

# APR

## Architecture Program Report

submitted to the  
National Architectural Accrediting Board by

**Department of Architecture**  
**Fay Jones School of Architecture**  
**University of Arkansas**

Program Type:  
**Bachelor of Architecture**

September 23, 2013

### **Administration**

Interim Dean,  
Professor of Architecture

Ethel Goodstein-Murphree, Ph.D., Assoc. AIA  
Contact: (479-575-3805) [egoodste@uark.edu](mailto:egoodste@uark.edu)

Chair of the Department of Architecture,  
Distinguished Professor of Architecture

Marlon Blackwell, FAIA  
Contact: (479-575-4705) [mblackwe@uark.edu](mailto:mblackwe@uark.edu)

University Chancellor

G. David Gearhart, J.D., Ed.D.

Provost & Vice Chancellor for Academic Affairs

Sharon L. Gaber, Ph.D.

Interim Associate Dean,  
Professor of Landscape Architecture

Mark Boyer, ASLA

## Table of Contents

	<b>page</b>
<b>I. Part One – Institutional Support and Improvement</b>	<b>1</b>
<b>I.1 Identity and Self Assessment</b>	<b>1</b>
1.1 History and Mission	1
1.2 Learning Culture and Social Equity	11
1.3 Response to the Five Perspectives	23
1.4 Long Range Planning	31
1.5 Self Assessment Procedures	31
<b>I.2 Resources</b>	<b>32</b>
2.1a Human Resources and Development, Faculty	32
2.1b Human Resources and Development, Students	39
2.2 Administrative Structure and Governance	66
2.3 Physical Resources	73
2.4 Financial Resources	90
2.5 Information Resources	97
<b>I.3 Institutional and Program Characteristics</b>	<b>104</b>
3.1a Statistical Reports, Students	104
3.1b Statistical Reports, Faculty	105
3.2 Annual Reports	109
3.3 Faculty Credentials	110
<b>I.4 Policy Review</b>	<b>116</b>
<b>II. Part Two – Educational Outcomes and Curriculum</b>	<b>117</b>
<b>II.1 Student Performance Criteria</b>	<b>117</b>
Exhibit: Student Performance Criteria Matrices	123
<b>II.2 Curricular Framework</b>	<b>124</b>
2.1 Regional Accreditation	124
2.2 Professional Degrees and Curriculum	126
2.3 Curriculum Review and Development	137
<b>II.3 Evaluation of Preparatory/Pre-professional Education</b>	<b>139</b>
<b>II.4 Public Information</b>	<b>140</b>
4.1 Statement on NAAB Accredited Degrees	140
4.2 Access to Conditions and Procedures	140
4.3 Access to Career Development Information	141
4.4 Public Access to APRs and VTRs	141
4.5 ARE Pass Rates	141
<b>III Part Three – Progress Since the Last Site Visit</b>	<b>142</b>
3.1 Responses to Team Findings	142
3.2 Responses to Changes in NAAB Conditions	148
<b>IV Part Four – Supplemental Information</b>	<b>150</b>
4.1 Course descriptions	151
4.1a First Year (Foundations)	152
4.1b Design Studio (Core/Professional)	158
4.1c History / Theory	169
4.1d Technology	174
4.1e Practice	180
4.1f University Core	182
4.1g Electives	184
4.2 Faculty Resumes	212
4.3 Visiting Team Report (VTR) from the previous visit	258
4.4 Catalog (or URL)	302

## **I. Part One – Institutional Support and Improvement**

### **I.1 Identity and Self-Assessment**

#### **I.1.1 HISTORY AND MISSION**

##### **The University of Arkansas**

The University of Arkansas, the state's flagship university, resides on 345 acres overlooking the Ozark Mountains. Established in 1871, the university's founding satisfied the provision in the Arkansas Constitution of 1868 that the General Assembly create and maintain a state university. Citizens in Fayetteville and surrounding Washington County raised \$130,000 to secure the university's location in a statewide competition sparked by the General Assembly's Organic Act of 1871, providing for the "location, organization and maintenance of the Arkansas Industrial University with a normal department [teacher education] therein." Created under the Morrill Land-Grant College Act of 1862, however, the university also embraced the land-grant mission to offer training in agriculture and the mechanic arts together with scientific and classical studies, as well as "military tactics", all designed for the liberal and practical education of the "industrial classes." For nearly 150 years, it has been at the center of higher education in the state of Arkansas, and currently is poised to achieve recognition as a leader among public institutions of higher education in the nation.

When the university 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; a mere eight students and three faculty members then constituted the campus community. The 160-acre homestead of William McIlroy was selected as the campus site and purchased for \$12,000. The McIlroy home was converted into classrooms, and a new, two-story frame building was constructed with one classroom on each floor. Today, the university's enrollment has just surpassed 25,000 and its students represent all 50 states and 120 countries; they have 210 academic programs in which to study, including baccalaureate degrees in 75 fields. Although the university's venerated Old Main, completed in 1875 and now the oldest edifice on the campus, has become its signature building and a recognized symbol of higher education in the state, Old Main is a gateway to more than 130 buildings, including a collegiate gothic quadrangle (Jameson and Spearl, 1929) that is the anchor of the campus historic district (listed on the National Register in 2009). At the center of that district is Vol Walker Hall, the former university library and home to the Fay Jones School of Architecture since 1968. In response to rapid enrollment growth and the changing demands of twenty-first century learning, since 2000, the University has made investments of more than \$1.3 billion in new construction, major renovations, and facilities enhancements, including the renovation of and addition to Vol Walker Hall.

The Fay Jones School is one of ten colleges and schools that house academic programs on the Fayetteville campus, including: the Dale Bumpers College of Agricultural, Food and Life Sciences, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business, the College of Education and Health Professions, the College of Engineering, the School of Law, the Honors College, the Graduate School, and the Global Campus (formerly the School of Continuing Education and Outreach). Students can pursue a broad spectrum of academic curriculums leading to baccalaureate, master's, doctoral, and professional degrees, not only in traditional disciplines, within the arts, humanities, social sciences, and natural sciences,

but also in the core professional areas of agriculture, food and life sciences, business, education, engineering, nursing, human environmental sciences, law, and, of course, architecture, landscape architecture and interior design.

As a land-grant university, the University of Arkansas strives to fulfill a three-fold mission of teaching, research, and service. In addition, as the flagship of the University of Arkansas System, the Fayetteville campus serves as the state's major center of liberal and professional education and as Arkansas's main source of theoretical and applied research.

### Teaching and Learning

A 2012 *U.S. News & World Report* survey of college leaders across the U.S. gave the University a top-ten ranking among public universities for having made “the most promising and innovative changes” to advance academics and the student learning experience. One year later, in September 2013, U.S. News and World Report ranked the University of Arkansas 61 in its national universities category, a jump of four places above that of the previous year. Priding itself in being a “student-centered” institution, the University has cultivated excellence in learning and teaching by investing in new faculty positions, particularly for foundational “university core” courses, to meet unprecedented growth in the undergraduate population; creating campus-wide centers to support student learning including the Enhanced Learning Center and Quality Writing Center; and developing student support services, particularly in its division of Student Affairs and Counseling and Psychological Services (CAPS) to resonate with the changing needs of the current generation of students, especially our undergraduates. Equally committed to achieving excellence in teaching, the University established the Wally Cordes Teaching and Faculty Support Center (TFSC) in 1992. The TFSC assists faculty, at all points in their careers, with their scholarship of teaching and learning, and acts as a resource center for new teaching techniques and programs. Related to the TFSC is the University Teaching Academy, founded in 1988, which consists of faculty members who have been recognized by their peers, colleges and the university for their excellence in teaching, including excellence in classroom teaching; Fay Jones School faculty who have been inducted into the Teaching Academy are Professors Jeff Shannon and Ethel Goodstein-Murphree, and Associate Professor Greg Herman.

### Research

The Carnegie Foundation categorizes the University of Arkansas as a research institution with “very high research activity,” placing the University among the top 108 universities nationwide and in a class by itself within the state of Arkansas. Research expenditures at the University of Arkansas now exceed \$100 million per year, making research activity a significant academic element at the university and an economic engine for the state. In addition to the work performed by faculty through individual and collaborative efforts in their academic departments, special research and outreach programs — often interdisciplinary — are conducted in approximately 50 centers and organized research units around campus. Among the leading-edge facilities driving the work of these centers and research activities are: the Arkansas Archaeological Survey; the Center for Sensing Technology and Research; the Institute for Nanoscience and Engineering; the High Density Electronics Center; the Applied Sustainability Center; and, with a special connection to the Fay Jones School, the Center for Advanced Spatial Technologies with which we have partnered on several projects that document our state's built, natural, and urban resources.

### Integrated Scholarship and Service

Although the University takes pride in the leadership in cutting edge research, even more so, it privileges integrated scholarship that enhances the learning experiences of undergraduate and graduate students alike, together with its commitments to research endeavors that serve as vital sources of information on the economic and social needs of Arkansas. Over the last fifteen years,

Arkansas students have become Rhodes, Gates Cambridge, Madison, Marshall, Goldwater, Fulbright, Boren, Gilman and Truman scholars. Forty students have received National Science Foundation Graduate Research Fellowships, and Honors College enrollment--available to qualified Fay Jones School students--has increased by 17 percent since 2009 while maintaining an average ACT score of 31 and GPA of 4.0. All Honors College graduates engage in undergraduate research with faculty mentors. In spring 2013, 65 (12.5%) Fay Jones School students were Honors College fellows, an increase of 14% above the previous academic year. So too, the University provides extensive technical and professional services to varied groups and individual throughout the state, helping to further Arkansas's growth. The University of Arkansas Community Design Center (UACDC), a unit of the Fay Jones School under the direction of Distinguished Professor of Architecture Stephen Luoni, is recognized as a "point of pride" among the University's outreach endeavors.

#### University Mission and Vision

The University's mission statement reflects both its fidelity to the land grant tradition and a keen awareness of the evolving obligations of the public university both to create an accessible, yet challenging environment for advancing knowledge through excellence in teaching and research, and contributing productively to the communities it serves.

*The mission of the University of Arkansas is to*

- (1) provide an internationally competitive education for undergraduate and graduate students in a wide spectrum of disciplines;*
- (2) contribute new knowledge, economic development, basic and applied research and creative activity; and*
- (3) provide service to academic/professional disciplines and society, all aimed at fulfilling its public land-grant mission to serve Arkansas and beyond as a partner, resource, and catalyst.*

So too, the mission is conceived to support a larger vision:

*By 2021, the University of Arkansas will be recognized as one of the nation's top 50 public research universities with nationally ranked departments and programs throughout the institution.*

The Fay Jones School shares the university's aspiration to attain national recognition and is positioned well to support and to contribute to this larger vision.

#### **Architecture at the University of Arkansas**

The Department of Architecture at the University of Arkansas traces its origin to two classes in architecture offered in the 1946-47 academic year; the following year, it became a five-year program in architectural engineering in the College of Engineering. Soon after, in 1948, the program in architecture became a part of the College of Arts and Sciences. From the beginning, leading the nascent program was Professor John G. Williams, the first instructor in architecture who taught the first classes. Considered the founder of our program, he also was the author of the first curriculum in architecture and, eventually, the first chair of the department, a capacity in which he served until 1966. The first degrees in architecture were conferred in 1950, and the professional degree in architecture first was accredited in 1958. It has been accredited

continuously since that time.

E. Fay Jones was chosen to succeed Professor Williams as director of the architecture program in 1966, and, in 1974, he was appointed the first dean of the newly established School of Architecture. For many years during this period, Ernie Jacks, (now Professor Emeritus), served as assistant dean and associate dean. In 1977, C. Murray Smart, (currently University Professor Emeritus), succeeded Jones. Dean Smart's administration saw the addition of landscape architecture to the professional design programs of the school, and the creation of an international study program that has grown into the University of Arkansas Rome Center. Daniel Bennett succeeded Dean Smart in 1991, establishing the University of Arkansas Community Design Center and extending our international reach with a summer program in Mexico City. Jeff Shannon was appointed interim dean in 2000, and, following a national search, named dean in 2002. Dean Shannon's legacy includes initiatives in diversity and strategic planning, the addition of the interior design program, formally housed in the College of Agriculture, to the school, and facilities and resource planning that have resulted in the construction of the Steven L. Anderson Design Center, a 34,320 square foot addition to Vol Walker Hall, which also benefitted from rehabilitation and renewal. After 13 years of service to the School, Dean Shannon stepped down in May 2013, and Ethel Goodstein-Murphree, Associate Dean of the School since 2009, was appointed Interim Dean by university provost Sharon Gaber. A national search for our next dean currently is underway.

Leadership of the architecture program has included department heads Steve Miller (1983), Geoffrey Baker (1984), Michael Buono (1986-92), David Buege (1992-2000), Jeff Shannon, who was appointed to serve as interim head of the department in 2000 while also serving as interim dean, Patricia Kucker (2002-04), co-chairs Greg Herman and Steve Luoni (spring 2005), and Tim de Noble (2005-09). Currently serving a six-year term as architecture department head is Distinguished Professor Marlon Blackwell, FAIA, appointed by Dean Jeff Shannon in August 2009.

The potential of the School to enrich and diversify its learning community has grown over the course of the last two decades with the creation of endowed chairs and professorships. In 1993, the School of Architecture honored its founder with the creation of an endowment, the John G. Williams Distinguished Professorship that brings leaders in the design professions to campus to teach, inspire and mentor students. In 1997, Peter Eisenman became the first John G. Williams Distinguished Professor, serving a second appointment to that position in 1998. Since then, the professorship has been held by a succession of distinguished practitioners including Chris Risher (2000), Brian MacKay-Lyons (2002), Julie Snow (2003), Richard Taransky (2004), Mexican architect Javier Sanchez (2005), Brian Healy (2006), Nicole Weidemann (2007), Larry Scarpa (2008), Wendell Burnette (2009), Tom Kundig FAIA (2010), South African architect Peter Rich (2011), Vincent James, FAIA and Jennifer Yoss, FAIA (2012). Michael Rotundi will hold the professorship in spring 2014. The School's first distinguished chair, the Steven L. Anderson Chair in Architecture and Urban Studies, created by a 1996 with a gift from the Donald W. Reynolds Foundation, honors Steven L. Anderson, an architect and 1976 graduate of the University of Arkansas School of Architecture who serves as president of the Donald W. Reynolds Foundation. The Steven L. Anderson Chair funds a full-time faculty member who is nationally respected in architecture and urban studies. David Glasser was the first recipient of the endowment; currently UACDC Director and Distinguished Professor Stephen Luoni holds the chair. In 1999, Don and Ellen Edmondson, former clients of Fay Jones, created an endowment that supports the Fay Jones Chair in Architecture, which has brought Dale Mulfinger, Coleman Coker, Eric Kahn, Randal Stout, Adam Gross, and David Buege to the campus. In 2007, in an effort to challenge, participate and lead in the next evolution of building design and construction,

the School of Architecture created the Twenty-First Century Chair in Integrated Practice; Brad Workman (B.Arch. '78), vice president of building and plant solutions for software firm Bentley Systems Inc., was the inaugural holder of the Chair, which currently is held by full-time faculty member Assistant Professor Santiago Perez. In 2012, Associate Professor Tahar Messadi was named the inaugural 21st Century Chair in Sustainability for the Fay Jones School of Architecture, a \$1.5 million chair that is one of many endowed positions funded through a \$300 million gift from the Walton Family Charitable Support Foundation as part of the university's Campaign for the Twenty-First Century.

#### The Fay Jones School of Architecture

Since 2009, the School of Architecture is honored to bear the name of its most renowned graduate, Fay Jones (1921-2004). A member of the first graduating class of architecture students, in addition to serving as the School's first dean, Jones taught for 35 years while garnering an international reputation for soaring sacred spaces and houses that characterize an "Ozark modern" style. Among numerous accolades, none is more significant than the AIA Gold Medal, which Jones received in 1990. Thanks to a subsequent generous gift from Don and Ellen Edmondson, the school became the Fay Jones School of Architecture in 2009. The naming was celebrated with two days of commemorative events, including a symposium that featured Robert Ivy, Robert McCarter, Roy Reed, and Glenn Murcutt.

The Fay Jones School of Architecture is a multi-disciplinary school of design comprised of complementary programs in Architecture, Landscape Architecture and Interior Design. In addition to the professional programs in architecture, landscape architecture and interior design, the school offers liberal studies programs, four-year pre-professional degrees in architectural studies and landscape architectural studies, that combine studio design education with innovative teaching in history, theory, technology and urban design. In all of the school's academic units, design instruction occurs in carefully planned studio sequences, providing educational experiences appropriate for students who wish to pursue both traditional and non-traditional forms of professional practice. Fundamental principles and techniques of critical analysis are stressed, and the curriculum strives to empower students by developing skill, knowledge, and a deep sense of responsibility to the environment and to the cultures they will serve. Design studio projects survey issues and opportunities in built and natural settings, as well as addressing complex social, physical, and cultural relations that constitute the human-made environment.

Last year the Fay Jones School tied for first place in two different categories in the annual survey of "America's Best Architecture and Design Schools," a study conducted by the Design Futures Council and also published in the November/December 2012 issue of *DesignIntelligence*. Earning the top spot for "Regional Respect and Admiration" and "Best Small School Design Program," last year, the Fay Jones School was ranked 19th in the nation overall among undergraduate programs.

#### Mission and Vision

We are acutely aware that contemporary practice is a continually changing arena, subject to transformation in intelligent technologies, global economies, environmental conditions, and social structures. In response, the school strives to prepare its students with critical frameworks and, concomitantly, critical agility for design thinking that equips them to assume leadership roles in the profession and in their communities. This perspective is reflected in the Fay Jones School Strategic Plan, adopted and approved by the university in October 2011, that articulates the mission and vision that frames the objectives of both the department of architecture, and the larger school community of which it is an intrinsic part.

## Vision

- *We are a professional design school providing excellence in teaching, research and service within a vibrant intellectual community that generates an energy and passion for great design, while nurturing the talent, intellectual agility, optimism and resourcefulness our students need to develop into the leaders in their respective design disciplines and in their communities.*

## Core Values in Support of that Vision

- *Extraordinary Performance*  
We expect extraordinary performance in teaching, research and service.
- *Emerging Issues*  
We believe that ongoing processes of curricular engagement with emerging professional and societal issues are crucial.
- *Intellectual Community*  
We believe in the value of engendering an intellectual community, a stimulating intellectual and creative atmosphere in which there is a shared sense of important work being done.
- *Cultural and Environmental Stewardship*  
We believe that responsiveness to sustainability, including conservation of our built and natural resources, is fundamental to all we do.
- *Diversity/Inclusiveness*  
We value the enrichment that diversity in its many manifestations brings to the learning environment.
- *International Study*  
We place great importance on international study experiences, especially those in which the students have an educational, social and cultural immersion in the places they study.
- *Human Welfare*  
We value the development of environments that improve human welfare and the quality of the human experience for all segments of society.

## Mission

- *Within the curricular context of an excellent professional design education, we provide a vital school-wide design culture and educational environment grounded in critical design thinking, multidisciplinary collaborations and civic engagement.*

## Activities, Initiatives, and the University Setting

The Fay Jones School and, particularly, its department of architecture contribute to the University mission through their academic offerings, public programming and outreach, professional engagement, and service to the university and the community. With regard to academic programming, learning experiences, and faculty development however, it is difficult to separate the notion of the program's contributions to the institution and the benefits derived to the program from its institutional setting, for we believe that all interdisciplinary endeavors cultivate productive and mutually-beneficial exchange for both students and faculty from which both the program and the larger university community prosper.

As our core values of cultural and environmental stewardship make clear, the Fay Jones School and its architecture program contribute significantly to the quality of the physical environment on campus. Assistant Professor Manack represents the school, by appointment of the Chancellor, on the campus Building Facilities Committee; Associate Professor Messadi, by appointment of the Provost, serves on the university Sustainability Council; Professor (former dean) Shannon and Distinguished Professor Luoni long have contributed to the Campus Master Plan Design Review Board, and Professor (interim dean) Goodstein-Murphree was involved in the creation and adoption of a Campus Preservation Master Plan. With a view toward recognizing the role of art in inspiring learning and creating a sense of place, in 2009, Chancellor Gearhart commissioned a public art oversight advisory committee; Associate Professor Laura Terry has contributed to this committee since its inception. In parallel, The University of Arkansas Community Design Center, UACDC, an outreach enterprise of the Fay Jones School, is associated closely with the architecture program's influence on the campus, in the community, and across the state, actively producing and publishing multi-disciplinary planning studies (with the participation of upper-division architecture program students) that posit scenario plans for the university and its environs, urban agriculture, and transportation planning.

Through offering general education courses for the university core, (ARCH 1003, Architecture Lecture; ARCH 1013, Diversity in Design), program faculty expose students in other academic disciplines to the social, cultural, and technological meanings of architecture as well as provoke awareness of and responsibility for the made environment among a broad cross-section of students; Basic Course in the Arts: Architecture Lecture (ARCH 1003) serves more than 100 students each semester in face-to-face delivery with an additional 25-30 per semester enrolled in the course online. Similarly, architecture faculty members (Dr. Sexton, Dr. Goodstein-Murphree) have contributed to the development of the Honors College's "Honors Humanities Project" (HUMN 1114H, 1124H, 2114H, 2124H), team-teaching this four-semester world cultures curriculum with distinguished faculty from the Fulbright College. Under the leadership of Dr. Messadi, architecture contributes to the instruction of two required courses for the campus-wide sustainability minor (SUST 1103, Foundations of Sustainability, and SUST 2103, Applications of Sustainability); conversely, architecture students engaged in the sustainability minor interface with a broad community of university faculty both to meet requirements of the minor and to develop their required "capstone" projects.

In addition to contributing to foundational learning experiences, upper level architecture electives serve upper-level undergraduate students seeking multi-disciplinary perspectives for their own fields of study. For example, architectural history electives routinely draw students from art history and classical studies, and, in parallel a significant community of architecture students pursue minors in art history and criticism. Interdisciplinary courses, some of which have been supported with funding from the honors college, have engaged purposefully the strong

relationship between architectural history and the humanities, with Associate Professor Sexton's "Medieval Bodies, Medieval Spaces," team taught with history professor Dr. Coon, providing a solid paradigm for multi-disciplinary exchange. New areas of inquiry also invite productive exchange between architecture faculty and campus colleagues in allied disciplines in the emerging areas of parametric design and thinking. Assistant Professor Perez, with funding from the Honors College, developed a teaching and research partnership with (former) computer science and computer engineering faculty member Dr. Deaton that resulted in "Computational Craft," a course in which students learned to code computer software to generate forms and patterns, and to fabricate tangible works from these forms. Clinical Assistant Professor Fitzpatrick currently is engaged in exploring similar conceptual frameworks in CAM Design ("Directed Readings: MATH 400V) with Dr. Edmund Harris, of the mathematics department who leads the course for eight students of math, computer science, and architecture. The software they write for this class allows students to move directly from design to fabrication rather than translating their file into CAD/CAM software; the Math students are focused on parametric modeling of geometry and topologies.

Also with a view toward contributing to campus awareness of architecture as an aesthetic, social, technological and environmental fact of contemporary life, the Fay Jones School lecture series is open to the public, and widely advertised electronically, including timely press releases on the university's "Arkansas Newswire" site.

As the above-mentioned examples of exchange and collaboration with a broad spectrum of university partners indicate, the department benefits from the high standards for teaching, scholarship, creative practice and research, and civic engagement and service that are valued by the university community. Furthermore, the Provost's office has made clear that faculty are expected to excel in both teaching and research/scholarship/creative practice, establishing a productive climate for integrated scholarship from which all students as well as their faculties benefit. The recent flurry of building activity on campus, including the renaissance of Vol Walker Hall, demonstrate the commitment of the administration, especially Chancellor Gearhart, to providing sufficient and state-of-the-art physical facilities for teaching and learning, research and creative activity.

