the opportunity for working on built projects made possible with grant partnerships and allowing students to actively engage with the community throughout the state. Student organizations offer opportunities for leadership, including chapters of such national organizations as AIAS and NOMAS. The Student Ambassador program connects program students with alumni as well as prospective students. The school also offers a Design Camp for high school students with an interest in architecture.

#### Lifelong Learning:

The program's curriculum sets a solid foundation for lifelong learning through its curricula in professional practice and in the history and theory of our discipline. Evidence from the required courses in this area showed student understanding of the architect's role in cultural, social, environmental, economic, and built contexts. The program's close ties to the alumni community foster the shared responsibility of the academic and the professional community in the educational mission. The extensive school lecture series provides local professionals, students, and faculty with an impressive learning resource.

### **3—Program and Student Criteria** *(Guidelines, p. 9)*

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.

#### **3.1 Program Criteria (PC)** *(Guidelines, p. 9)*

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. *(p.9)*

**Met**

#### **2023 Team Analysis:**

Students are exposed to presentations regarding AXP hours and the AREs as early as their first year and have opportunities for first year students to create their NCARB record experience. ARCH 5314 Professional Practice goes over the range of career opportunities in design, sustainability, and business, and teaches them through project-based assignments about specifics of management, billing, etc. Practicing architects also come to speak about the profession, including engaging with the AIA Salary Calculator to help them understand what compensation is supported and what opportunities are possible following graduation in pursuing a career in architecture. The school hosts an annual career fair and interacts with all the firms within the local area, as well as non-profit organization around the country come. Workshops and professional consultations for resumes, portfolios, as well as interview skills are available to students for preparation before the career fair.

The team was able to confirm evidence of career path exposure to students by the statements from the APR as well as the student portion of the visit, where they described the extent of involvement with the Career Fair for their school. A concern was noted by students regarding overall communication of preparation assistance prior to the Career Fair.

The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**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. (p.9)

**Met**

**2023 Team Analysis:**

In the matrix provided on Page 48 of the APR, the design studio courses are highlighted for PC.2, with further evidence also indicated. Primary evidence is provided by ARCH 4016, the integrated design studio, and its co-requisite course ARCH 4152, environmental technology and building systems, course description, student work samples.

Students are assessed on five projects within the course ARCH 4016: 1) Site, Climate, and Ecology Mapping; 2) Spatializing Performance; 3) Schematic Design; 4) Design Development; and 5) Wall Section. The assessment rubric is divided into two primary parts: Process and Product and assessed on a scale of 5-10.

In Process, the student is assessed on their ability to display initiative, bringing new work and proceeding without explicit instruction; research ability, interrogating the work and its variations; synthetic ability, incorporating meaningful outside influences; and depth and breadth of exploration, deeply studying the design and considering a broad set of decision points. In Product, the student is assessed on the relevance, quality, and completeness of the work, as well as how well it is resolved and communicated using the variety of tools at the student's disposal. Qualities for each grade are described in the syllabus for the courses.

Evidence of the assessment of the course is further demonstrated by "Super Jury Qualitative Assessment," which identified areas of growth and focus areas for instruction in climate, site evolution, socially connected spaces, and connectivity to place. In response to the 2023 Super Jury assessment, the ARCH 4016 syllabus and pedagogy was modified to foreground social issues to require early site analysis, and it asked students to consider how social connections, energy use, and shade/shadow influence the formal and spatial development. This addition to the syllabus included teaching digital workflow methods. In meeting with students, the visiting team heard further reinforcement and acknowledgement that the curriculum had added and improved its instruction of digital technologies and workflow methods in the past several terms.

The team was able to confirm the evidence provided by visiting the design studios and observing design critical thinking.

Secondary evidence is provided by the lecture series, the prerequisite design series prior to ARCH 4016 (ARCH 1015, 1025, 1212, 2016, 2026, 2113, 3016, 3026) and the design series ARCH 4116, 5016, and 5026. The student work for the secondary evidence demonstrates design investigation and development at multiple scales, from buildings to cities, in a variety of settings and environments.

The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**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. (p.9)

**Met**

**2023 Team Analysis:**

The team reviewed the APR and the materials provided by the school regarding the required course sequence. Based on this information, it is clear that students gain an understanding of ecological knowledge and responsibility through coursework for ARCH 4152 Environmental Technology III, supplemented by prerequisites ARCH 2132 and 3253, as well as research required for coursework in several required design studios including ARCH 4016 Design Studio VII. Project assignments and required readings allowed students to focus on how the dynamic between the built and natural environments impact the overall design.

The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**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. (p.9)

**Met**

**2023 Team Analysis:**

The team reviewed the APR and the materials provided by the school regarding the required course sequence. Based on this information, it is clear that students gain knowledge of the history and theory of the discipline both through the sequence of four required courses and through historical research in several required design studios. Non-western traditions are included in ARCH4433 Architectural History III, 20th Century. Issues of race and postcolonialism are addressed in this course as well. The History of Architecture and Design Minor offers an elective opportunity to advance this understanding. All B.Arch. students participate in the Rome program during their 4th or 5th year. The course materials include an assessment narrative and quantitative information relative to learning outcomes.

**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. (p.9)

**Met**

**2023 Team Analysis:**

As noted in the APR, the Design Studio sequence is the primary opportunity for student architectural research (ARCH 1015, 1025, 2016, 3016, 4016, 5016, 5026). For example, in first year design studios (ARCH 1015), "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," and (ARCH 1025), "Students are assessed on the breadth of their experimentation, the innovativeness of their block design, and the quality of its fabrication." In ARCH 2016: 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. Further evidence was available for the remaining studio courses and demonstrated research to test and evaluate innovations in the field. Most notably, this research culminates in the work of the Urban Design Build Studio, UACDC, and Resiliency Center projects and programs.

