

ATTACHMENT B

PROPOSAL – 1 NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**

Master of Design Studies (M.Des.) with Concentrations in Resiliency Design and Retail and Hospitality Design

2. **CIP CODE REQUESTED:** 04.0201 Architecture

3. **PROPOSED STARTING DATE:** Fall 2018

4. **CONTACT PERSONS**

Name (Provost/Academic Affairs Officer): Dr. Terry Martin
Title: Vice Provost for Academic Affairs
Name of Institution: University of Arkansas
E-mail Address: tmartin@uark.edu
Phone Number: 479-575-2151

Peter MacKeith, Dean
University of Arkansas
mackeith@uark.edu
479-575-2702

5. **PROGRAM SUMMARY**

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program. List degree programs or emphasis areas currently offered at the institution that support the proposed program.

The Fay Jones School of Architecture and Design proposes the development of a post-baccalaureate, post-professional education program leading to a Master of Design Studies (M.Des.), to be located at the University of Arkansas campus in Fayetteville, Arkansas. The goal is to provide a nationally-recognized, interdisciplinary design program that meets the needs of Arkansas, the region, and nation. Master of Design Studies degrees are recognized as multidisciplinary degrees that explore emerging concerns that are universal to the design disciplines.

While professional architects, landscape architects, and interior designers may pursue professional licensure through accredited baccalaureate degrees, there is a growing demand for expertise and specialized knowledge on emerging and critical

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issues, extending design education in contemporary settings. The current proposal is a Master of Design Studies degree serving as structure for specific areas of concentration initially including Resiliency Design and Retail and Hospitality Design. Utilizing strengths across the University of Arkansas campus, the M.Des. is a 36 credit hour program that includes 24 hours of core courses and 12 elective credit hours for each concentration. The course offerings are combined with a professional residency to immerse students in these areas of study. This program will prepare graduates to secure leadership positions in architecture and design firms, municipalities, and business settings where advanced knowledge and skills are increasingly required for success.

As proposed, the program can be completed in 1 year (3 semesters including 2 full-time, on-campus semesters combined with an off-campus, summer residency component). Beginning enrollment is targeted for 10 students (5 in each of two concentrations) in the first year and 20 students (10 in each of two concentrations) in years 2 and 3. The ideal maximum for each concentration is 15 students matriculating annually. Future development of the program is targeted for five distinct concentrations with a total of 75 students enrolled across the topical areas. Undergraduate preparation for the M.Des. program can come from the five degree programs offered by the Fay Jones School of Architecture and Design as well as design graduates from other institutions and credentialed practitioners seeking advanced study in one of the emerging topics.

The curriculum includes two advanced design studios addressing increasingly complex challenges resolved first through the synthesis of multiple knowledge domains and moving to scenarios for which there are unidentified constraints and unknown methods for solution. Newly proposed cognate courses and existing electives from graduate programs on the University of Arkansas campus provide knowledge and skill development necessary for addressing emergent issues in the built environment. Following the completion of studios and coursework, the residency experience synthesizes Curriculum structure and course additions are detailed in Section 7 Curriculum.

The M.Des. students will be enrolled through University of Arkansas and will have access to resources afforded to all enrolled students including campus libraries, health and wellness resources, administrative infrastructure, etc. Students will have permanent studio desks in Vol Walker Hall and the Steven L Anderson Design Center during their course of study. This facility also includes the Murray Smart Multimedia Center, Design Shop, Maker Lab, Materials Lab, Smith Gallery, and related classrooms and seminar spaces in addition to off-campus maker space and the University of Arkansas Community Design Center. Significant renovations and expansions completed in 2011 were programmed to accommodate these graduate programs.

The Fay Jones School of Architecture and Design faculty hold post-professional and
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doctoral degrees in architecture, landscape architecture, interior design, and urban planning as well as professional licensure in their disciplines thereby making them well-credentialed for this graduate program. These academic credentials are bolstered by rich professional practice experiences across all of the Fay Jones disciplines.

The University of Arkansas Libraries have important resources supporting the M.Des. program. The University of Arkansas Library holdings include 2.1 million volumes and more than 56,000 journal titles in the main and specialty library across campus and more than 5 million additional materials that range from microform units to government documents and audio and video files. The integrative nature of the design disciplines requires deep resources in a wide range of subject fields including business, environmental sciences, social sciences, and technology.

While the University of Arkansas campus has a strong foundation for the proposed M.Des. program, some additional resources will be necessary to support advanced graduate study. Additional monographs, journals, and multimedia in architecture and design will be required to maintain the depth and currency across subject areas. Expanded technology and maker resources will be required to accommodate the increased volume of students within the existing infrastructure. These costs are provided in the budget found in Sections 10 and 11. The proposed graduate programs will require additional administrative, faculty and staff resources phased in over the initial three years of the program.