Specifically, the department benefits from its institutional context at two distinct levels: within the Fay Jones School in its relationships with Landscape Architecture and Interior Design, and amidst the larger campus community. Efforts to take advantage of the synergy among the design disciplines long have been recognized by Fay Jones School faculty, but have been difficult to achieve. With the housing of all three of our programs under one roof made possible by the completion of our building renovation and addition, we look forward to realizing the full potential of our school structure, which offers a model for collaboration and cooperation in contemporary practice. Such exchange among the design disciplines is already evident in curriculum design where elective courses in interior design and landscape architecture (for example: Assistant Professor Lickwar's "Siteworks" {landscape architecture}; Assistant Professor Erdman's "Landscape Historic Preservation," {landscape architecture}; Associate Professor Smith's "Sustainable Housing," {landscape architecture}; and Associate Professor Gentry's "Building Systems for Interiors," {Interior Design}); and "Human Factors in Interior Design,") conceived to attract students from all disciplines are offered and purposefully advertised to architecture students. Landscape architecture faculty have chaired architecture honors theses, and cross-disciplinary research endeavors are forging productive scholarship and building learning communities that collaboratively engage all academic units of the Fay Jones School; (interior design Associate Professors Webb and Miller with {former} Associate Professor Smith publishing together on universal design, and landscape architecture Assistant Professor Lickwar

collaborating with Assistant Professors Jacobus and Manack on research of the disappearing Arkansas Barn and its socio-economic implications are fine examples). Shared interests in historic preservation provide another productive platform for exchange among Fay Jones School faculty, with HABS and HALS projects, led respectively by Associate Professor Herman and landscape architecture Assistant Professor Erdman providing models; the HABS and HALS endeavors also have benefitted from working with CAST (Center for Advanced Spatial Modeling), whose expertise in informatics, geomatics and geophysics have led to a suite of new approaches and methods that can be used in the investigation, analysis and visualization of the past. CAST professional staff, including Robyn Lane, Ph.D., an alumna of our landscape architecture program and currently an adjunct instructor in landscape architecture, has shared generously their expertise and ideas, including offering an intensive summer course in advanced techniques for documenting and analyzing place for Fay Jones School students.

The larger university setting provides support and enrichment to assure that architecture students are prepared to work with critical agility in an ever-changing landscape of practice and technology through both a solid foundation of general education and opportunities to pursue specialization through elective courses and minor fields of study. We present the university general education core, a required 35-credit hour staple of all campus curriculums, to our students as a platform for further study—always noting the potential of required courses in the social sciences (including business), arts and humanities as gateways to advanced areas of inquiry or relevance to practice in architecture and the allied disciplines. Through professional and faculty advising, students are counseled to take good advantage of general education “free” electives; many students do engage in this opportunity to pursue minors in business, historic preservation, and sustainability, a campus-wide interdisciplinary minor for which Associate Professor Messadi serves as co-director. The recent evolution of the sustainability initiative into a campus-wide Office of Sustainability that will coordinate program implementation and strategic development for sustainability activities across the university community has great potential to increase the impact of all related activities. We also are excited about the potential of a new interdisciplinary minor in urban and regional planning, approved in spring 2012 and offered cooperatively by our department of landscape architecture and the department of political science in the Fulbright College of Arts and Sciences. At the same time, a renewed relationship with the Department of Art has resulted in a partnership with both the School of Architecture and the Department of Architecture to support the sUGAR gallery (University of Arkansas Student Gallery), which has featured independent student work as well as group shows related to architecture courses. Expansion of art’s sculpture and fabrication studios in an area adjacent to the off-campus Advanced Digital Fabrication Laboratory (D-FAB LAB) opens up new avenues of investigation for collaborative work.

Since the last accreditation visit, the University has created a discrete office for Research and Economic Development, led by Vice Chancellor Jim Rankin. Research and Economic Development oversees the Office for Research Support and Sponsored Programs, Technology Licensing Office, High Performance Computing Center, Survey Research Center, and University of Arkansas Press, all of which offer resources to Fay Jones School faculty. Monthly, Dr. Rankin convenes a meeting of “research deans,” (the Fay Jones School Associate Dean is a member of this committee), that brings architecture into a larger discourse of opportunities and challenges associated with externally supported research endeavors on campus. Sensitive to the diverse arenas of research and creative activity on campus, Research and Economic Development identified five areas of Interdisciplinary Research Strengths: Health, Energy and the Environment; Nano/Advanced Materials; Food Safety; Transportation and Logistics; and American Art, Humanities and (significantly) Architecture. In the same spirit of inclusion of all research endeavors and embracing design research, Dr. Rankin established seed-grants for the arts

and humanities.

In conclusion, we believe that the architecture can and does assume a pivotal and proactive role relative to the university's mission to "provide service to academic/professional disciplines and society." Through active engagement with the design community in both northwest and central Arkansas as well as with the construction industry, and historic preservation and sustainability advocates, the program takes seriously its responsibility to participate and contribute beyond the campus; in so doing, modeling best practices of leadership—essential for the advancement of our profession and stewardship of the made environment--for our students. In so doing, we also demonstrate, over time, the value our students, graduates and faculty add to the economy and quality of life of the state.

### Holistic Development

We have a clear consensus that providing the best available educational opportunities for our students is our leading edge and that we are responsible for ensuring that they enjoy the many benefits of breadth and depth in their university education as well as in their professional studies. The architecture faculty is committed to establishing a school culture sustained by critical analysis and ongoing self-assessment. Explicit and implicit in this position is the necessity to better address our primary and profound responsibility for teaching and preparing students for participation in the many established and evolving forms of practice. We aspire to do this by:

- Emphasizing the development of critical design thinking skills at all levels of each curriculum.
- Exploring and developing opportunities and strategies for interdisciplinary collaborations between each of our own curricula, as well as with other disciplines on campus.
- Introducing our students to professional conventions and disciplinary knowledge, and then encouraging them to challenge these with the confidence and commitment required for innovation, excellence and success.
- Integrating service/outreach/civic engagement experiences into our program's studio curricula, as well as encouraging elective coursework that helps build an ethos of civic engagement.
- Empowering our students to find their own voices within contemporary practice, whether they will rise among the very small proportion of graduates who design; or assume the many other roles that must be played in professional practice or, if they choose, in allied disciplines.

Achieving these goals within the boundaries of the five-year undergraduate professional program is not without challenges; nevertheless our curricular framework is conceived with design and designing at the center of a generative and synthetic relationship with history, theory, both traditional and contemporary arts of making and representing, and technology. To begin, the curriculum exposes students to the domains of architectural knowledge while enabling them to acquire general education skills pertinent to their advancement in the professional curriculum in the first year. Next, the second and third years of the curriculum develop understanding of and expertise in critically employing foundational knowledge in the areas of studio design, architectural history, and architectural technology, all purposefully inter-related to establish their interdependency in making and knowing built form and space, while continuing to cultivate their general education in the humanities, arts and social sciences. In the fourth and fifth years, the curriculum provides students, once grounded with a solid framework of disciplinary knowledge and liberal thought through which to understand its larger ramifications to the societies, communities and economies it serves, with opportunities to pursue particular areas of interest, frequently involving civic engagement, in fifth year option studios and a range of elective choices

within and beyond the professional program. (Fifteen hours of professional electives and fifteen hours of free electives are required, creating ample opportunity for students to undertake minors or concentrations.) Students' ability to make best advantage of the intellectual and creative freedom of the fifth year is fueled by keystone learning experiences in the fourth year: the comprehensive studio and mandatory participation in an international program. Through careful faculty advising and mentoring, within this structure, each student is encouraged to define her or his identity and intellectual position within the profession.

Long known as a program whose students draw—and draw well, representation as a generative vehicle for design thinking is strongly valued, yet we recognize the urgency of new forms of representation and the evolving ways of knowing they engender. Equally committed to all orders of literacy as essentials of a holistic undergraduate experience, we make certain that our students write—and read, both through the history, theory, and liberal education classes that are required and through fostering critical discourse in the studios. So too by choosing a variety of project sites, across the five years of the studio curriculum, that expose the complexities and differences of the familiar terrain of Fayetteville, the burgeoning regional development of northwest Arkansas, and the traditional yet changing fabric of urban centers, from Little Rock to Rome and Mexico City among other places in the United States and abroad, we present our students with the challenges of real places, with real histories, that invite exploration and engagement in tangible architectural form. In other words, for us, the true test of a holistic learning experience is the degree to which the larger constellation of discipline-specific knowledge and multi-disciplinary perspectives are engaged in making architecture.

We are acutely aware that we are an *undergraduate* program, and setting the course for holistic learning that is a life-long responsibility of the architect, requires modeling of behavior. Our faculty, composed of a harmonious balance of licensed practitioners, designers, artists and scholars, is diverse in the interests, beliefs, experiences, and the agendas of research and practice they pursue; to complement them, a steady stream of visiting critics that range from faculty of peer institutions and national voices in design, to architects from our own region, (often including accomplished young alumni), distinguished visiting professors, and guest lecturers enrich their learning experiences. In the end, we believe that we create every opportunity to engage our students in a vibrant architectural culture and we hope that the exposure they receive to best practices of making, thinking, and assuming leadership through design will give them the agility to thrive in an ever-changing environment of practice or, if they so desire, empower them to choose alternate paths in architecture and its allied disciplines.

## **I.I.2 LEARNING CULTURE AND SOCIAL EQUITY**

### **Learning Culture**

The mission of the University of Arkansas is teaching, research, and service. Inherent in this mission is the responsibility of the University to educate its students to be responsible, civic-minded citizens. The *Code of Student Life* (<http://handbook.uark.edu/codeofstudentlife.php>) outlines student conduct and disciplinary policies that pertain to students and student organizations at the University of Arkansas. It is designed to provide information to students, faculty, and staff regarding the ideals that underlie our academic mission, and the expectations that the University has regarding the conduct of students. The purpose of the policies outlined in the Code is to protect the rights of all members of the University Community and to maintain an atmosphere in the University community appropriate for an institution of higher education.

In parallel, in the Fay Jones School, we are well aware of our responsibility for teaching and preparing students for participation in the many established and evolving forms of practice as well as offering opportunities for enrichment to those who might engage their architectural education in pursuit of allied disciplines. As a faculty, we seek to create a vibrant and inclusive atmosphere that empowers students while motivating them to achieve excellence in all that we do. The Fay Jones School's Strategic Plan begins with a "preamble" that makes clear that teaching and learning are central to all interests and aspirations that characterize the school and its faculty:

*Although we are a faculty with diverse interests and convictions, we have a clear consensus that providing the best available educational opportunities for our students is our leading edge and that we are responsible for ensuring that they enjoy the many benefits of breadth and depth in their university education as well as in their professional studies. The contributions of the departmental faculties are directed toward establishing a school culture sustained by critical analysis and ongoing self-assessment.*

The preamble continues to address teaching explicitly:

*We are a faculty of dedicated teachers, and we embrace the ethical nature of good and effective teaching. We value an environment of optimism for students, an environment that conveys a sense of possibility and that promotes students' confidence in themselves and in us. We teach and nurture students from where they are, with the academic preparation and life experience that they bring to the university. We encourage all students to achieve great things by instilling an ethic of effort and dedication, by devoting our full and close attention to them, and by providing a studio and classroom culture that is conducive to motivating each student toward independent thinking, creativity and excellence.*

Intrinsic to these principles is our awareness that although the design studio is central to ethos of the professional program, all learning experiences in an architectural education must accommodate a wide range of interests and aspirations, learning styles and capabilities of our students. So too, we remain alert to cultural and generational changes that influence how essential facets of student's ordinary practices—communications and discourse, academic integrity and responsibility, diversity, leadership, self-care, health and wellness—and subject to continual evolution and change. All of these factors have influenced the evolution of our studio culture policy since the last accreditation visit.

The unique learning environment of the design studio and the challenges of pursuing an undergraduate professional education are central themes of new student orientation sessions required of all entering fresh(wo)men, approached frankly and from the nuanced perspectives of the architecture department head and/or the associate dean, the professional advising staff, and a panel of Fay Jones School students representing all three of our academic disciplines. Strategies for attaining success in the architectural program are also presented in the University Perspectives (Leadership by Design) class. Although faculty always have been encouraged to address appropriate studio culture in their course syllabi, a common studio culture policy was slow to evolve and the 2008 AIAS publication *Toward An Evolution Of Studio Culture, A Report Of The Second AIAS Task Force On Studio Culture* long remained the benchmark for best practices.

Building upon the precedent of the national AIAS studio culture document, and with a view toward promoting an all-school studio policy as a touchstone for cooperation and collaboration on

the occasion of bringing our three academic departments together in our renewed facility, in fall 2012, (former) Dean Shannon and (then) Associate Dean Goodstein-Murphree tasked the Dean's Student Advisory Board to draft a Studio Culture Policy for review and adoption by the faculty. (The Dean's Student Advisory Board, composed of leaders of the Fay Jones School student organizations {American Institute of Architecture Students, Association of Landscape Architecture Students, Interior Design Students Organization and Tau Sigma Delta}, a Fay Jones School representative to the Associate Student Government, and representatives from every year level of the three academic departments, meets monthly with the Dean and Associate Dean to discuss issues pertinent to student life and learning in the Fay Jones School.) A sub-committee including students of architecture, landscape architecture, and interior design, after seeking input from student peers, faculty, academic counselors, and the administration, crafted the policy that follows.

## **STUDIO CULTURE PHILOSOPHY**

**Studio Culture is ...to cultivate an environment for**

- **BALANCE**

The mental, social, and physical well-being of students and faculty are the core values of our school. The values addressed in this document, the physical environment of our school, and daily interactions with peers and colleagues should act as proactive synergies to maintain this balance.

- **CITIZENSHIP**

Our school is a family, and we are working together toward the same goals. We are respectful in fellowship among students, faculty, and staff. We are considerate of personal space, noise, and how we address each other. We respect and abide by the *Code of Student Life* established by the university Division of Student Affairs.

- **COLLABORATION**

As a school of three design disciplines, we encourage team and group projects at every level of design and research development. Interdisciplinary activities are encouraged to broaden skills and experiences to become effective designers. Registered Student Organizations in the Fay Jones School of Architecture are integral to the social, professional, and networking balance for students.

- **DIVERSITY**

We celebrate the diversity of our students and faculty. Through this, design can develop from thoughts and opinions shared, a mutual respect supports this life-long learning process.

- **MENTORING**

Students are encouraged to interact and learn from each other outside of class time. Students will not only have mentors through University Perspectives (Leadership By Design), but also upper class(wo)men should be assigned to individual lower class(wo)men.

- **PROFESSIONALISM**

During class hours as well as at all other times that we, students and faculty, represent the Fay Jones School of Architecture, we will maintain a positive image by self-presentation and attitude.

- **DESK CRITIQUES AND REVIEWS**

It is the faculty's goal to cultivate individual diversity in student work. Faculty will visit each student's desk during class time to discuss progress, and students will have process work to discuss with faculty in order to develop the design and perpetuate the learning process. During design review, students are to exemplify professional presentation and faculty is to provide constructive criticism.

- **GRADING**

Criticism, advising, and counseling are integral to a student's studio evaluation. The +/- system of grading is necessary in design school and encourages dialogue between students and faculty.

- **HOUSEKEEPING/ SAFETY AND SECURITY/ PHYSICAL ENVIRONMENT**

Students have a responsibility to respect all protocols and procedures for ensuring their safety, especially during "after hours". The newly renovated Vol Walker Hall and Stephen L. Anderson Design Center should be treated with respect and upmost care. Students and faculty are to be aware of the expectations of cleanliness and sustainable practices in the stewardship and maintenance of both personal and public spaces. Please see "Vol Walker Building Regulations" for further detail.

The "Studio Culture Philosophy" was adopted by vote of the architecture faculty in May 2013; at the beginning of the fall 2013 semester a copy of the policy was provided to all Fay Jones School faculty members, who were strongly encouraged to disseminate it accordingly. This document will to be reviewed for revisions annually by representatives of the Dean's Student Advisory Board, in order to evolve with the school's growth and changes in the future. It is complementary to, but neither replaces or supersedes the university's Code of Student Life.

Coupled with the studio culture policy, the Fay Jones School has responded to the University's concerns for developing appropriate measures and protocols for responding to emergency situations. In response to a request by the Provost, also at the outset of fall semester 2013, all Fay Jones faculty members were provided with "talking points" about emergency preparedness to share with students, together with a suggested syllabus insert concerning emergency procedures.

Finally, it is understood that faculty must model values and ethics of professionalism in a learning community that they wish to inculcate in their students. The Fay Jones School was among the first academic units on campus to include collegiality among the metrics of faculty performance that figure in annual review, appointment, tenure and promotion. In the same spirit, this fall, the university Faculty Senate is entertaining a motion from the (university) Committee on Appointments, Promotion, and Tenure to amend the academic policy concerning "Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure" to state:

*Each faculty member should be actively engaged (as appropriate for their rank) in all three areas (teaching, scholarly or creative research; academically related service) as a collegial contributor to the life of the academic unit and should exhibit mutual respect and cooperation in shared academic and administrative tasks.*

## **Social Equity**

The University of Arkansas avows that social equity, and the diversity it embraces, is a strength

to be pursued, not a goal to be met. Fostering and maintaining a positive learning and working environment for all members of our community—students, faculty, and staff alike, regardless of race, ethnicity, creed, national origin, gender, age, physical ability or sexual orientation—is essential in assuring that the Fay Jones School is a culturally rich and readily accessible educational arena. Statements that frame and confirm these fundamental beliefs are expressed by several university policies and organizations, and made visible through its web presence. In particular, the University of Arkansas *Faculty Handbook*, the Division of Student Affairs' *Student Handbook* (<http://handbook.uark.edu/nondiscrimination.php>), and the office of Equal Opportunity and Compliance website (<http://oeoc.uark.edu/148.php>) all contain and underscore the importance of the university's Non-Discrimination Policy, which states:

*It is the policy of the University of Arkansas to provide an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential through equal opportunity. The university should be a place of work and study for students, faculty, and staff, which is free of all forms of discrimination, sexual intimidation and exploitation. Therefore, it is the policy of the University of Arkansas, to prohibit discrimination of its students, faculty, and staff and to make every effort to eliminate discrimination within the university community.*

*Therefore, the University of Arkansas is committed to providing equal opportunity for all students and applicants for admission and for all employees and applicants for employment regardless of race, age, gender, religion, national origin, marital or parental status, disability, veteran status or sexual orientation. In addition, discrimination in employment on the basis of genetic information is prohibited.*

*It is the responsibility of the University of Arkansas' Office of Equal Opportunity and Compliance to investigate and resolve all allegations of discrimination on the basis of race, age, gender, national origin, religion, disability, veteran status, marital or parental status, genetic information and sexual orientation.*

The webpage of the university Office of Human Resources (<http://hr.uark.edu/currentemployees/>) provides a wealth of information for staff and faculty concerning policy and procedure as well as links to related resources related to achieving social equity across the campus. With particular regard to faculty rights and responsibilities, Academic Affairs Policy 1405.00 ([provost.uark.edu/140500.doc](http://provost.uark.edu/140500.doc)), mandates that all college/school personnel documents contain a non-discrimination statement consistent with the above-referenced university statement. In the same spirit, the University also makes clear its sexual harassment policy, an established procedure articulated with a web presence ([http://oeoc.uark.edu/4180\\_Sexul\\_Harassment\\_Policy.pdf](http://oeoc.uark.edu/4180_Sexul_Harassment_Policy.pdf)), in the *Code of Student Life*, in the *Faculty Handbook*, and through the Office of Equal Opportunity and Compliance, which states:

*...It is the policy of the University of Arkansas to prohibit sexual harassment of its students, faculty, and staff and to make every effort to eliminate sexual harassment in the university.*

The Sexual Harassment Policy also addresses the often difficult negotiation of the boundaries between perceived harassment and academic freedom, important to the teaching and learning environment of the Fay Jones School:

*Works of art and literature, readings, and other written, auditory, or visual course*

*materials which are used in an educational context, including classrooms, academic offices, and all other learning environments, or which are part of academic or cultural programs, do not constitute sexual harassment, regardless of their sexual, erotic, suggestive, or vulgar content and regardless of whether they may be offensive to some individuals.*

With a view toward making Fay Jones School faculty members aware of the letter, intent, and nuances of the university's sexual harassment policy—with particular regard to the way it might be interpreted in the context of teaching in the design studio, a workshop on sexual harassment was offered in an all-school (faculty and staff) meeting, (spring 2012).

When there is concern about possible violations of university policy, both faculty and staff have access to grievance procedures, made clear on the university's Office of Equal Opportunity and Compliance website; (for faculty, see [http://oeoc.uark.edu/Faculty\\_Grievance\\_Procedure.pdf](http://oeoc.uark.edu/Faculty_Grievance_Procedure.pdf); for staff, see [http://oeoc.uark.edu/Employee\\_Grievance\\_Procedure\\_11.2\\_v.2-23-12.pdf](http://oeoc.uark.edu/Employee_Grievance_Procedure_11.2_v.2-23-12.pdf)). Student complaint procedures are outlined in the Undergraduate Catalogue of Studies section, "Academic Regulations." Faculty and staff are represented on the panels that adjudicate grievance procedures; through the office of student affairs and the associated student government association, students participate in all aspects of the Code of Student Life, and the review boards that administer its policies.

The university also has taken measures to assure instructors and students rights to an education environment that is supportive of the learning process, involving both the responsibility of faculty to create and maintain this environment and the responsibility of the student to act in a manner appropriate for the classroom and to adhere to behavioral standards and expectations that promote social equity and student success in learning. The office for Student Standards and Conduct, a division of university Student Affairs, supports the University of Arkansas' mission by promoting a safe and orderly community through the education of students, the enforcement of behavioral standards, peer mentoring, and leadership development. Its mission is to aid in the development of student ethics that embrace the norms and values as well as to educate students about their rights and responsibilities as community members. The ultimate goal is to help students understand the balance between individual and community rights and foster an atmosphere that is conducive to academic success. (See <http://ethics.uark.edu>.)

#### Center for Educational Access

Adjusting to a university setting presents many challenges for students with disabilities. The University of Arkansas in Fayetteville makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. The Center for Educational Access (CEA; see <http://cea.uark.edu>) serves as the central campus resource for helping students with disabilities obtain the accommodations they need for equal access to classroom activity. The CEA provides direct support for students with disabilities and training and educational resources to the University community as a whole. The university also consults with the CEA about ways to build the technological infrastructure to maximize the accessibility of the institution's programs, services, and activities.

In partnership with students, faculty, and staff, CEA staff members work with students individually and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services. Department of Architecture faculty work regularly and frequently with the CEA to accommodate students with learning challenges that influence their success in classroom and studio learning alike. Since the

last accreditation visit, the department has forged relationships with the CEA that have enabled their professional staff to appreciate the physical setting of the design studio and the unique challenges it presents as a learning environment; in parallel, architecture faculty have adapted both studio and classroom requirements and methods of working to accommodate students who otherwise would not have been able to pursue an architectural education.

### Academic Integrity

Following a year of intensive study by an ad hoc all-university faculty committee charged by the Provost and the Faculty Senate to develop an academic integrity policy, in fall 2011 the campus adopted an Academic Integrity Policy. In parallel, a discrete office of Academic Initiatives and Integrity was created. Through the Provost and Vice Chancellor for Academic Affairs, Academic Initiatives and Integrity strives to create a culture of honesty and personal and professional responsibility among University of Arkansas students, faculty, and staff; the Fay Jones School and the Department of Architecture are committed fully to this goal.

The central principle of the academic integrity initiative stresses that as a community of scholars we uphold academic integrity as foundational to appropriate conduct within the university setting. Academic Initiatives and Integrity manages outreach effort for policy education and facilitates the University's process for alleged violations through the operation of an All University Academic Integrity Board (AUAIB). Two Fay Jones School faculty members have been appointed to the AUAIB.

The Academic Integrity Policy defines in depth the goals and responsibilities of the academic integrity initiative, provides definitions associated with academic dishonesty and the administration of the policy, and makes transparent and consistent across campus the procedures for reporting, investigating, and resolving allegations of academic dishonesty, as well as the protocols for appeals of decisions. Significantly, the Academic Integrity Policy also includes a sanction rubric that assigns violation levels to specific types of violations, and sanction points are cumulative over the length of the student's tenure at the University of Arkansas. (See [http://provost.uark.edu/academic integrity/245.php](http://provost.uark.edu/academic%20integrity/245.php)). The policy emphasizes the importance of educational sanctions, including but not limited to requiring a student who has committed an academic integrity infraction to complete learning activities with a view toward both remedying a specific violation and preventing future infractions.