In addition to design studios, the lecture series is identified as an opportunity for exposure to the current state of architectural research and critical topics. Digital fabrication, wood/metal shop tools and resources enable students to conduct physical research. Atypical for architecture schools, the Materials Library also

provides access to physical samples of materials and products relevant to building technology, design, tectonics, texture and color, and systems.

Fifteen hours of professional electives and twelve hours of advanced studios are required and grounded in faculty research. Honors program students complete an individually directed capstone research project over two years or more, with a faculty advisory committee. Research funding through the Honors College is available.

Modifications to the program are made based on findings from the assessment of the activities in the “core” studios and the “Super Jury” review process. This process was evident in the materials provided by the program and confirmed through the site visit.

**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. (p.9)

**Met**

**2023 Team Analysis:**

The team reviewed the APR and the materials provided by the school regarding the required course sequence. Based on this information, it is clear that students gain an understanding of leadership and collaboration through coursework for the ARCH 3016 Architectural Design V Studio. This course included collaborative efforts required for the duration of the studio culminating in a joint final project. This understanding is supplemented by collaborative projects required in ARCH4016 Architectural Design VII as well as ARCH 5314 Professional Practice.

Formal leadership and collaborative opportunities are available to students through the AIAS and NOMAS student led organizations. Informal leadership opportunities are available during project coursework for ARCH 4016 and the ARCH 5016 and ARCH 5026 Design Option Studios, where students can step into leadership roles related to the assigned projects.

The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**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. (p.9)

**Not Met**

**2023 Team Analysis:**

The APR narrative describes a multifaceted commitment to fostering a positive and respectful culture. The team meetings with students and faculty demonstrated this. Though the school does not have a specific learning and teaching culture document, meetings with the students and the student leaders confirmed that the school fostered a very positive level of interactions between students and with faculty.

The APR identifies ARCH 1212, Design Thinking 1, as the primary place within the curriculum that this PC is assessed by introducing first year students into the culture and customs of architectural education. Though primarily focused on introducing 1st year students to themes and vocabulary of architectural design and representation, one of the learning outcomes addresses work habits, collaboration, and optimism. The full assessment cycle for this important program criterion is not adequately described.

**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. (p.9)

**Met**

**2023 Team Analysis:**

ARCH 1212, 1222 4433, 4523, and 4016 all discuss the understanding of different cultural and social contexts and help the students understand their responsibility to support and include people of different backgrounds and its influence on design. Courses such as ARCH 4433 History II review topics such as systematic discrimination and struggles between decentered cultures throughout history. Students learn about understanding diverse social contexts through place, race, and gender. The curriculum includes analysis of essays such as Adrienne Brown's *Black Skyscraper*, and discussions about practices engaging in equity and inclusion. ARCH 4016 focuses on design to the needs of a local community. With the visit, students were able to confirm evidence of an inclusive and diverse lecture series provided by the school, with strong encouragement from their professors and faculty. This shows evidence this criterion has been demonstrated within the program. The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** (Guidelines, p. 10)

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. (p.10)

**Met**

**2023 Team Analysis:**

The team reviewed the APR and the materials provided by the school regarding the required course sequence. The coursework required for ARCH 3026 Design Studio VI demonstrated an understanding of the impact of the built environment on human health, safety, and welfare. Supplemental evidence was also found in the coursework for ARCH 4016 Design Studio VII. The projects demonstrate an understanding of the concepts of HSW at multiple scales from urban to rural.

The program has instituted a semi-annual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**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. (p.10)

**Met**

**2023 Team Analysis:**

The team reviewed the APR and the materials provided by the school regarding the required course sequence. The coursework required for ARCH 5314 Professional Practice demonstrated an understanding of professional ethics, regulations, and fundamental business practices. The coursework and student projects shown as evidence showed a comprehensive overview of modern professional practice.

The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**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. (p.10)

**Not Met**

**2023 Team Analysis:**

Students proceed through a series of design studios in second and third year that introduce and reinforce fundamental principles of life safety, land use, and current laws and regulations applicable to buildings and sites in the United States, as evident in the primary resource material provided from ARCH 2016, 2026, 3016, 4016). Additionally, ARCH 5314 Professional Practice provides exposure to the legal context and has a contracts focus; and ARCH 3143 Building Materials and Assemblies where work is evaluated for compliance, correctness, clarity and level of performance (energy, framing efficiency were specifically noted).

It was not clear how student learning outcome areas are assessed and identified on a recurring basis for future improvement. The visiting team was not able to verify evidence for this SC through the site visit.

**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. (p.10)

**Met**

**2023 Team Analysis:**

The school provides evidence that student learning outcomes associated with technical knowledge through student work presented from the design prerequisite tracks and co-curricular non-studio courses in building technology (ARCH 1015, 1025, 2016, 2113, 2123, 2132, 3143, 3026, 3253, 4016, 4152). In these courses, student outcomes are assessed through graphics work, quizzes, exams, writing samples, lab reports, tests and projects. Specifically in the third year course ARCH 3026, students must demonstrate successful daylight analysis and site water management metrics using appropriate digital tools. The Building Materials and Assemblies course ARCH 3143 provided primary evidence, with the above noted courses providing secondary evidence. The Qualitative Assessment of Learning Outcomes identifies and assesses student learning outcomes for the course. Demonstration of improvements in response to this assessment should be reviewed at the next accreditation. The visiting team was not able to verify evidence through interactions during the site visit, however evidence was confirmed in the student work.