This graduate level degree has been crafted to provide for unique concentrations within an overarching structure of a Master of Design Studies. Not only is this degree unique to Arkansas and to the region but it also reflects the growing movement toward interdisciplinary and transdisciplinary practice utilizing a cost-effective structure and broad appeal to practitioners seeking advanced study. The following degrees offered in the Fay Jones School of Architecture and Design directly support the proposed degree program:

- Bachelor of Architecture (B.Arch)
- Bachelor of Science in Architectural Studies (ARSTBS)
- Bachelor of Landscape Architecture (BLA)
- Bachelor of Science in Architectural Studies (LARCBS)
- Bachelor of Interior Design (BID)

6. NEED FOR THE PROGRAM

Employer Survey Data was requested from design firms, municipalities, and business enterprises currently engaged in the type of work addressed in the proposed Master of Design Studies program. In a few instances, the same firm submitted more than one survey due to the breadth of their work and their method of managing staff. The report generated by Qualtrics is provided in Appendix A. Letters of support are located in Appendix B.

Organization/Firm	Respondent	Title	Location
City of Fayetteville	Jeremy Pate	Development Services Director	Fayetteville, AR
Core Architects	Michael Baldwin	Principal	Rogers, AR
Harrison French & Associates	Bo Ebbrecht	Architect	Rogers, AR
Hight-Jackson Associates	Gail Shepherd	Partner	Rogers, AR
Little Rock Mayor's Office	Mark Stodola	Mayor	Little Rock, AR
Looney and Associates	Jenny Tredway	Designer	Dallas, TX + Chicago, IL
Marlon Blackwell Associates	Marlon Blackwell	Principal	Fayetteville, AR
Maurice Jennings + Walter Jennings Architects	Walter Jennings	Principal	Fayetteville, AR
Northwest Arkansas Council	Michael Harvey	Chief Operating Officer/Economic Development	Springdale, AR
Northwest Arkansas Land Trust	Terri Lane	Executive Director	Fayetteville, AR
Petromark	Steve Lair	President	Harrison, AR
Polk Stanley Wilcox	Steve Kinzler	President / COO	Little Rock, AR
UA Community Design Center	Steve Luoni	Director	Fayetteville, AR
Walton Family Foundation Design Excellence Program	Karen Minkel	Home Region Program Manager	Bentonville, AR
Williams and Dean	Brittany Atkinson	Director of Interiors	Little Rock, AR
Wittenberg Delony & Davidson	Chad Young	Architect	Little Rock, Ar

Within the Retail and Hospitality market sector, participants who responded to current and future job availability indicated that 2 positions are available now and 13 positions will be available in the next 2-5 years. Respondents indicated that positions would be available as a function of work demand; this is common among firms whose work varies by economic conditions. Within the Resiliency Design (communities and landscapes) market sector, participants who responded to current and future job

availability indicated that 6 positions are available now and that 13 positions will be available in the next 2 -5 years. Even more importantly, respondents indicated current employees, the greater majority of whom are located in northwest Arkansas, would benefit from these degree programs; 13-15 individuals in Resiliency Design and 23 individuals in Retail and Hospitality Design were identified by participants. These responses, when evaluated in the state context and the small sample size, indicates strong demand.

All respondents to the survey indicated that the proposed degree program would or would probably place candidates in a preferred category. Salary projections ranged from \$38,000 (intern position) to \$130,000. The respondents did not delineate specific salary increases as an outcome of advanced training though responses were at or above current salary averages in Arkansas. Requirements for the positions included degrees in architecture and interior design specifically.

Program support was positive. Collaborative exercises, guest lectures, internships (residencies), equipment, and project planning and resources were listed as methods by which these firms would support students, faculty, and the program. Because of the professional nature of this degree offering, these direct connections to professional offices and practitioners will be critical to the overall success of the program. Some of the respondents indicated that tuition assistance or reimbursement would be possible as well as employee release time.

Degree areas and expertise was positively evaluated. One respondent comments that, within the Retail and Hospitality sector, most clients seek firms outside of the state for this work and that this expertise would help to keep these design fees local. Another comments that this would enhance job preparedness and reduce the learning curve in increasingly complex environments. Respondents addressing resilient communities and landscapes indicate that organizations and municipalities across the state would benefit from the knowledge disseminated by these program graduates. The degree program is intended to foster workplace knowledge and preparation and respondents mention real problem solving positively. Respondents noted the strengths of the Fay Jones School and the UA Community Design Center as important to the program's ultimate success.

It should be noted that the survey respondents are based primarily in Arkansas. Data from the Fay Jones School of Architecture and Design provides critical context. The greater majority of the school's graduates are employed outside of Arkansas, many in major cities across the US. Given the far-reaching reputation of the school, it can be reasonably assumed that M.Des. program graduates will find equal success regionally and nationally. Even more importantly, the number of employees believed to benefit from the program (n=38) can provide a strong base for the first years of the proposed program while marketing and recruitment occurs more distantly.

The Fay Jones School of Architecture and Design became aware of the need for advanced study through meetings with the Professional Advisory Board (PAB) and Dean's Circle, through individual contacts with the School, and through a self-study examining proximity of graduate architecture/design programs and program type.

Professional publications provide national context regarding design education trends as well as economic growth in particular design sectors. The context for the proposed M.Des. is described below.

PAB and Dean's Circle members have regularly encouraged development of graduate programs and have stated the need for specialized study. These individuals hold leadership positions in the state, region, and across the country and their experience with a variety of educational programs informs the Fay Jones School with regard to graduate education. While graduate degrees have not been a requirement of professional practice or registration (accredited undergraduate programs provide entry at this level), the increasing complexity of the built environment and related specialization is making graduate and advanced professional study increasingly necessary for successful practice and leadership.