The Academic Integrity policy underscores that the importance of a mutual commitment to academic honesty among students, faculty, and administrators across campus in order to create a campus culture that promotes academic integrity. Video programs that offer an overview of the policy, directed respectively to students and faculty, are embedded on the Office of Academic Initiatives and Integrity website, and, for students, information on the policy is linked through the Blackboard learning system. Discussion of the Academic Integrity Policy is a staple of new student orientation for all campus academic units, and a requisite component of the first-year University Perspectives (Leadership by Design) course in which all fresh(wo)men in the Fay Jones School enroll. As has become a best practice across campus, Fay Jones School faculty are strongly encouraged to include, in each course syllabus, an academic honesty statement:

*As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)' at [honesty.uark.edu](http://honesty.uark.edu). Students with*

*questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

The Fay Jones School Associate Dean, who serves as Academic Integrity Monitors (AIM), is responsible for mediating infractions of the university's academic integrity policy at the school level, providing an essential ingredient in maintaining the protocols established by the Academic Integrity Policy. The Academic Integrity Monitors meet periodically with the Academic Initiatives and Integrity executive director and leadership of the AUAIB to discuss implementation and administration of the academic integrity policy.

## **Diversity**

The University of Arkansas Office of Diversity Affairs works to promote an inclusive climate on our university campus that empowers students, staff and faculty to experience opportunities for engaging people of different races, ethnicities, religions, cultures, sexual orientations, disabilities and intellectual proclivities, (see <http://diversity.uark.edu>). We believe that enhancing diversity is a vital university objective and critically important to the mission of developing more enlightened, skilled, and socially responsible citizens of the state, nation and world. So too, the Department of Architecture embraces this perspective in the particular context of the cultural practices that make meaning in the built environment. The Focal Evaluation report on Social Equity, filed by the Department in 2011, reviewed at length our approaches to, policies concerning, and overarching goals regarding diversity. This discussion restates and updates salient objectives and progress discussed in that document.

In March 2007, a year prior to its last accreditation visit, the Fay Jones School adopted a pioneering diversity plan. Celebrated by Ted Landsmark in the *ACSA News* and covered in *AIA Architect*, the plan articulated "Four Goals for Building Diversity" that continue to frame the School's, and the department's philosophy about and initiatives toward attaining and promoting social, intellectual, and cultural diversity.

- Goal 1: Build an inclusive, affirming learning culture that is supportive of all individuals and maximizes their chances to succeed and to reach their full potential.
- Goal 2: Ensure that the rich and varied perspectives of a diverse university and society are reflected in our curricula.
- Goal 3: Recruit, retain and graduate greater numbers of students from under-represented communities as well as greater numbers of female students; recruit and retain greater numbers of faculty and staff from under-represented communities as well as greater numbers of female faculty and staff.
- Goal 4: Build a "climate of inclusion"<sup>ii</sup> that enhances in all students, faculty and staff the feeling of belonging to the Fay Jones School of Architecture and to the University of Arkansas.

In 2009-10, implementation of the Diversity Plan and leadership of the School's diversity initiatives became the responsibility of the Associate Dean. Shortly thereafter, in fall of 2010, each academic unit of the school, including the Department of Architecture, built upon the conceptual framework of the School Diversity Plan to craft Department Diversity Plans. A faculty committee oversees implementation of that plan, ratified by the architecture faculty in January 2011.

The following efforts represent on-going activities dedicated toward both fostering intellectual diversity and cultivating a diverse population of students and faculty.

### **Student-Centered Initiatives**

#### Outreach to Local Schools

Principally through its advising center, together with directed outreach efforts by faculty, the School cultivates relationships with high school counselors who work in schools with high percentages of minority students. Our on-going relationship with Springdale High School Engineering and Architecture Academy has resulted in an increase of Hispanic students enrolled in the professional program in architecture; Interim Dean Ethel Goodstein-Murphree and Interim Associate Dean and Landscape Architecture Department Head Mark Boyer sit on its Advisory Board. (Springdale High School's student population is 45 % Hispanic and 3 % black, compared to the state average of 9% Hispanic and 22% black students.) We seek to extend this relationship to other magnet programs and charter schools across the state, particularly in central Arkansas, where the School is establishing a tangible presence in Little Rock through outreach initiatives and planned collaborative efforts with the City of Little Rock Mayor's Office, the Central Arkansas AIA, and studioMain, a recently formed non-profit group focused on promoting architecture and design.

#### Involvement of Minority Students and Alumni in Recruiting

Strategically, the school has geared its recruiting efforts to diversify its student population, reaching out to areas of the state that have large minority populations as well as participating in University events directed toward minority recruiting. The Associate Dean serves as the School of Architecture's Diversity Liaison, working directly with the Vice Chancellor for Diversity and Community and participating in University diversity recruiting and retention efforts. To the fullest extent possible, the department has enlisted minority students and alumni to contribute to recruiting efforts. In service of this goal, the school also is developing publications targeted to enhance recruiting and retention efforts in support of diversity. For example, our sample curriculum and degree requirements have been translated into Spanish, facilitating the ease with which prospective Hispanic students can share pertinent information about the School of Architecture and its programs with their parents and family.

#### Summer Programs

Four times since the last accreditation visit (2008, 09, 10, 12), the school has offered a summer workshop, the Young Women's Experiencing Design Academy, cosponsored by the Springdale High School Engineering and Architecture Academy, to introduce young women to the field of architecture as well as to raise awareness of the profession among women and minorities while also striving to eliminate some of the misconceptions that have served as barriers attaining more diversity in the profession; in summer 2013, the program was expanded to attract both male and female students from under-represented populations. In summer 2010, Architecture and Landscape Architecture faculty worked cooperatively for the first time to offer the workshop as a multi-disciplinary introduction to design and careers in the design disciplines. The award of a \$4,000 grant from the University of Arkansas Women's Giving Circle provided partial support for the program. Although we could not offer the program in summer 2011, the program was reconceived to include the Interior Design Program, which joined the Fay Jones School in July 2010, and offered in summers 2012 and 2013. Not only did the most recent summer academy recruit both young men and women from underrepresented groups, but also, in cooperation with the College Access Initiative, (a program of the university Office of Diversity Affairs), and funding from the Alex Foundation, we were able to bring students from the southeast Arkansas

delta, (Dermott High School and Lakeside Middle School in Lake Village), to the campus to participate in the program. Currently, we are exploring ways to broaden this model, including efforts to identify funding to support off-campus workshops in Little Rock and in the Delta. Annually approximately 25 middle school students take part in the summer program annually.

#### Curricular Initiatives and Opportunities

Without reinforcement through ordinary practices of teaching and learning, the influence of diversity initiatives cannot become acculturated into the department. Curricular initiatives that serve this objective include:

- Leadership By Design/University Perspectives  
Diversity in academe and in the profession is a unit in the Leadership by Design (rebranded by “University Perspectives” as part of a provost’s initiative in fall 2013), a foundation-level course required of all Architecture, Landscape Architecture and Interior Design students.
- Diversity and Design  
Offered first as an upper-level elective, and currently reconceived for the University Core Curriculum, the School has developed ARCH 1013, Diversity by Design to encourage awareness of the impact of the made-environment on decentered populations and to promote a culture of inclusive design. Architecture students are encouraged to participate in Diversity by Design, in which they can enroll as a free elective course.
- Distance Education and Outreach  
With a view toward introducing a diverse audience of students in two-year colleges from across the state to the discipline of Architecture, the School has developed an on-line version of its Introduction to Architecture (ARCH 1003) course, conceived as a recruiting tool to attract minority students from areas of the state currently under-represented in our programs. The on-line class is recognized for credit throughout the state university system as part of its general education core. Award of a \$3,000 Global Campus Development Grant in Spring 2010 facilitated the introduction of the distance-delivered course in the 2010-11 academic year; additionally, the Global Campus assists in marketing the course to our target audience. Offered all three semesters of the academic year, the course reaches approximately 30 students each semester.
- Outreach  
Service learning and related outreach projects in the professional curriculum have immersed architecture students in service endeavors involving traditionally diverse and disenfranchised communities. Beginning in fall 2009 and continuing through spring 2012, fourth and fifth-year architecture students designed and constructed an affordable, pre-fabricated modular house for the historic Pettaway neighborhood, a Little Rock area south of Main Street heavily damaged by tornados in 1999, immersing them in the spatial and cultural practices of a predominately African-American community. The first house, completed in the 2009-10 academic year, was dedicated on May 7, 2010. A second house, dedicated on May 20, 2011, was completed the following academic year. Funding from the non-profit Downtown Little Rock Community Development Corporation (DLRCDC) supported the project

together with donations and in-kind services from construction industry sponsors;<sup>1</sup> a third-house followed in 2011-12. Also, in Spring 2010, this initiative received a grant of \$15,000 from the University of Arkansas Women's Giving Circle. The School's commitment to this area is reflected in its Community Development Center's (UACDC) recent award of an NEA "Access to Artistic Excellence" grant to prepare a Neighborhood Revitalization plan for the Pettaway neighborhood (2011-12). More recent work of design build classes has directed attention to the Seven Hills Shelter of Fayetteville (2012-13).

- International Study

A semester abroad is required for all students pursuing professional degrees, with unique opportunities for expanding students' perspectives on diversity. Changing patterns of immigration in Western Europe in Rome and unprecedented developments in urbanization in Mexico City frame these experiences.

Funding in Support of Diversity

The School will continue to seek dedicated funding for recruiting and retaining minority students. We have been able to secure some money from the Dean's Circle for recruiting and scholarship support for first-year students, but not on a permanent basis. The creation of a Dean's Emergency Fund, which provides one-time funding and loans to students, has proved successful in facilitating minority students access to participate in Department programs, including field trips and international study. We continue to seek, through development efforts, external funding specific to helping currently enrolled minority students stay in school.

### **Faculty and Staff Initiatives**

Recruiting Faculty from Underrepresented Ethnic Groups, Women, and Global Populations

School of Architecture faculty engage their professional networks and maintain an active presence at professional and scholarly conferences and affinity groups to identify appropriate candidates for continuing faculty appointments as well as visiting positions. Meeting diversity goals also is a key criterion for appointments of distinguished chairs, as evidenced by the appointment, in fall 2010, of Assistant Professor Santiago Perez as the Schools' 21<sup>st</sup> Century Chair in Integrated Practice.

Encourage Faculty Research that Addresses Diversity in Design.

Faculty research and, concomitantly, teaching that embraces and analyzes difference and inclusion is supported by the School. For example, (former) Associate Professor Kory Smith led a statewide effort – the *Arkansas Universal Design Project* –that has resulted in substantive changes to housing policies and practices in the state of Arkansas, culminating in his book *Just Below the Line: Disability, Housing, and Equity in the South*, coauthored with UA professors Brent Williams and Jennifer Webb. Published by University of Arkansas Press in 2010, *Just Below the Line* is the first book to appear under the School of Architecture's imprint with the Press.

Initiatives for Supporting a Diverse Workplace

All School of Architecture faculty and staff are required to participate in at least one of the diversity workshops sponsored by Human Resources. The Fay Jones School administration has facilitated this by including diversity learning opportunities in all-school (faculty and staff)

---

<sup>1</sup> Support for the project from the construction industry is estimated at \$22,211, as well as in-kind contributions.

<sup>2</sup> Data based on Bibliography, Fay Jones School Annual Report, prepared annually for the office of the

meetings.

### **A Discrete Diversity Plan for the Department of Architecture**

Although the multi-disciplinary perspectives and practices that operate in the context of the entire Fay Jones School are essential to attaining diversity, in January 2011, in response to a request from the provost to articulate discrete department diversity plans, the Department of Architecture Diversity Plan sets forth additional goals and ideals for assuring a proactive and continual response to fostering social and cultural equity and diversity in our program:

- Although striving to fill open positions with women and/or minority faculty members should always be a consideration, in light of national statistics that emphasize the limitations in making full-time, permanent hires, other opportunities for engaging women and minority architects in the department's programs should be explored and implemented.
- Support scholarly research, critical practice, and outreach endeavors by architecture faculty that engage or expand knowledge and ways of working that involve multiculturalism and difference.
- Develop staff capabilities for addressing diversity and difference among students and faculty with sensitivity and compassion.
- Increase enrollment of women to meet national averages within five years.
- Increase enrollment of minority students to meet or exceed regional averages within five years.
- Retain women and minority students in both the 5-year professional program and the 4-year architectural studies program.
- Create a climate of inclusiveness in the department of architecture for all under-represented student populations.
- Engage social media that resonates with prospective under-represented students in Arkansas and in the surrounding states.

#### Assessment of Initiatives

Although changes in the school's population occur slowly and steadily, over a period of eleven years (2000-2011), diversity in the Fay Jones School increased by an overall 153%. Since the last accreditation visit, the percent of students of underrepresented populations has increased from 24.5% to 32% in the Department of Architecture, with noteworthy improvements in our Hispanic student population (showing an increase of nearly 112%), and among our women students (a 12% increase). In parallel, the proportion of students of underrepresented groups in the department of architecture exceeds that of the university undergraduate population by nearly 10 percent. Moreover, with the cooperative efforts of the Office of the Vice Provost for Diversity and the Vice Provost for Admissions, we observe a proportionally increasing depth in our pool of minority applicants, with the School of Architecture's minority applications equaling the campus average.

### **I.1.3 RESPONSE TO THE FIVE PERSPECTIVES**

#### **A. Architectural Education and the Academic Community**

The Department of Architecture and the Fay Jones School of Architecture are fortunate to be situated in a university that understands and appreciates the quality of the education that we provide, and the fact that architectural education is distinctly different from that of most other units within the university. Our just-completed renovation of Vol Walker Hall with the major addition of the Steven L. Anderson Design Center may be the most apparent illustration of this support, but it goes far beyond that.

The Department of Architecture attracts many of the most highly motivated and accomplished students who attend the University of Arkansas. A significant percentage and number of students enrolled in the architecture program qualify for, and are enrolled in, the university's honors program. This offers our students the privileges of the Honor's College, including special recognition on their degree, access to augmented versions of many of our course offerings, and opportunities for advanced academic and intellectual work that enhance the liberal arts and general education aspects of their university education, as well as their professional education. It is a commonplace for the faculty in other colleges to comment that our students are a pleasure to teach, and that architecture students distinguish themselves in their classes.

The Interior Design department, historically a unit in the College of Agriculture, is now within the Fay Jones School of Architecture, joining the Department of Architecture and the Department of Landscape Architecture. In our new common quarters in Vol Walker Hall and the Steven Anderson Design Center, students from at least two of our three programs share most studio spaces, and we are now very much a multi-disciplinary academic community within the larger university community.

From the earliest days of John G. Williams and Fay Jones, the professional degree program in the Department of Architecture at the University of Arkansas has had carefully considered intentions and high aspirations. We have made a strong commitment to educating students to become accomplished professional practitioners in the design and construction professions, and good citizens and leaders in their communities as well. We take pride in the great success of our graduates as they pursue their own aspirations in Arkansas, many other states, and around the world. Alumni of the last decade include principals of firms in Fayetteville and in Panama, an assistant professor of architecture at Rensselaer, and an historic preservation architect with Beyer Blinder Belle. Since the last accreditation, our alumni have earned advanced degrees from the Harvard Graduate School of Design, MIT, Princeton University, the University of Virginia (Ph.D., history of architecture), Columbia University (historic preservation master's program), the University of Michigan, Washington University in St. Louis, and the Yale Law School.

We strive to maintain a balanced approach in all that we do, preferring to stay true to enduring core principles more than to the exigencies of fashion, even as we recognize the challenges of changing conditions in an often complicated world. There may sometimes be a fine line between fashion and cultural progress, and we remain alert to the dangers of dogma.

Research is a fundamental responsibility in the contemporary academy and a priority for advancing the institutional quality of the Department of Architecture. We are a highly motivated faculty, and although we have a record of significant accomplishments in research and creative work, we are aware that we must enhance our efforts and are working continuously to establish new standards and

goals. We are strong in creative professional practice and understand the value of becoming more so. As we expand in breadth and depth our many research activities we will be making a concerted effort toward developing increasing support, financial and otherwise, for faculty research, outreach and the work of creative practices. We will continue to develop links between faculty research and school pedagogy. Design and design education have been considered as models by a growing array of professions, businesses and institutions beyond those traditionally associated with design thinking.

We intend to be a center for innovation and are working toward that open-ended goal. As we demonstrate the relevance of design to a broader audience and as we engage others in our academic community, we contribute our model for the many ways in which design thinking matters.

An environment conducive to analytical and critical thought confirms our position in a university and the understanding that professional education is an increasingly important component of a university education. As the model for the contemporary university has evolved from one centered on language, mathematics and philosophy to one that privileges preparation toward each graduate's participation in commerce and the economy, our contributions toward social welfare and a humane and sustainable environment become profoundly more significant, distinguish us, and make those contributions exemplary in our academic setting.

We have implemented interdisciplinary and cross-disciplinary teaching initiatives. In addition our contributions to learning across the campus mentioned in Section 1.1, "Activities, Initiatives, and the University Setting," we are seizing opportunities to reinforce our natural ties to the allied disciplines in the Fay Jones School by building meaningful teaching and learning relationships. The professional practice class for architecture students now incorporates seven lectures that are delivered simultaneously for students in the Interior Design department's professional practice class. Interior design students also join architecture students in the history III class, and we aspire to evolve architectural research methods into a course that will serve all honors students in the school.

## **B. Architectural Education and the Students**

We understand and embrace our responsibility to prepare and empower our students for leadership roles in architecture and other design professions, and in their communities, at whatever scale at which they choose to work as enlightened, ethical practitioners committed to critical and consequential contributions through their work. As fashions change and fade, and often recycle, we remain committed to principles that have formed the core of our shared convictions throughout the history of the Fay Jones School of Architecture, and the architecture program specifically.

Ours is a program that is motivated by and has built upon those things that are tangible and real, intellectually rich and materially sound. Extending craft traditions and with respect and appreciation for vernacular modes, and while attending to the essential contemporary architectural technologies and emerging tools and technologies, we subscribe to the idea that architecture is an essential, important humanist discipline.

We are, first, a faculty of dedicated teachers and we embrace the ethical nature of good and effective teaching. It is our conviction that there is a 'scholarship of teaching.' We make a concerted effort to ensure an environment of optimism for our students; an environment that privileges a sense of possibility and that promotes their confidence in themselves, and in us. To nurture the potential of each student, and all, we respond to them from *where they are*, with the academic preparation and life experience that they bring to the university, to grow inquisitiveness and to encourage curiosity. We encourage all students to aspire to achieve great things by instilling an ethic of effort and

dedication and by providing, as teachers and mentors, full engagement and positive encouragement. We insist upon a studio culture that is conducive to creativity at the limits of their capabilities, and our own. We will provide positive models in the many things we do, in our teaching and in our own creative activities.

We value students with varied and divergent enthusiasms and capabilities, we enjoy their eccentricities, and we accept our responsibility to educate and nurture all in the precious few years of their higher education; for most this is their one opportunity. The achievements of students as they progress through our program and make their transition into the world are of the essence in how we will measure the health and vitality of our program. Successfully nurturing intellectual growth is the first criterion. To ensure that we advance an agenda that is relevant to students is an ongoing process of evaluation and review in all aspects of our curriculum, working through committees when this is most appropriate, and with full faculty participation as required. There is a fluid but not formless structure for our work as educators, continually redefined for the long-term benefit of our graduates. Elements of design pedagogy and the hardware and principles of architecture situated within the structure we have devised do not have absolute boundaries and they engage one another significantly; we work to approach things directly but not over-simplify them. Building upon our most fundamental responsibilities, we define and multiply paths and specific areas of inquiry commensurate with student interests and ambitions, in acknowledgement of the broad range of possible career paths, in response to the world that surrounds us, and in anticipation of the inevitability of change. We wish to set students on a life-long path of learning, with the tools and motivation to remain there. When we are successful, graduates will hold their own in situations in which they interact with intelligent and accomplished people from other professions, other disciplines, other industries and communities.

Globalization represents significant opportunities and challenges, the geography and scale of practice are likely to continue to expand, and this has long been acknowledged by the Department of Architecture. Our programs immerse students in the rich history and culture of Rome or in the complications of contemporary Mexico and, as a twenty-first century urban exemplar, Mexico City. Graduates from our programs are today more likely than ever to pursue employment and practice opportunities abroad. All students in the five-year baccalaureate degree program are required to participate in one of our two international study programs. A significant number of students elect to participate in both.

The Fay Jones School of Architecture has offered study abroad opportunities in the school's Rome Center for nearly thirty years. The Rome Center is a member of AACUPI, the Association of American College and University Programs in Italy. The program was initially housed in modest quarters on Via dei Leutari, near the Piazza Navona, and moved to a larger space on Corso Vittorio Emanuele II. The Rome Center now occupies a significant portion of the Palazzo Taverna, parts of which date back to 1268. Some of the rooms occupied by the University of Arkansas were once the setting for architecture symposia in which architectural luminaries participated, including Bruno Zevi, Luigi Moretti and Carlo Scarpa. The Rome Center is directed by Professor Davide Vitali who, after teaching in Fayetteville for a year, returned to his native city as the founding director of the new program in Rome. A second full-time faculty member, architect Francesco Bedeschi, and a number of part time teachers also contribute their specialized knowledge and expertise in historic preservation, architectural history, art history and architectural design. While the staff in Rome is comprised of Italian nationals, members of the Fayetteville faculty occasionally participate in the program for periods that range from a few days for design reviews to longer periods for teaching.

The quality of the programs, administration and facilities of the Rome Center have attracted the participation of other institutions. The interactions of students from other institutions with those from Arkansas have provided significant enrichment for all who attend the Rome Center's programs.

Participating institutions include Auburn University, Rensselaer Polytechnic, Louisiana State University (landscape architecture), Philadelphia University (architecture, interior design and fashion design), the University of Tennessee, and Texas Tech. Faculty member Laura Terry has been appointed to serve as liaison to facilitate communication between Fayetteville and Rome.

Our ten-week summer program in Mexico, now nearing its twentieth year, is based in Mexico City. Students are in residence there for five weeks, working in a studio building once occupied by Luis Barragán and living with host families. Another five weeks are dedicated to travel throughout Mexico. Historic sites are an important component of the program, with close attention given to cities and urbanism as well. In addition to studio design projects while in Mexico City, there is a heavy emphasis given to drawing as analysis and as observation. The program draws heavily upon local resources, with many architects from Mexico, Latin America and other countries participating in teaching and project reviews.

The infrastructure for student advising and support in the School of Architecture has been expanded and strengthened. The advising office has three full-time professionals. There is a formal process in which individual faculty members are responsible for advising students with regard to classes they are required to take or might benefit from taking, relative to their progress toward graduation, and, moreover, to address other, more abstract, issues that may impact the quality of a student's experience and success in the program and beyond.

Faculty mentors work closely with students who are engaged in scholarship and research. Students become involved in the research and scholarship of their teachers, while others pursue original, supervised research. Our students present papers and participate in professional and scholarly organizations.

Strong student leadership and enthusiastic faculty support have created a revitalized and expanding chapter of the American Institute of Architecture Students, recognized at the last AIAS Grassroots conference as the fastest growing chapter with 400% growth last year. Visiting Assistant Professor Amber Ellett serves as the faculty mentor.

### **C. Architectural Education and the Regulatory Environment**

The vast web of issues of professional architectural practice are addressed by the design curriculum in the professional degree program, with emphasis on developing the requisite depth of understanding in the public health, safety, and wellness issues in which architects must have demonstrable mastery to be ethical practitioners and accomplished "good designers."

Second year design studio provides an introduction to accessibility and life safety. Third year design studio builds upon the basic introduction to materials and methods that students have received in second year, in greater detail and with greater depth relative to codes and code compliance. For all students, one semester of fourth year design is the comprehensive studio (the other is dedicated to study abroad) with the necessity for students to demonstrate their understanding of complex building systems and applicable building codes, and bring everything together as a comprehensive record of their knowledge, skills and expertise.