**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. (p. 12)

**Met**

**2023 Team Analysis:**

The APR highlights three required environmental technology courses and three core design studios as the primary sites that ensure student ability as outlined in SC.5:

- ARCH 2132, 3253, and 4152 provide a solid understanding of passive and active systems.
- Course syllabi, lectures, assignments and student process work from core studios ARCH 3016 demonstrate synthesis of the user and regulatory requirements.
- ARCH 4016 demonstrates the ability to engage site conditions, accessible design and the quantitative assessment of issues of light and air.

The assessment cycle for these learning outcomes was documented in the APR supplement.

**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. (p. 12)

**Met**

**2023 Team Analysis:**

Studios address the design decisions involved in architectural projects that integrate different aspects of design, including technology, building code, and building systems in three main studios. ARCH 2016 Design III students engage in structures and environmental technology to understand normative structural types and programmatic requirements. Students are taught technical drawing skills in 2D and 3D, diagrams, orthographics, and understanding of water drainage and daylight access control. ARCH 3026 Architecture Design VI - Building Ecosystem demonstrates the building's ecological impact in design as well as BIM, BPS, and PM to support design making decisions, such as space for HVAC systems. ARCH 4016 focuses on small public buildings and creating a positive impact on the local community. Students learn to design, model, and understand site interventions and assemblies. Graphical evidence for environmental performance is required including basic structural and grid elements and technologies of building envelopes. ARCH 4016 and 4152 have workshops with invited consultants who practice to give critiques on HVAC systems, structure, and lighting design. Students are asked to provide graphical evidence for environmental performance such as daylighting and basic buildings systems. The program has instituted a semiannual assessment procedure for the course curriculum incorporating both faculty review and student outcomes. Modifications to the curriculum based on these assessments were described in the supplemental documentation provided.

**4—Curricular Framework** (Guidelines, p. 13)

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** (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

**Met**

**2023 Team Analysis:**

The University of Arkansas (Fayetteville) is accredited by the Higher Learning Commission (HLC). The APR commentary indicates the accreditation was granted without interruption since 1928; this information is confirmed on HLC website ([www.hlcommission.org](http://www.hlcommission.org)).

A record copy of continued accreditation notification from HLC is included in the APR. This evidence and status of accreditation is confirmed via University of Arkansas Provost office webpage and link to Higher Learning Commission verified website with 'Accreditation Status Confirmed' and matches accreditation full details.

<https://provost.uark.edu/accreditation.php>

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1030>

Reaffirmation of the Accreditation is scheduled for 2026-2027.

#### **4.2 Professional Degrees and Curriculum** *(Guidelines, p. 13)*

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. *(p.13)*
- 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. *(p.14)*
- 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. *(p.14)*

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.

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.

- 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.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (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.

**Met**

**2023 Team Analysis:**

Of the 157 undergraduate credit hours associated with the University of Arkansas Bachelor of Architecture degree-program, all students must complete 94 required credit hours within the Fay Jones School of Architecture and Design professional program. This information fulfills the NAAB-minimum 150 credit hours for an accredited Bachelor of Architecture degree (4.2.4).

The required coursework indicated in the APR is clearly articulated within the University Catalog. <https://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/architecturerearch/#bachelorofarchitecturetext>

The flow-chart diagram provided in the APR further delineates the matriculation process. The breakdown of the degree requirement total follows:

**4.2.1 Professional Studies**

PROFESSIONAL PROGRAM: 94 hours total  
Design Studios: 58 hours  
Architectural Technology: 18 hours  
History and Theory of Architecture: 14 hours  
Professional Practice: 4 hours

**4.2.2 General Studies**

STATE MINIMUM CORE: 35 hours total

The University Catalog outlines the state-mandated core requirements including coursework in English, mathematics, sciences, fine arts, humanities, history/government, and social sciences. Moreover, the APR indicates that the minimum core requirements must be completed by the end of third year.

Transfer credits are evaluated for equivalency by the University's Office of the Registrar and as part of each student's degree audit. Supplemental information includes clarification that department-specific, discipline-

expertise is utilized to review NAAB-related transfer credits, when necessary, via Office of Student Success. Fay Jones School of Architecture and Design does not offer a graduate degree program.

*Please note, there appears to be a typographical error related to 15 free elective hours in the APR; this should likely read 13 free elective hours based on criteria 4.2.3.*

#### **4.2.3 Options Studies**

ELECTIVES: 28 hours total

Professional Electives: 15 hours

Free Electives: 13 hours

The APR contains a broad listing of professional electives with a diverse range of subject matter and faculty.

**4.2.4 Bachelor of Architecture:** All required documentation is provided and clearly articulated in the University Catalog, Fay Jones School of Architecture website, and/or supplemental department-specific documents.

4.2.5 Master of Architecture: Not applicable.

4.2.6 Doctor of Architecture: Not applicable.

#### **4.3 Evaluation of Preparatory Education** *(Guidelines, p. 16)*

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.
- 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.
- 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.

**Met**

#### **2023 Team Analysis:**

The APR describes the process for evaluating transfer students' prior academic coursework and documenting the evaluation and sharing it with the students. The supporting materials in the digital team room included links to curriculum audits for internal and external transfer students. The meeting with admissions staff confirmed the participation of faculty with expertise in the review of syllabi to determine if the content meets the appropriate NAAB conditions. Students and their advisors have access to these curriculum audits for transparency and to monitor progress toward the degree.