The Fay Jones School of Architecture and Design receives inquiries concerning graduate programs annually. While these numbers have not been rigorously documented, recruiting staff indicate there are 15 or more discrete inquiries each year with the greater majority from international students. The University of Arkansas Career Development Center documented that in 2016, 10% of the Fay Jones School graduating classes intended to pursue graduate education immediately (had been accepted or were waiting on acceptance). Employment trends over the last 3 years indicates nearly 100% employment within six months of graduation for the school's undergraduate students by top design firms in the region and across the US and this trajectory indicates that graduates of the Fay Jones School Master of Design Studies program would be desirable employees.

Letters of support from alumni and colleagues are in support of the program. All of them indicate the increasingly complex built environment required design professionals with advanced skills. Additionally, they all indicate that such a degree would be beneficial to their firms or businesses, would be favorably evaluated as a job candidate, and could potentially lead to professional advancement. The letters are included in the appendices and speak to the breadth and depth of the support.

A self-study was conducted in January, 2016. This study included the identification of universities offering graduate degrees in architecture, landscape architecture, and interior design and the degree type and focus. There are no graduate design programs, regardless of discipline, in Arkansas and the University of Arkansas offers the only professional undergraduate degrees in Architecture and Landscape Architecture and one of three interior design programs (the only one housed in a cross-disciplinary design setting). Within a 250-mile radius, six institutions offer advanced degrees in one or more of the design disciplines and within a 500-mile radius an additional fifteen institutions offer advanced design degrees. None of these institutions offer an advanced, post-professional degree that is interdisciplinary in nature making the University of Arkansas M.Des. a unique offering regionally.

The U.S. Bureau of Labor Statistics indicates a 5% - 8% growth in the number of architecture, design, and planning jobs nationally. These statistics reflect national job growth patterns as a whole though industry publications and undergraduate employment data indicates a stronger employment outlook.

Design Intelligence (2016) reports job growth in the professional fields as robust. Architecture management (for experienced designers in mid-career or beyond) was highlighted by *Design Intelligence* as one of the top earning professions with a median salary of \$124,876 (2016). Among professional trends identified by *DI* respondents, concerns of leadership, urbanization, sustainability, and globalization were cited across all disciplines. Further, *DI* reported findings from a national sample of industry graduates revealing that advanced education was a professional goal (Architecture: 17%; Landscape Architecture: 6%; Interior Design: 8%). *Interior Design* magazine, a leading publication in the interior design industry, published fees in the retail and hospitality sectors for 2015. The ten largest firms in hospitality and retail design billed \$322 million and \$218 million dollars respectively in design fees alone. There are no single or multidisciplinary degree programs in these design sectors.

Sources for the above text include the U.S. Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/>) and *Design Intelligence* (<http://www.di.net/>). *Design Intelligence* is the leading industry publication ranking design education programs and defining future trends for these disciplines in practice and in the classroom. *Interior Design* magazine publishes annual information about the industry and is a reliable source of market data (<http://www.interiordesign.net/articles/11457-2016-top-100-giants-research-market-segments/>).

In addition to the aforementioned context, the Fay Jones School of Architecture and Design offers the only professional degrees in Architecture and Landscape Architecture in the state and offers the only professional interior design degree in the state housed with other design disciplines. Graduate study is essential to maintain the professional standards of our disciplines and the continued growth of university excellence. Contributions to a Research I institution and the work of the university is a required part of the School's mission. In October, 2016, Chancellor Steinmetz identified Eight Guiding Principles following a year-long strategic planning process. The last principle describes the role of graduate education as "an important part of a research university and graduate students make significant contributions to the research and teaching missions of the university; and key to the university's impact on economic development." This proposal brings the School into alignment with these larger goals.

The Fay Jones School of Architecture and Design's Professional Advisory Board (PAB) meets semi-annually during each fall and spring semester. The Board is composed of approximately 50 stakeholders including practicing designers, professional architecture and design firms, industry leaders, employers and internship providers in addition to alumni. The Fay Jones School Dean's Circle includes

architects, landscape architects, designers, and related industry leaders who meet semi-annually to provide guidance, advice and financial support to the Fay Jones School of Architecture and Design. They share vision and expertise, advocate for the School within their communities and professional circles, and contribute annually to the school's Foundation Fund.

An identified subset of 15 PAB members will participate in breakout sessions relative to graduate study during the regularly scheduled meetings. These participants will hold advanced degrees in their field of study or will be employers of such degree holders. These sessions will be chaired by the Graduate Coordinator and attended by faculty members teaching at the graduate level.

Program Enrollment Projections, Years 1 - 3

Master of Design Studies Concentrations	Year 1	Year 2	Year 3	Year 4	Year 5
Resiliency Design	5	10	10	10	15
Retail + Hospitality Design	5	10	10	10	15
Annual Enrollment	10	20	20	20	30
Graduates	10	20	20	20	30

It is anticipated that growth in these post-professional degrees will occur in additional concentration areas. Long-range plans are to introduce additional concentrations once these are well established and self-sustaining.