The professional practice course serves as a companion to the design studio sequence. Offered in the fall semester of fifth year and required for all students, the course puts what is learned in studio into a larger context with more opportunity to develop a more nuanced understanding of the issues and responsibilities of licensure and professional practice. Stressing that the regulatory environment is

dynamic, with sustainability and technology changing the way architects practice and deliver projects. Students participate in trips to construction sites and attend job site meetings. They are partnered with local architectural firms for closer look at case studies to learn from firms' research activities and modes of production, and students are encouraged to work in groups organized on the model of a professional office structure. They look even deeper into the comprehensive studio project executed in the previous year of study, now considering building code analysis, budget, schedule, constructability, and building economics among other pragmatic concerns. Each semester, in a collaborative effort of the local American Institute of Architecture Students and the Department of Architecture, there is a presentation by our IDP Coordinator to introduce students to the path to licensure, including detailed information on NCARB, IDP and the ARE. Our IDP coordinator, Assistant Professor Marc Manack, is a full time faculty member and a practicing architect who remains current with new and evolving regulations; twice since the last accreditation we have hosted a representative from NCARB who has addressed the students. In addition, the UACDC is registered with NCARB to allow students to receive credit for their work there.

Members of the faculty who are licensed architects, and who work in all year levels of the design studio sequence, provide leadership and credible models for our students, and address the significance of licensure and the process toward entrance into the profession.

The school's extensive annual lecture series is made available to professional practitioners for continuing education units (CEUs) Many of the lectures are sponsored by architectural offices from Arkansas, and from other states as well.

The design-build studio offers direct experience with construction related regulation, job site safety practices and building and zoning codes. With hands-on construction and fabrication experience, students are introduced to responsible construction practices.

#### **D. Architectural Education and the Profession**

Graduates from our program are, of course, subject to the vicissitudes of good times and bad. Many discover in the course of their education that their true interests are in related fields, like architectural history, art criticism or historic preservation, or they discover they are more inclined toward alternative noble pursuits that are wildly divergent. It is important that the whole of the education they receive in our program is beneficial and more, whatever vocation they elect upon graduation. Nevertheless, aspirations for professional practice and registration in architecture are at the heart of our curriculum and central to most things we do.

The architecture program is committed to the idea that being a responsible and respected professional and a design leader are mutually, intimately linked. The program's many connections with the profession and professionals contribute a diverse range of exposures that support the professional program curriculum, providing students with guidance and support for their professional aspirations.

In 1993, the School of Architecture honored John G. Williams with the creation of an endowment that allows the architecture program to bring distinguished practitioners in the design professions to campus to direct a design studio and to teach, to introduce new ideas and other perspectives, to inspire students and mentor them. Since 2008, the following distinguished John G. Williams Professors have contributed to the program: Jennifer Yoos, FAIA & Vincent James, FAIA of VJAA Architects in Minneapolis, 2012; Peter Rich of Peter Rich Architects, Johannesburg, South Africa, 2011; Tom Kundig, FAIA, of Olson Kundig Architects, Seattle, 2010; Wendell Burnette FAIA, of Wendell Burnette Architects and a member of the faculty at Arizona State University in 2009.

Direct contacts with practitioners and the profession for some students begin with the Professional Advisory Board meetings; (the Fay Jones School Professional Advisory Board is an external group of alumni, other practitioners, industry representatives, and other advocates for our programs, appointed by the department heads with approval of the dean). This may take the form of presentations to one another, participation in small group discussions and larger group interactions, as well as individual contacts. At the time of this writing and in conjunction with our fall professional advisory board meeting, students in third through fifth years have had the opportunity to have mock interviews with each student receiving time individually with two practitioners; (of course, it is too soon to know how many mock interviews may have materialized as more than that)

The Fay Jones School has a consistently vital lecture series, with proportionate representation for each of our three programs. A large percentage of lecturers are professional practitioners, providing continual and regular exposure for students to a range of processes and products representing contemporary practice.

Several members of the faculty (Distinguished Professor Blackwell, Assistant Professor Jacobus, Assistant Professor Manack, and Clinical Assistant Professor Rudzinski, for example) maintain active architectural practices, with an impressive record of awards and recognition. As practicing professionals they serve as immediately available role models for students. Though of limited number, we are privileged to have accomplished and qualified practitioners available who as adjuncts complement our teaching faculty (adjunct instructors Brya, Edwards, Boelkins, and Kohler).

The fourth year comprehensive design studio (ARCH 4016 or 4026, depending on the semester) brings in outside consultants in lighting and electrical systems, mechanical and structural engineering, materials, urban design, and landscape architecture to enhance student learning and to facilitate an experience that models that of practice and that serves as a transition for students from the university setting to a professional setting.

Our students benefit from the support of architectural firms that have sponsored recognitions of outstanding work in the studios. In each instance, we are pleased that our donors also engage directly with students, modeling best practices of both professionalism and philanthropy. For example, the Hnedak Bobo Group, a Memphis, Tennessee architectural practice, generously sponsors an annual student competition in which students present work from their participation in the study abroad programs in Rome and Mexico. Representatives of the faculty and from Hnedak Bobo jury the projects. Similarly, WER Architects, a Little Rock practice, generously support an award for the most successful comprehensive studio project; during the course of the semester, WER hosts students in their offices and principals of the firm actively engage in design reviews. To adjudicate the competition, representatives of WER invite at least one faculty member to join them in the review.

Within the studio curriculum, especially at the level of the fifth year option studio, students are purposefully exposed to diverse models and exigencies of practice. Work in the UACDC studio offers experience and a preview of aspects of their future professional work, including participation in scenario planning activities. Design build studios place students directly in the atmosphere of active practice, preparing construction documents and interfacing with contractors and craftspeople. Santiago Perez has been appointed as the first Chair of Integrated Practice, a position that was developed in response to changes in the technologies and their applications and the impacts that these ways of working and knowing (BIM, CAD/CAM, new fabrication methods, etc.) are having in professional practice. So too, building information systems that are *de rigeur* in common practice, including Revit, are requisite elements for project representation in third and fourth year studios and

technology classes.

The department and its students benefit from our relationship with the Arkansas AIA. The dean of the Fay Jones School is an ex officio member of the AIA Arkansas board of directors and its president, in turn, sits on our Professional Advisory Board. The student AIAS chapter maintains close contact with the Northwest Arkansas Section of the AIA, creating opportunities for ample cross-fertilization. Our students always are welcome at the state convention, and this fall (2013), the school will host an open house, a “kick-off” event of the state convention, to network our students with AIA members.

## **E. Architectural Education and the Public Good**

The Department of Architecture has embraced civic engagement as an important responsibility, and opportunity. Swedish geographer Torsten Hagerstrand’s assertion that “the criterion for survival is to succeed as a neighbor,” is a concise and direct statement of the acceptance of the necessity for participation and accountability. Success in serving communities, local in a regional context and beyond, has long been one criterion for our work. Local stewardship, regional responsibilities, and global opportunities are interrelated and relationships in these are reciprocal. From the basics of shelter to infrastructure and beyond these to the regional plan, critical work needs to be intensified and application provided a broader constituency. In service to the fundamental ecology of nature and culture, of rural and urban, innovations in the making of public space and in networks for transportation are vehicles for civic engagement. We are pragmatic, and attentive to our local conditions and immediate context, even as we are speculative and analytical in our teaching and in our creative work. Increasingly, design studios have been offered that emphasize service, outreach and stewardship in Fayetteville and nearby communities, and in other parts of Arkansas as well.

Fifth year option studios are, increasingly, outreach studios. We have established partnerships with organizations where there are opportunities for mutual support and will continue to seek to establish new ones. Examples of outreach in studio teaching include Assistant Professor Perez’s option studio of Fall 2011 that addressed current needs of the Botanical Gardens of the Ozarks, who served as the client. Botanical Gardens of the Ozarks needs again are being addressed in a Fall 2013 option studio led by Assistant Professor Manack. Community leaders from the Fort Smith, Arkansas area, once prominent for its lumber industry, approached the architecture program for assistance with a project to study possibilities and feasibility for a Hardwoods Museum. Associate Professor Herman was the teacher for this option studio in Spring 2013. Distinguished Professor Blackwell’s Fall 2013 option studio, taught with lecturer Jon Boelkins, engages the visioning of a Delta Avian Wildlife Education Center set in the Bayou DeView near Brinkley, Arkansas. Students work with the Arkansas Nature Conservancy, Arkansas Fish and Wildlife Department, and civic leaders in the Arkansas delta as they develop their design propositions.

As the scale and implications of global environmental challenges have escalated inexorably, so has the certainty that we must anticipate and understand the likely nature of future escalations. Stewardship begins with understanding that 80% of the built environment that is projected to exist by 2050 is yet to be built. There are challenges in the complications of frenetic growth and many implications of inexorable change, including the scarcity of water and the loss of soil, the inappropriate development of vast tracts of agricultural land, climate change, extinctions of flora and fauna, the environmental pollution of chemicals and waste. Our response to these many issues begins with our attention to the roles that cities play, to the complications, challenges and solutions offered by better urbanism. For example:

- The University of Arkansas Community Design Center (UACDC) is the Fay Jones School's primary vehicle for research and community outreach. UACDC has won many national awards for its work, earning widespread acclaim and a reputation as one of the best, perhaps the best, community design centers in the country. The teaching role of the UACDC has been expanded with more architecture students participating, deeply involved in the center's research projects, design and outreach activities and scenario planning methodologies.
- Most recently, the design-build studio addressed the needs of a Fayetteville social service agency, the Seven Hills Homeless Shelter, collaborating with MODUS Architects of Fayetteville.
- The second year design studio is developing design studio pedagogy and content to introduce students to cities, their role and relevance to architecture, and as a necessary aspect of sustainability.
- A number of three credit hour seminars focusing on housing have been offered in recent years (by Professor Buege, Associate Professor Herman, and Visiting Assistant Professor Turner), to increase student awareness and understanding of this essential aspect of cities and urban fabrics.

Our first design-build studio, during the 2008-09 academic year, designed and constructed an "outdoor classroom," for Washington Elementary School in Fayetteville, under the direction of Assistant Professor Hughes. This was followed the next year by the design and construction of an affordable house for Little Rock, also under his direction, in the context of rebuilding a Little Rock neighborhood recently devastated by a tornado. Taking over the design-build studio in fall 2010, Visiting Assistant Professor Wise directed students in the design and construction of two more houses, in each of consecutive years, in the same neighborhood, continuing the model of combining community service and civic engagement with hands-on learning, and working with local partners, studioMain and the Downtown Little Rock Community Design Center. More recently, the design-build studio addressed the needs of a Fayetteville social service agenda, the 7Hills Homeless Shelter, collaborating with MODUS Architects of Fayetteville. In a parallel example of speculative outreach, Distinguished Professor Blackwell, working with Architecture for Humanity on the Mississippi Gulf Coast after Hurricane Katrina, designed the award-winning Porchdog House, erected in Biloxi, Mississippi.

Meaningful public outreach and engagement occurs at many scales and in many contexts. Professor Buege, Associate Professor Herman and Visiting Assistant Professor Turner of the architecture faculty, and Associate Professor Smith, representing the Landscape Architecture faculty, supervised a second year studio project for the design of a memorial for West Memphis, Arkansas. A competition was held with students working in teams of an architecture student and a landscape architecture student, or two architecture students. Two West Memphis police officers, one the son of the chief of police, were shot and killed during a traffic stop. Civic leaders in West Memphis approached the Fay Jones School with a request for assistance with a design. Second year students traveled to West Memphis where they saw the site of the shootings and viewed a dashboard video of the event. They met with the chief of police, the state legislative representative for the area and other officials, and the Arkansas Fish and Wildlife officer who was first to arrive on the scene, in a Wal-Mart parking lot, where the series of events of that day ultimately, violently ended. It was decided that the memorial would be dedicated to the two officers, to others killed in the line of duty, and for others who may be in the future. The winning competition entry currently is under construction.

South African architect and John Williams Visiting Professor Peter Rich, in collaboration with

Associate Professor Smith, directed a studio project for the design of housing in Kigali, Rwanda. Students traveled to Africa and studied in Kigali for two weeks. Upon returning to Fayetteville, the students designed prototypical housing for a large hillside neighborhood in Kigali. The UACDC became involved after the students completed and presented their work, and has further developed student proposals toward the possibility of implementation. The project received a 2013 ACSA Collaborative Practice Award. Also in service of addressing issues of global public concern, the University of Arkansas now offers an inter-disciplinary minor in sustainability. Associate Professor Messadi gives architecture a prominent role in this, and directs the sustainability program in the Fay Jones School, with Visiting Assistant Professor Turner. Francesco Bedeschi, of our Rome faculty, has a leadership position in the Italian equivalent of the USGBC, and is an important advocate in Rome.

#### **I.1.4 LONG RANGE PLANNING**

The Department of Architecture faculty participated in the Dean's recent strategic planning process, which included faculty retreats in two consecutive years. Jim Cramer of the Design Futures Council and Design Intelligence facilitated these meetings. A committee was formed, appointed by Dean Shannon, representing the departments of architecture and landscape architecture, and the UACDC. The committee prepared a draft document, drawing upon the ideas developed in the retreat. The Dean provided finishing touches and the final form for the document. The Fay Jones School of Architecture strategic plan was presented to, and approved by, university Provost Sharon Gaber.

The department's long range planning efforts are led by the department head, with emphasis upon the content and structure of the curriculum and the department's agenda for civic engagement. The spirit and letter of the five perspectives are addressed, implicitly and explicitly, in the program's curriculum. They are central to our aspirations and our understanding of the social and ethical responsibilities that apply for our student-centered, professional practice-oriented, five-year, undergraduate professional program. In the coming academic year, transformation and adaptation of the school strategic plan into a working document for the architecture program is prominent among our planning objectives.

#### **I.1.5 SELF ASSESSMENT PROCEDURES**

We are a reflective and deliberate faculty with a willingness to discuss and debate important issues, our methods, the content and structure of our curriculum, our studios and other course work. Consequently, self-assessment remains an ongoing process in the Department of Architecture. At the conclusion of each semester the faculty gathers for what we have named Curriculum Review: there are presentations of studio pedagogy and design work from each of the five year levels, from the UACDC studio teaching, and from our study abroad programs. The work is discussed at great length and evaluated critically.

Super Jury is our end-of-year program assessment event, and operates similarly to the Curriculum Review. Distinguished practitioners and prominent academics from other institutions are invited, usually two but occasionally three, to bring a fresh eye and another sensibility, an assessment from the outside to complement those from the inside. Recent reviewers include:

2009-2010	Robert Somol, University of Illinois-Chicago Robert McCarter, Washington University
-----------	--

2010-2011	Wendy Redfield, Tulane University Coleman Coker, University of Texas-Austin
2011-2012	Michael Rotondi, ROTO Architects Monica Ponce de Leon, Dean, University of Michigan
2012-2013	Grace La, LA DALLMAN Architects Bill Massie, Cranbrook Academy of Art Michael Rotondi, ROTO Architects

Self-assessment includes an annual process for peer review by a faculty committee, in addition to the department head's annual evaluation of each faculty member. Evaluations address accomplishments and performance in teaching, service and practice or creative activity. The department head meets with each faculty member individually to discuss performance and the individual's career trajectory. In addition, a report of the program's accomplishments is prepared annually for submission to the provost, including a bibliographic chronicle of faculty achievements and a self-assessment of the department's performance.

A top to bottom design studio curriculum review was initiated in the fall semester of 2009, upon the appointment of a new department head for the Department of Architecture. A formal committee was formed (but most on our faculty participated) in a series of bi-weekly meetings that proceeded through that academic year and into the next. The faculty, working individually or in teams of two or three, prepared and presented written analyses and proposals to focus our efforts. The culmination of this effort was a written document prepared by department head Marlon Blackwell that pointed us forward, in part a critical compilation and in part a vision and call to action.

In parallel with the studio curriculum review, committees were formed with responsibility for the history and theory course sequence, for the technology course sequence, and the professional practice course sequence. The design studio coordinators committee that meets bi-weekly to ensure awareness of activities in all studios, to facilitate communication between them, and to help to ensure that we maintain a coherent program, plays another seminal role in the self-assessment process.

## **I.2 Resources**

### **I.2.1 HUMAN RESOURCES AND HUMAN DEVELOPMENT**

#### **EEO/AA for Faculty, Staff and Students**

The University is dedicated to making the campus a setting where diversity is valued and celebrated and where neither prejudice nor discrimination is tolerated; so too is the Fay Jones School. Appropriately, the University complies with all civil rights provisions of federal statutes and related authorities that prohibit discrimination in programs and activities receiving federal financial assistance. The Fay Jones School seeks to assure that its faculty and staff understand the letter and intent of equal employment opportunity, affirmative action, and non-discrimination policies, including those that govern sexual harassment; to those ends, the school offers regular training sessions at its all-school meetings for faculty and staff, supports continuing education in

these areas for faculty and staff, and engages in the conversation concerning rights and responsibilities of all campus citizens.

#### The Office of Equal Opportunity and Compliance

The Office of Equal Opportunity and Compliance (OEOC, <http://oeoc.uark.edu/>) is responsible for the University's compliance with the laws and regulations relating to equal opportunity and non-discrimination, including sexual harassment. It is the policy of the University of Arkansas, to prohibit discrimination of its students, faculty, and staff and to make every effort to eliminate discrimination within the university community. In particular, the OEOC handles matters concerning compliance (ADA, FMLA, etc.), employee grievances, and complaints under the non-discrimination policy; it offers training and technical advice as well as facilitating and mediating conflict resolution; it monitors and facilitates recruitment of faculty and staff positions; and it provides the university community with policy research and analysis.

It is the policy of the University of Arkansas to provide an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential through equal opportunity. The university should be a place of work and study for students, faculty, and staff, which is free of all forms of discrimination, sexual intimidation and exploitation. Therefore, it is the policy of the University of Arkansas, to prohibit discrimination and sexual harassment of its students, faculty, and staff and to make every effort to eliminate discrimination and sexual harassment in the university. As such, the University is committed to providing equal opportunity for all students and applicants for admission and for all employees and applicants for employment regardless of race, age, gender, religion, national origin, marital or parental status, disability, veteran status or sexual orientation. In addition, discrimination in employment on the basis of genetic information is prohibited. The OEOC investigates and resolve all allegations of discrimination on the basis of race, age, gender, national origin, religion, disability, veteran status, marital or parental status, genetic information and sexual orientation.

#### University of Arkansas Sexual Harassment Policy

University policy makes clear that it provides an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential. The university should be a place of work and study for students, faculty, and staff, which is free of all forms of sexual intimidation and exploitation. Therefore, the University prohibits sexual harassment of its students, faculty, and staff and to make every effort to eliminate sexual harassment; (see [http://oeoc.uark.edu/4180\\_Sexul\\_Harassment\\_Policy.pdf](http://oeoc.uark.edu/4180_Sexul_Harassment_Policy.pdf)).

The University has designated the University Compliance Officer as its Title IX Coordinator, with overall responsibility for oversight of the University's compliance with its obligations under Title IX.

#### Diversity Initiatives

The University of Arkansas and the Fay Jones School have each developed a wide range of initiatives aimed to create more diversity on campus and to encourage working and learning environments that are welcoming to the broadest range of faculty, staff, and students. In order to do so, the University of Arkansas seeks to include and integrate individuals from varied backgrounds and with varied characteristics such as those defined by race, ethnicity, national origin, age, gender, socioeconomic background, religion, sexual orientation, disability, and intellectual perspective. The Fay Jones School enjoys the support and collaboration of the university office of Diversity Affairs (see <http://diversity.uark.edu/>), and its Center for Multicultural and Diversity Education (see <http://multicultural.uark.edu/>) as we partner to create school and campus communities where all students feel welcome, valued, engaged

and empowered to achieve their full potential. (Also, refer to section I.1.2, “Learning Culture and Social Equity,” of this report for Fay Jones School and Department of Architecture diversity initiatives.)

## **Faculty and Staff Resources and Development**

### Human Resource Development Opportunities for Faculty and Staff

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

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

## **Faculty Development**

Supporting the development of faculty on tenure-track long has been a priority of the department with regard to release time and support of scholarly and/or creative activities. In recent years, working cooperatively with the office of the Vice Provost for Research and Economic Development, start-up packages have been negotiated for new tenure-track faculty and the Dean of the School of Architecture has contributed additional funds (\$5,000 in 2012-13 and 2013-14) to support foundational research by new faculty. Similarly, the Dean annually provides up to \$2,500 in research incentive funding for all full-time faculty in the Fay Jones School, with opportunities for a one-year carry-over of funds. Funding from both the Dean of the School and the Architecture Department Chair has supported research assistants for faculty engaged in scholarly endeavors, cementing the relationship between faculty development and undergraduate research.

In instances when faculty deliver a scholarly presentation or represent the School in an official capacity at a meeting of a professional or scholarly society, funding is provided by the school; conference attendance for personal professional development is covered by the research incentive funds. Faculty participation at regional, national, and international conferences and professional meetings since the last accreditation includes:

- **American Culture Association/Popular Culture Association** (Associate Professor Herman, 2009. 2010, 2011; Professor Goodstein-Murphree, 2009, 2010)
- **American Institute of Architects** (Distinguished Professor Luoni 2008-13; Distinguished Professor Blackwell, 2008-13; Professor Goodstein-Murphree, 2013)
- **American Society of Engineering Education** (Associate Professor Messadi, 2013)
- **Arkansas Chapter, American Institute of Architects** (Professor Shannon, 2008-13; Distinguished Professor Blackwell, 2008, 2009, 2010, 2011; Professor Goodstein-Murphree, 2009, 2010, 2011, 2012; Clinical Assistant Professor Rudzinski, 2012).
- **Association for Advancement of Sustainability in Higher Education Conference** (Associate Professor Messadi, 2010. 2011. 2012)
- **Association of Collegiate Schools of Architecture Administrators Conference** (Distinguished Professor Blackwell, 2012; Professor Goodstein-Murphree, 2009. 2011, 2012)
- **Association of Collegiate Schools of Architecture Conference** ({former} Assistant Professor Hughes, 2009); Assistant Professor Jacobus, 2013; Assistant Professor Manack, 2013).
- **Association of Collegiate Schools of Architecture International Conference** (Assistant Professor Perez, 2012).
- **Association for Computer Aided Design** (Assistant Professor Perez, 2010, 2012, 2013).
- **College Art Association** (Associate Professor Sexton, 2009, 2011)
- **Conference of Educators in Landscape Architecture** (Associate Professor Terry, 2009; Assistant Professor Jacobus, 2013).
- **Environmental Design Research Association** (Associate Professor Smith, 2009).
- **National Conference on the Beginning Design Student (Conference)** (Assistant Professor Hughes, 2009; Associate Professor Herman, 2013; Professor Buege, 2013; Assistant Professor Jacobus, 2013)
- **National Mayor's Institute on City Design** (Distinguished Professor Luoni, 2013)
- **Sewanee Medieval Colloquium** (Associate Professor Sexton, 2012)
- **Southeast Society of Architectural Historians**, (Professor Goodstein-Murphree, 2008, 09, 11; Associate Professor Sexton, 2011; Associate Professor Herman, 2009. 2010, 2011; Professor Shannon, 2013; Instructor Poepsel, 2013).
- **Society of Architectural Historians** (Professor Goodstein, 2009, 2010; Associate Professor Sexton, 2010.2012)

As a department that values making as a significant aspect of design research, the department sanctions professional practice by faculty, as long as that practice remains in compliance with university protocols for conflict of interest; (conflict of interest potential is evaluated and negotiated by the Vice Provost for Research and Economic Development). Maintaining a visible contingent of faculty who practice is considered essential to the vitality and integrity of the department as a first professional degree program, and critical, peer-reviewed creative activity is recognized in the faculty annual review process. Approximately 45% of the tenured, tenure-track and adjunct faculty are licensed architects; one faculty member is AIA emeritus; and an additional 18% of the faculty engage in design research in specialized areas of practice, including acoustics, lighting, and parametric design.

