University of Arkansas  
Department of Architecture  

Visiting Team Report  

Bachelor of Architecture (157 undergraduate credit hours)  

The National Architectural Accrediting Board  
20 February 2008  

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

Community
First and foremost, the department is defined by a caring community of accomplished and dedicated faculty as well as talented and thriving students. Design is clearly a focus of the program, with innovative studio instruction producing comprehensive and handsome results. The faculty is to be applauded for imparting a service-learning ethic amongst the students. Programs in Mexico and Rome offer a global orientation.

Curriculum
The program has emerged with an effective curriculum that has benefited from well considered horizontal and vertical connections to achieve synergy between design and technology. The design fundamentals studios are particularly impressive especially considering that drawing is not a stand-alone course, but imbedded as part of the design process. History and theory courses are rigorous wherein students both apply and retain material from a set of well-sequenced courses. While the early design studios are more directed in content, the upper level studios allow for greater experimentation but not at the expense of technical invention. The professional practice class and the use of case studies are highly commendable for both the breadth and depth of knowledge understood and applied. (Note: with the richness of the pro-practice course, this knowledge should be “unbundled” and be delivered earlier and throughout curriculum.)

While the dynamics of the Mexico and Rome programs are quite different in character, each offers profound cultural enrichment to the program and to the individual student. Program directors have been extremely thoughtful in developing course content to maximize sensitivity to local conditions, and distinguish foreign study from the main campus experience.

Major Assets
Clearly the Community Design Center is an exemplary and nationally recognized program, which will hopefully become a part of every student's experience. The emerging Supervia program offers both speculative design as well as direct application, clearly addressing needs and questions of the future of the design professions. And before long, the universal design program will gain wider recognition for its innovative approach and effective impact.

Issues Facing the Profession
With a solid design program and integrated curriculum, the program needs to embrace and incorporate issues facing the profession including:
- Climate Change/Sustainability
- Digital Technologies/BIM
- Urbanism (beyond the CDC program)

The Future
The department is poised to assume a leadership role at the University of Arkansas for defining an integrated model of education. The appointment of Brad Workman and potential focus on Integrated Practice may contribute to this effort. Similarly, a “Practice-based Research” agenda should be defined for so many of the talented faculty with design practices.

Leadership and Vision
While the current head is to be praised for the notable and valuable developments during his term, the department would be better served if the head were given a clear mandate for leadership. Communication is a challenge for most academic units, but the department needs to remain aware of the importance of open and regular communication from the upper administration with respect to appointments of the head, hiring practices, faculty development, as well as expectations for promotion and tenure.
2. Progress Since the Previous Site Visit

**Condition 4, Social Equity (2002):** The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

**Previous Team Report (2002):** Social equity continues to be a problem. The university and the School of Architecture have clear and positive strategic plans for increasing diversity, however, implementation has not been successful. While the program's initiative in the Arkansas delta area shows promise, additional initiatives should include goals of diversity in global and multietnic terms. The Mexico studio provides an opportunity to reflect the rising concentration of the region's Hispanic population.

**2008 Visiting Team Assessment:** See conditions not met.

**Condition 7, Physical Resources (2002):** The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

**Previous Team Report (2002):** The visiting team was surprised to find no mention of serious physical facility deficiencies in previous team reports. The beloved Vol Walker Hall is a handsome building and has a long tradition as the home of the Arkansas Architecture program. A feasibility study has concluded that the university must either build a new architecture facility or provide a major addition and remodeling to meet intended enrollment and program initiatives. Numerous life safety and accessibility deficiencies were identified in the study. It is the opinion of the visiting team that the deficiencies are serious enough that they must be corrected prior to determining the building's future use. Life safety exit and ADA accessibility corrections are necessary, whatever the future use of the building.

The team was told that the building's deficiencies are used as "examples" of how not to address life safety and accessibility issues. However, lack of student ability and understanding regarding accessibility and code issues was prevalent in studio projects, thereby leading the team to question the building's impact on future built environments.

**2008 Visiting Team Assessment:** See conditions not met.

**Criterion 12.28, Technical Documentation (2002):** Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

**Previous Team Report (2002):** The team observed a great amount of craft to delineate systems in model and graphic form. However, the team found insufficient evidence that knowledge gained from the study and delineation of buildings and systems translated into the required ability to prepare documentation of a proposed design for purposes of review and construction.

**2008 Visiting Team Assessment:** See conditions well met.

**Criterion 12.29, Comprehensive Design (2002):** Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.
Previous Team Report (2002): The accreditation team shares the faculty and student enthusiasm for the curriculum’s addition of the Comprehensive Studio. The University of Arkansas’ Comprehensive Studio expands NAAB’s intent and definition of “comprehensive design” by incorporating invention, innovation, and a deeper understanding of design process within the studio. However, the exhibited studio projects failed to demonstrate the ability of each student to produce an architectural project with detailed development of all the required elements of the comprehensive design criteria.

2008 Visiting Team Assessment: This condition has been met.

[Causes of Concern taken from VTR dated February 27, 2002]

Faculty salaries are below national and regional averages and appear to be $8,000 to $10,000 below University of Arkansas averages.

The program is aware of the benefits of cultivating cultural and intellectual diversity of students, faculty, and staff. The efforts to date have not achieved the goals of the School of Architecture or the University of Arkansas.

Physical facility issues pertaining to life safety and accessibility require immediate attention.

The student performance criteria pertaining to environmental conservation has been minimally met. Additional attention should be paid to environmental and sustainability issues throughout the curriculum.

The student performance criteria pertaining to accessibility have been demonstrated in selected exercises however, the team did not find evidence that accessibility issues are considered on a regular basis.

The student performance criterion regarding ability to respond to natural and built site characteristics has been met, with the reservation that design problems engaging a broad range of natural site conditions have not been sufficiently addressed.

The accreditation team is concerned that environmental systems, life safety systems, and building service systems are not integrated into building design with attention (and faculty resources) similar to that provided for the integration of structural systems and building envelope systems.

A great amount of craft has been demonstrated in the ability to represent structural and building envelope systems in model and graphic form. However, the team found little evidence of the students’ ability to make technically precise descriptions and documentation for purposes of construction.

3. Conditions Well Met

Condition 1 Program Response to NAAB Perspectives
1.1 Architecture Education and the Academic Context
The team observed appreciable high regard and excellent rapport between the students and the faculty. The relationships cultivated in the program are evidenced in rich collaboration and mentorship. This guidance has allowed students to become more active in the department, leading to an increase in membership for the University of Arkansas chapter of the American Institute of Architecture Students.
Condition 13 Student Performance Criteria
13.3 Graphic Skills
13.5 Formal Ordering Systems
13.6 Fundamental Design Skills
The team was impressed by the invention and creative nature of the architecture program and the student work represented in studios at all skill levels. Through a thoughtful and innovative curriculum, students develop rigorous graphic, formal and fundamental design skills, which are evident at all levels of the curriculum.

13.24 Materials and Assembly
The team was impressed with the method(s) by which the faculty encouraged students to rigorously and creatively explore the properties of materials and their deployment. These issues are introduced early and are continuously explored and reinforced throughout the studio and technical curricula.