## **5—Resources**

#### **5.1 Structure and Governance** *(Guidelines, p. 18)*

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.
- 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.

**Described**

### 2023 Team Analysis:

**5.1.1** There are three academic department heads as well as the director of the Gardens who report to the dean of the Fay Jones School of Architecture and Design. In addition, the assistant deans for DEI and chief of staff report to the dean. The dean and associate dean hold bi-monthly meetings with the department heads to address open issues and concerns. The dean also oversees the work of the Director of the Fabrication Lab, the Director of Wood Shop, the Director of the Visualization Lab, and the Director of Informational Technology.

The dean is the chief academic and administrative officer. They are responsible for all three units at the school, as well as the graduate program and its outreach and research centers. The dean oversees evaluations for tenure and promotion, three-year reviews for tenure-track and continuing non tenure-track appointments, as well as the annual review process, scheduled every year. The dean teaches one class each academic year.

The associate dean maintains constructive connections between administration and students. They represent the school on the Campus Research Dean committee and teach one class each semester.

The department head is a faculty position which directs the B.Arch. program and the BS program and teaches one class a semester.

As noted above, there are several assistant deans. The Assistant Dean for Graduate Programs works with dean and associate dean in academic planning, development, and implementation. The Assistant Dean for DEI is responsible for scheduling plans on student and faculty recruitment and represents the school's initiatives for the University. The Assistant Dean for Administration is responsible for short and long-term strategic initiatives to meet the goals of the school as well as updating and maintaining administrative, faculty, and staff governance policies.

There are several director positions. The Director of Development is responsible for coordinating private gift support, alumni involvement and collaboration with the University Office of Advancement. The Director of Communications coordinates the design and production of all school publications, including ReView, the annual magazine, and E-View, the monthly online publication, as well as brochures, posters, and invitations and managing the school's website and social media. The Director of Student Services oversees student retention, and contributes to curriculum management, scheduling of classes, and space allocation as well as working with professional advisors, especially for first year students. The Budget Director manages purchasing, property control, and research accounting.

**5.1.2** The Fay Jones School of Architecture and Design Governance and Personnel Document, approved by faculty vote last in May 2020, is consistent with the policies approved by the University Board of Trustees. Tenure and teaching are required to participate in faculty meetings and discussions concerning the school. Votes on tenure and promotion are made per recommendations to the department head.

The University Faculty Handbook indicates that each department faculty is responsible for their own curriculum. All proposed curriculum changes require a majority vote by the permanent faculty. Within the school, several committees have been established:

- Operational Committees

- Tenure and Promotional Review Committees
  - Review candidates for tenure and promotion and faculty advancement
- Peer Review Committee for Annual Review
  - Elected faculty representing each academic unit in the Fay Jones School
  - Reviews self-evaluation of faculty and a requisite part of the Annual Review Process
    - Committee makes recommendations to department heads
- Lecture Series Committee
  - Working with Landscape Architecture, Interior Architecture and Design, and the Dean
    - Recommendations and engaging lectures for the school
- Diversity, Equity, and Inclusion Committee
  - New committee structure to monitor progress towards strategically purposes activities of addressing DEI as they affect student life, recruitment of students and faculty, and development.
- Honors and Awards Committee
  - Two faculty members are appointed to an all-school committee that determines awards and scholarships, as well as named distinctions
- Department Academic Committees
- Committees addressing curriculum and student resources
- School Adamic Committees
- Honors program Committee
- Ad Hoc Committees
- Committees as needed and hiring tenure track faculty

## 5.2 Planning and Assessment *(Guidelines, p. 18)*

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

- 5.2.1 The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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.

### Not Demonstrated

#### 2023 Team Analysis:

**5.2.1** The supplement to the APR describes the strategic planning process that was initiated in 2018-2019. The departure of the University Chancellor in 2021 and the pandemic have caused a pause in the development and implementation of the school's strategic plan. The team learned, through requested supplemental information and in conversation with the dean, of the school's plan to renew its focus on the goals outlined in this draft and its intention to establish metrics and collect appropriate data. It was noted that this next stage of the strategic plan has been delayed due to recent changes in the university leadership.

**5.2.2** The team found the framework for analysis to have been developed as part of the 2019 School Strategic Plan draft. The program leadership noted that the next step is to transform outlined goals into strategies, objectives, and metrics.

**5.2.3** The APR supplement notes that the data has not yet been generated to provide metrics relative to each strategic goal.

**5.2.4** Strengths and challenges are outlined in the 2019 draft document.

**5.2.5** The APR supplement notes the Arkansas Department of Higher Education has standards for teaching, learning, and economic viability of programs and the provost's office monitors class size, and degree completion. Campus policy also mandates evaluation of instruction for all courses serving at least five students. The university requires annual assessment and periodic review by external committees. The university has approved the school's request to employ the NAAB accreditation reporting structure and process to fulfill this obligation. Practitioners on the dean's advisory counselor offer input on strategic planning objectives and progress.

### **5.3 Curricular Development** *(Guidelines, p. 19)*

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

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

### **Demonstrated**

#### **2023 Team Analysis:**

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

In reviewing the APR, the APR supplement and in discussions with the program leadership and the faculty, the team observed a robust culture of curriculum development. The program currently relies on regular discussions between studio coordinators and periodic external review teams (Super Jury) to provide a curriculum assessment. This assessment is not linked to specific learning outcomes related to NAAB PCs and SCs.