7. CURRICULUM

a) Proposed Curriculum for the Master of Design Studies

Fall Semester

FJAD 6906 Advanced Design Studio 1

FJAD 6723 Methods of Design Inquiry

Elective (3) ^{1, 2}

Elective (3) ^{1, 2}

Spring Semester

FJAD 6916 Advanced Design Studio 2

FJAD 6803 Design Leadership

Elective (3) ^{1, 2}

Elective (3) ^{1, 2}

Summer

FJAD 6926 Graduate Residency

¹ Students pursuing the Resiliency Design concentration will choose 12 hours from SUST 5103 Sustainability I, SUST 5203 Sustainability II, *FJAD 6813 Cities and Public Good*, *FJAD 6823 Vocabularies of Context Production*. Dependent upon

previous coursework and experience, graduate level courses from Public Policy, Sociology, Public Administration, or Environmental Dynamics may be utilized with approval from the Graduate Advisor.

² Students pursuing the Retail and Hospitality Design concentration will choose 12 hours from MKTG 5103: Introduction to Marketing (Marketing Management), ISYS 5363: Quantitative Analysis for Business, MKTG 5563: Contemporary topics in Retail (Retail Strategy); MKTG 5553: Consumer/Supplier Psychology (New Product Development); MKTG 5433: Consumer and Market Research Methods (Marketing Research); SCMT 5633: Predictive Supply Chain Analytics (Marketing Analytics, MKTG Course number TBD); HOSP 4663. Issues & Trends in Hospitality & Tourism, HOSP 5633. Hospitality Operations and Financial Analysis HOSP 5643. Meetings and Convention Management, HOSP 5653. Global Travel and Tourism.

The Master of Design Studies aims to support design practitioners in achieving solutions to challenges encountered in the built environment. Through emerging and relevant knowledge, skills and strategies are developed across disciplines and through the synthesis of knowledge domains. The three semester program of study blends new design studios with cognate courses and existing graduate level electives across the University of Arkansas campus. A final residency component synthesizes knowledge in a real workplace setting.

There are important, existing resources on campus to support and enrich the M.Des. program of study. University of Arkansas Community Design Center (UACDC) is the only professional office with an identified teaching role, bringing together practitioner-educators and students in a professional environment. The UACDC's award-winning work provides a unique setting for graduate education. The Walton College of Business Center for Retail Excellence and MBA program and the Bumpers College of Agricultural, Food, and Life Sciences programs in Hospitality Innovation and Apparel Merchandising and Product Development likewise contribute unique electives that complement existing strengths in hospitality and retail design.

- b) The M.Des. program requires 36 credit hours. Core courses comprise 24 credit hours and each concentration requires an additional 12 credit hours of elective coursework. The elective courses have been identified from existing courses on campus and accommodates a range of professional and educational backgrounds.
- c) The Fay Jones School of Architecture and Design does not currently offer graduate study. For this reason, all of the courses listed below are newly proposed courses in direct support of this program.

FJAD 6723 Methods of Design Inquiry. Investigation into the practical, theoretical, and methodological strategies necessary for embarking upon inquiry and discourse for design-related problems.

FJAD 6803 Design Leadership. This course explores design leadership through conceptual and theoretical perspectives. Emphasis is on developing and managing effective design processes, methods, and organizations enabling innovative design practices. Students will explore contemporary issues and forces that affect the conditions of how design is imbedded in thought leadership.

FJAD 6813 Cities and Public Good. Studies infrastructure as socio-technical systems and potential transitions to lower-carbon futures. Concepts governing Large Technical Systems such as obduracy, path-dependency, energy transitions, value capture, and public good are explored through analytic frameworks like Multi-level Perspectives (MLP) and Socio-technical Systems Theory (STS) in the context of incumbent technologies.

FJAD 6823 Vocabularies of Context Production. Explores connectivity through spatial and organizational formats from urbanism to supply chains, ecosystems, resource sheds, infrastructure, neighborhoods, eco-districts, and other public spaces. In addition to the traditional categories of geometry, proportion, and fit used to define place, vocabularies of flow, timing, interactivity, phasing, modulation, distribution, and emergence will be examined.

FJAD 6906 Advanced Design Studio 1. A topical design studio investigating project development dependent upon the synthesis of knowledge and application of critical thinking to complex environmental design scenarios. The intimate relationship between architecture, place and culture is used to create connection and relevance in the built environment.

FJAD 6916 Advanced Design Studio 2. An advanced topical design studio utilizing methods from domains external to design disciplines. Project resolution requiring skill in generating design ideas developed through strategic planning and responding to sociopolitical, economic, and environmental drivers.

FJAD 6926 Graduate Residency. Experiential learning integrating knowledge and theory in professional environment. This guided experience will facilitate career development, professional relationships, and provide a critical opportunity to apply new skills and knowledge to real challenges.

d) Graduate level degree programs do not utilize general education core courses. Major courses for the Master of Design Studies include FJAD 6723 Methods of Design Inquiry, FJAD 6803 Design Leadership, FJAD 6906 and 6916 Advanced Design Studios I and II, and FJAD 6926 Professional Residency. The remaining credit hours for each concentration are comprised of elective courses responding to individual student goals and experience.

e) Listed are proposed FJAD required courses with assigned faculty. New hires are

noted.