The record of recognition of critical design practice by the architecture faculty, since the last accreditation, is noteworthy. Distinguished Professor Blackwell's firm, Marlon Blackwell Architect, has earned four national AIA Design Awards and numerous honor recognitions from Gulf States AIA and the Arkansas Chapter AIA; a Charter Award from the Congress on New Urbanism (2013); a World Architecture Festival Award (2011; and an American Arts and Letters Prize (2012. Additionally, the firm was named *Residential Architecture Magazine* Firm of the

Year in 2011. Distinguished Professor Luoni and the UACDC's design research has been recognized with an unprecedented ten AIA Honor Awards for Regional and Urban Design; three NCARB Prizes, a Congress of New Urbanism Charter Award Grand Prize for the Kigali Hillside Housing project; two ACSA Collaborative Practice Awards and five AIA Education Honor Awards, among many other recognition by such groups as the American Planning Association, the American Society of Landscape Architects and the Boston Society of Architects. Assistant Professor Manack's practice has gained recognition with design awards from AIA Cleveland. A work by Associate Professor Laura Terry was included in the prestigious "Delta Show" held annually at the Arkansas Arts Center and widely recognized as one of the most competitive juried shows in the South.

For faculty who practice as well as other members of the design community, the school's visiting lecture series is a source of continuing education credit, and mutually supportive relationship with the local and state AIA chapters, the leadership of which is dominated by Fay Jones School alumni provide ample opportunity to maintain currency in the field as well as stimulate a productive conversation between scholarship, theoretical propositions, and the practical concern of practice, all critical issues in professional education.

Integrated scholarship that encourages excellence in the classroom through research, creative activity and scholarship is highly valued by the department. On campus, faculty have access to the resources of the Teaching and Faculty Support Center, established in 1992 to assist the faculty with their scholarship of teaching and to act as a resource center for new teaching techniques and programs. The Ralph Mott Teaching Award recognizes outstanding performance in the classroom, and the McIntosh Teaching Award acknowledges and supports endeavors that combine research and teaching.

As faculty profiles and resumes indicate, traditional scholarship continues to emerge as a strength among the architecture faculty. Associate Professor Sexton's work on late-medieval and renaissance loggias, produced in preparation for her forthcoming book, has appeared in the *Journal of the Society of Architectural Historians* and been recognized with a Southeast Society of Architectural Historians award for distinguished article. Dr. Goodstein-Murphree's essay on truck stops and the American roadside, recently published in *Visual Merchandising: The Image of Selling*, has earned a Southeast Society of Architectural Historians award for best essay published in book format and her work on the preservation of the work of Edward Durell Stone, published in the *Journal of the National Council on Preservation Education* received the Historic Preservation Alliance of Arkansas's award for outstanding publication. Professor Buege and Distinguished Professor Blackwell's "Architecture in A Landscape of Unholy Unions" was the lead essay in the *Journal of Architectural Education* number devoted to the vernacular in the age of digital reproduction. Associate Professor Greg Herman, a frequent contributor to the *Encyclopedia of Arkansas*, has developed a significant body of work on the communities of the Arkansas Farm Security Administration. Evolving technologies of working and design thinking figure in Assistant Professor Perez's work on the influence and ramifications of parametric design. Currently, Professors Shannon and Goodstein-Murphree are editing a collection of critical essays on the architecture of Fay Jones for the University of Arkansas Press, scheduled to appear next year.

All faculty members are eligible for off-campus duty assignments after six years of service. Since 2012, these assignments have been determined competitively, reviewed at the School level by a peer review committee and subject to approval by the provost. Since the previous accreditation visit, three faculty members have been awarded O.C.D.A.s, (Associate Professor Terry, spring 2009; Associate Professor Herman, spring, 2010; and Associate Professor Sexton, fall 2013-

spring 2014).

Although the Department of Architecture personnel document has articulated a program of faculty mentoring since 1998, efforts to provide positive support and collegial direction for faculty on tenure track as well as those seeking promotion have been intensified since Distinguished Professor Blackwell assumed leadership of the department in 2009. All tenure-track faculty are assigned a mentor from the senior faculty, who offers guidance in the areas of teaching, scholarship, creative activity, service, and, of course, the subtleties of the annual review, tenure and promotion processes. At the university level, the Advancement for Associate Professors initiative (AAP) assists associate professors that have held this rank for more than seven years to advance in rank, with the counsel of a mentor, often a colleague from an allied academic unit, at the Professor, University Professor or Distinguished Professor rank. Associate professors eligible for AAP are identified by self-nomination or recommendation from the department head.

Since the previous accreditation visit, the Fay Jones School has entered an agreement with the University of Arkansas Press that has created a Fay Jones School of Architecture imprint. Publications to date include: *Just Below the Line: Disability, Housing, and Equity in the South*, edited by Associate Professor Smith and the DVD documentary *Sacred Spaces: The Architecture of Fay Jones*. Seven more books are planned for publication over the next several years, including a *History of Architects in Little Rock and the Buildings They Designed* by architects Gordon Wittenberg and Charles Witsell, and *Of the Soil: Photographs of Vernacular Architecture and Stories of Changing Times in Arkansas* by Geoff Winningham, both currently in press. Other forthcoming books are committed from Peter Eisenman, a volume based on public lectures he gave here in September 2007. Another is by Glenn Murcutt, who gave a lecture in April 2009 as part of the school's renaming celebration; Professor Buege, currently is editing the transcript for publication. Professor Jeff Shannon is the Executive Editor of this enterprise.

In recognition of the value of relationships with their scholarly and professional communities as well as the public at large, the Fay Jones School faculty have entertained a national Society of Architectural Historians Study Tour (Professor Goodstein-Murphree, fall 2008); a state-wide historic preservation "ramble" to northwest Arkansas sponsored by the Arkansas Historic Preservation Alliance (Associate Professor Herman, fall 2012); and cultivated a relationship with the Arkansas Educational Television Network that produced a award-winning documentary, (the recipient of three regional Emmys), on mid-century modern architecture in Arkansas, *Clean Lines and Open Spaces, A View of Mid-Century Modern Architecture*. (Professor Goodstein-Murphree was co-authored and produced with AETN's Mark Wilcken; Distinguished Professor Blackwell and Associate Professor Herman were featured in on-screen interviews, fall 2011). With our new and renewed facilities complete, we look forward to faculty hosting regional and national conferences the near future, beginning with the Southeast Society of Architectural Historians Annual Conference (fall 2014); a proposal to host ACADIA's national conference (spring 2015) is under consideration.

### Summary of Faculty Research, Scholarship, and Creative Practices

Architecture faculty have attained national accolades for accomplishments in design, assumed leadership roles in professional and learned societies, developed provocative new knowledge and criticism through research, and contributed to the stewardship of our community. Quantitative analysis provides a snapshot of this body of work.<sup>2</sup>

	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011- 12</u>	<u>2012-13</u>
Books (by or about)	2	6	15	7	2
Refereed Articles	2	8	1	2	2
Non-refereed Articles	11	3	1	0	3
Research Reports	1	1	3	0	0
Published Projects/ Reviews of Works	15	19	33	24	no data
Invited Lectures	29	26	24	26	21
Refereed Papers	10	10	7	2	10
Creative Projects	20	13	11	20	17
Exhibitions	7	11	13	8	no data
Honors and Awards	20	28	23	12	no data
External Funding Awarded <sup>3</sup>	\$885,246	\$468,085	\$191,493	\$95,720	\$33,852
External Funding Proposals	no data	no date	\$1,852,568	\$888,375	\$1,116,099

### Expenditures

Faculty Development	\$2,738	\$8,925	\$16,432	\$14,918	\$19,281
Faculty Travel	\$56,065	\$45,115	\$41,012	\$48,040	\$24,567

---

<sup>2</sup> Data based on Bibliography, Fay Jones School Annual Report, prepared annually for the office of the provost and the office of the Vice Chancellor for Research and Economic Development. Copies of the Annual Report with full bibliographic citations of faculty work will be made available in the Team Room for the site visit.

<sup>3</sup> Data on external funding award and proposals provided by the Office of the Vice Chancellor for Research and Economic Development.

### Policies, Procedures, and Criteria for Faculty Appointment, Promotion, and Tenure

The Department of Architecture seeks excellence in its faculty and staff appointments in accordance with the accepted standards of the larger scholarly community of which it is part. In the service of so doing, the department adheres to equitable policies and procedures established by the University of Arkansas Board of Trustees, articulated in the University *Faculty Handbook* (<http://provost.uark.edu/72.php>), and rendered specific to the goals, objectives and professional standards of the Fay Jones School in the Department of Architecture Personnel Document on Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Promotion, Tenure and Annual Review of Faculty, ratified in August 1998. The document currently is being revisited at two levels: at the level of the school, procedures for verifying school review of tenure and promotion dossiers as required by the University Office of Academic Affairs and the Board of Trustees are being revised; and, within the department, we are reviewing appointment and promotion criteria for clinical faculty, including deeper definition of those professional obligations that differentiate continuing clinical appointments from tenure-track and tenured appointments, in response to revisions of criteria ratified by the faculty senate in 2011.

The following faculty received promotion and/or tenure since the last NAAB visit: Steven L. Anderson Chair in Architecture and Urban Studies Steve Luoni and Marlon Blackwell, FAIA both were promoted from Professor to Distinguished Professor, a rare honor in the university community. Dr. Korydon Smith, Michael Hughes, and Dr. Tahar Messadi all earned tenure and promotion to associate professor. In 2011, Hughes resigned to assume the department chair's position at the American University of Sharjah; the following year, Smith resigned to return to the State University of New York at Buffalo. David Buege received tenure upon his hire as full professor in fall 2012. Santiago Perez, Frank Jacobus, and Mark Manack were appointed to tenure-track positions as assistant professors. After forty years of service, Professor Jerry Wall retired at the conclusion of the spring 2013 semester.

### **Student-Centered Resources**

#### Student Applications and Admissions

The University of Arkansas has an open admissions policy that allows all students admitted to the university to participate in the pre-professional program in the Fay Jones School of Architecture. (For further information about university admissions, see the Enrollment Services website, <http://admissions.uark.edu/index.php>.) Because of spatial limitations prior to the recent renovation of and addition to Vol Walker Hall, we have limited entry to the first-year studio, Architectural Design I (ARCH 1015), fall studio; we expect to continue this practice until we can assess properly utilization of our new facilities by all three of the school's academic units. The department of architecture maintains two distinct tracks of study for entering fresh(wo)men to accommodate all students interested in pursuing a degree in architecture. The two tracks of study are designed to foster learning and to build strong foundations for entering students with different skill levels and high school backgrounds. Students accepted to the University of Arkansas with the intention to participate in the B.Arch. or B.S. programs in the department of architecture are classified as fall/spring studio students or summer/summer studio students and assigned to either the fall/spring studio track or summer/summer studio track based upon department admissions policies described below.

#### Fall/Spring Studio

Students must meet all of the following requirements:

- 25 ACT (super score) or better or SAT equivalent

- 3.5 grade-point-average in high school
- College preparatory curriculum to include physics and an upper level math (pre-calculus or higher)

Enrollment is limited to 50 students with priority given to first year students who are admitted to the University of Arkansas and indicate architecture or architectural studies as their intended degree program by November 15<sup>th</sup> prior to their first year. A list of these students are pulled from the University of Arkansas admissions database and sent an acceptance letter that contains an “Intent to Attend” form that must be returned to the school’s advising center by March 1<sup>st</sup> prior to their first year. The intent form allows the advising center to keep track of the top fifty attendees for the fall design I course. We also reserve ten seats for international students in the fall Architectural Design I course. They arrive for new student orientation prior to the first week of classes and oftentimes have to return to their country for the summer.

Students are reviewed at the end of the fall semester and may continue in the program if they meet the following criteria:

- “C” or better in [ARCH 1015](#), Architectural Design I
- “C” or better in [PHYS 1044](#), Physics for Architects I or an approved equivalent
- “C” or better in [ARCH 1212](#), Design Thinking I: Foundations in Technology
- Present a 2.0 GPA

Students who do not meet those criteria will receive a letter and be advised accordingly by the school’s academic counselor.

#### Summer/Summer Studio

Summer studio students meet the University of Arkansas minimum requirements for admission but do not meet the above noted department criteria for the fall/spring studio.<sup>4</sup> These students can enroll in [ARCH 1015](#), Architectural Design I in the summer if they meet the following criteria:

- “C” or better in [PHYS 1044](#), Physics for Architects I or an approved equivalent
- Present a 2.0 GPA

Students who do not meet these criteria will be delayed until they satisfy the admissions criteria for the Department of Architecture. Students will be reviewed at the end of the first summer session and will not be allowed to continue in the program if they do not meet the following criteria:

- “C” or better in [ARCH 1015](#), Architectural Design I
- “C” or better in [ARCH 1212](#), Design Thinking I: Foundations in Technology
- Maintain a 2.0 GPA

#### Architecture Department Transfer Students

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

- Completion of an approved general physics course and an approved mathematics course.
- To enter Design I in the summer, students must successfully pass Physics for Architects I (or another approved upper level physics course) with a minimum of C or better, complete an approved math course and present a 2.0 GPA overall.
- Students admitted to the university with a completed two-year associate of arts or

---

<sup>4</sup> Minimum requirements for admission are: high school GPA of 3.00 or higher (on a 4.00 scale); completion of 16 core academic units (4 units in English, 4 units in mathematics, 3 units in social studies, 3 units in natural sciences, and 2 units in electives); and an ACT score of 20 or SAT score (CR+M) of at least 930.

associate of science degree from an Arkansas state-supported two-year or four-year college or university, as stated in ACT 182, will have general education (core) requirements waived. All students must complete any lower division discipline specific courses required for the major, as well as all courses required to comply with the conditions of accreditation.

#### Transferring from Accredited Schools of Architecture

Students who transfer from an accredited professional program in architecture must have their architecture courses reviewed for acceptance and determination of studio placement by submitting materials for review to the department. Review for placement is conducted by the department head in conjunction with the design studio coordinators.

All transfer students must complete or receive transfer credit for either [PHYS 1044](#) Physics for Architects I or [PHYS 2013](#) and [PHYS 2011L](#) College Physics I, [MATH 1213](#) Plane Trigonometry, [MATH 2033](#) Mathematical Thought, [MATH 2043](#) Survey of Calculus or [MATH 2053](#) Finite Mathematics and all other first year university core curriculum courses prior to entry into [ARCH 2016](#) Architectural Design III and its co-requisites in architectural structures, environmental technology, and history.

#### **Student Support Services**

The school's advising center coordinates and serves as a clearinghouse for information pertaining to all formal academic advising, registration, new student orientation, mentoring, degree audits and graduation clearance. Our students view the advising center as a "safe haven" where they can visit to discuss all issues that influence student life as well as seeking counsel on their progress toward meeting academic goals.

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

A full-time academic counselor and Director of Student Services coordinate recruiting, admission, retention and advising in the school and work cooperatively with other units of the campus concerned with student life. Working closely with the Associate Dean of the Fay Jones School, the Director of Student Services also oversees academic scheduling of classes, curriculum management, and general registrar duties for the school. A full-time administrative support supervisor works with the director and academic counselor as well as providing support to the academic administration, faculty and students in areas of prospective student visits, awards and scholarships, admissions databases, communications with the student body and general office management of the advising center.

The school's academic counselor advises first through second year architecture students. Prior to entry to the third year, students receive a questionnaire concerning their interests and future academic or career goals. The academic counselor, in conjunction with the current interim dean, (typically, the Associate Dean), reviews the returned questionnaires to determine the best fit with a faculty mentor. While the academic advisor remains the as the "nuts and bolts" advisor for all students, a faculty mentor meets with her/his mentees prior to every registration period. In addition to charting progress toward degree completion, discussions focus on the student's personal professional and scholarly development, particularly the students' interests within the field of architecture and its allied disciplines and what they would like to achieve in the coming and future semesters.

The advising center also serves as the main resource for students seeking information on scholarships, career information, and all general information that is critical in assisting our students with college life. A student email list serve and Facebook page serve as tools for communicating important dates and deadlines, opportunities, and upcoming events to the student body. At any time, especially during the mid-semester advising period that precedes priority (early) registration for classes, a student can request copies of his/her degree check sheets outlining remaining degree requirements.

The University is committed to the goal of placing “students first,” and the Advising Center is equally committed to this objective of facilitating the holistic development of every Fay Jones School student. So too, we share the university’s obligation to make every effort to offer equal educational opportunities for all students and to improve the total university experience for students with disabilities. To this end, the Advising Center, often in cooperation with faculty, makes the appropriate referrals to campus resources available to all students including the Pat Walker Health Center (see <http://health.uark.edu/>), Counseling and Psychological Services (see <http://health.uark.edu/caps.php>), Center for Educational Access (assistance for documented disabilities; see <http://cea.uark.edu/>), and the Enhanced Learning Center (tutoring, with special attention to university core course; see [http://elc.uark.edu/?page\\_id=2](http://elc.uark.edu/?page_id=2)). In short, Fay Jones School students enjoy access to all University of Arkansas facilities, including the full extent of the university library system, an array of sports, physical training and recreation amenities (see <http://imrs.uark.edu/>), university housing and “off-campus connections” to assist students in finding their own housing. A university calendar of events, published electronically daily, keeps students abreast of exhibits, concerts, lectures, and other special events across campus and in the community.

Through curriculum development and extra-curricular opportunities, especially our lecture series, the architecture program exposes students to a variety of models for professional practice, including alternative career paths. We make every effort to engage visiting lecturers in the studio, fostering networking opportunities for our students, as well as involving students in the hosting of lecturers and guest critics, with a view toward demystifying their entry into the profession. The school’s Dean’s Circle and Professional Advisory Board also provide opportunities for student involvement and networking, setting an important tone for the reciprocity among professional practice, professional education, and life-long learning as well as exposing the scope and diversity of contemporary architectural practice. All indications are that architectural firms in the region and across the country value our graduates. In many cases, the relationships upon which this perception is built begin with our faculty, who, in the end, are our students’ strongest links to the profession. Through dedicated mentorship, the faculty generously recommends students and often seeks opportunities for them at esteemed firms, government agencies, and non-profit organizations around the country and the world. Currently, recent graduates are employed in with Eskew + Dumez + Ripple, Monica Ponce de Leon, Allied Works Architects, Diller Scofidio + Renfro, Maryann Thompson Architects, and Olson Kundig (to name just a few prominent firms) as a result of these profitable connections; in like manner, Peter Eisenman has welcomed our students to his office as summer interns.

Students receive support for internships, job placement and job skills through the University’s Career Development Center (<http://career.uark.edu/new/>) as well as through efforts within the Fay Jones School to prepare our students for professional practice as well as careers in allied disciplines. The university’s Career Development Center provides career counseling, resume reviews, mock interviews, and job search strategies. They also organize career fairs, career events and information sessions. Although in years past, the school has hosted a discrete career fair for the design professions, engaging all three of our academic units, both students and firms have

expressed a desire for more varied and up-to-date approaches to career development. We have explored a virtual career fair (2012), using SKYPE to arrange interviews between students and firms. During the 2012-13 academic year, a school-wide Career Development Committee was formed, and has recommendations that we look forward to implementing, beginning in the 2013-14 academic year:

- Create workshops and other preparatory events (e.g., portfolio review) offered throughout the academic year. Utilize a developmental approach that allows students to create a professional identity over time.
- Develop online resources to include resume/portfolio development, links to career websites, information on internships, jobs and volunteer opportunities, and student gallery. Additional features can be developed over time.
- Include/consult professional organizations and professionals when planning career development events.
- Reinvent the career fair utilizing technologies, such as Skype, after students have been thoroughly prepared.
- Host events in alternate locations. Selected students can exhibit work in galleries throughout the region tied to alumni and development activities. Additional materials for students can be provided in print or virtual modalities. Create a reverse role Job Fair in other cities, allowing students to be presenters.

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

### **Participation in Field Trips and Off-Campus Activities**

With a view toward both enhancing our students' learning experiences and compensating for the relatively isolated geography of Fayetteville, the Department of Architecture strongly supports the integration of field trips into studio pedagogy, and requires that all students participate in one of our two international urban study programs. In order to soften the costs associated with supporting our international programs, students pay an International Program Fee each of their first eight semesters in the architecture curriculum in lieu of being charged that fee in a single payment during the semester of travel. So too, the school's development efforts have prioritized the creation and endowment of scholarships to support student study abroad.

#### The University of Arkansas Rome Center

The Fay Jones School has had a presence in Rome since 1986. Initially, the School offered a summer program, involving six weeks of study and travel in Rome as well as other Italian cities and towns. In 1989, the first full-semester Rome Program was established, and two years later, in the 1991-92 academic year, the program matured into a full year, two-semester curriculum. Currently, under the leadership of Professor Davide Vitale, the Rome Center offers courses in architectural design, architectural and urban history, Italian art and cultural history, historic preservation together with a rich menu of varying liberal arts and professional electives, (see <http://www.arkrome.it/>). This summer (2013), the department expanded its offerings in Rome with the inauguration of a sustainability seminar, led by Associate Professor Tahar Messadi and

Rome faculty Francesco Bedeschi. During the summers, the Center also hosts students from our Landscape Architecture department; discussions for integrating Interior Design students and faculty into the programs of the Rome Center are under way.

Located in the heart of the historic city, in the Palazzo Taverna in the Campo Marzio, not far from the Piazza Navona, Campo dei Fiori, Castel Sant'Angelo, and S. Pietro Vaticano, to name only a few architectural landmarks, students are embedded in the fabric and the culture and design traditions—both historic and modern—of the city. The Rome Center offers an educational experience that replaces the traditional classroom with a didactic hands-on study approach. This is done through extensive local site visits, museum tours and travels throughout Italy that are combined with multimedia research conducted at our school's studio. With the school located in the heart of the city, students experience the history, culture, heritage, art and architecture of Rome directly, using the city as a laboratory to examine historical Rome and its contemporary issues. Through their Roman sojourn, students may discover new experiences, ideas and perspectives that may contribute to their academic and cultural growth, as well as cultivating for them a comprehensive understanding of the city. In addition, students can participate in study tours that include Florence and Tuscany, Venice and its environs, and Naples and Pompeii. Many of our students take advantage of academic holidays to travel widely in Western Europe and beyond, often in support of independent and honors research endeavors.

Engaging students directly and deeply with Roman practitioners and scholars is central to the pedagogy of the Rome Center. Professor Vitale, who directs the Center, maintains an architectural practice in Rome and is a tenured member of the architecture faculty as well as an Adjunct Professor of Humanities in the Fulbright College. He is joined by adjunct faculty drawn from practitioners with an array of expertise, including specialists in historic preservation, sustainability, and the history of art and architecture.

To augment and diversify the programs of the Rome Center, the Fay Jones School has entered into a number of collaborative associations with American and Roman peer institutions. For more than a decade, students from the Fulbright College of our own university have traveled to the Rome Center for courses in the arts and humanities, and we would welcome participation from other units of our own campus that might benefit from the center. In 2001, following several years of informal collaboration with architecture faculty from Università degli Studi Roma Tre (the Third University, Rome), the Fay Jones School and the University of Arkansas entered into a series of formal exchange agreements with their academic counterparts at Roma Tre, the first agreement of their kind between an American and an Italian University. This ongoing relationship allows our students access to Roma Tre classes and faculty, which includes some of the most distinguished scholars and practitioners in Italy. At the same time, the challenges of supporting the Center yet without substantially increasing costs to our students compelled us to seek partners who could contribute to both the quality and economic stability of our program. As a result, we now enjoy mutually beneficial partnerships with Auburn University, Philadelphia University, which sends architecture, historic preservation, and fashion design students to the center, Rensselaer Polytechnic Institute, Louisiana State University, and the University of Tennessee.

### Mexico Summer Program

Our summer program in Mexico, currently a nine-week curriculum, first was offered in 1994 in cooperation with the Universidad Anahuac. The program introduces students to the variety and complexity of Mexican architecture and urban design from the pre-Columbian era to the present day. Conspicuous efforts have been made in the last few years to adjust the travel program to meet concerns for student safety in Mexico without compromising their learning experience. A studio, that couples analysis and documentation of the architecture and urban situations

investigated with the execution of a design problem that engages these conditions, is the main component of the program. Students learn to see Mexico through drawing that is intended to capture the forms, elements and light of the places they explore—typically producing more than 100 sketches in water color, charcoal, graphite, and ink during the course of the program. In addition to the studio experience, traditionally, we have offered a course on Modern Architecture in Mexico, taught by Clinical Assistant Professor Russell Rudzinski, who directs the Mexico Summer Program.