**5.3.2** The roles and responsibilities of the administration and faculty committees involved in setting curricular agendas and initiatives was described. This includes the curriculum committee, course coordinators, and the department head. The APR supplement describes biweekly meetings of curricular sub-groups and this practice was confirmed in meetings with the faculty. The cycle of assessment was confirmed through both individual course documents and reports from external review processes (Super Jury).

### **5.4 Human Resources and Human Resource Development** *(Guidelines, p. 19)*

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

- 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.

**Demonstrated**

**2023 Team Analysis:**

**5.4.1** The APR describes the workload distribution of faculty across tenure, non-tenure and part-time positions, with time for teaching research and innovation and service. Faculty noted during the visiting team meeting that additional balancing of the workload, with strategic approach is needed for the required non-studio courses.

“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” Further, the APR notes “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”. Mentoring relationships and teaching assistants noted here in the APR. Additionally, during the team visit with staff, it was noted that a questionnaire is utilized to match students with academic advisors, to align like interests and aptitudes. Staff also noted a search is open for a career advising position.

**5.4.2** The APR identifies one faculty member who has been the continuous ALA for the school since 2016, who attends the NCARB biannual summit and provides education in the licensure process through the ARCH 5314 Professional Practice course. Noted here and elsewhere in the APR (SC.3 description), discussion of alternative career paths, mentoring opportunities and programs are identified. The APR notes “Jonathan Boelkins, AIA NCARB, is the Architect Licensing Advisor and has served in this role continuously since 2016. Teaching Assistant Professor Boelkins has been 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. “

Additionally in the APR, “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.” Confirmed by staff in meeting with the visiting team, students receive offers of assistance to set up their NCARB record and begin reporting relevant activities. During the team visit, Professor Boelkins noted that by the time students take their professional practice course, approximately two-thirds have established their NCARB file.

**5.4.3** The APR notes, “For evidence of the range of personal professional development endeavors of faculty and staff, see section 2, Shared Values, “Faculty Research.” In visiting team discussions with faculty, research opportunities and financial support was indicated, particularly for tenure track faculty.

**5.4.4** The APR incorrectly identifies IDP and has not yet been updated to reference the AXP. A Student Success Center provides information about 1:1 advising/mentoring, scholarships, and career counseling. Associate deans are primary liaisons with the Division of Student Affairs. Four staff plus student ambassadors comprise the student services team. There is a dedicated professional academic ambassador focused on first-year student support and programming. In the third year, students are matched with a faculty mentor. A 2023 career fair hosted 65 firms and offered employment and networking opportunities. Resume and portfolio development review is offered by faculty and area professionals. This opportunity is primarily informal, but formal opportunities for portfolio review, cover letters, how to communicate with firms for potential internships and job offers are provided. A monthly newsletter has information on internships, jobs and volunteer opportunities. Staff at Fay Jones School monitor students “at-risk” and refer them to university resources such as “UA Cares”. Staff also spoke to future programs such as focus groups for in-person activities and resources to facilitate well-being, belonging and mental-health support for students.

### **5.5 Social Equity, Diversity, and Inclusion** (*Guidelines, p. 20*)

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.
- 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.
- 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.
- 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.
- 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.

#### **Demonstrated**

#### **2023 Team Analysis:**

**5.5.1** The Fay Jones School of Architecture and Design prioritizes an enriching culture in accordance with the institution's vision statement. The program is responding to the advancement of critical race theory, and since March 2007, the school has made it its mission to address the under-represented populations through plans of student recruiting, faculty, and staff hiring. Human Resources had articulated faculty and staff searches in response to this issue, as well as student employees, and plans to achieve an improved gender equity with the current population of women faculty constituting 42% of the total demographic. The Physical Resources provides accommodation for all faculty, students and staff by having ADA compliant spaces as well as renovation to the Multicultural and Diversity Education and the construction of the Student Success Center in addition to the Pat Walker Health Center.

**5.5.2** University Level Policies of increasing DEI in the recruitment include Equal Opportunity, Compliance, and Title IX, and seeks to include and integrate individuals from varied cultural and socioeconomic backgrounds. Departments are required to use at least three recruitment activities that target a more diverse population in accordance with the Proactive Recruiting Policy. The demographic of the faculty matches the demographic of the students for the 2021 ethnic make-up, however, the program has not been able to respond to the increase of diversity recruitment since 2014. In 2014, the student body demographic consisted of 5.6% African American students with a student body of 304 students, and in 2021 the demographic of African American students has reduced to 4% with a student body of 472 students. The program has responded with initiatives to increase diversity recruitment but has not been able to demonstrate progress in diversifying the admitted student body in recent years.

**5.5.3** The Fay Jones School of Architecture and Design has responded to social-racial upheaval by creating a set of recommendations organized in urgent, mid-range, and long-term phases. The program has set the goal of fall 2030 to have a student body that is 15.4% Black/African American, which matches the state of Arkansas. The Together in Diversity and Design lecturer and workshop series has been active since spring 2023 and has focused on practitioners with DEI perspectives on social and environmental issues. The program provided the demographic makeup of the university. Progress on the diversity recruitment and demographic of the school should be reassessed next cycle for improvement.

**5.5.4** The Office for Equal Opportunity, Compliance, and Title IX are centered around in the aid of stopping incidents of discrimination and sexual misconduct, advocating for inclusive excellence through equity, access, civility, diversity, and inclusion, as well as resources to [take action and generate reports](#). HR, OEOC and Title IX work together to ensure compliance in equal opportunity and placement goals. The Proactive Recruiting policy requires campus units to use at least three recruitment activities that target a diverse population. The University requires this of all the units in accordance with the [Fayetteville Policies and Procedures](#). Some of the other planning by the university, the requirements from the Diversity Certification program, and the Talent Development Department provides opportunities for DEI training by the IDEALS institute.