13.27 Client Role
Through the Professional Practice Course (ARCH 5314), client contact and the client’s role in architectural practice is noteworthy. Students are given the opportunity to work directly with clients on case study projects and in turn present those findings to the clients in public forum presentations, receiving critique and feedback. The ongoing design/build projects (at Aldersgate, in New Orleans and Washington Elementary, as examples) give students the opportunity to work directly with the clients for whom they are designing and building. Although the Community Design Center experience reaches most, but not all students, this program is exemplary of collaboration in professional practice and architect-client relations.

4. Conditions Not Met
Condition 4 Social Equity
As noted in the 2002 Visiting Team Report, social equity continues to be a problem. The department has had some demonstrable success, specifically in recruitment of a minority faculty member, and in modest gains in the number of minority students matriculating at the department. However, the team is concerned that both the pool of minority applicants continues to be shallow and that the department’s method of assessing “diversity” is overly dependent on tallying up the numbers of minority faculty and students. The department should recognize that all members of the community bear responsibility for creating a robust intellectual environment, and using culturally diverse precedents, where projects and practitioners are introduced into a student’s vocabulary. The team urges the department to engage its considerable ingenuity to develop and implement a creative plan to build a deeper pool of minority applicants.

Condition 5 Physical Resources
To the department’s credit, the physical facilities have undergone substantive renovation since the last NAAB visit, which have made the first floor wheelchair-accessible, and provided two (locked) accessible restrooms on that level. However, the only available wheelchair route to the 2nd and 3rd floor is via an ancient non-ADA elevator, which is in perpetual repair, and does not give access to the studios and woodshop space in the basement. Overall, the building is not a welcoming environment for a person with mobility challenges.

Condition/SPC 13.25 Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating could not be found in studio documentation or course binders.
5. Causes of Concern

Condition 1 Program Response to NAAB Perspectives
1.1 Architecture Education and the Academic Context

While the department is highly regarded by the university administration, and there is appreciable knowledge about the program, the school and department have not developed sufficiently meaningful teaching and research relationships across campus. With a business department that is leading the development of integrated education, and engineering soon to follow, it appears obvious that joint courses and research could be initiated. Such models of collaboration are common to practice and would benefit the department community and curriculum. While the team acknowledges the laudable contributions of architecture faculty to the honors program, these teaching opportunities are most often an overload to core required course teaching assignments in the architecture program.

As the University of Arkansas has signed the Climate Change Protocol, there is an inherent expectation for the department to provide a response, and leadership with respect to sustainability issues regarding both land and building design. Despite the team's repeated attempts to determine the connection between the department of architecture and the department of landscape architecture, the future of this natural liaison remains unclear and may be a missed opportunity for contributing to a holistic approach to environmental design and sustainability.

Condition 3. Public Information

Although language was available to the public via the website, navigation to the NAAB Conditions for Accreditation was unclear. All students, first through fifth year, were not fundamentally aware of the criteria when asked about them in the student sessions.

Condition 5. Studio Culture

It is important to note that when asked about the Studio Culture Policy, students were not aware that the report had been written or had access to it. Dialogue between students and administration needs to be strengthened and made an integral part of the dynamic of the department of architecture.

Condition 6 Human Resource Development

There is a lack of a clear and comprehensive plan for the professional/academic development of pre- and post-tenure faculty. The team noted inconsistencies in policies governing teaching and service loads, research leaves (OCDA's) and financial support for research/creative work. Communication about these issues between the department administrators and faculty is ad hoc. Of greatest concern is the disproportionate relationship between untenured and tenured faculty and the apparent lack of strategic hiring policies and faculty development planning. All faculty need to be provided with regular opportunities to offer new courses, which will allow them to explore emerging interests and ultimately identify additional areas in which they will be consistent contributors to the curriculum.

The team is concerned that while there has been some improvement since the last visit faculty salaries at all ranks at the department of architecture continue to lag behind both the regional and university averages.

The team also notes some concern with efficacy of student advising with respect to the development of minors within and beyond the department. The emphasis of the advising office appears to address the needs of prospective and incoming students over those of students in the program.
Condition 9 Information Resources
The library’s ongoing problem is a general lack of funding. In the short term, this has led to an inability to acquire contemporary books in the field of architecture and landscape architecture, and forced mandatory cuts in the acquisition of periodical and serial publications.

The facility is also seriously overcrowded, and lacks adequate space for expansion of its collection and the creation of comfortable reading and study spaces. Ultimately, it will need expansion.

Condition 10 Financial Resources
While financial resources have been primarily met there are deficiencies in the area of faculty salaries, which fall below both university and national averages. There is additional deficiency in an immediate financial commitment to capital improvements for the physical plant, particularly the shortcomings of ongoing accessibility issues. And lastly, there is lack of commitment regarding capital investment per student. As example, the under-funding of students attending the Rome program where cultural tours and significant site visits have been curtailed in light of the weakened US dollar against the Euro.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

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1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

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1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited
degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

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2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

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3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

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4. Social Equity

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

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5. **Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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6. **Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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7. **Human Resource Development**

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

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8. **Physical Resources**

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

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9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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12. Professional Degrees and Curriculum

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

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13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

- Ability to read, write, listen, and speak effectively
  
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13.2 Critical Thinking Skills

- Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards
  
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13.3 Graphic Skills

- Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process
  
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13.4 Research Skills

- Ability to gather, assess, record, and apply relevant information in architectural coursework
  
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13.5 Formal Ordering Skills

- Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design
  
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13.6 Fundamental Skills

- Ability to use basic architectural principles in the design of buildings, interior spaces, and sites
  
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13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

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13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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13.14 **Accessibility**

Ability to design both site and building to accommodate individuals with varying physical abilities

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13.15 **Sustainable Design**

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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13.16 **Program Preparation**

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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13.17 **Site Conditions**

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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13.18 **Structural Systems**

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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13.19 **Environmental Systems**

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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13.20 **Life-Safety**

Understanding of the basic principles of life-safety systems with an emphasis on egress
13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met Not Met
[X] [ ]

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met Not Met
[X] [ ]

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met Not Met
[X] [ ]

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met Not Met
[X] [ ]

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met Not Met
[X] [ ]

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating could not be found in studio documentation or course binders.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met Not Met
[X] [ ]
13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met Not Met
[X] [ ]

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met Not Met
[X] [ ]

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met Not Met
[X] [ ]

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met Not Met
[X] [ ]

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met Not Met
[X] [ ]

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met Not Met
[X] [ ]

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws
13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice
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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 University of Arkansas Architecture Program Report.

The University of Arkansas, Fayetteville, serves as the major center of liberal and professional education and as the primary land-grant campus in the state. In addition, it is Arkansas’ major source of theoretical and applied research and the provider of a wide range of public services to people throughout the state and nation. In serving its three-fold mission of teaching, research, and public service, the university strives to be recognized for excellence and continues to expand and strengthen its nationally and regionally competitive programs while maintaining a high level of competence in all programs.