While in Mexico City, classes are conducted in the Luis Barragán Studio Annex and Garden. The Barragán studio is located directly across the street from the Casa Barragán and situated in a residential neighborhood near the historic center of Mexico City. The restoration of the studio was made possible through a donation from the School of Architecture in 1996, and reflects the school's commitment to the program, now firmly established as the only long-term presence of any United States school of architecture in Mexico City. Also, all students live with Mexican families and immerse themselves in the daily rhythms of life in a megacity further intensifying their cultural experience.

An essential part of the studio experience includes visits to the offices of noted Mexican architects. Prominent Mexican architects and critics also are invited to contribute to design reviews, and offer lectures. Among those colleagues who generously have participated in our program are:

- Victor Alcerreca (2008, 2010, 2011, 2013)
- Fernando Vasconcelos (2008, 2010, 2011, 2013)
- Humberto Ricalde (2008, 2009, 2011)
- Javier Sanchez (2008, 2010, 2011, 2013)
- Felix Sanchez (2008)
- Mauricio Rocha (2008, 2011)
- Mier Lovaton (2010)
- Alejandro Rivanyeda (2011)
- Diego Ricalde (2013)
- Emmanuel Ramirez (2013)

Other guests to the Mexico Summer Program have included:

- Bijan Youssefzadeh (University of Texas at Arlington, 2008, 2013)
- Tom Mills (Rhode Island School of Design, 2010)
- Torgeir Norheim (Kansas State University, 2010)
- Gary Paige (SciARC, 2010)
- Ted Brown (Syracuse University, 2011)
- Don Gatzke (University of Texas at Arlington, 2013)

#### Other Summer Options

Twice during this accreditation period, we have had to offer an alternative to the Mexico Summer Program.

In summer 2009, the swine flu epidemic forced us to cancel the Mexico Summer program. Because of the short window of time between the decision to suspend the program and the start of the summer semester, an alternative study tour of American cities, titled “Stalking American

Space,” was organized. Under the direction of Clinical Assistant Professor Rudzinski, four students motored by van from Fayetteville through the American heartland to the traditional environs of Boston, the industrial ruins of Detroit, and other places that afforded learning experiences engaging diverse historic exemplars and urban morphologies, including Nashville, Atlanta, Savannah, Charleston, Charlottesville, Washington DC, Philadelphia, New York City, New Haven, Boston, Exeter NH, Rochester NY, Buffalo, Fallingwater, Cleveland, Toledo, Detroit, Chicago, Taliesin East, Madison, WI, Minneapolis-St Paul, Owatonna, Des Moines, Grinnell, IA, and Kansas City

Again, in 2012, this time in response to the U.S. Department of State travel warning for Mexico and resulting restrictions on student travel set by the University of Arkansas, we were forced to cancel the Mexico Summer Program. In order to fulfill our obligation to students scheduled to participate in the program, we explored alternative sites in Latin America, ultimately selecting Peru for its impressive combination of pre-Columbian and colonial architecture, offering a parallel historical and cultural context to that of Mexico. As the center of the Incan empire, its history is compelling, and the growing city of Lima possesses an emerging culture of good, modern architecture. The Peru studio was based in Cusco, nearly 600 miles from Lima, for its location in the Andean highlands and proximity to Machu Picchu, a relatively intact, 15th century site. Eighteen students participated in the nine-week program. Visiting critics to the Peru program and studio included, Victor Alcerreca (Mexico, UIA), Fernando Vasconcelos (Mexico, UIA), Javier Sanchez (Mexico), Jaime Ortiz (Lima Peru), Sharif Kahatt and Marta Morelli (Lima Peru and Pontifica Universidad Catolica de Peru) and Michael Rotondi (SciARC)

### Field Trips

Design studios routinely use field trips to contribute to student learning; and, occasionally, required and elective traditionally delivered courses also embark on field trips to extend the classroom learning experience. The commitment of the faculty to the value of making intimate connections with architectural exemplars and urban situations is underscored by the creation of a “field trip week” every semester; a time set aside, typically the fifth week of the semester, for all studio levels to embark on trips without unnecessary disruption to other teaching in the department.

Since the last accreditation visit, architecture students have participated in a variety of field trips led and organized by the faculty in connection with required and elective courses in the professional program.

### **2012 – 13**

- **Chicago, IL.** Architectural Design 3 (Fall 2012)
- **Marfa, TX.** Architectural Design 5 (Fall 2012)
- **Little Rock, AR.** Architectural Design 7 (Fall 2012)
- **Albuquerque, NM, Bluff, UT, Denver, CO and Kansas City, MO.** Architectural Design 9 (Fall 2012)
- **London, England.** Architectural Design 9 (Fall 2012)
- **Crystal Bridges Museum of American Art, Bentonville, AR.** Architectural Design 2 (Spring 2013)
- **Louisville, KY.** Architectural Design 2 (Spring 2013)
- **Dallas, TX.** Architectural Design 4 (Spring 2013)
- **Kansas City, MO.** Architectural Design 6 (Spring 2013)
- **Little Rock, AR.** Architectural Design 6 (Spring 2013)

- **Little Rock, AR.** Architectural Design 8 (Spring 2013)
- **New York City, NY.** Architectural Design 8 (Spring 2013)
- **New Orleans, LA.** Architectural Design 10 (Spring 2013)
- **New York City, NY.** Architectural Design 10 (Spring 2013)

#### 2011 – 12

- **Chicago, IL.** Architectural Design 3 (Fall 2011)
- **Boston, MA.** Architectural Design 5 (Fall 2011)
- **Kigali, Rwanda.** Architectural Design 9 (Fall 2011)
- **Little Rock, AR.** Architectural Design 8 (Spring 2012)
- **Kansas City, MO.** Architectural Design 10 (Spring 2012)
- **Greensboro, AL.** Architectural Design 10 (Spring 2012)
- **Washington, D.C.** Architectural Design 10 (Spring 2012) (Summer 2012)

#### 2010 – 11

- **Seattle, WA.** Architectural Design 7 and Architectural Design 9 (Fall 2010)
- **New Orleans, LA.** Architectural Design 7 and Architectural Design 9 (Fall 2010)
- **Kansas City, MO.** Architectural Design 7 and Architectural Design 9 (Fall 2010)
- **New York City, NY.** Architectural Design 9 (Fall 2010)
- **Chicago, IL.** Architectural Design 4 (Spring 2011)
- **Phoenix, AZ.** Architectural Design 6 (Spring 2011)

#### 2009 – 10

- **Phoenix, AZ.** Architectural Design 7 (Fall 2009) and Architectural Design 8 (Spring 2010)
- **Greensboro, AL.** Architectural Design 7 and Architectural Design 9 (Fall 2009)
- **Washington, D.C.** Architectural Design 7 and Architectural Design 9 (Fall 2009)
- **Chicago, IL.** Architectural Design 4 (Spring 2010)
- **Los Angeles, CA.** Architectural Design 6 (Spring 2010)

#### 2008 – 09

- **Dallas, TX.** Architectural Design 3 (Fall 2008)
- **St. Louis, MO.** Architectural Design 5 (Fall 2008)
- **Greensboro, AL.** Architectural Design 7 and Architectural Design 9 (Fall 2008)
- **Marfa, TX.** Architectural Design 6 (Spring 2009)
- **New York City, NY.** Architectural Design 8 (Spring 2009)
- **Albany, GA.** Architectural Design 10 (Spring 2009)

#### Other Off-Campus Activities

In addition to field trips made in connection with course work, the department supports student travel for participation in national and regional professional and scholarly organizations. Annually, funding is provided for the leadership of the AIAS chapter to attend the national AIAS Grass Roots summer training session; AIAS leadership also has participated in its FORUM event, as well as in the South Quad regional meeting.

Distinguished undergraduate students have had the opportunity to present their work at regional and national conferences, often times with the support of the department. Laurence McMahon (B.

Arch. 2013) and Leniqueca Welcome (B.Arch. 2013) presented scholarly papers, both based upon honors thesis work, to the Arkansas Art History Conference, an annual program organized by art history programs across the state. Chloe Costello (B.S. Arch. Studies, 2013) presented her research on the influence of the science of dissection on Michelangelo to both the Southeast Society of Architectural Historians (Charleston, 2011) and the national Society of Architectural Historians (2013), a rare accomplishment for an undergraduate student. In spring 2013, Brady Duncan (B. Arch. anticipated fall 2013), presented design studio work at a graduate symposium hosted by University of North Carolina, Charlotte, representing the Fay Jones School as the only undergraduate program invited to participate.

## **Support for Professional Organizations, Student Organizations and Honor Societies**

### Campus-Wide Activities

There are over 350 Registered Student Organizations on the University of Arkansas campus including Greek life, governing, international/cultural, professional, religious, service/ honorary and special interest groups. At the campus level, architecture students have taken leadership roles in residence life, new student orientation, and the “Rock Camp” program for entering students. Currently, a third-year architecture student is entering her second term in the campus Associated Student Government (ASG), serving as one of the Fay Jones School’s two senators. All departments in the Fay Jones School attained a vital voice in student affairs when in 2009-10, a landscape architecture student served as president of the ASG. Learning from one’s peers is a tradition that is strongly valued in the Fay Jones School, as is evidenced by the enthusiastic participation of upper class students as mentors for entering students through our first year experience course Leadership by Design, (now University Perspectives) and as teaching assistants in the School’s Summer Design Academy.

### AIAS

Since our last accreditation, the Fay Jones School AiAS chapter has enjoyed a renaissance, with demonstrated growth in membership and programs during the last two academic years. During the last academic year (2012-13), AIAS membership surged by 400%, an accomplishment that was honored at the National AIAS Convention in July of this year. The recognition of Joshua Brinker, a rising fourth year student, as AIAS Chapter leader of the Month (December 2012), underscored the proactive record of the chapter in sponsoring events that foster connections between students and faculty as well as bringing students into conversation with local professionals. Increasingly, the chapter’s focus has been on professional development, organizing discussions on NCARB and IDP as well as hosting “hard hat” tours of local construction sites. The role of AIAS as a center of social life for the school remains as well, with the Beaux Arts Ball, a tradition that has been absent from our school for a decade, returning to the AIAS calendar of events in May 2013. The 2013-14 leadership of AIAS is committed to maintaining its positive influence on and professional demeanor in the life of the school, planning programs on internship, IDP and NCARB for the upcoming year, and endeavoring to bring SouthQuad 2015 to our campus. As noted above, the department is pleased to support the participation of AIAS leadership in the AIAS Grassroots program, faculty contribute generously to their programs, and the Beaux Arts Ball enjoys financial support at both the department and school levels. Through the participation of the AIAS president on the Dean’s Student Advisory Board, the organization enjoys a voice in shaping school policies, particularly those that influence the quality of student life and learning experiences throughout the school. Finally, it bears mention that AIAS, together with its peer organizations the American Institute of Landscape Architecture Students and the Interior Design Students Organization have worked cooperatively in events planning and substantive discussions about interdisciplinary collaboration within the school, setting a fine

model for the larger community of students.

#### Tau Sigma Delta

The Alpha Eta Chapter of Tau Sigma Delta, the only national collegiate honor society, upholds the organization's dedication to excellence in scholarship and commitment to community service. Elections to membership are made by the existing members, subject to approval by the faculty, from the top 20 percent of each class of fourth-year and fifth-year students maintaining a minimum 3.00 cumulative grade-point average. In addition, leadership, character, and promise of professional merit are considered in making selections. Landscape Architecture Professor and Interim Associate Dean Mark Boyer is the faculty advisor for the chapter. Noteworthy examples of community service include: participating in the Northwest Arkansas Electronics Recycling Collection (2010); instituting a volunteer program for improving Lake Sequoyah Trail (2010-11); sponsoring a portfolio workshop (2011-12); and conducting hard-hat tours of the Vol Walker Hall/Steven L. Anderson Addition (2012-13). Annually, the chapter distinguishes a faculty member of practitioner with its Silver Medal, and a student member of the organization with its bronze medal. In addition to showcasing the achievements of the Fay Jones School's most illustrious scholars, the multi-disciplinary constitution of the organization provides a unique context for collaborative activity and exchange among students in all three of the school's academic units.

### **Student Research and Scholarship**

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

#### Honors Program

The work of Fay Jones School honors students establishes a benchmark for research culture in the Department of Architecture. Founded in 2002, the University of Arkansas Honors College, (see <http://honorscollege.uark.edu/>), serves as a coordinating body for six college-based honors programs, including our own. When Honors College eligible students enroll as architecture majors, they are invited to join the Architecture Honors Program and become Honors College Fellows. Students who become honors eligible once enrolled, by attaining a 3.5 grade-point-average, also receive invitations to join the program. Students may choose the Departmental Scholars Program, which focuses on honors work in architecture courses, or the Distinguished Scholars Program, which also requires honors work in university core classes. Significantly, the University of Arkansas Honors College provides exceptional resources for its students – scholarships, fellowships and grants that support tuition, room and board, computer purchases, international study, travel to professional conferences, and other expenses. For architecture students, honors college study abroad grants have made it financially feasible to participate in both the Rome and Mexico study abroad programs, as well as supporting research specific to the independent honors thesis required of all honors students during their final year in school. The distinction of graduating *cum laude*, *magna cum laude* or *summa cum laude* is reserved for honors students.

The architecture curriculum cultivates honors students' intellectual curiosity and energy by offering discrete honors components of required courses and professional electives, often involving critical discussion sessions and heightened research requirements. Faculty support from

the honors college has catalyzed interdisciplinary courses that serve both our students and provide opportunities for them to interact with honors students in other colleges; Associate Professor Sexton's Sacred Bodies/Sacred Spaces course, most recently offered in fall 2012, is a fine example.

A touchstone for the honors program is Honors Research Methods, a course required in the fourth year of the professional curriculum which serves as both a seminar in the nature and creation of architectural knowledge and an incubator for the honors thesis research itself. In addition to serving honors students, the course has attracted other qualified students who value it as a preparatory course for graduate study.

Examples of recent honors theses demonstrate the breadth of interests and diversity of research agenda that honors students engage. Trinidad native and Gensler Diversity Fellowship finalist Leniquea Welcome (B. Arch., 2013) drew upon architectural history and cultural anthropology in her study "Class Status and Identity in the Trinidadian House: A Semantic Reading of the Typical Trinidadian House, Across Class levels, with Emphasis on Façade Design," co-directed by Associate Professor Herman and Professor Goodstein-Murphree; Joseph Weishaar 's (B. Arch., 2013) "Domus, Villa and Insula: A Neo-Rationalist Taxonomy of Housing Types along the Via Consolare-Pompeii," supervised by Professor Vitale and Professor Shannon, involved historical archeological investigation, archival documentation, and on-site analysis in Rome, and was funded by a Lyceum Foundation fellowship (awarded 2011), and Laurence McMahon's (B. Arch.), "The Church of San Francisco in Mexico City as Lieux de Memoire", supervised by Associate Professor Sexton, involved theoretical discourse on memory and deep study of contemporary, colonial, and pre-colonial sacred practices in Mexico City. Honors theses also have explored drawing as a method of design thinking, (Andrew Arkell, B. Arch., 2012), supervised by Associate Professor Terry, the adaptation of the traditional Islamic house to contemporary practices of dwelling (Hannah Ibrahim, B. Arch., 2012), directed by Clinical Associate Professor Sarpeneva and Professor Goodstein-Murphree. In 2011, Annie Fulton (B. S. Arch. Studies and minor in Geography) won a prestigious University of Arkansas Undergraduate Research Award for her Honors thesis, "Industrial Evolution: A Comparative Case Study of the Transformation from Industry to Leisure in the Ports of San Francisco and Oakland, California." Elizabeth Phillips' (B. Arch 2011) thesis titled "Perceiving Transitional Spaces: Exploring Lighting Design Strategies in Way Finding For People with Visual Impairments," was the subject of an interview featuring her and thesis director Associate Professor Messadi and broadcast on Ozarks-at-Large on the campus public radio station KAUF; an article about her thesis research appeared in the University of Arkansas's *Research Frontiers*. Scholarly articles excerpted from architecture honors thesis by Mr. Arkell, and Ms. Fulton have been published in *Inquiry, the University of Arkansas Journal of Undergraduate Research*. The latest number of *Inquiry* features the work of 2013 B. S. in Architectural Studies honors graduate, Hannah Breashears, "(In)formal Distinction in Urban Istanbul: Evaluating Spatial Performance," excerpted from her honors thesis, which was supervised by urban design theorist and Assistant Professor of Landscape Architecture Noah Billig with Associate Professor Sexton and Assistant Professor Jacobus, another example of collaboration among Fay Jones School faculty for the benefit of our students.

#### Fifth-Year Option Studios, including the UACDC

Direct engagement of upper level architecture students in areas of faculty research that engage relevant issues of practice and scholarship as well as involve speculative outreach into the community was a key objective in the department's reconceptualization of the fifth-year studio curriculum. In 2011-12, the first year of implementation of this curricular strategy, Assistant Professor Perez's option studio explored parametric design thinking and digital fabrication

studies in the design of a pavilion for the local Botanical Garden of the Ozarks; Clinical Assistant Professor Rudzinski's option studio juxtaposed research about dwelling and creative practices with site-specific urban design and community development through the design of a writer's retreat in the midst of Little Rock's emerging South Main arts district; and under the direction of John Williams Visiting Professor Peter Rich, students traveled to Kigali, Rwanda where research leading to the design of affordable housing included close phenomenological study of the place and direct contact with the population who the housing would serve. In parallel, in 2012-13, John Williams Visiting Professors Jennifer Yoss and Vincent James, with local critic Assistant Professor Perez, prepared student for a design intervention with New York's High Line, through a study trip to London and New York, focused on contemporary urban practices and elevated systems as new city fabric. Also in 2012-13, Associate Professor Herman's option studio, focused on the design of an interpretative museum of the hardwood tree. Conceived in service to a community group in Fort Smith, Arkansas, the studio mandated research of curatorial practices, exhibition design, and lighting and brought students to New York to meet with exhibition and lighting designers, including Richard Renfro, Leonard Skonick, and Diller Scofidio + Renfro architects.

Under the direction of Distinguished Professor Luoni, the University of Arkansas Community Design Center (UACDC) directly immerses fifth-year students in its mission to advance creative development in Arkansas through research and design solutions that enhance the physical environment. Through meta-disciplinary research and design principles, UACDC recombines ecological, architectural, landscape architectural and urban design solutions to address emerging planning challenges. Research at the UACDC thus engages students in the unique economic, political, and cultural processes that have shaped the Arkansas landscape. Recent work has addressed affordable housing, urban sprawl, environmental planning, and management of regional growth or decline. For example, in 2011-12, fifth-year students articulated fifty-year scenario plans for emerging neighborhoods in Fayetteville, including the campus community; the following year, research centered on the Pettaway neighborhood in Little Rock, (an edge condition formed by the commercial downtown, a historic residential enclave, and a neighborhood inhabited largely by a decentered, lower-income population) that involved both the research and design of affordable housing and planning studies of the South Main Street corridor that runs through the area. Urban agriculture and sustainable local food production was the subject of research and catalyst for design at the UACDC in another series of scenario plans for Fayetteville undertaken in 2012-13. Collaborative research by students and faculty at the UACDC has had a palpable influence upon city and regional planning across the state, particularly in the areas of highway/light-rail transit infrastructure, watershed management, affordable housing, and revitalization of historic neighborhoods.

### Professional Electives

All professional elective courses, fifteen hours of which are required by all professional students, require a high level of both scholarly, applied, and design research. Understanding design as a research endeavor is central to the pedagogy of recurring seminars in furniture design (Instructor LaTourette), book-making (Associate Professor Terry), and parametric design (Assistant Professor Perez and Clinical Assistant Professor Fitzpatrick); Associate Professor Terry's elective in landscape painting challenges students to use directed research in art history and literary theory as foundations for design. Traditionally, architectural history and theory has been a strength of the program, with critical scholarly research a key component of recurring seminars that address the work of Le Corbusier (Clinical Assistant Professor Rudzinski), theories of urbanism and housing (Professor Buege), urban form (Professor Shannon), topics in medieval and renaissance architecture (Associate Professor Sexton), and American architecture and historic preservation theory (Professor Goodstein-Murphree). Equally important to emerging practices and global

concerns is research generated by students pursuing the campus-wide minor in sustainability, under the direction of Associate Professor Messadi, co-director of the campus program who regularly offers seminars in LEED principles and practices as well as offering the new (summer) sustainability seminar in Rome, and Visiting Assistant Professor Turner, who has conducted a research-based immersion summer seminar and workshop in sustainable design. Applied research is also a touchstone for elective (summer) programs in historic preservation, directed by Associate Professor Herman, that engage students in archival study and site documentation of buildings in preparation of National Register nominations and Historic American Building Survey (HABS) drawings. Not only has this work been recognized with the coveted Peterson Prize awarded by the National Parks Service (2011) and the Historic Preservation Alliance Award for Excellence in Preservation Education (2011), the program's focus on mid-century modern buildings has placed our students at the cutting edge of an area of accelerating concern to the preservation community.

### Visiting Lecturers

Since the previous accreditation visit, the School of Architecture has enjoyed the following lectures:

#### **2012 – 13**

- **Frederick R. Steiner**, FASLA, FAAR, Dean, School of Architecture, University of Texas at Austin, TX, “Design for a Vulnerable Planet,” September 10, 2012.
- **Peter Eisenman**, FAIA, Founder and Principal, Eisenman Architects, New York, NY, “Istanbul Quadrille,” Architecture Theory Lecture, September 21, 2012.
- **Indra Kagis McEwen**, PhD, Adjunct Professor of Art History, Concordia University, Montreal, Canada, “Whose Body?,” Jim and Sharon Parker: Martha Dellinger Memorial Lecture, September 24, 2012.
- **Mark Nelson**, Professor, Design Studies, University of Wisconsin at Madison, WI, “Constructing Critical Engagement: What Does Installation [Art] Have to do With Interior Design and Architecture?,” October 8, 2012.
- **Peter Stutchbury**, Principal, Peter Stutchbury Architecture, Sydney, Australia, “Natural Forces,” Polk Stanley Wilcox Architects Sustainability Lecture, October 12, 2012.
- **Joel Sanders**, Principal, Joel Sanders Architect, New York, NY, “Groundwork: Between Landscape and Architecture,” Polk Stanley Wilcox Architects: Mort Karp Memorial Lecture, October 22, 2012.
- **Vincent James**, FAIA, and Jennifer Yoos, LEED AP, Founding Principal (James) and Principal (Yoos), VJAA\*, Minneapolis, MN, “VJAA: Towards a Reflexive Practice,” John G. Williams Distinguished Visiting Professors, University of Arkansas, November 12, 2012 and at the Arkansas Arts Center in Little Rock, AR on November 13, 2012.  
\*2012 AIA Architecture Firm Award
- **Chad Oppenheim**, AIA, NCARB, LEED AP, Managing Member and Principal, Oppenheim Architecture + Design (OAD), Miami, FL, “Enhanced Life,” Department of Architecture: Ernie Jacks Lecture, January 28, 2013.
- **Dan Wheeler**, FAIA, Principal, Wheeler Kearns Architects, Chicago, IL/Professor, School of Architecture, University of Illinois at Chicago, “Evolutions and Assemblies: in Life, in Practice,” Lewis Architects Engineers Lecture, February 11, 2013.
- **Thomas L. Woltz**, FASLA, CLARB, Principal and Owner, Nelson Byrd Woltz Landscape Architects, Charlottesville, VA / New York, NY, “Narratives of Ecology: Recent Work of Nelson Byrd Woltz Landscape Architects,” February 25, 2013.
- **Michael Sorkin**, Principal, Michael Sorkin Studio, New York, NY/ President, Terreform, New York, NY, “Work On The City,” Distinguished Professor of Architecture and

- Director, Graduate Program in Urban Design, City College of New York, NY, Kevin Roche John Dinkeloo and Associates: William F. Pendergrass Memorial Lecture, March 4, 2013.
- **David D. Dieckman**, Organizational Space Strategist, Scott Rice Office Works, Lenexa, KS, “Imagining A New Approach to Design Thinking,” March 11, 2013.
  - **Michael Manfredi**, FAIA, Cofounder, Weiss / Manfredi Architecture/Landscape/Urbanism, New York, NY/ Gensler Visiting Professor, Cornell University, College of Architecture, Art, and Planning, Ithaca, NY, “Inhabiting Topography, Cromwell Architects Engineers: Charles Thompson Memorial Lecture, April 1, 2013.