FJAD 6906 Design Studio 1	New Hire
FJAD 6916 Design Studio 2	McCown
FJAD 6723 Methods of Design Inquiry	Newman
FJAD 6813 Vocabularies of Context Production	New Hire
FJAD 6803 Design Leadership	MacKeith/Goodstein-Murphree
FJAD 6823 Cities and Public Good	Luoni
FJAD 6926 Graduate Residency	Webb

- f) No courses will be offered by distant technology.
- g) A Summer Residency consisting of a 10-week internship will be completed by students (approximately 400 hours). This intensive work experience allows the application of developed skills and knowledge in a workplace setting.
- h) Application for admission to the M.Des program is made through the University of Arkansas Graduate School electronic portal (<https://application.uark.edu/>) and must be completed by February 1. University of Arkansas requirements are: a baccalaureate or post-baccalaureate degree and a minimum GPA of 3.0 on a 4.0 scale in the last 60 hours of an accredited degree; GRE scores; and TOEFL/IELTS/PTE-A scores as detailed in the Graduate Catalog.

Additionally, admission will require:

- accredited baccalaureate degree in a design discipline (architecture, landscape architecture, interior design),
 - relevant professional work experience or academic internship,
 - portfolio of design work reviewed by graduate design faculty to ascertain individual preparedness,
 - statement of career goals,
 - three letters of reference addressing preparedness for graduate education, and
 - professional licensure (desirable but not required).
- i) The learning outcomes / goals for the program are as follow:
- Generate comprehensive design solutions to resolve emerging and complex issues within specific domains.
 - Identify and apply appropriate design strategies necessary to resolve complex design scenarios in specific sites and in global systems.
 - Demonstrate creative problem solving across multiple environmental scales with competing needs and multiple constraints.
 - Interpret existing knowledge in a contemporary context for the purpose of generating innovative design solutions.
 - Demonstrate the ability to address the cultural, social, political, environmental, and economic aspects of contemporary design contexts.
 - Identify through appropriate methods of inquiry emerging and critical issues relative to a range of environmental typologies and scales.

These outcomes will be fully detailed within specific courses and achieved through the development of course objectives and pedagogical strategies. Outcomes will be assessed through formative and summative measures within specific courses as well as through the residency and through regular assessments with internal and external stakeholders (e.g., PAB, residency providers). Public review of work, common to all design programs, not only provides developmental feedback to students about individual work efforts but also brings faculty members and external reviewers together for the purpose of assessing student learning and program efficacy. Course evaluations and assessments by residency supervisors will provide data that can be used to enhance student learning experiences. Program matriculation and employment data will also be used as performance measures.

- j) The University of Arkansas course evaluation process and format will be used for the M.Des program. The course evaluation is standard in format with a set of base, institutional items across courses. Additional items can be developed and included by departments as well as by faculty members in order to gain the formative insight about course effectiveness. The standard format can be found in Appendix C though additions by individual faculty cannot be provided at this time. The following information about course evaluations appears on the University of Arkansas Office of the Provost website (<http://provost.uark.edu/course-evaluations.php>):

Consistent with Arkansas Higher Education Coordinating Board and Board of Trustees policy requiring student evaluation of teaching, each semester the teacher and course evaluation process at the University of Arkansas begins with email notification from IT Services. Evaluations are managed through the CourseEval online system and are scheduled to be given the last week of classes, with scores and comments returned to faculty members 72 hours after final grades have been turned in.

- k) Information from the survey of employers indicated particular needs in the areas of BIM (Building Information Management) and other specific industry software. The studio foundation provides this expertise. Additionally, demand for quantitative analysis, regulatory guidelines, and building codes was also noted as important.
- l) Institutional curriculum committee review/approval date for proposed program.
Sept. 13th, 2017

8. FACULTY

Teaching faculty include representation across all disciplines and new hires will complement the existing expertise. Faculty members engaged in teaching courses and participating in the oversight and review of residency experiences hold advanced degrees and professional practice experience in a design discipline.

- Goodstein-Murphree, Ethel. Ph.D. (University of Michigan-Ann Arbor), M.A.

(Cornell University), B.Arch. (City University of New York), B.S., (City University of New York). Courses: Design Leadership.

- Luoni, Stephen D. M.Arch (Yale University), B.S.Arch. (Ohio State University). Courses: Design Studios, Resilient Communities
- MacKeith, Peter. M.Arch. (Yale University), B.A. (University of Virginia). Courses: Design Leadership.
- McCown, Ken. Courses: B.L.A. (University of Illinois), B.Arch. (University of Illinois). Courses: Design Studios.
- Newman, Winefred E. Ph.D, (Harvard) M.Phil., M.Arch (Harvard) B.Arch, B.S. (University of Texas at Austin). Courses: Design Studio, Research Methods.
- Webb, Jennifer D. Ph.D. (Oklahoma State University) M.S. (University of Tennessee) B.S. (University of Tennessee). Courses: Research Methods.

The program director will manage and administer the M.Des. program and will hold a terminal degree (PhD, MArch, MArch, MFA, or equivalent) in one of the design disciplines and be licensed or eligible to be licensed in their professional discipline.