The university offers a broad spectrum of academic programs leading to baccalaureate, master’s, doctoral, and professional degrees, not only in traditional disciplines within arts, humanities, social sciences, and natural sciences, but also in the core professional areas of agricultural, food and life sciences; architecture; business; education; engineering; human environmental sciences; and law. Through its faculty and its student body, the campus seeks to have all of its programs regionally competitive and, in addition, to offer nationally competitive programs in selected areas.

The U of A offers 83 bachelor’s degrees in 74 fields of study. In addition, the U of A offers a wide range of graduate degrees, including the Master’s, the Educational Specialist, the Doctor of Education, and the Doctor of Philosophy. Information about graduate programs can be found in the Graduate School Catalog or on the World Wide Web at http://www.uark.edu/depts/gradinfo

The university has statewide responsibility to provide research leadership in advancing the frontiers of knowledge. The research programs serve three primary purposes. First, as part of graduate instruction, research promotes students’ abilities to appreciate and to implement, to discover, and to teach. Second, research programs serve as vital sources of information on the economic and social needs of Arkansas. Third, in selected areas, research on the Fayetteville campus serves a national and international scholarly community. The campus is committed to a future that includes sustained growth in its research and scholarship.

The university provides extensive technical and professional services to varied groups and individuals throughout the state, helping to further Arkansas’ economic growth. In addition, the Fayetteville campus serves as a significant resource to the state. It operates nationally respected high school and college-level correspondence programs; it assists other institutions in developing educational programs; it offers graduate programs, both cooperatively and singly, throughout the state; and it makes specialized campus resources such as computing services and library resources available to other institutions in the state. The campus will continue to serve this unique role and may expand these services to continue providing statewide education through an uplink/downlink network as well as through additional cooperative graduate education programs.
HISTORY
The University of Arkansas was established at Fayetteville in 1871. It opened its doors to students on January 22, 1872. There were few facilities and practically no money for the beginning of that first academic year more than a century ago, but the new institution had a distinct advantage that has been of increasing importance throughout the years. It was established under provisions of the Morrill Act as both the State University and the Land Grant College of Arkansas. This gave the new university an academic heritage from universities of the past and at the same time bestowed the educational responsibilities in "agriculture and mechanic arts" as envisioned by Senator Justin Smith Morrill of Vermont. The Morrill Act set aside federal land-grant money to help states in their efforts to establish programs of higher education.

The location of Fayetteville for the university was determined by elections held throughout the state for the purpose of voting bonds or subscriptions to establish the university. The largest bid came from the County of Washington and the City of Fayetteville for a combined total of $130,000. To this amount and the Congressional land grant of 150,000 acres, the state added an appropriation of $50,000 for the benefit of the institution. The 160-acre homestead of William McIroy was selected as the campus site and purchased for $12,000. The McIroy home was converted into classrooms, and a new, two-story, frame building was constructed with one classroom on each floor.

From a small beginning of eight students and three faculty members on the opening day of classes, the University of Arkansas has developed into a mature institution with eight schools and colleges. It is the major center in Arkansas for graduate-level instruction as well as basic and applied research. In addition, its public service activities reach every county in Arkansas.

LOCATION
All units of the University of Arkansas, Fayetteville, except those indicated below, are located in Fayetteville, a thriving city in the northwest corner of the state. In the heart of the Ozark Mountains, the city boasts a lively cultural scene and easy access to outdoor recreation. With a population of more than 60,000, Fayetteville was heralded as one of Business Week's 2002 "Dazzling Dozen" small cities in the U.S. Northwest Arkansas is the sixth-fastest-growing region in the nation, according to the U.S. census, and was recently included among the top four "Best Places for Work" by CNN/Money. The Milken Institute rates the metropolitan economy as the eighth strongest in the country. Fayetteville's temperate climate ensures beautiful seasons year-long, and it is central to larger metropolitan areas, including Dallas, Kansas City, Little Rock, Memphis, St. Louis, and Tulsa.

ACADEMIC UNITS
The academic units on the Fayetteville campus include ten colleges and schools: the Dale Bumpers College of Agricultural, Food and Life Sciences, the School of Architecture, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business, the College of Education and Health Professions, the College of Engineering, the School of Law, the Honors College, the Graduate School, and the School of Continuing Education and Outreach.

The state office of the Cooperative Extension Service is located in Little Rock. The Division of Agriculture Arkansas Experiment Station operates the Main Station located in Fayetteville; research programs in the Division of Agriculture are also at the University of Arkansas, Pine Bluff; Arkansas State University; the department of forestry at the
University of Arkansas, Monticello; four research and extension centers, and at 10 outlying stations.

The University of Arkansas-Fayetteville is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2504.

2. Institutional Mission

The following text is taken from the 2008 University of Arkansas Architecture Program Report.

The University of Arkansas has adopted the following Vision Statement:
   The University of Arkansas is a nationally competitive, student-centered, research university serving Arkansas and the world.

The University has elaborated on the Vision statement with the following:
   The university embraces and expands the historic trust inherent in the land-grant philosophy by providing access to academic and professional education, by developing intellectual growth and cultural awareness in its students, and by applying knowledge and research skills to an ever-changing human condition.

This vision is contingent on making progress toward the following five institutional goals:
1. Enhancing diversity among our faculty, students and staff;
2. Strengthening academic quality and reputation by enhancing and developing programs of excellence in teaching, research, and outreach;
3. Increasing the size and quality of our student body;
4. Increasing public financial support, particularly that provided by the state and federal government;
5. Increasing private gift support from alumni, friends, corporations, foundations, and other organizations.

3. Program History

The following text is taken from the 2008 University of Arkansas Architecture Program Report.

The Department of Architecture at the University of Arkansas traces its origin to two classes in architecture offered in the 1946-47 academic year, after which it became a five-year program in architectural engineering in the College of Engineering beginning in the following year. Professor John G. Williams was the first instructor in architecture and taught the first classes. He was also the author of the first curriculum in architecture and, eventually, the first chair of the department; he served in that capacity until 1966.

In 1948 the program in architecture became a part of the College of Arts and Sciences. The first degrees in architecture were conferred in 1950, and the professional degree in architecture was first accredited in 1958. It has been continuously accredited since that time.
E. Fay Jones was chosen to succeed Professor Williams as director of the architecture program in 1966, and was appointed the first dean of the newly established School of Architecture in 1974. Ernie Jacks (now Professor Emeritus) served as assistant dean and associate dean for many years in this period. Jones was succeeded by Murray Smart in 1977, Daniel Bennett in 1991, and Jeff Shannon as interim dean in 2000, and, following a national search, as dean in 2002. Department heads have been Steve Miller (1983), Geoffrey Baker (1984), Michael Buono (1986), David Buege (1992), Patricia Kucker (2002). Currently serving as department head is Tim de Noble, appointed by Dean Jeff Shannon in August 2005.

Following a year's service as interim department head, Jeff Shannon was appointed to serve as interim head of the department while also serving as interim dean. He served in both capacities until being named dean in March 2002. He was replaced as interim department head with the hiring of Patricia Kucker, formerly of the University of Virginia in the fall of 2002. Kucker served in this capacity until the Fall of 2004. During the fall term of the 2004/05 school year, the faculty opted to work by committee in lieu of the dean's naming a department head. In the spring of the 2004/05 academic year the dean appointed Greg Herman and Steve Luoni as co-chairs of the faculty. In July 2004 Tim de Noble was appointed department head by the dean upon recommendation of the faculty, and continues to serve in this capacity.