**5.5.5** The [University's Center for Educational Access \(CEA\)](#) provides support for students with disabilities and training for the University's community, and provides academic accommodation in the University Housing and Dining accommodations. Counseling and Psychological Services are situated in the Pat Walker Health Center, and support student mental health needs. Individual counseling, group counseling, psychiatry, emergency services, and case management are all services provided. Vol Walker Hall is an accessible space internally and externally, and designated handicapped parking spaces have increased, as well as sign-language interpreters for special events and ceremonies.

#### **5.6 Physical Resources** *(Guidelines, p. 21)*

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:

- 5.6.1 Space to support and encourage studio-based learning.
- 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.
- 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.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

**Demonstrated**

#### **2023 Team Analysis:**

The program's main facility is Vol Walker Hall and its addition, the Steven L Anderson Design Center. The building houses the Architecture as well as Landscape and Interior Architecture programs. The building includes bright and airy lab spaces, ample student work display spaces, an architecture and materials library, wood and digital fabrication labs, an outdoor construction area, and student gatherings area throughout including dedicated outdoor roof space. There are a variety of seminar and conference rooms available as well as classrooms and a lecture hall available for a variety of teaching and learning. The faculty and administrative support spaces are also located in Vol Walker Hall and accessible for the program's students. It was noted that as enrollment has increased the current space has needed to be adjusted to accommodate the larger number of students. The facility has experienced some water infiltration issues that resulted in some students being relocated to a temporary studio space, but these maintenance issues have since been resolved.

In addition, the program has a build lab off campus which includes classroom and studio space as well as welding and metal working shops, digital fabrication labs and ample workspace. Also off campus are the UACDC and the Garvan Woodland Garden. Internationally, the program maintains the Palazzo Taverna for international study.

A new building, the Anthony Timberland Center, is currently under construction with a January 2025 expected completion date. It is intended to serve as the home for the program's graduate studies in wood and timber design and continue the school's efforts in their timber and wood community initiatives.

All programs are currently offered in-person on campus. The school does maintain the ability to do temporary hybrid and remote learning if required by weather conditions or other situations where the campus may not be accessible.

#### **5.7 Financial Resources** *(Guidelines, p. 21)*

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.

#### **Demonstrated**

##### **2023 Team Analysis:**

The program is overseen financially by the University office of Finance and Administration, which prepares the annual budget for each program at the University from the tuition and fees as well as state revenue and investments. The school's dean then holds fiduciary responsibility for this budget with the school's budget director responsible for financial management. The school has seen substantial increased enrollment over the previous decade, and thus an increase in tuition revenue as well as the corresponding student expenses. Specifically it was noted that a majority of the tuition for graduate students is allocated directly to the school which assists in the overall budgeting. In addition, research funding and pursuits has increased substantially with the increased student enrollment.

The school does offer students several scholarships of varying magnitudes on both merit and need based criteria. In addition, students who participate in the Honors College are eligible for additional scholarships and grants. Upper-level students may apply for compensated teaching and research assistant positions.

For faculty, funding has been allocated for tenure track and tenured faculty for both research as well as travel for academic related pursuits.

The program did indicate that while enrollment has increased, state funding allocations have remained at previous levels while the current "tele-fees" to support technology and student achievement are being utilized to help overcome this challenge. In addition, they have indicated that the research funds allocated to faculty, while increased from the previous visit, have not kept up with the rising costs of such endeavors. Much of the current dean's role is spent on advancement and fundraising to help support the program financially. These concerns should be carefully monitored prior to the next accreditation visit.

#### **5.8 Information Resources** *(Guidelines, p. 22)*

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.

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.

#### **Demonstrated**

##### **2023 Team Analysis:**

Four branch libraries are available to students, two of which are physically proximate to the Architecture program facilities. Additionally, the school has its own collections and media resource center, available digitally as well. Materials in storage are available for delivery to any of the four branch libraries. Quoting from the APR: "Current areas of focused collection development in architecture include digital design and

fabrication, sustainability, urban planning, and global architectural history.... 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.... 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."

The University levies a fee on undergraduate students to support the libraries, at a rate of \$3.41 per credit hour. This practice began following the previous accreditation and is regularly reviewed to monitor appropriate cost per use ratios, while also maintaining the fiscal health of the library.

The library annex, with a capacity for 1.8MM volumes, was completed in 2018, and renovation of Mullins Library, the second phase of which is underway. The Fine Arts Center has a planned renovation by Deborah Berke Partners that will provide the greatest impact for the architecture program students, faculty, and staff. Design and plans are not yet available.

The director of the Fine Arts Library is also the school's library liaison who works closely with tenured faculty in the department to develop acquisition lists and periodically review collections. This liaison is available to students for research consultations. "The scholarly communications librarian and her staff built an institutional repository, ScholarWorks@UARK. The repository includes nearly all recent undergraduate honors theses from Architecture."

Information resources description was available in both the APR and online at <https://libraries.uark.edu/>.

## 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 *(Guidelines, p. 23)*

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.

**Met**

#### 2023 Team Analysis:

The Fay Jones School of Architecture and Design (FJSAD) website (<https://fayjones.uark.edu/>) includes a page dedicated to accreditation & career development related information and includes the NAAB-required passage regarding NAAB-Accredited Degrees. Publicly-accessible website link follows for reference:

<https://fayjones.uark.edu/academics/architecture/accreditation.php>

A word-for-word comparison of the required passage was conducted and confirmed.