A total of 3.5 FTE’s are required for the initial program implementation. In addition to redistributing internal teaching loads with the current faculty, two additional, tenure-track faculty will be required. These positions are important to the successful launch of the program due to studio design courses and requisite professional and academic experience. New faculty will be expected to hold an advanced degree in one of the design disciplines (Architecture, Landscape Architecture, Interior Design or other allied design field) as well as relevant practice experience with professional licensure in the appropriate concentration area. A design portfolio and/or written scholarship will be used to determine fit with programmatic need.

Proposed Hiring Schedule

	Program Director	Tenure Track Faculty	Administrative Assistant
Spring 2018	Appointed		
Fall 2018		X	X
Spring 2019			
Fall 2019		X	

Curriculum vita for faculty teaching in the program can be found in Appendix D.

Design programs are grounded in studio-based learning and, as such, do not require traditional bench laboratories or equipment.

9. DESCRIPTION OF RESOURCES

- Current resources can be found in the University of Arkansas Libraries consist of the main library, Mullins Library, and three branch libraries: Fine Arts, Chemistry, and Physics. The Dean of Libraries is University Libraries’ chief executive officer. She

reports to the Provost, and supervises the Director for Academic and Research Services, who supervises the heads of the branch libraries. The Young Law Library and the C. Murray Smart Multi-Media Resource Center are independent repositories. The former reports to the Dean of the Law School; the latter reports to the Dean of the Fay Jones School. Most architecture and design books and periodicals are housed in the Fine Arts Library. Access to the library's extensive collection of electronic resources are available both on and off campus. Mullins Library maintains extensive map collections and GIS services that are of particular relevance for the proposed M.Des program. The University is actively engaged in developing an open access policy and an institutional repository. (See libraries.uark.edu, including annual report data.)

The Fine Arts Library (FAL) provides the preponderance of library resources for the Fay Jones School. Subscriptions to JSTOR and the aggregators Ebsco Academic Search Complete and ProQuest Research Library increase the number of accessible journals considerably in all disciplines.

Architectural Archive of the Special Collections Department in Mullins Library is of specific value to the M.Des. program. The Fay Jones Collection and the Edward Durell Stone papers are two of the most extensive and sought-after design collections. The collections are diverse in content, containing models, drawings, photographs, and periodicals in addition to correspondence.

The Smart Media Center, located on the ground floor of Vol Walker Hall, houses the digital image, video and analog slide collections of the Fay Jones School and provides media support for its programs. The main objective of the Smart Media Center is to support classroom teaching and to facilitate student and faculty research. A full-time Visual Resources Curator, who reports to the Dean of the Fay Jones School, manages the collection and its services. The School's faculty, staff, and students have access to more than 100,000 online digital images and approximately 1,000 video programs as well as an analog slide archive numbering more than 50,000. The online digital image collection, supported by the Madison Digital Image Database (MDID), created at James Madison University and offered as an open source application, is available to the University community.

All holdings cover the evolution of the built and natural environment from pre-history to the present, including historic and contemporary landscape architecture, architecture, urbanism and interior design. Both western and global cultures are well represented, and special collections support teaching in discrete disciplinary areas including, for example, historic. Annual acquisitions average 5,000 digital images and 50 videos per year. The Smart Media Center also provides several digital and video cameras for faculty and student use. Guest lectures are routinely recorded, archived and made available online for later reference. Beginning in 2009, the campus has subscribed to, and the Smart Media Center has provided technical support for, the Echo360 video-capture system for classroom recording, enabling faculty to make video transcripts of all lectures as well as to prepare supplementary learning materials. Echo360 is compatible with the Blackboard Learning System, available to

all enrolled students.

- b) Current instructional facilities can be found in the Fay Jones School of Architecture and Design housed in Vol Walker Hall and the Steven L Anderson Design Center. Resources serving students and faculty in the school design studios, classrooms, seminar spaces, and auditorium in addition to computer labs, maker spaces, design production resources, a multimedia library, and associated administrative and faculty offices.

All students are assigned a studio desk and large monitor for the duration of their design studies. These permanent workstations are accessible on a 24/7 basis in secured spaces. Connectivity is provided via wi-fi and hardwired access and the network provides access to school and campus resources. These learning spaces provide for individual and collaborative work across analogue and digital formats. Every studio is supported by a Plot/Print/Scan Station supporting multiple forms of design production as well as access to inks, papers, and other materials necessary for representation.

Vol Walker Hall and the Steven L. Anderson Design Center provide access to technological resources, are hardwired for internet access, and the building has wireless access throughout. A variety of design-specific software is available to students at no- or low-cost. Students provide personal computers while the school provides extensive peripherals relative to printing, plotting, scanning, imagery, and three-dimensional representation. Backup and archival storage is either set up on one of the school's three managed servers or on individual external hard drives, and a Fay Jones School Dropbox system has been created to support archival activities. The School's technology staff supports all student (personal computers), faculty, staff, classroom and lab computers.