4. Program Mission

The following text is taken from the 2008 University of Arkansas Architecture Program Report.

Introduction:
The School of Architecture and its departments continue to operate under the Vision 2001 document approved by the faculty in February, 2001 and by the provost of the university in July, 2001. This vision statement was prompted by several local circumstances including substantial changes in school and departmental administration and by the appointment of a new university administrative team including a new chancellor (Summer 1997) and provost (Summer 2000). Though the document is not referred to on a daily basis, the precepts embedded within the document are rooted in admirable intentions, while its goals remain compelling in guiding and organizing our decision making processes.

Vision 2001 contains the following elements: Core Values, Vision Statement, Mission Statement and Goals (shown under "Strategic Plan" below). Also included in this section is a narrative description of our mission.

Core Values
1. We accept and celebrate the land-grant tradition of the University of Arkansas, emphasizing our service to the State through teaching, research and outreach.
2. We believe in the value of diversity in the student body, faculty and staff.
3. We believe in the centrality of ethics, integrity, and personal responsibility among students, faculty and staff.
4. We value tradition as well as innovation and seek to understand their interaction and reciprocation.
5. We believe in preserving and transmitting existing knowledge as well as creating new knowledge through research, scholarship and creative activity.
6. We believe in our students' need to experience multidisciplinary and
interdisciplinary collaborations.

7. We believe in teaching our students to work as part of a design team.
8. We believe in teaching as well as demonstrating to our students responsible civic and social engagement.
9. We believe in teaching critical thinking and problem solving to prepare our students for "lifetime learning."

Operative Values
In a parallel and more concise manner, enumerated through our website the following operative values, shared by both departments within the School of Architecture:
2. Drawing as a Tool for Seeing Our students clarify design ideas through hand drawing.
3. Diversity Our students strive to shape environments that work for everyone.
4. Teamwork Our students learn the value of collaboration.
5. International study Our students experience diverse cultures first hand.
6. Outreach Our students gain real-world experience while serving the community.
7. Critical thinking Our students challenge conventions to develop creative solution.
8. Research Our students engage in multidisciplinary investigations.

Vision Statement for the University of Arkansas
The University of Arkansas is a nationally competitive, student-centered research university serving Arkansas and the world.

Vision Statement for the School of Architecture
The School of Architecture will provide nationally recognized, student-centered, professional design programs, incorporating exceptional liberal education opportunities, producing outstanding graduates and making significant contributions to society through research, scholarship, creative activity and service.

Mission Statement FOR THE SCHOOL OF ARCHITECTURE
The School of Architecture engages in teaching, research, scholarship, creative activity and service that support the aims and aspirations of our students and the professional development goals of our faculty, staff, and alumni, and serves the diverse needs of the community and society with integrity and clearness of purpose.

Narrative Mission Statement
The mission of the Department of Architecture at the University of Arkansas is rooted in the best traditions of architectural education: responsibility and service to the societies and cultures to which we are inextricably connected, and the nurturing of the individual curiosity and capabilities of our students. We enthusiastically embrace the challenges of helping them in developing and refining essential skills, expanding their base of knowledge, sharpening their intellects, and polishing their sensibilities. We hope and trust that they leave us with a profound sense of confidence in themselves, and the conviction and capabilities necessary in dealing with the challenges and uncertainties they will confront in designing human habitat.

The program of the Department of Architecture seeks to balance the requirements, constraints, and challenges of an undergraduate professional education with the necessity for education in the humanities, the arts and the sciences that comprise the intellectual core, the heart, of a university education. By virtue of our place in a land-grant
university, our mission is defined in tradition by the broad categories of teaching, service and research, and each of these holds great significance for the architecture discipline. The emphasis placed on each of these three categories, may vary individually and collectively, but each maintains a significant place in our mission and each must find a place in the education of those pursuing careers in architecture and allied professions. Though these pursuits may be diverse (and we acknowledge the desire and necessity for some to explore the periphery of our discipline) we focus our educational efforts on gaining knowledge which serves as a base for intellectual growth and in so doing promotes the innovative, even inventive, application of specialized knowledge in defining and solving architectural problems. For students who wish to enter the architecture profession, we provide preparation for successful internship and for the increasing scope of responsibilities in practice, and we provide the impetus for life-long learning. With ever increasing frequency, our graduates pursue varied careers, both outside of architecture, and in many different roles within. We have designed our curriculum for the education, not the training of architects. We promote education as the basis of life-long learning and growth, not as a means of attaining immediate rewards. At the center of our efforts is the necessity for understanding and knowledge in the history of architecture and our place in it, in theory and value-based philosophy, and in the range of technologies by which we implement and sustain our interventions in the built environment.

Perhaps more than anytime in recent history, architecture is at the forefront of professions in our society. This is in part due to forces outside of the profession that have succeeded in focusing attention on our urban society, on our relationship with the land, on practices affecting the environment in an increasingly global society, and on the potency of architects as leaders and consensus builders. In line with this sea-change, we acknowledge the need for self-reflection and for intelligence and responsiveness in the face of the ever-present scrutiny of the people and institutions served by architecture, and by architects. This leads us to an ongoing, open-ended critical evaluation of the nature of the responsibilities to (and in) each facet of the tripartite, land-grant institutional mission.

Ours is a design-oriented program. While we acknowledge that not all of our graduates will be designers nor are they bound to traditional definitions of architectural practice, we are unapologetic in advocating the significance of design as a necessary endeavor of our society and of the potency inherent in participation within the collaborative environment of the studio. To quote Walter Gropius, "Our guiding principle is that design is simply an integral part of the stuff of life, necessary for everyone in a civilized society."

We encourage our students to develop high aspirations for the environments that they, as architects, will transform, create and inhabit. We work to instill an ethic of stewardship, based in the underlying and enduring principles of good urbanism, for the fabric of our towns and cities, and for the physics of buildings and the spirit of architecture; for the architecture of landscape, and for sustaining the natural world. We encourage our students to rediscover the best of the principles we have lost from the work of those who preceded them, and to invent models that will effectively anticipate future conditions and continuing needs for healthy and satisfying human environments. We have focused our attention on real problems, addressing issues rooted in the reality of the world as we find it and the communities we serve. We educate our students to search for, and test better, plausible models for an architecture and profession of consequence and integrity.

5. Program Strategic Plan

The following text is taken from the 2008 University of Arkansas Architecture Program Report.
INTRODUCTION
The faculty and staff at the Department of Architecture engage in a continuing and open-ended process of self assessment through the direct appraisal of our activities, through compilation of statistics produced for the University of Arkansas Academic Policy Series Reports, and through periodic responses to accrediting agencies such as NAAB and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Our VISION 2001 is constructed to address the needs of our various constituencies, to respond to the critique of the profession embodied in the Boyer Mitgang report and to incorporate a structure for action in response to accrediting authorities. Although VISION 2001 was formulated as a school-wide initiative, the imbedded precepts are intentionally broad enough to be applicable to each of the departments within the school. In this way the goals enumerated in the document serve to organize the multivalent activities of the Department of Architecture and to provide a framework for sustained self-critique of our performance relative to our mission.