### 6.2 Access to NAAB Conditions and Procedures *(Guidelines, p. 23)*

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)

**Team Findings:**

**Met**

**Not Met**

**Not Yet Met** (for programs seeking initial or continuing candidacy)

**2023 Team Analysis:**

The Fay Jones School of Architecture and Design website (<https://fayjones.uark.edu/>) includes a page dedicated to accreditation & career development related information, and includes weblinks to each of the required documents indicated in items a, b, c & d. Publicly-accessible website link follows for reference:

<https://fayjones.uark.edu/academics/architecture/accreditation.php>

Criteria 6.2 ,contains four (4) sub-requirements; items a through d.

- Item a: 2020 Conditions for Accreditation is identified with correct link to corresponding PDF document.
- Item b: 2009 Conditions for Accreditation is identified with correct link to corresponding PDF document.
- Item c: 2020 Procedures for Accreditation is identified with correct link to corresponding PDF document.
- Item d: 2012 Procedures for Accreditation is identified with correct link to corresponding PDF document.

**6.3 Access to Career Development Information** (*Guidelines, p. 23*)

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.

**Met**

**2023 Team Analysis:**

The Fay Jones School of Architecture and Design (FJSAD) website (<https://fayjones.uark.edu/>) includes a page dedicated to accreditation & career development related information. Publicly-accessible website link follows for reference:

<https://fayjones.uark.edu/academics/architecture/accreditation.php>

Supplemental information was requested and provided to the team regarding 'demonstrated access to services.' This inquiry suggested inclusion of career fairs, career placement staff, AXP guidance, and other types of engagement.

The school confirmed and provided evidence of an annual career fair; robust participation in 2023 of over 50 architecture practices. Career fair statistics were provided that date back to 2017 with tracking data regarding both student and employer engagement; demonstrated increase in participation was documented during that time period. Informal student feedback indicated that the current career fair was relocated to the University Union due to the increase in size.

The school confirmed distribution of a bulletin dedicated to FJSAD students that offers a listing of employment opportunities and reminds students of resources available through the University Career Development Center. Career development events are also hosted and highlighted in the FJSAD website:

<https://career.uark.edu/students/events/archdesign/>

The University provides a Career Development Center with both web-based and in-person mentor services that include both one-on-one and group advising sessions.

<https://career.uark.edu/students/findjobs/>

Feedback from Student and Staff Meetings:

- Informal student feedback includes that NOMAS members have access to a dedicated internship.
- Informal student feedback indicates that advanced studios have the opportunity to work alongside national-based architecture practices and offer introduction/early connections to employers.
- Informal student feedback includes availability of 'Firm Crawl' events to local architecture practices.
- Informal student feedback includes scheduled 'Lunch n Learn' events to discuss AXP and early professional career information.
- Informal staff feedback indicates that the career services staff is currently an open position with active searches.
- Informal staff feedback indicates 100 percent placement of graduating students in recent years.
- Informal staff feedback indicates the Professional Practice course includes a formalized portfolio, cover letter, and resume workshop.

Criteria met with potential areas of improvement: 1) further leveraging student groups as a conduit/vehicle to communicate career development resources and events; 2) resolve dedicated faculty/staff to coordinate/support career development activities; 3) formalized, proactive support/assistance to students with portfolios, mock interviews, and material preparations for career fairs and interviewing.

**6.4 Public Access to Accreditation Reports and Related Documents** (*Guidelines, p. 23*)

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

**Met**

**2023 Team Analysis:**

The Fay Jones School of Architecture and Design (FJSAD) website (<https://fayjones.uark.edu/>) includes a page dedicated to accreditation & career development related information. Access is available directly under the ARCH / Architecture heading (Academics > Architecture > Accreditation). Navigating to this page is straightforward and a link entitled 'Accreditation' is clearly visible among six (6) other relevant headings including 'Gallery', 'Curriculum', and 'Degrees'. Publicly-accessible website link follows for reference:

<https://fayjones.uark.edu/academics/architecture/accreditation.php>

Although not required, the webpage includes thoughtful and informative commentary regarding the history of the institution's accreditation track record. Accreditation Reports and Related Documents intuitively match the breakdown identified in criteria 6.4 for navigation ease.

Criteria 6.4 ,contains ten sub-requirements; items a through j.

Item a: 2016 and 2019 Interim Progress Reports are identified with correct links to corresponding PDF documents.

Item b: 2017 and 2020 NAAB responses are identified with correct links to corresponding PDF documents.

Item c: 2014 decision letter is identified with correct link to corresponding PDF document.

Item d: 2013 APR and APR Addendum are identified with correct links to corresponding PDF documents.

Item e: 2014 VTR with attachments and addenda is identified with correct link to corresponding PDF document.

Item f: Optional - None.

Item g: Not applicable.

Item h: ARE Pass Rates (for years 2017 - 2021) identified with correct link to corresponding PDF document. One typographic error is noted: 'Above National Average' is listed twice in the color-coded legend. Please note: ARE Division 'Project Development & Documentation' appears to be above national average for all years noted.

Item i: Webpage link to institutional information provided.

Item j: Webpage links – four (4) total – to institutional and department-specific information provided.

Additional resources related to student organizations, licensure and career development are also made available.

### **6.5 Admissions and Advising** (*Guidelines, p. 24*)

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

**Met**

#### **2023 Team Analysis:**

The APR provides links to public documents describing the policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures include first-time, first-year students as well as transfers from within and outside the institution.

The team found the required public information regarding the evaluation of transfer applicants.

Financial aid scholarship information is provided.

The open admission policy eliminates impediments to admitting students from underrepresented groups or disadvantaged communities.