The University of Arkansas Community Design Center (UACDC) advances creative development in Arkansas through design, research, and education solutions. Originated in 1995 as an outreach center of the Fay Jones School of Architecture + Design, the center has its own downtown facilities and a full-time design and planning staff who deliver professional services for communities and organizations nationwide. Much like a teaching hospital, some staff also deliver educational services as practicing design professors. UACDC regularly collaborates with allied professionals in multiple disciplines, and the center's nonprofit status allows it to leverage the work of its private sector collaborators.

Students and faculty also have an opportunity to design and work in the "living laboratory" of Garvan Woodland Gardens. Located near Hot Springs National Park, this 210-acre woodland habitat botanical garden is part of the Fay Jones School. The Gardens are graced by a variety of garden settings and unique architectural structures designed and developed by world-renowned designers.

The classrooms support contemporary methods of teaching and learning with mobile furnishings and audiovisual access with projection capabilities from multiple sources. From intimate seminar spaces to medium and large classrooms, all of the learning

spaces have been designed to facilitate a wide variety of learning activities. An auditorium accommodating 300 participants provides state-of-the-art audiovisual equipment, comfortable theater-style seating, and a variety of connectivity options.

The Materials Laboratory Located on the ground floor level of Vol Walker Hall, is a learning resource providing access to timeless, innovative, emerging, and sustainable materials and technologies that enables students to grow creatively and to become socially and environmentally responsible professionals. The tangible collection offers students the opportunity to engage a material's composition, physical structure, function, and environmental impact while exploring diverse design applications and assemblies. An interdisciplinary committee of faculty is developing a strategic plan for the Materials collection, currently under the supervision of the Smart Media Center Director.

The computer lab, situated on the fourth-floor of the Steven L. Anderson addition to Vol Walker Hall, is a 30-seat teaching lab, available for design software training, classes (GIS, design communications, etc.) and workshops. The lab is adjacent to a traditional classroom, facilitating exploration of hybrid methods of representation, integrating digital and hand-drawn practices. The lab is equipped with state-of-the-art workstations, internet access, a broad range of graphics and architectural software, digital projector, teaching station, white board and screen sharing software to facilitate interactive teaching and presentations. In summary, the lab supports individual work and allows online collaborative projects among landscape architects, architects, interior designers, artists, engineers, mathematicians and fabricators.

The Fay Jones School's Design Shop expands the fabrication facilities and equipment choices available for students and faculty. The lab consists of both traditional and digital tools for making prototypes, models, detail studies, furniture, etc. This enlarged facility also hosts a small group teaching/work area with tables and wireless internet access (students can bring laptops into this space) for classes and workshops for those interested in integrating fabrication into their course of study. The lab hosts several 2D and 3D CAM software including GibbsCAM and RhinoCAM.

The digital fabrication area includes:

- XYZ 3-axis CNC router (5 ft x 10 ft x 6 inch) w 10HP spindle
- 3-axis CNC router (4 ft x 4 ft x 6 inch)
- Universal Laser cutters (3- 12 x 16 inch, 2- 18 x 32 inch)
- Z Corp 3D composite printer (8 x 10 x 8 inch build volume)
- Stratasys UPrint FDM printer (8 x 8 x 6 inch build volume)
- Maker Bot 3D FDM printer (11.2 x 6 x 6.1 inch build volume)
- Vacuum form table (11 x 17 inch)

The Fay Jones School has a long history of international study and established the UAF Rome Center and a hosted summer program in Mexico City. Additionally, there are nascent design study tours in Europe with particular development in Scandinavia. These established venues provide opportunities for international residencies thereby expanding the knowledge of its graduates and creating opportunities for further international recruitment for this M.Des. program.

c) There are no new instructional resources required.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

- a) New administrative costs (including search, relocation, salary, and fringe):
 - Program Director (.25 FTE + Fringe x 3 years) \$ 100,500.00
 - Administrative Assistant (1 FTE + Fringe x 3 years) \$ 100,900.00

- b) Number of new faculty (full-time) and costs (including search, relocation, salary, and fringe):
 - Two Tenure-Track Faculty \$460,000.00

- c) New library resources and costs
 - UAF Fine Arts Library and Satellite locations: \$ 7,500.00

- d) New / renovated facilities and costs: None

- e) New instructional equipment and costs: \$ 60,000.00
Additional resources in shops and maker spaces, print/plot stations.

- f) Distance delivery costs (if applicable) N/A

- g) Other new costs \$501,000.00
 - Materials and Supplies \$110,000
 - Faculty Development \$ 7,500
 - Research Support \$ 20,000
 - Program and other expenses \$110,000
 - Office set-up and workplace computers \$ 7,500
 - Durable equipment N/A
- h) New costs are required as detailed above.

11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

Cost savings and reallocated funds (\$250,000) from Fay Jones School activities will be used to offset startup costs. Additionally, two faculty lines have been secured for this program and these funds are reflected in the pro forma budget in Appendix E.

Annual enrollment and the total cost of the program that includes tuition and fees is provided below for Arkansas residents.