VISION 2001 GOALS
1. To identify and develop focused areas of excellence for each program in the school.
   • To attract and retain diverse students, faculty and staff of the highest possible quality.
     • To create an outstanding "climate for learning," working where appropriate to correct design education’s historical tendencies "to breed excessive competition, ego inflation, poor physical and emotional maintenance, insecurity and procrastination." (Citations from Boyer Report)
     • To continue the development of our international programs and study opportunities.
     • To promote, support and disseminate the faculty's research, scholarship, creative activity and service.
     • To provide our students with a strong foundation of liberal education to support and enhance their professional education.
     • To develop a positive, reciprocal educational partnership with the design professions and allied disciplines.
     • To build our library and other educational support resources to a level that allows us to achieve our diverse academic and professional goals.
     • To help develop the resources to renovate Vol Walker Hall, including an addition to accommodate the growth of our existing programs as well as the development of any new programs.
     • To continue development efforts to endow the School with the permanent resources necessary to achieve our collective ambitions.
     • To be responsive to changing socio-cultural and professional forces affecting the currency and relevance of our educational programs.
     • To regularly reassess our curricula and to revise them as necessary to achieve program objectives and to maintain professional accreditation.
     • To develop and enhance the collaborative educational relationships between Architecture, Landscape Architecture, Garvan Woodland Garden, and The Community Design Center.
     • To expand the department's outreach initiatives.
Spring of 2007 (See Appendix). Ted Landsmark, ACSA President, said of our diversity plan, "The University of Arkansas's architecture program has developed a thoughtful and comprehensive diversity initiative to attract a wider range of students and faculty."

- Participated through presentations to Upward Bound students over the past 3 academic years. This program is aimed at potential students from families without a college graduate and includes a great number of minority students.
- The department head has served on the board of the Springdale Architecture and Engineering Academy, assisting the faculty in organizing assignments and trips as a part of the academies educational endeavors. This academy has numerous college bound minority students participating in it every year.
- In spring 2008 we will offer a pilot course, "Introduction to Architecture and Landscape Architecture", at Mid-South Community College in West Memphis, Arkansas. The director of a large architecture firm in Memphis, and alumnus of our program, will coordinate the course. The course is offered as an experiment in recruiting students from the Arkansas Delta.
- Hired, with tenure, an African-American faculty member at the rank of Associate Professor in the Fall of 2005.
- A member of our faculty organized the University's African-American Studies Lecture Series in the 2005/06 academic year. The series focused on issues of race and architecture.
- A member of our faculty holds a joint appointment in the African-American studies program of the Fulbright College of Arts and Sciences.
- In response to increasing numbers of students and potential students of Hispanic descent, our John G. Williams Visiting Professor during the Fall semester of 2006 was Javier Sanchez, Architect of Higuera + Sanchez of Mexico City, a firm specializing in design, development, and construction of housing and multi-use projects, primarily in Mexico.
- The School of Architecture was one of the primary sponsors of the 2006 and 2007 Recommitment Banquet, an annual event honoring the memory of Dr. Martin Luther King, Jr. Dr. Darrell Fields delivered one of the three University Lectures held during the weeklong celebration.
- Dean Shannon chaired the University's Martin Luther King Planning Committee from 2005-2007.
- Our advising center has developed an information sheet for high school academic counselors intended to help them better advise students in preparation for entering an architecture program. Staff from the advising center also meets with counselors on campus an at their schools.

3. To create an outstanding "climate for learning," working where appropriate to correct design education's historical tendencies to breed excessive competition, ego inflation, poor physical and emotional maintenance, insecurity and procrastination. (Citations from Boyer Report)


Beginning in the spring of 2005, the dean, in response to the NAAB Studio Culture imperative, organized a process of self-reflection relative to the studio environment with the working title of the 'Dillion initiative' intended as a forum for the faculty and administration to focus and reflect on our student's physical and emotional well-being, as well as on new empirical research in teaching and learning methods. After those initial workshops, a committee of faculty was formed to develop an expanded version of the First Year Experience course. A student advisory board was formed to provide students a voice in

25
this new initiative. In the Fall Semester of 2007, under the direction of Associate Professor of Architecture Laura Terry and Associate Professor of Landscape Architecture Judy Britttenum, the new course, entitled "Leadership by Design," will be implemented. The course serves all first year students in architecture and landscape architecture and focuses on four areas of knowledge: body and mind, communication, service and leadership. The course also uses upper level mentors to facilitate small group discussions and activities. Over the next four years this initiative will be progressively implemented until it has a presence in all years. To our knowledge, this is the first such comprehensive plan in any school of architecture.

Another significant change was made to the first year curriculum in response to the studio culture report. The first year studio course was reduced from 5 credit hours to 4 credit hours and the previous 1 credit hour Introduction to Architecture course was changed to a 2 credit hour "Design Methods" course, intended to complement the studio more directly. The primary reason for this change was to reduce the number of studio credit hours and shift those hours to a lecture course format. The intention of the shift is to transition students into the studio culture while allowing them to succeed in a more traditional learning environment. Aimed at predicting later student success, criteria for continuing into the program have also been added to the first year in an effort to support building a solid foundation in the beginning year.

4. To continue the development of our international programs and study opportunities.
   - Form relationships with other architecture programs in the United States seeking international study opportunities for their students. On-going. Study the possibility of expanded or alternative programs including graduate study and pre-professional programs. On-going.
   - Continue to seek cooperative agreements allowing students from universities located in Rome and Mexico City to participate in our program at home or abroad. On-going.
   - Study the continued expansion of these programs to include cross-disciplinary activities and opportunities. On-going.

5. To promote, support and disseminate the faculty's research, scholarship, creative activity and service.
   - Funding research accounts for full-time faculty. On-going.
   - Continuing to make merit based annual pay raises. On-going.
   - Continuing to support all faculty travel to deliver refereed papers. On-going.
   - Continue supporting continuing education opportunities for licensed professionals. On-going.
   - Continuing to negotiate faculty release time for research and creative activity as appropriate. On-going.
   - Continuing to support off-campus duty assignments on a rotating basis. On-going.
   - Continuing to support the university's faculty research journal. On-going.
   - Fund a school research publication and develop ties to the University of Arkansas Press. First publication Fall 2007. On-going.
   - Continuing financial support for faculty awards for research and creative activity. On-going.

6. To provide our students with a strong foundation of liberal education to support and enhance their professional education.
   - Identify ways to enhance the general education/liberal education component of the architecture curriculum. Currently a senior faculty member serves on the
University's General Education Core Committee. On-going.

- The School of Architecture has submitted a proposal for a new General Education Core class entitled, Diversity and Design.
- Implemented a new Honors program in parallel to the creation of the new undergraduate Honors College, funded by gifts from the Campaign for the 21st Century. (see 3.7 Human Resource Development)
- Adjusting the curriculum to allow a greater range of choice in support of minor concentrations and participation in the Honors program. On-going.
- Continuing to explore collaborative educational relationships with academic units outside the Department of Architecture, particularly through funded initiatives in the Honor's College for cross disciplinary undergraduate courses and research. On-going.
- Continuing to study the possibility of creating a graduate program in the Department of Architecture as a parallel degree structure to our current 5 year undergraduate degree. On-going.