### **6.6 Student Financial Information** (*Guidelines, p. 24*)

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

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.

**Met**

**2023 Team Analysis:**

**6.6.1** University of Arkansas provides financial assistance in the form of scholarships, student loans, grants, and work-study. 76% of the school's students rely on some degree of financial assistance. 80 awards and scholarships are exclusive for architecture, landscape architecture and interior design. All students refer the Office of Financial Aid:

<https://finaid.uark.edu/>

[https://finaid.uark.edu/\\_resources/documents/how-it-all-works.pdf](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_information/applying-for-aid.php)

[https://finaid.uark.edu/financial\\_aid\\_programs/index.php](https://finaid.uark.edu/financial_aid_programs/index.php)

**6.6.2** The Academic Scholarship Office administers university-wide, merit-based scholarships for undergraduate students, supporting the University's mission of recruiting high-attaining students who contribute to the school's diversity initiatives.

Details on the cost of housing, books, and food are available at the links below.

<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>

## V. Appendices

### Appendix 1. Conditions Met with Distinction

SC.5 Design Synthesis and SC.6 Building Integration: During the visit, the team noted the positive emphasis that was placed on design integration across much of the curriculum. As an example, the team noted the effective dialogue, corequisite coursework and cross disciplinary interfaces between the design studios ARCH 4016 Integrated Design Studio and the parallel core class of ARCH 4152 Environmental Technology III.

Shared Values: Equity, Diversity and Inclusion, Knowledge and Innovation, and Community Engagement: The team made particular note of the breadth and access to external dialogue and resources, and how this was a factor in the overall diversity and inclusion of the program. The program offers a robust lecture series that students are strongly encouraged to attend. The series included a wide variety of topics encompassing projects of all different complexities and typologies, with a diverse range of speakers. In addition, the study abroad program required in ARCH 4023 Advanced Architectural Studies: Rome, and the Option Studios ARCH 5016 and ARCH 5026 demonstrated a commitment to knowledge and innovation as well as community engagement, for example, the UACDC projects.

Lastly, while not part of a condition, the visiting team did make note of the program's emphasis of preparing students for entering the profession, which was highlighted by the evidence provided as well as the conversations and meetings held throughout the visit. The team would like to commend the program for this commitment.

**Appendix 2. Team SPC Matrix**

Pre-Professional Program

Professional Program

		Year 1		Year 2		Year 3		Year 4		Year 5		Non-Curricular	
		Fail	Sp	Fail	Spring	Fail	Spring	Fail	Spring	Fail	Sp		
<b>Shared Values</b> Design Env. Stewardship & Professional Respon. Equity, Diversity & Inclusion Knowledge & Innovation Leadership, Collab. & Community Engmt. Lifelong Learning	ARCH 1015	Architectural Design I: Fundamental Design Skills											
	ARCH 1212	Design Thinking I: Architectural Technology											
	ARCH 1025	Architectural Design II											
	ARCH 1222	Design Thinking II: Foundations in History											
	ARCH 2016	Architectural Design III											
	ARCH 2113	Architectural Structures I											
	ARCH 2132	Environmental Technology I											
	ARCH 2233	History of Architecture I											
	ARCH 2026	Architectural Design IV											
	ARCH 2123	Architectural Structures II											
	ARCH 2243	History of Architecture II											
	ARCH 3016	Architectural Design V											
ARCH 3134	Building Materials and Assemblies												
ARCH 4433	History of Architecture III												
ARCH 3026	Architectural Design VI												
ARCH 3253	Environmental Technology II												
ARCH 4523	Architectural Theory												
ARCH 4016	Architectural Design VII: Integrated Design Studio (IDS)												
ARCH 4152	Environmental Technology III: Building Systems Integration												
ARCH 4116	Architectural Design VIII: Rome												
ARCH 4023	Advanced Architectural Studies: Rome (2 X 3CU)												
ARCH 4653	Architecture of the City												
ARCH 5016	Architectural Design IX: Option Studio 1												
ARCH 5314	Professional Practice												
ARCH XXXX	Professional Elective												
ARCH 5026	Architectural Design X: Option Studio 2												
ARCH XXXX	Professional Electives (2 X 3CU)												
	AIAS												
	NOMAS												
	Lecture Series												
	Research Assistantships												
	Teaching Assistantships												

**Program Criteria**

PC.1 Career Paths													
PC.2 Design													
PC.3 Ecological Know. & Respon.													
PC.4 History & Theory													
PC.5 Research & Innovation													
PC.6 Leadership & Collaboration													
PC.7 Learning & Teaching Culture													
PC.8 Social Equity & Inclusion													

**Student Criteria**

SC.1 HSW in the Built Environ.													
SC.2 Professional Practice													
SC.3 Regulatory Context													
SC.4 Technical Knowledge													
SC.5 Design Synthesis													
SC.6 Building Integration													

Legend  
 1 Primary Evidence  
 Secondary Evidence

### **Appendix 3. The Visiting team**

#### **Team Chair, Regulator Perspective**

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#### **Team Member, Student Perspective**

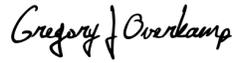
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## VI. Report Signatures

Respectfully Submitted,



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**Greg Overkamp, AIA, NCARB**  
Team Chair



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**Judith Kinnard, FAIA**  
Team Member



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**Adrienne Steichen, AIA, NCARB, LEED AP**  
Team Member



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**Shillpa Kumar, AIA**  
Team Member



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**Eric Hoffman, AIA, NCARB, LEED AP**  
Non-Voting Team Member