	Year 1 FY 19	Year 2 FY 20	Year 3 FY 21	Year 4 FY 22	Year 5 FY 23
Annual Enrollment	10 Students	20 Students	20 Students	20 Students	30 Students
Resident/Int'l	70% / 30%	60% / 40%	50% / 50%	50% / 50%	50% / 50%
Tuition (36 CH)	\$15,876	\$16,596	\$17,316	\$18,072	\$18,864
Fees (36 CH)	\$ 3,024	\$ 3060	\$ 3,096	\$ 3,132	\$ 3,168
Total Cost Per Resident Student	\$18,900	\$19,656	\$20,412	\$21,204	\$22,032

*Assumption is a 4.4% tuition and 2% fees increase.

Annual state general revenues have not been specified for this program. The degree has been structured to be self-sufficient at its launch.

There are two proposed fees for this program. The first is a \$25 per credit hour fee for design studios (totaling \$300 per student for the entire program) for the purpose of offsetting costs relative to printing and plotting as well as maker resources such as 3D printers, CNC router, wood shop, etc. There is an additional program fee of \$100 for residency oversight and administration, liability insurance if required, and related expenses. These proposed fees are detailed in the pro forma budget.

Projected Funding Sources.

	Source	FY 19	FY 20	FY 21	FY 22	FY 23
Salary/Wages						
Faculty TT	Provost	\$91,700	\$91,700	\$91,700	\$91,700	\$91,700
Faculty TT	Provost		\$82,530	\$82,530	\$82,530	\$82,530
Prgm Director	Fay Dean	\$28,820	\$28,820	\$28,820	\$28,820	\$28,820
Admin	Fay Dean	\$33,405	\$33,405	\$33,405	\$33,405	\$33,405
Recruit / Advertising	Fay Dean	\$37,500	\$22,500			
	ARCH Budget Request	\$12,500	\$7,500	\$30,000	\$30,000	\$30,000
Travel	ARCH Budget Request	\$ 3,000	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
Instruction						
Library	TELE + FAY*	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 4,500
Tools/Lab	TELE +	\$12,000	\$24,000	\$24,000	\$24,000	\$36,000

	FAY*					
Computer/IT	ARCH Budget Request	\$ 3,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Program						
Faculty Start Up	Provost	\$10,000	\$10,000			
Scholarship	ARCH Budget Request	\$80,000	\$160,000	\$140,000	\$140,000	\$240,000
GA Positions	ARCH Budget Request	\$21,120	\$42,240	\$63,360	\$ 63,360	\$ 63,360
Tuition Waivers	ARCH Budget Request	\$32,184	\$67,200	\$105,235	\$109,865	\$114,699

For purpose of this table, salaries and fringe have been held constant.

*FAY proposed fees to support off-campus residency program (\$100 fee) and studio/maker resources (\$25 per studio credit hour) for enrolled students.

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Proposed program will be housed in the Fay Jones School of Architecture and Design. As a cross-disciplinary degree, the Dean’s Office will provide leadership and oversight of its administration. This structure can be reviewed in Appendix F.

13. SPECIALIZED REQUIREMENTS

Accreditation/licensure documentation is not applicable to this degree proposal. As a post-professional degree, professional accreditation is not necessary for the Master of Design Studies or its concentrations. Students enrolled in the program will have previously completed degrees (Bachelor of Architecture, Bachelor of Interior Design, Bachelor of Landscape Architecture) providing entry into professional practice.

14. BOARD OF TRUSTEES APPROVAL

Provide the date that the Board approved (or will consider) the proposed program.

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. SIMILAR PROGRAMS

There are no graduate-level design programs in the state of Arkansas. This includes architecture, landscape architecture, interior design. Within a 250-mile radius, there

are six institutions offering graduate degrees in one of the three disciplines represented in the Fay Jones School. None of these institutions offer a cross-disciplinary graduate degree in the design fields. The institutions within a 250-mile radius include:

- Drury University (Architecture)
- Kansas State University (Architecture, Landscape Architecture, Interior Design)
- Oklahoma State University (Architecture, Landscape Architecture, Interior Design)
- University of Memphis (Architecture)
- University of Missouri (Interior Design)
- University of Oklahoma (Architecture, Landscape Architecture, Interior Design)

Programs granting Master of Design Studies degrees are found in a variety of public and private institutions. Notable examples include Harvard's Graduate School of Design, Carnegie Mellon University, Illinois Institute of Technology, and the University of Cincinnati. These existing programs are multidisciplinary and appeal to those seeking innovation and design thinking in studio settings.

Communications to other state institutions have been provided through university protocols.

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. DESEGREGATION

Fall 2016 enrollment at UAF totaled 27,194 students. Enrollment by race/ethnicity is as follows:

74.8%	Caucasian Only
4.8%	African American Only
8.7%	Hispanic and 2 or more ethnicities

Fall 2016 undergraduate enrollment in the Fay Jones School of Architecture and Design totaled 470 students. Enrollment by race/ethnicity is as follows:

81.29%	White or Caucasian
4.25%	Black or African American
14.46%	Other (Hispanic and 2 or more ethnicities)

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

The Master of Design Studies proposal is the singular effort of the University of Arkansas campus.

18. ACADEMIC PROGRAM REVIEW

The Fay Jones School of Architecture and Design will follow the University of Arkansas protocol of program review every seven years in 2025.

19. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

20. INSTRUCTION BY DISTANCE TECHNOLOGY

If the proposed program will be offered by distance technology, provide the following information: Not Applicable.