7. To develop a positive, reciprocal educational partnership with the design professions and allied disciplines.

- Continuing to utilize the Professional Advisory Board and the Dean's Circle to enhance these relationships. On-going. (See Appendix B)
- Convened a Vendors' Taskforce charged with advising and development efforts in support of the Design/Build Initiative and developing a materials laboratory. 2007, on-going
- Funding faculty participation in Professional Society meetings. On-going.
- Coordinating efforts between the Arkansas AIA and the School of Architecture A1AS Chapter including student attendance to the State Convention, lectures, and seminars. On-going

8. To build our library and other educational support resources to a level that allows us to achieve our diverse academic and professional goals.

- Increasing the proportion of support from our Annual Fund dedicated to these resources. Several campaign gifts, including that of the dean's family, have gone to support these areas. On-going.
- Maintaining the level of support for these resources in our "Strategic Objectives" for fundraising, especially emphasizing the journal and periodical collections at the library in the face of increased expense for these resources. On-going.
- Targeting fundraising proposals to address specific physical and education initiatives within the department, including the Design/Build Initiative, the materials lab, and technology needs. A recent example, the Shollmier gift, went to renovate Room 103 (now Shollmier Lecture Hall). The interest on the remainder of the gift will be used to support the media center. A portion of the Paul Young gallery-naming gift will also support these areas. On-going.

PROGRESS TOWARDS VISION 2001 GOALS

1. To identify and develop focused areas of excellence for each program in the school. Recognizing the strengths of the program including International Study, the Community Design Center, design/build activities, and faculty-directed student research, we continue to study ways to adjust and restructure the curriculum to support greater choice and the potential for academic concentration by our students. We are currently weighing the possibility of restructuring the 5th year to accommodate a number of learning scenarios or setting for our students in line with their intended post-graduate trajectory, including graduate study, practice, and public service, to
name a few. In parallel we continue to identify our program’s strengths as potential bases for the establishment of graduate programs serving a greater range of constituencies in the region.

2. To attract and retain diverse students, faculty and staff of the highest possible quality.
   - The transition for all high school students studying architecture and landscape architecture can be a difficult one. In addition to confronting the academic and social challenges of university life, they must also acclimate to, and cope with, the rigors of pre-professional training and a demanding studio culture. This adjustment is equally challenging for transfer and non-traditional students. We still believe that the uniqueness of our academic units demands a program specifically designed for our students.
   - Beginning in 2003 we have appointed selected 4th and 5th year students to serve as teaching assistants in the first year architecture design studio. The teaching assistants not only served as critics on assignments, but also served the first year students as mentors who are readily available to talk to students about any issues that they face in the architecture department curriculum and beyond. This proved to be very successful, as our new students felt automatically connected to the upper level studios by virtue of having them as teaching assistants. We are now shifting these assistants to the new Leadership by Design course where they will continue in their role as mentors and, being joined by teaching assistants from Landscape Architecture, will promote cross-disciplinary interchange.
   - The FYE or First Year Experience classes have been an important component in retaining students. Our FYE courses cover all of the topics that are universal across campus, as well as, intra-school related issues with studio culture and career opportunities. Stress and health management are ever-present topics. We are retooling the FYE as the new Leadership By Design program to begin in the fall of 2007. (See 3.5 Studio Culture)
   - Implemented a Diversity Plan, in line with the goals of the university, submitted by the dean to the faculty and upper administration in the Spring of 2007. (See Appendix A)
   - The school has added 2 minority-based scholarships for incoming freshmen, as well as $15,000 in Dean’s Circle scholarships to support minority students in our program.
   - Implemented a diversity plan, in line with the goals of the university, submitted by the dean to the faculty and upper administration in the A member of the faculty serves as the school representative to the library and accordingly represents the school and department in matters regarding acquisitions, schedules, and course reserves. On-going.

9. To help develop the resources to renovate Vol Walker Hall, including an addition to accommodate the growth of our existing programs as well as the development of any new programs.
   - The goal of consolidation and growth is currently under reconsideration by the dean, department heads and faculty in both programs, and the staff of the CDC. In the main we have re-evaluated our desire for a new building, realizing both the qualities of our current facilities, including its beauty, central location and the potential for addition.
   - Facilitating a successful Capital Campaign. Fall 2001 - Summer 2004. Our campaign goal was $10M; over $20M was raised.
• We continue to pursue possible support from the Don W. Reynolds Foundation, even though they do not currently support universities. We maintain our relationship to Steve Anderson, alumnus of the School of Architecture and president of the Foundation, in hopes their policy will change. The dean periodically "makes the case" to university administration for priority funding related to legislative request to be made by the University. This prioritization usually follows the receipt of significant private funding by the academic unit itself.

• Continuing to develop strategies for passing state legislation to fund higher education in the building industry as an additional funding source. This initiative was not successful, despite the support of Senator Bisbe, who authored the bill, and the professional bodies in architecture, landscape architecture, interior design and contracting. Lack of support by the state licensing board for engineering derailed the effort. The steering committee formed to investigate opportunities for collaboration between actors in the building process continues to work with the dean toward its goals.

• Studying and verifying the composition and massing suitability of the proposal to build a new school of architecture as part of the Fine Arts Center. Summer 2001 - This study was undertaken by our Community Design Center. The study revealed clearly that the addition of an "architecture tower" would overwhelm the scale of the existing Ed Stone Building. As a result this particular multidisciplinary initiative was dropped. A decision has been made to remain in Vol Walker Hall and to satisfy any additional space needs through a modest addition to the west side of that building.

• Studying the potential of an addition to and remodeling of Vol Walker Hall, upon realizing that the Fine Arts Proposal was not viable. A local architectural firm was hired to conduct a massing and organizational study during spring 2007. The study confirmed the viability of a 25,000 square foot addition, including improved accessibility, on the west side of Vol Walker Hall in terms of contextual and programmatic constraints and opportunities.

• Vol Walker Hall has heating, ventilating and air conditioning problems, wiring problems, suffers water leakage in the basement, and has acoustical problems that undermine the use of many of our public review spaces. Lecture and classroom facilities are adequate, with projection equipment having been recently upgraded. The school suffers from not having a single space in the building that can accommodate our entire student body. In fact we are almost 270 seats short; i.e. we can only seat about 34% of our student body. It is therefore often necessary to schedule major public lectures in other nearby campus buildings. On an annual basis, we continue to make known our facility and space needs to the upper administration. They recognize a major renovation of the building is very much needed and is on their high priority list for renovation. However, there is neither a definitive time table nor a funding commitment that we are aware of for launching a major renovation. In the meantime, the dean and development director of the School of Architecture are proceeding with the planning of a fundraising initiative to be launched as early as fall 2007 to develop funding to assist in renovation and/or to help fund a modest to Vol Walker Hall. (See Appendix C)

10. To continue development efforts to endow the school with the permanent resources necessary to achieve our collective ambitions.