## 2011 – 12

- **Michelangelo Sabatino**, Ph.D., Gerald D. Hines College of Architecture, University of Houston, Houston, TX, “Super Fast Vs. Super Slow: the Tale of Two Vernaculars,” the Kappa Sigma Man of the Year Lecture, Sponsored by the XI Educational Foundation of Arkansas, September 12, 2011.
- **Kathryn Dean**, AIA, Principal, Dean/Wolf Architects, New York, NY/ Director, Graduate School of Architecture and Urban Design, Sam Fox School of Architecture, Washington University in St. Louis, St. Louis, MO, “Constructive Continuum,” Lewis Architects and Engineers Lecture, September 26, 2011.
- **Noah Billig**, Garvan Chair and Visiting Professor in Landscape Architecture, University of Arkansas, “Lessons in Innovation from Istanbul’s Informal Settlements,” Istanbul Technical University, Istanbul, Turkey, October 3, 2011.
- **Don Munro**, Director, Munro + Whitten Landscape Architects, Leicester, United Kingdom, “Public Parks, Privately Procured,” October 10, 2011.
- **D. James Carry**, AIA, NCARB and Connie Jackson, ASID, Wilson Associates, Dallas, TX, “Context,” October 24, 2011.
- **Esa Laaksonen**, Principal, Friman Laaksonen Architects Helsinki, Finland/Director, Alvar Aalto Academy, Finland, “Architectural Ataraxis: Finnish Examples,” Polk Stanley Wilcox Architects: Mort Karp Memorial Lecture, October 31, 2011.
- **Peter Rich**, Principal, Peter Rich Architects, Johannesburg, South Africa, “Learnt In Translation,” John G. Williams Distinguished Visiting Professor, University of Arkansas, November 14, 2011 and at the Arkansas Arts Center in Little Rock, AR On November 15, 2011.
- **William E. Massie**, Principal, Massie Architecture/Architect in Residence and Head of Architecture Department, Cranbrook Academy of Art, Bloomfield Hills, MI, “Physical Delineations,” Cromwell Architects Engineers: Charles Thompson Memorial Lecture, January 23, 2012.
- **Bruce Wrightsman**, AIA, Assistant Professor, Montana State University, Bozeman, MT, “Building A Durable Knowledge,” February 6, 2012.
- **Lance Hosey**, President and CEO, GreenBlue, Charlottesville, VA, “How Beauty Could Save the Planet,” Polk Stanley Wilcox Architects Sustainability Lecture, February 20, 2012.
- **Christine Ten Eyck**, FASLA, Principal, Ten Eyck Landscape Architects, Austin, TX + Phoenix, AZ, “Following The Water,” February 27, 2012.
- **George Dombek**, Artist, George Dombek Studios, Fayetteville, AR + Brooklyn, NY, “Be Here Now, Red, and Other Paintings,” Jim and Sharon Parker: Martha Dellinger Memorial Lecture, March 26, 2012.

- **Mimi Locher**, Associate Professor College of Architecture + Planning, University of Utah, Salt Lake City, UT, “From Earth to Sky: Elements of Traditional Japanese Architecture,” April 16, 2012.

## 2010 – 11

- **Sam Wainwright Douglas and Jack Sanders**, Co-Producers, film screening and lecture: “Citizen Architect: Samuel Mockbee and the Spirit of the Rural Studio,” August 30, 2010.
- **Steve Luoni**, Director, University of Arkansas Community Design Center and Steven L. Anderson Chair in Architecture and Urban Studies, University of Arkansas, Fayetteville, AR, “Problems in Organized Complexity,” Polk, Stanley, Wilcox Sustainability Lecture, September 20, 2010.
- **Marwan al-Sayed**, Marwan al-Sayed Architects Ltd., Phoenix, AZ, “Awareness,” October 11, 2010.
- **Gregg Pasquarelli**, SHoP Architects, New York City, NY, “Out of Practice,” William F. Pendergrass Memorial Lecture, October 25, 2010.
- **Mauricio Rocha**, Taller de Arquitectura, Mexico City, Mexico, “Process,” November 1, 2010 and at the Arkansas Arts Center in Little Rock on November 2, 2010.
- **Kendall Buster**, Virginia Commonwealth University, Richmond, VA, “Architecture By Way of Biology,” Jim and Sharon Parker: Martha Dellinger Memorial Lecture, November 8, 2010.
- **Juhani Pallasmaa**, Hon. FAIA, Juhani Pallasmaa Architects, Helsinki, Finland, Polk Stanley Wilcox Architects: Mort Karp Memorial Lecture, November 30, 2010.
- **Enrique Larrañaga**, Larrañaga-Obadia Arquitectos & Asociados, Caracas, Venezuela, “Reflections|Matters,” January 24, 2011.
- **Guy Nordenson**, Guy Nordenson and Associates, New York, NY / Princeton University, Princeton, NJ, “Patterns and Structure,” Cromwell Architects and Engineers: Charles Thompson Memorial Lecture, February 7, 2011.
- **Grace La**, La Dallman Architects, “LA DALLMAN: Architecture and Landform,” February 21, 2011.
- **Byron Kuth**, FAIA, LEED AP and **Elizabeth Ranieri** FAIA, LEED AP, Kuth/Ranieri Architects, San Francisco, CA, “Recent Work,” Lewis Architects and Engineers Lecture, March 7, 2011.
- **Elizabeth “Boo” Thomas**, President and CEO, Center for Planning Excellence, Baton Rouge, LA, “Responding to Disasters: How Land Use Planning Affects Change,” March 14, 2011.
- **Juan Miro**, AIA, LEED AP and **Miquel Rivera**, AIA, LEED, AP, Miro Rivera Architects, Austin, Texas, “Building With Nature, Building in Nature,” March 28, 2011.
- **James Patchett**, FASLA, LEED AP, Founder and President, Conservation Design Forum, Inc., Elmhurst, IL, “Water: The Key to Sustainable Design,” April 4, 2011.
- **Monica Ponce de Leon**, Principal, Office dA, and Dean, Taubman College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI, “Approximations,” Witsell Evans Rasco: Ernie Jacks Memorial Lecture, April 13, 2011.

## 2009 – 10

- **Deborah Berke**, Deborah Berke & Partners LLP, New York, NY, “Here and Now,” Witsell Evans Rasco: Ernie Jacks Memorial Lecture, September 21, 2009.
- **Wendell Burnette**, Wendell Burnette Architects/John G. Williams Distinguished Visiting Professor, University of Arkansas, Phoenix, AZ, “Crafting Space,” October 1, 2009.

- **Robert Mark**, Professor of Architecture and Civil Engineering Emeritus, Princeton University, Princeton, NJ, “Structural Studies of Historic Buildings,” Cromwell Architects Engineers: Charles Thompson Memorial Lecture, October 12, 2009.
- **Eric D. Groft**, ASLA, Oehme, van Sweden and Associates, Washington, D.C., “Balancing Beauty and Sustainability in the Age of Green,” November 9, 2009.
- **Laura Solano**, Michael Van Valkenburg Associates, Cambridge, MA, “Making Landscapes in the 21st Century,” January 25, 2010.
- **Hagy Belzberg**, AIA, Belzberg Architects, Los Angeles, CA, “Mitigating Complexity Through Performance Ornamentation,” Lewis Architects Engineers Lecture, February 8, 2010.
- **David Buege**, Fay Jones Chair in Architecture, Fayetteville, AR, “These,” Jim and Sharon Parker: Martha Dellinger Memorial Lecture, February 15, 2010.
- **Tom Kundig**, Olson Kundig Architects, Seattle, WA, “Recent Work,” Kevin Roche, John Dinkeloo, and Associates: William F. Pendergrass Memorial Lecture, March 29, 2010.
- **Craig Dykers**, AIA, Snøhetta, Oslo, Norway, “Culture/Architecture/People,” Polk Stanley Wilcox Sustainability Lecture, April 5, 2010.
- **Nikki Springer**, Garvan Chair and Visiting Professor in Landscape Architecture, University of Arkansas, Fayetteville, AR, “To Maintain and Sustain: The Changing Role of Maintenance in Design and Sustainability,” April 12, 2010.

#### 2008 – 09

- **Kurt Culbertson**, Design Workshop, Aspen, CO, “Beyond Green: Toward Social Justice and Equity Through Design,” John G. Williams Distinguished Professor, September 8, 2008.
- **Peter Schneider**, University of Colorado, Denver, CO, “Douglas Darden and the Architectural Imagination,” Charles Thompson Memorial Lecture/Cromwell Architects and Engineers, September 22, 2008.
- **Laura Solano**, Michael Van Valkenburg Associates, Cambridge, MA, “Responding to Landscape Regionalism in the 21st Century,” October 13, 2008.
- **Lorcan O’Herlihy**, Lorcan O’Herlihy Architects, Culver City, CA, “Ruthless Optimism,” Mort Karp Memorial Lecture/Polk Stanley Rowland Curzon Porter Architects Ltd., October 20, 2008.
- **Merill Elam**, Scoggin and Elam Architects, Atlanta, GA, “Work,” Ernie Jacks Distinguished Lecture/Witsell Evans Rasco Architects/Planners, October 27, 2008.
- **Ken Helphand**, University of Oregon, Eugene, OR, “Defiant Gardens: Making Gardens in Wartime,” November 3, 2008.
- **Sergio Palleroni**, University of Texas, Austin, TX, “Civic Engagement and Change,” The Wilcox Group Sustainability Lecture, February 2, 2009.
- **Mehrdad Hadighi**, The State University of New York, Buffalo, NY, “Material and Labor,” Lewis Architects Engineers Lecture, February 9, 2009.
- **Mario Schjetnan**, Grupo de Diseño Urbano, Mexico City, Mexico, “Landscape Architecture and Urbanism,” March 2, 2009.
- **Kent Kleinman**, Parsons The New School for Design, New York, NY, “Notes on Almost Nothing,” Kevin Roche John Dinkeloo and Associates: William F. Pendergrass Memorial Lecture, April 6, 2009.

#### Visiting Critics

The program provides support for external reviewers to participate in mid-year and end term design studio reviews. In addition, local practitioners, faculty in allied disciplines, and emeritus

faculty contribute generously to these events, affording special opportunities to build interdisciplinary connections on campus and reinforce the relationship between the program and the local community of architects. The following is a representative sample of guest critics since the last accreditation. (An asterisk, “\*”, denotes graduates of the Fay Jones School professional program in architecture.)

#### 2012 – 13

- **Jassen Callender**, Mississippi State University, Starkville, MS
- **Dale Mulfinger**, SALA Architects, Minneapolis, MN
- **Maurizio Sabini**, Drury University, Springfield, MO
- **Roy Decker**, Duval Decker Architects, PA, Jackson, MS
- **Gerard Damiani**, Carnegie Mellon University, Pittsburgh, PA
- **David Sargent**,\* Witsell Evans Rasco Architects Planners, Little Rock, AR
- **William Truitt**, University of Houston, Houston, TX
- **Jennifer Yoos**, VJAA, Minneapolis, MN
- **Vincent James**, VJAA, Minneapolis, MN
- **Jim Williamson**, Cornell University, Ithaca, NY
- **Peter Van Dijk**, Peter Van Dijk Architect, Cleveland, OH
- **Peter MacKeith**, Washington University in St. Louis, St. Louis, MO
- **Mark Mistur**, Rensselaer Polytechnic Institute, Troy, NY
- **Martin Felsen**, UrbanLab, Illinois Institute of Technology, Chicago, IL
- **Tim Maddox**,\* DeMx Architecture, Fayetteville, AR
- **Michael Rotondi**, RoTo Architects, Los Angeles, CA
- **William Massie**, Massie Architecture, Bloomfield Hills, MI
- **Grace La**, La Dallman, Milwaukee, WI
- **Chris Baribeau**,\* Modus Studio, Fayetteville, AR

#### 2011 – 12

- **Lisa Knemeyer Skiles**,\* Skiles Architect PA, Fayetteville, AR
- **Daniel Kuehn**,\* 3GD, Inc., Rogers, AR
- **Ben Ledbetter**, Ben Ledbetter Architect, New Haven, CT
- **Martin Despang**, Despang Architekten, Hannover, Germany
- **Terry Boling**, Terry Boling Architect, Cincinnati, OH
- **Paloma Vera**, Cano Vera Arquitectura, Mexico City, Mexico
- **Gail Borden**, University of Southern California, Los Angeles, CA
- **Patty Heyda**, Washington University in St. Louis, St. Louis, MO
- **Jassen Callender**, Mississippi State University, Starkville, MS
- **Alan New**, Taggart Foster Currence Gray Architects, Inc., North Little Rock, AR
- **Chris Baribeau**,\* Modus Studio, Fayetteville, AR
- **Sebastian Schmaling**, Johnsen Schmaling Architects, Milwaukee, WI
- **Russell Fason**,\* Witsell Evans Rasco in Little Rock, AR
- **Andrew Wells**, Dake-Wells Architecture, Springfield, MO
- **Bill Conway**, Conway + Schulte Architects, Minneapolis, MN
- **Jon Boelkins**,\* Marlon Blackwell Architect, Fayetteville, AR
- **David Jaehning**, Marlon Blackwell Architect, Fayetteville, AR
- **Monica Ponce de Leon**, Monica Ponce de Leon Studio, Ann Arbor, MI
- **Michael Rotondi**, RoTo Architects, Los Angeles, CA

#### 2010 – 11

- **Paul Donnelly**, Washington University in St. Louis, St. Louis, MO
- **Ulrich Dangel**, University of Texas at Austin, Austin, TX

- **Edward Lalonde**, Olson Kundig Architects, Seattle, WA
- **Tom Kundig**, Olson Kundig Architects, Seattle, WA
- **Brian MacKay-Lyons**, MacKay Lyons Sweetapple Architects, Halifax, Nova Scotia, Canada
- **Rich Brya**, 3GD, Inc., Rogers, AR
- **Andy Paddock**, URS Corporation, Colorado Springs, CO
- **Aaron Young**, \*Rogers Marvel Architects, New York City, NY
- **Peter MacKeith**, Washington University in St. Louis, St. Louis, MO
- **Judi Shade Monk**, Tulane University, Tulane, MS
- **Dale Mulfinger**, SALA Architects, Minneapolis, MN
- **Jonathan Kirschenfeld**, Jonathan Kirschenfeld Architect P.C., New York City, NY
- **Ed Ford**, University of Virginia, Charlottesville, VA
- **Maurice Cox**, University of Virginia, Charlottesville, VA
- **Rob Rogers**, Rogers Marvel Architects, New York City, NY

#### 2009 – 10

- **Ian Caine**, Washington University in St. Louis, St. Louis, MO
- **Mark Wise**, Mississippi State University, Jackson, MS
- **Jassen Callender**, Mississippi State University, Starkville, MS
- **Kate Kulpa**, Polshek Partnership Architects, New York City, NY
- **Morris Neal**, MJ Neal Architects, Austin, TX
- **Coleman Coker**, BuildingStudio, New Orleans, LA
- **Rich Brya**, 3GD, Inc., Rogers, AR
- **Brad Workman**, Bentley Systems, Exton, PA
- **Rob Sharp**, Rob Sharp Architects, Fayetteville, AR
- **Gabriel Esquivel**, Texas A&M University, College Station, TX
- **Robert McCarter**, Washington University in St. Louis, St. Louis, MO
- **Robert Somol**, University of Illinois at Chicago, Chicago, IL

#### 2008 – 09

- **Martin Despang**, Despang Architekten, Hannover, Germany
- **Miguel Rivera**, Miro Rivera Architects, Austin, TX
- **Barry Yoakum**, Archimania, Memphis, TN
- **Larry Scarpa**, Brooks + Scarpa Architects, Los Angeles, CA
- **Angela Brooks**, Brooks + Scarpa Architects, Los Angeles, CA
- **Roy Decker**, Duval Decker Architects, PA, Jackson, MS
- **Terry Boling**, Terry Boling Architect, Cincinnati, OH

#### Public Exhibitions

Since the last accreditation visit, the department has hosted the following public exhibitions, on campus, in the “small gallery” of Vol Walker Hall, (demolished in the recent rehabilitation and replaced with the Fred and Mary Smith Exhibition Gallery and Terrace), and in the Gallery of the Fine Arts Center. A representative example includes:

- “Ozark Modern,” furniture designed by Edward Durell Stone, January – February 2011.
- “The Fay Jones House,” architectural drawings produced in Greg Herman’s HABS Building Documentation seminar, for which students won first place in the 2010 Charles E. Peterson Prize competition (presented by the Historic American Buildings Survey, the Athenaeum of Philadelphia and the American Institute of Architects), November – December 2010.

- “Ten Works by Douglas Darden,” drawings by architect Douglas Darden exhibited in conjunction with a lecture, “Working: Drawing”, by Peter Schneider, September – October 2010.
- “Furniture and Etchings,” furniture and etchings representing three years of design exploration by Tim Latourette, March 2009.
- “[Fake] Fake Estates,” drawings, collages, and photographs by Martin Hogue, August – September, 2008

Additionally, the work of department of architecture students and faculty has been featured in the following public exhibitions:

- “Gateway to Main Street,” Comprehensive Studio Exhibition (show of finalists for WER Prize for achievement in the fourth-year comprehensive studio, Associate Professor Messadi and Visiting Assistant Professor Turner), studioMain, Little Rock, July 12 – August 5, 2013.
- Works by Paul Mosely and Scott McDonald, Architecture Students Show--One-Night Exhibition at sUgAR Pop-up Gallery, Fayetteville, AR, February 11, 2013.
- “Siteworks,” Photography by Fay Jones School Students, (work from professional elective taught by Assistant Professor Phoebe Lickwar, Landscape Architecture), Anne Kittrell Gallery, Arkansas Union, Fayetteville, AR, February 7-12, 2013.
- “Creative Corridor Main Street,” Comprehensive Studio Exhibition (show of finalists for WER Prize for achievement in the fourth-year comprehensive studio, Associate Professor Messadi and Distinguished Professor Blackwell), studioMain, Little Rock, June 2012.
- “re-Envision South Main,” (work of UACDC Option Studio, spring 2012, Distinguished Professor Luoni), studioMain, Little Rock, May 2012.
- “Pettaway Park,” Inaugural Exhibition (work of UACDC Option Studio, fall 2011, Distinguished Professor Luoni), studioMain, Little Rock, February 11, 2012.
- “Designing Kigali: Revealing the Hidden Intelligence of a Developing African City,” (research, drawings, and photographs from fifth-year studio, Peter Rich, (John Williams Distinguished Visiting Professor), East Square Plaza Gallery, Fayetteville, AR, November 9 – 17, 2011.
- “Altered and Folded,” exhibit of books made by architecture students (work from professional elective taught by Associate Professor Laura Terry), sUgAR, University of Arkansas Student Gallery, Bentonville, AR, October 14-28, 2011.
- ‘Fabcraft’ Exhibit: Computational Design and Fabrication Methods,” (work from professional elective taught by Assistant Professor Santiago Perez), sUgAR, University of Arkansas Student Gallery, Bentonville, AR, March 3 – April 17, 2011.

- 'Monuments', (work from second year design studio, Professor Buege and Visiting Assistant Professor Jaminet, spring 2010), sUgAR, University of Arkansas Student Gallery, Bentonville, AR, February 17 – 27, 2011.

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2011 / Spring 2012

page 1 of 3

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2011 / Spring 2012

page 1 of 3

		Course Number and Title																								
Faculty	Qualifications	First Year(Foundations)						Design Studios (Core / Professional)								History / Theory				Technology					Prac	
Blackwell	Dist. Prof., Registered Architect; NCARB; FAIA, nationally / internationally recognized teacher and practicing architect, numerous design awards.																									
Boelkins	Visiting Asst. Prof., Registered Architect, AIA, Studio Director @ Marlon Blackwell Architect, participant Ghost Studio 10 with Brian Mackay Lyons.																									
Buege	Professor, practice w/Peter Eisenman. Published essays on studio pedagogy / architecture. One of <i>Design Intelligence's</i> 30 most-admired educators 2013.																									
Edwards	Adjunct Instructor, Registered Architect; AIA. Independent practice; regional / national awards, inc. AIA merit; published <i>Dwell</i> , <i>Archdaily</i> , & Architizer.																									
Fitzpatrick	Clinical Asst. Prof., digital technologies. Award-winning practice has included retail, restaurant and entertainment design as well as historic preservation.																									
Goodstein-M.	Professor, Assoc. AIA, Ph.D., American architectural / cultural history, 35 years teaching experience, research on mid-century modernism and preservation.																									
Herman	Assoc. Prof., Registered Architect, 23 years teaching experience, multiple teaching awards. Research and publication on architecture of WPA in Arkansas.																									
Hershberger	Visiting Asst. Prof., Practice w/Marlon Blackwell Architect, and Tickle/Kitchin Architects. Focus on craft, materiality of construction, weathering.																									

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2011 / Spring 2012

page 2 of 3

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2011 / Spring 2012

page 2 of 3

		Course Number and Title																			
Faculty	Qualifications	First Year(Foundations)					Design Studios (Core / Professional)					History / Theory			Technology				Prac		
Huber	Project/Program Manager & Adj. Asst. Prof., Registered Architect; NCARB; LEED AP, AIA. at University of Arkansas Community Design Center.																				
Kohler	Adj. Instructor, Registered Architect, NCARB, AIA, MBA, IDP educator coordinator for NCARB, development consultant , public / professional service.																				
Luoni	Dist. Prof., Dir., Univ of Ark. Community Design Ctr, Anderson Chair in Arch. / Urban Studies, Assoc. AIA, 90+ design / research awards, numerous publications.																				
Messadi	Diplôme d’Architecte, Master’s & Doctoral degrees in Arch. Research on integration of sustainable env. tech in design, addit teaching, Lawrence Tech & GA Tech.																				
Perez	Asst. Prof., 21st C. Chair in Integrated Design, advanced digital fabrication & des. robotics research, publication, computational design / digital fabrication.																				
Rotolo	Clinical Asst. Prof., degrees in civil eng & architecture, extensive practice exp. in Boston area, has taught design & tech. courses at Univ. of Ark. since 2001.																				
Rudzinski	Clinical Asst. Prof., Registered Arch., AIA, award winning practice, Dir., Latin America Urban Studio since 2001, addit. teaching exp. At Kansas State Univ.																				
Sarpaneva	Clinical Assoc. Prof., housing design and architectural competitions. She served in the editorial board of <i>ARK</i> (Finnish <i>Architectural Review</i> ) from 1996-2000.																				