• Organizing a strong campaign committee and providing them with the resources to successfully raise our goal of $10,000,000. Fall 2001 - Summer 2004. The campaign achieved over $20,000,000, twice the campaign goal amount.

• Identifying 150 potential major donors with interest in the school's projects and programs. Spring 2001 - Spring 2002. Completed, though we continue to develop
this list for subsequent development projects.
- Informing faculty, staff, and emeritus faculty of the potential impact of a successful capital campaign. The faculty, staff and students were kept informed during and after the conclusion of the campaign.
- Increasing the number of personal contacts and proposals made and delivered by staff and volunteers. Spring 2001 - Summer 2004. On-going.
- Informing all alumni and friends about fundraising successes through regular publications and special events. On-going.

11. To be responsive to changing socio-cultural and professional forces affecting the currency and relevance of our educational programs.
- Utilizing the Professional Advisory Board meetings to help identify and discuss these forces. On-going.
- Continuing to support and enhance the school's Visiting Lectures Program. On-going.
- Continuing the practice of maintaining two to three visiting faculty positions annually. On-going.
- Continuing to develop and endow teaching "chairs" enabling special visiting professors participation in the department. On-going.
- Studying the potential of academic "short courses" to identify short term visitors who study these various forces and conditions. On-going.
- Continuing to support the annual "Spring Review." On-going.
- Continuing to support the frequent use of external critics for studio reviews. On-going.
- Continuing to encourage class field trips. On-going.
- Continuing to bring in traveling exhibits of relevant work. On-going.
- Maximizing the utilization of the larger university faculty as resources in dealing with these forces. On-going.

12. To regularly reassess our curricula and to revise them as necessary to achieve program objectives and to maintain professional accreditation.
- Conducting a "Re-Vision" effort beginning at the school level involving students, faculty, staff and advisory board members every three years. Fall 2007.
- Reviewing and revising Vision 2001 periodically or in response to significant changes in the profession or academic environment. Fall 2007.
- Assessing the architecture curriculum every three years. As per university academic policy, students complete questionnaires prior to graduation. These are being followed up with web-based questionnaires submitted by graduates in the first years out of school. On-going.
- Continuing the department's tradition of emphasizing history as a critically important foundation for designing and assessing the built and natural environments and for forging an integral relationship between professional and liberal education. On-going.
- Maintaining currency in contemporary design theories and to encourage both faculty and students to engage critically in the debates they foster. On-going.
- Addressing a gap in our curriculum, we added a required course on architectural theory. Spring 2007.
- Developing and incorporating into our curricula an understanding of the implications of new information technologies on design education and professional practice. On-going.
- Recognizing and incorporating into our curricula emerging technologies of construction. On-going.
• Recognizing and incorporating into our curricula knowledge about the preservation and productive use of our shrinking reservoir of historical resources. On-going.
• Recognizing and incorporating into our curriculum knowledge about the range of increasingly critical natural environmental issues, including sustainability. On-going.

13. To develop and enhance the collaborative educational relationships between Architecture, Landscape Architecture, Garvan Woodland Garden, and the Community Design Center.
• Encouraging the landscape faculty to send their students to the Rome Study Center. Landscape Architecture students and faculty attend the Rome Study Center during their summer travel experience. During this period they have participated in a number of design workshops organized by the Rome Study Center. On-going.
• Continuing to encourage and support upper-level studio collaborations between architecture and landscape architecture. Some Landscape Architecture faculty members serve as consultants in the Comprehensive Design Studio. The dean funds, through vetted grant proposals, the development of cross-disciplinary courses in Landscape Architecture and Architecture. On-going.
• Continuing to support the Community Design Center as a multidisciplinary design studio option. The School of Architecture and the Department continue to provide financial support for their initiatives as well as funding for attendance at conferences. On-going.

14. To Expand the Department's Outreach Initiatives.
• Co-organized with a manufactured housing company to build and produce a house for the Community Development Corporation, Summer, 2003.
• Co-organized and hosted the Arkansas Summit, a symposium of the New Orleans Charter, formed to organize responses and activities by numerous schools and allied outreach agencies in addressing issues and opportunities for student involvement in post-Katrina New Orleans.
• Continuing to develop opportunities and funding for design-build activities including the Post-Katrina New Orleans project for Girt Town and an initiative to develop a Design/Build Center in the spirit of the outreach mission of our Community Design Center.
• Continue to work with area school districts to sponsor and assist faculty with organizing gifted and talented programs focused on the design profession.
• Develop the Design/Build Initiative as an effective and consistent avenue for outreach activities.
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Appendix B: The Visiting Team

Team Chair, Representing the AIA
Laura Lee, FAIA, Head
School of Architecture
College of Fine Arts #201
Carnegie Mellon University
Pittsburgh, PA 15213-3890
(412) 268-5563
(412) 268-7819 fax
lee@andrew.cmu.edu

Representing the ACSA
Craig Evan Barton, Chair
Department of Architecture and Landscape Architecture
School of Architecture
University of Virginia
P.O. Box 400122
Charlottesville, VA 22904-4122
(434) 924.6467
(434) 982.2678 fax
c Barton@virginia.edu

Representing the AIAS
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16 Red Gate Road
Cumberland, RI 02864
(401) 323-0936
mcdonough_d@yahoo.com

Representing the NCARB
William Bisson, AIA, NCARB
127 Main Street
Portland, Maine
(207) 939 7076
wbisson1@gmail.com

Observer
Coleman Coker
Tulane University, Buildingstudio
Richardson Memorial Hall
6823 St. Charles Avenue
New Orleans, LA 70118
(504) 865-5389
ccoker@tulane.edu
Appendix C: The Visit Agenda

Saturday, 16 February

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive at XNA</td>
<td><em>Transportation from XNA arranged upon rct. of guest itineraries</em></td>
</tr>
<tr>
<td>Inn at Carnall Hall</td>
<td>Block of 5 rooms reserved on 12-14-07</td>
</tr>
<tr>
<td></td>
<td>Confirmation #42328 (block of 5 rooms)</td>
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<tr>
<td></td>
<td><strong>Direct bill to S of A</strong></td>
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<tr>
<td>5:00 pm</td>
<td><strong>Overview of Team Room</strong></td>
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<tr>
<td></td>
<td>Team Chair, Tim de Noble, Laura Terry only</td>
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<tr>
<td>7:00 pm</td>
<td><strong>Team Dinner @ Ella's – Located in Carnall Hall</strong></td>
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<tr>
<td></td>
<td><strong>Direct Bill</strong></td>
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</tbody>
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Sunday, 17 February

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:30 am</td>
<td><strong>Breakfast @ Ella's with Tim de Noble</strong></td>
</tr>
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<td></td>
<td><strong>Direct Bill</strong></td>
</tr>
<tr>
<td>9:30 – 11:45 am</td>
<td><strong>Team Orientation and review of APR in Team Room</strong></td>
</tr>
<tr>
<td>NOON</td>
<td><strong>Team Lunch @ Emilia's</strong></td>
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<td></td>
<td>Lunch for 9 - NAAB Team (including UA representative +</td>
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<tr>
<td></td>
<td>Jeff Shannon</td>
</tr>
<tr>
<td></td>
<td>Tim de Noble</td>
</tr>
<tr>
<td></td>
<td>Laura Terry</td>
</tr>
<tr>
<td></td>
<td><strong>UA PO#:</strong></td>
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<tr>
<td>1:30 – 3:30 pm</td>
<td><strong>Team Tour of Facilities in Vol Walker</strong></td>
</tr>
<tr>
<td></td>
<td>With NAAB Visit Coordinating Committee</td>
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<tr>
<td></td>
<td>Dean's Suite</td>
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<tr>
<td></td>
<td>Advising Center</td>
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<td></td>
<td>Faculty Offices</td>
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<td></td>
<td>Classrooms and Lecture Hall</td>
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<tr>
<td></td>
<td>Studios</td>
</tr>
<tr>
<td></td>
<td>Computer Lab (Lynn Fitzpatrick)</td>
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<tr>
<td></td>
<td>Wood Shop and CNC Room (Tim La Tourette)</td>
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<td></td>
<td>Media Center and Photo Labs</td>
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<tr>
<td></td>
<td>Galleries and Exhibitions</td>
</tr>
<tr>
<td>3:30 – 4:30 pm</td>
<td><strong>Entrance with Faculty @ Vol Walker 103</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5:00 - 7:00 pm</td>
<td><strong>Team Discussion @ Team Room</strong></td>
</tr>
<tr>
<td>7:00 pm</td>
<td><strong>Team Only Dinner @ Bangkok</strong></td>
</tr>
<tr>
<td><strong>Monday, 18 February</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 7:30 – 8:45 am | **Breakfast @ Ella’s**                                                            
|              | NAAB Team                                                                        |
|              | Tim de Noble                                                                     |
|              | **Direct Bill**                                                                  |
| 9:00 – 10:00 am | **Team Entrance Meeting @ ADMN 424**                                              
|              | Chancellor John White                                                            |
|              | Provost Bob Smith                                                                |
| 10:15 – 11:00 am | **Team Meeting with Dean Jeff Shannon @ Vol Walker 120**                          |
| 11:00 am - Noon | **Presentation of Design Studio Sequence @ Vol Walker Main Gallery**               
|              | 1<sup>st</sup> Year: Russell Rudzinski / Tim de Noble                            |
|              | 2<sup>nd</sup> Year: Korydon Smith                                               |
|              | 3<sup>rd</sup> Year: Chuck Rotolo                                                 |
|              | 4<sup>th</sup> Year: Tim de Noble / Steve Luoni / Michael Hughes                  |
|              | 5<sup>th</sup> Year: Pia Sarpaneva                                                |
|              | Rome Program: Jeff Shannon                                                       |
|              | Mexico Program: Russell Rudzinski                                                 |
| Noon – 1:00 pm | **Lunch @ Ella’s**                                                                
|              | NAAB Team                                                                        |
|              | Ethel Goodstein-Murphree                                                          |
|              | Kim Sexton                                                                       |
|              | Tahar Messadi                                                                    |
|              | Darrell Fields                                                                   |
|              | Greg Herman                                                                      |
|              | Korydon Smith                                                                    |
| 1:00 - 2:00 pm | **Studio Observation and Academic Support Tours**                               |
|              | **Advising Center – Vol Walker 209**                                              
<p>|              | Melinda Smith, Academic Counselor                                                 |
|              | Judy Stone, Administrative Assistant                                              |
|              | <strong>Development / External Relations – Vol Walker Conference Room</strong>                |
|              | Charlotte Taylor, Development Director                                            |
|              | Kendall Curlee, Communications Coordinator                                        |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>2:00 – 3:15 pm</td>
<td>Team Visit to Current and Recent Design/Build Sites and CDC</td>
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<td></td>
<td>Washington Elementary</td>
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<td></td>
<td>House in Walker Park Neighborhood</td>
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<tr>
<td></td>
<td>Community Design Center</td>
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<tr>
<td>3:15 - 4:30 pm</td>
<td>Team Discussion @ Team Room</td>
</tr>
<tr>
<td>4:30 – 5:20 pm</td>
<td>Entrance Meeting with Students @ Vol Walker Hall Room 103</td>
</tr>
<tr>
<td>5:30 – 6:30 pm</td>
<td>Free</td>
</tr>
<tr>
<td>6:00 – 7:00 pm</td>
<td>Reception @ University House</td>
</tr>
<tr>
<td></td>
<td>Faculty, staff, school and university administration, emeritus</td>
</tr>
<tr>
<td></td>
<td>faculty, alumni, local practitioners, members of the</td>
</tr>
<tr>
<td></td>
<td>Professional Advisory Board, Members of the Dean’s Circle</td>
</tr>
<tr>
<td>7:00</td>
<td>Team Dinner @ Theo’s</td>
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<td></td>
<td>UA PO#:</td>
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</tbody>
</table>

**Tuesday, 19 February**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7:30 – 8:30 am</td>
<td>Team Breakfast – Ella’s Restaurant with Tim de Noble</td>
</tr>
<tr>
<td></td>
<td>Direct Bill</td>
</tr>
<tr>
<td>8:30 – 11:45 am</td>
<td>Team Members work @ Team Room except as noted below:</td>
</tr>
</tbody>
</table>

**Concurrent Meetings With Academic Sub-disciplines:**

- **9:45 – 10:45 am** Architectural Technology @ Vol Walker Conference Room
  - Jerry Wall
  - Greg Herman
  - Tahar Messadi
  - Chuck Rotolo
  - Kate Kulpa

- **10:45 – 11:45 am** Architectural History /Theory @ Vol Walker Conference Room
  - Kim Sexton
  - Darell Fields
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 10:45 – 11:45| Professional Practice @ Vol Walker 209  
(Tim de Noble's office)  
Bob Kohler  
Sallie Overbey |
| Noon – 1:15 pm| Team Lunch with Student Leaders @ Powerhouse Seafood                   |
| 1:30 – 2:30 pm| Meeting with Faculty @ Vol Walker Room 103                            |
| 2:45 – 6:45 pm| Team Members Work @ Team Room                                         |
| 7:00 pm      | Team Dinner @ 1936 Club                                               |

**Wednesday, 20 February**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 7:30 – 8:15 am| Team Breakfast @ Ella's  
With Tim de Noble and Laura Terry                                       |
|              | Direct Bill                                                           |
| 8:30 – 9:15 am| Exit Meeting with the Dean  
Jeff Shannon's office – Vol Walker 120                                   |
| 9:30 – 10:15 am| Exit Meeting @ ADMN 410  
Provost Bob Smith  
Jeff Shannon  
Tim de Noble   |
| 10:30 – 11:15 am| School-wide meeting @ Giffels Auditorium                          |
| 11:15 am     | Depart for Airport                                                    |
IV. Report Signatures

Respectfully submitted,

Laura Lee, FAIA
Team Chair

Representing the AIA

Craig E. Barton
Team member

Representing the ACSA

Danielle McDonough
Team member

Representing the AIAS

William Bisson
Team member

Representing the NCARB

Colman Coker
Observer
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