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2011 / Spring 2012

page 3 of 3

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2011 / Spring 2012

page 3 of 3

		Course Number and Title																									
Faculty	Qualifications	First Year(Foundations)						Design Studios (Core / Professional)								History / Theory			Technology					Prac			
Sexton	Assoc. Prof., Ph.D., Arch hist. esp. late medieval & Ren. Italy. Award winning publications, book manuscript under review: <i>The Italian Loggia</i> .														●		●	●									
Shannon	Professor, Registered Arch., AIA, 35 yrs teaching, Urban Form focus, Dean, 2000-13, dev. programs to foster student leadership & enhance diversity.																										
K. Smith	Assoc. Prof., Ed.D., published research on design among marginalized groups and investigations into alternative models of design education.	●													●	●			●								
Terry	Assoc. Prof., first-yr studio & landscape painting, research via painting on Southern culture, has exhibited in Savannah, Atlanta, Minneapolis, LA and NYC.		●	●	●		●									●											
Turner	Visiting Asst. Prof., Registered Arch., LEED AP; USGBC, experience with several firms in Arkansas & NYC, her firm, <i>sitio a+d</i> focuses on sustainable arch.							●	●																		
Vitale	Professor, M.Arch., founder, summer study program in Italy 1986. Award winning architecture, interior & furniture des, speaker & critic at multiple institutions.												●														
Wall	Professor, B.Arch, M.CE, Ph.D. Indus. Eng., structural design for extreme environments, work with students presented to NASA/Johnson Space Ctr., Houston.																		●	●					●		
Wise	Visiting Asst. Prof., coordinated and directed design build studios, including the production of two houses in Little Rock, teaching in foundation design studios.														●	●											

page 1 of 3

Department of Architecture | Fay Jones School of Architecture | Page 63

page 2 of 3

Department of Architecture | Fay Jones School of Architecture | Page 64

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2012 / Spring 2013

page 3 of 3

Human Resources &  
Human Resource Development Faculty Credentials Matrix,  
Academic Year Fall 2012 / Spring 2013

page 3 of 3

		Course Number and Title																								
Faculty	Qualifications	First Year(Foundations)					Design Studios (Core / Professional)								History / Theory				Technology				Prac			
Rudzinski	Clinical Asst. Prof., Registered Arch., AIA, award winning practice, Dir., Latin America Urban Studio since 2001, addit. teaching exp. At Kansas State Univ.	●	●	●								●														
Sexton	Assoc. Prof., Ph.D., Arch hist. esp. late medieval & Ren. Italy. Award winning publications, book manuscript under review: <i>The Italian Loggia</i> .														●	●										
Shannon	Professor, Registered Arch., AIA, 35 yrs teaching, Urban Form focus, Dean, 2000-13, dev. programs to foster student leadership, enhance diversity.																									
Terry	Assoc. Prof., first-yr studio & landscape painting, research via painting on Southern culture, has exhibited in Savannah, Atlanta, Minneapolis, LA and NYC.	●	●			●																				
Turner	Visiting Asst. Prof., Registered Arch., LEED AP; USGBC, experience with several firms in Arkansas & NYC, her firm, <i>sitio a+d</i> focuses on sustainable arch.											●														
Vitale	Professor, M.Arch., founder, summer study program in Italy 1986. Award winning architecture, interior & furniture des, speaker & critic at multiple institutions.											●														
Wall	Professor, B.Arch, M.CE, Ph.D. Indus. Eng., structural design for extreme environments, work with students presented to NASA/Johnson Space Ctr., Houston.																							●		
Wise	Visiting Asst. Prof., coordinated and directed design build studios, including theproduction of two houses in Little Rock, teaching in foundation design studios.												●	●												

## **1.2.2. ADMINISTRATIVE STRUCTURE AND GOVERNANCE**

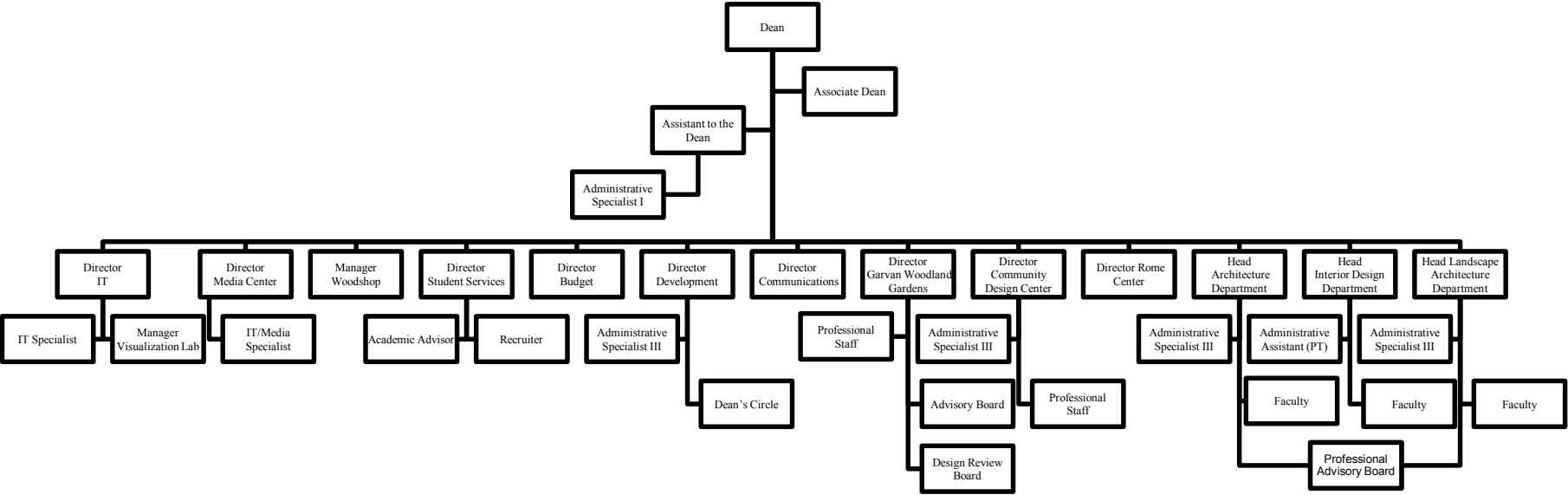
### **The University**

Ten schools or colleges, including the Fay Jones School, and a “global campus” (formerly the School of Continuing Education), comprise the University of Arkansas division of academic affairs. In addition to Academic Affairs, the Division of Finance and Administration, the Division of Student Affairs, the Division of University Advancement, and the Office for Government and Community Relations undertake significant operational roles in the university community. The deans of each school or college report to the Provost and Vice Chancellor for Academic Affairs, the chief academic officer of the University, who reports to the Chancellor, who is responsible to the University of Arkansas (System) President and the Board of Trustees. The deans meet monthly as a group with the Provost, and each dean engages in a monthly “one-on-one” meeting with the provost; the deans also are part of the provost’s Academic Affairs Executive group and the Chancellor’s Administrative Policy Council.

### **The Fay Jones School Administrative Structure**

The Fay Jones School of Architecture is composed of five academic and outreach units. In addition to the department of architecture, its academic units are the Department of Landscape Architecture, which offers a LAAB (Landscape Architectural Accrediting Board) accredited five-year program leading to the Bachelor of Landscape Architecture degree and a four-year Bachelor of Landscape Architectural Studies (B.S.) degree, and the Department of Interior Design, which offers a CIDA (Council for Interior Design Accreditation) accredited four-year Bachelor of Interior Design Degree. These academic units are complemented by the Garvan Woodland Gardens in Hot Springs, Arkansas, led by Executive Director Bob Bledsoe, which maintains a close association with the Department of Landscape Architecture, and the University of Arkansas Community Design Center (UACDC), located in downtown Fayetteville, which engages in multi-disciplinary urban design research and outreach, and offers fifth-year design studios lead by its director, Steven Luoni, a distinguished professor of architecture. The three academic department heads and the directors of the Gardens and the UACDC report to the Dean of the Fay Jones School. An Associate Dean also provides leadership and administrative support for the entire school. Typically, the Dean and the Associate Dean meet weekly and the Dean, the Associate Dean, the academic Department Heads and the UACDC director meet monthly to address current issues, share information pertaining to both the school and the discrete units, and promote cross-disciplinary learning as well as to engage in strategic planning.

The Office of the Dean also includes administrative professional staff that are essential to the management of the school and the success of its programs: a director of development; a financial and budget officer; a director of student affairs; and a director of communications. All of these positions report to the Dean, working closely with both the Dean and the Associate Dean. The Dean also oversees a professional staff that contributes to teaching and learning experiences through direction of critical resources. These positions include: Director of the Smart Media Center; Director of the Wood Shop; Director of the Visualization Lab; and the Director of Information Technology. The above-captioned positions provide support specific to their areas of expertise for all of the School’s academic units.



## **Academic Leadership**

### Dean

The Dean of the Fay Jones School of Architecture is its chief academic and administrative officer. Responsible for the school's three academic units—the Department of Architecture, the Department of Landscape Architecture, and the Department of Interior Design (elevated from its previous status as a “program” of the architecture department in July 2013), its outreach and research enterprise, the University of Arkansas Community Development Center (UACDC), and the Garvan Woodland Gardens in Hot Springs. The Dean reports directly to the Provost and Vice Chancellor for Academic Affairs. In addition to providing pedagogical leadership in a multi-disciplinary environment, the dean represents the School at the university level, particularly through participation on the provost's Academic Affairs Executive Group, and the Chancellors, Administrative Advisory Council and to the professional community as an ex officio member of the Board of Directors of the Arkansas Chapter of the American Institute of Architects. In addition, the Dean oversees the financial, personnel, and advancement management of the School. In particular, the Dean is responsible for community and professional relations and participates in fund raising activities. With the assistance of the Associate Dean, the Dean leads the tenure and promotion process, evaluating all faculty members who stand for tenure and promotion as well as commenting in the three-year review process. Typically, the dean teaches one class each academic year.

### Associate Dean

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

### Department Head

The Architecture Department Head, a twelve-month administrative and faculty position, appointed by the Dean with the counsel of the faculty, directs the five-year professional (B.Arch.) program in architecture and the four-year architectural studies (B.S.) program, assuming responsibility for both day-to-day affairs and long-range planning relative to the operation of the department. In addition to providing pedagogical leadership and facilitating the evolution and assessment of the curriculum, the department head is responsible for faculty assignments and evaluation, course scheduling, and management of the department's fiscal resources. Assisted by the architecture faculty liaison for the University of Arkansas Rome Center and the Director of the Mexico Summer Program, the department head administers international programs. The department head also promotes and facilitates the personal professional development of the faculty, including the direction of peer mentoring in the department. In collaboration with the Associate Dean, the department head is responsive to the interests and concerns of all department

students. This position is a 50% administrative appointment, allowing the department head to teach at least one class each academic year and maintain vital and productive in creative practice, research, and scholarship. An administrative assistant supports the department head, as well as assisting the faculty.

## **Administrative Leadership**

### Director of Development

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

### Director of Communications

The Director of Communications plays a key role in disseminating information and making the Fay Jones School brand nationally recognizable through coordinating the design and production of all school publications, including ReView, an annual 40-page full color magazine; e-View, a monthly online publication; together with brochures, posters, invitations and other printed pieces. The communications director also manages the school's website and, increasingly, fosters awareness of the school through social media, including a Facebook, twitter, and blogs. In the context of the campus, the Director of Communications is the school's liaison to the Office of University Relations, (the public relations, communications, and marketing unit of the university, and a division of University Advancement), to which she also reports.

### Director of Student Services

The Director of Student Services focuses on those areas of student life that assure retention and successful degree completion. As a liaison among students, faculty, professional advisors, and administration both within the School and across campus, the Director of Student Services contributes to the scheduling of classes, space assignment and utilization, and institutional research and provides leadership in the adjudication of student awards and scholarships. Working with the Dean and the Associate Dean, she facilitates the operation of the Dean's Student Advisory Board and new student orientation. As the administrator of the school's Advising Center, the Director of Student Services works closely with a professional advisor who coordinates academic advising, including tracking of admissions to the professional program in architecture and progress toward graduation, and advises first and second year students of architecture. A full-time administrative assistant works with the Director of Student Services and the Professional Advisor, maintaining student records, coordinating and facilitating visits of prospective students, supporting new student recruiting, and, of special importance, maintaining the student list-serve, still our most effective means of communicating with the student body.

### Budget Director

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

#### Assistant to the Dean

The Assistant to the Dean provides administrative support to the Dean and to the Associate Dean as well as serving as a liaison to the office staff of the departments and outreach units and to other campus units, particularly the office of the Provost. The Assistant to the Dean also is the School's primary human resources officer and liaison to campus Office of Human Resources.

#### **Involvement in Governance and Faculty Leadership**

As a relatively small faculty, the Department of Architecture enjoys considerable ease in communication and exchange of ideas. The dean and the department head long have promoted an "open door" policy for faculty, students, and staff alike.

As outlined in the Department of Architecture Personnel Document on Evaluative Criteria, Procedures, and General Standards for Initial Appointment, Successive Appointments, Promotion, Tenure and Annual Review of Faculty, and consistent with University and Board of Trustees policies, the faculty of the Fay Jones School and its department of architecture includes tenured, tenure-track, clinical, instructor, and lecturer appointments. (*Lecturer* is normally reserved for temporary or part-time teaching appointments, and *instructor* is typically used for full-time teaching appointments that may be renewed from year to year.) All tenured, tenure-track and clinical appointments are full-time, and all full-time faculty members are expected to participate in faculty meetings and discussions concerning issues of importance to the School and to serve on committees. Visiting appointments as well as lecturers and instructors, also may be invited to participate. Voting on governance matters, including all curricular and personnel decisions, resides with tenured, tenure-track, and continuing clinical appointments. Votes on faculty searches are advisory to the department head; votes on tenure and promotion, as described in the above-captioned personnel document, are made as recommendations to the department head who, in turn, recommends action to the dean.

The Dean of the Fay Jones School convenes "all school meetings" at least once every semester, which provide a forum for communication and discussion of important matters that influence the life of the school. So too, the all school meetings are conceived to promote collegiality and promote multi-disciplinary and cross-disciplinary exchange among the school's faculties. Additional meetings can be scheduled to address specific issues or initiatives; for example, all school meetings and workshops were essential to meeting strategic planning goals and to foster discussion on pressing issues such as diversity and conflict of interest. Additionally, the Dean hosts a weekly all school staff meeting, that includes the academic department heads, administrative leadership, and support staff. Conceived to assure coordination of activities across the school, information exchanged at the staff meetings that is pertinent to students and faculty is disseminated to them by the department heads, often through electronic communication.

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

The University *Faculty Handbook* stipulates that each department faculty is responsible for its curriculum. Historically, all members of the department faculty serve on the curriculum

committee, with focused responsibility delegated to discrete committees that oversee studio curriculum (design coordinators committee), history and theory, and architectural technology. All proposed curriculum changes require a majority vote by the permanent faculty. Program and course changes also are subject to review at the university level, where the Fay Jones School faculty is represented on the Faculty Senate's Undergraduate Course and Programs Committee.

At the campus level, Fay Jones School faculty members participate in governance in many and varied capacities. The school has one seat in the faculty senate, and Fay Jones School faculty members are eligible to run for election as at-large members of the senate. The Dean is an ex officio "administrative" member of the senate. Annually, the university Committee on Committees invites participation on a plethora of committees; historically, department of architecture faculty have been generous in meeting their obligations as campus citizens. During the 2013-14 academic year, architecture faculty appointments to university committees include: Admissions and Appellate Board (Professor Buege); All University Academic Integrity Board (Associate Professors Herman and Sexton); Committee on Committees (Associate Professor Messadi); English as a Second Language (Associate Professor Terry); Honorary Degrees (Assistant Professor Perez); Library (Clinical Assistant Professor Rotolo); Nominations and Elections Committee (Assistant Professor Perez); and Student Relations Committee (Associate Professor Sexton). In addition, Fay Jones School Administrative Specialist Stephanie Bukowski is an elected member of the University Staff Senate.

#### Fay Jones School and Department of Architecture Committees

The Architecture Department Head makes committee assignments at the beginning of each academic year for department committees. Appointments to all-school committees are made by the Dean in consultation with the Associate Dean and the Department Heads.

### **Operational Committees**

#### Tenure and Promotion (Personnel) Committee:

This committee consists of all tenured faculty for the review of tenure and promotion to associate professor, and full professors only for the review of promotion to professor. In the event that a full professor is proposed for the honor of distinguished professor or university professor, the Dean appoints a review committee.

#### Personnel Document Committee:

This committee, composed of a subset of members of the tenure and promotion committee, has been charged with updating the department personnel document to conform with current university standards, especially with regard to the responsibilities, review, and opportunities for promotion of continuing clinical faculty appointments.

#### Peer Review Committee for Annual Review:

As stipulated in the personnel document, an elected committee, comprised of one tenured member of each of the academic units of the Fay Jones School, reviews self-evaluation dossiers of faculty as a requisite part of the Annual Review Process. Committee members serve two-year terms. The committee, in an advisory capacity, makes recommendations to the department heads.

#### Lecture Series Committee:

Working cooperatively with representatives from Landscape Architecture and Interior Design, this committee oversees the process of soliciting recommendations and choosing the lecturers for the Fay Jones School Lecture Series. The Committee coordinates with a

non-profit organization, the Architecture and Design Network (in Little Rock) to bring select lectures to the design community of central Arkansas, by sponsorship of the Fay Jones School dean.

Diversity Committee:

This committee monitors progress toward and strategically pursues activities in service of achieving goals articulated in the department's diversity plan. The interests of the committee embrace diversity as it affects student life, recruitment of students, faculty recruiting and development, and community outreach.

Exhibition and Archives Committee:

This committee oversees coordination, scheduling, and design of all exhibits in the Fay Jones School, including external exhibitions hosted in the new Fred and Mary Smith Exhibition Gallery. In addition, and specific to the department of architecture, this committee coordinates the display of student work for the all-faculty curriculum review, "Super Jury," and the NAAB visit exhibition.

Honors and Awards Committee:

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

Student Recruiting and Outreach Committee:

This committee is charged with developing and implementing strategies for engaging faculty in directed student recruiting activities on a regional and national scale. Although this is a department committee, it is expected that its members coordinate activities with analogous committees in Landscape Architecture and Interior Design.

Career Development Committee:

This all-school committee examines diverse aspects of professional development resources and activities, makes recommendations, and strategically plans implementation of programs and initiatives that prepare students for their transition into practice.

### **Academic Committees**

Studio Coordinators Committee:

This committee proposes and assesses curricular discussion and evolution relative to the studio design sequence and the pedagogy that fuels it. The holistic objectives and goals of the five-year architectural design sequence as well as the discrete responsibilities and curricular design of each year of the program are examined continually to assure continuity and integration for students' learning experiences as they proceed through the studio sequence as well as to consider the body of knowledge, including integration of technology, history and theory, and information technologies in the studio. The studio coordinators also cooperatively plan mid-year and end-year reviews as well as the super jury, including the identification and securing the participation of external critics, with the recommendations of the department head.

History and Theory Committee:

This committee proposes curricular discussion and evolution relative to required and elective courses in the areas of architectural history and theory, and their relationship to parallel goals and objectives in the design studios. The committee also oversees the major

and minor concentrations in history of architecture and urbanism, and is exploring the creation of a minor in architectural history for the university community.

Technology Committee:

This committee engages in curricular discussion and evolution relative to required and elective technology coursework, and its relationship to the parallel goals and objectives of the design studios.

Four-Year Studies Committee:

This committee engages in curricular discussion and evolution of the Bachelor of Science in Architectural Studies degree, focusing on strategies for assuring the integrity of the program and developing curricular paths to serve students who seek careers in allied disciplines and specializations within the field that depart from traditional architectural praxis.

Honors Program Committee:

This committee oversees the curricular requirements and evolution of the department of architecture honors program, with particular responsibility for review and approval of undergraduate research theses proposals.

### **Ad Hoc Committees**

Faculty Search Committees:

These committees are constituted as needed for the recruitment and hiring of tenure-track faculty.

### **Additional Assignments that Cultivate Faculty Leadership**

Rome Program Liaison, (Associate Professor Terry)  
Mexico Program Director, (Clinical Assistant Professor Rudzinski)  
ACSA Representative, (Assistant Professor Perez)  
IDP Coordinator, (Assistant Professor Manack)  
AIA/CEU Liaison, (Assistant Professor Manack)  
AIAS Faculty Advisor, (Visiting Assistant Professor Ellett)

## **I.2.3. PHYSICAL RESOURCES**

### **Overview and General Description**

With the commencement of the fall semester 2013, the Fay Jones School of Architecture will, for the first time in its history, house all three of its on-campus academic units under one roof in the renovated Vol Walker Hall and its new addition the Steven L. Anderson Design Center. Prior to the completion of this project, Vol Walker Hall, originally constructed by the Works Progress Administration as the University Library, contained the Department of Architecture, together with the school's administrative and support staff; the Department of Landscape Architecture occupied part of Memorial Hall, a nearby structure characterized by a merging of Neo-Gothic style with Art Deco sensibilities; and, since it joined the Fay Jones School in 2010, the Interior

Design Department resided in temporary quarters in the Agriculture Annex.<sup>5</sup>

The Fay Jones School also maintains off-campus facilities in downtown Fayetteville for the University of Arkansas Community Design Center, and in Hot Springs, where the School's Garvan Woodland Gardens, is located. Facilities for our international programs include the Palazzo Taverna, the site of our Rome Studies Center, and the Luis Barragan Studio, which we lease for our Mexico summer program. In addition, the Fay Jones School's library holdings are kept in the Fine Arts Library, situated in the Edward Durell Stone designed Fine Arts Center, which was home to the architecture program from its completion in 1952 until the department was relocated to Vol Walker Hall.

### **Vol Walker Hall and the Steven L Anderson Design Center**

#### Vol Walker Hall, A Historical Perspective

Vol Walker Hall (1931-35), designed by Haralson and Nelson of Fort Smith, Arkansas with consulting architects Jamieson and Spearl, is a handsome, neo-classical revival structure, informed in plan and detail by the tenets of the Beaux Arts. Centrally located on the Fayetteville campus, and held in high esteem by the campus community, it is distinguished with both individual listing on the National Register of Historic Places and as part of the Campus National Register Historic District. The Fulbright Peace Fountain designed by alumni Fay Jones and Maurice Jennings in 1998, graces the front portico. Keeping Vol Walker Hall a habitable structure, in compliance with contemporary building codes while meeting the demands of twenty-first century technologies that are intrinsic to professional education presented significant challenges to the department, as noted in our most recent NAAB Visiting Team Reports (2002 and 2008). Renovations completed in 2005 (under the direction of architecture alumnus John Mott, FAIA, a principal with John Milner Associates, Inc.), funded in large part by more than 3 million dollars in grants from the Arkansas Natural and Cultural Resources Council, brought Vol Walker Hall into code compliance with the addition of three fire stairs, new security and fire alarms together with several other smaller code-related modifications; new roofing and waterproofing, skylight repair, exterior stone cleaning and joint repair. The addition of 1500 square feet of new studio space and another 1500 square feet for new faculty offices also were undertaken. Even after this program of work, the building—which then housed the oldest operating elevator in Arkansas—was not fully ADA compliant, heating, ventilating and air conditioning problems persisted as did wiring difficulties, water penetration, and acoustical concerns, all of which compromised the integrity of the building and the efficacy of teaching within it.

The 2008 Accreditation Team conducted its exit interview with then Vice-Chancellor for University Development, David Gearhart, for their exit interview instead of with Chancellor White. The team impressed upon Dr. Gearhart the importance of addressing the ADA concerns in Vol Walker Hall. In a fortunate coincidence, in July 2008 Vice Chancellor Gearhart became Chancellor Gearhart. Soon thereafter, Dr. Gearhart spoke to Architecture Dean Shannon about addressing this concern. As a consequence, the Chancellor committed \$19 million for the renovation of Vol Walker Hall, placing a high priority on making the building fully accessible

---

<sup>5</sup>During the two-year long construction period, the former Men's Field House was adaptively used to create spaces for all architecture studios, as well as house computer-imaging facilities, our advising center, the wood shop, and media center. In cooperation with a centralized-scheduling policy that has been imposed on the campus, lecture and seminar classes were disbursed across campus. Administrative, support staff and faculty offices were relocated to the E.J. Ball building off the Fayetteville Square.

and in compliance with ADA requirements, and also addressing repair of the building's mechanical infrastructure, including HVAC, plumbing systems, electrical accommodations, and weather sealing. In addition, the school launched a capital campaign to augment this commitment of university funds to make a modest addition to Vol Walker Hall. Significant developments in this direction occurred the following year.

Through the dedicated efforts of Dean Shannon and Chancellor Gearhart, the Fay Jones School was awarded a generous (\$10 million) grant from the Donald W. Reynolds Foundation that allowed us to construct a much-needed addition to Vol Walker Hall as well as making the necessary improvements to our existing historic building described above. The addition is named the Steven L. Anderson Design Center, in honor of the foundation's president, a 1976 graduate of the School of Architecture. The 34,320 square foot addition, designed by a collaboration of Marlon Blackwell Architect and Polk Stanley Wilcox Architects, both Arkansas firms, is intended to be a modern complement to the traditional architecture of Vol Walker Hall and to enhance the spatial character of the historic campus plan. The renovation has mediated all concerns expressed in the 2008 accreditation report, and together with the new addition, planned to achieve a probable LEED gold rating, Vol Walker Hall will emerge as a model teaching facility, demonstrating in its design and construction best practices in both contemporary design and historic preservation. Equally important, the construction of the addition has enabled the school to create, for the first time in its history, an environment that is fully conducive to multi-disciplinary learning. (Together, the addition and the 56,635 square foot original structure provide 90,955 square feet of space for the Fay Jones School.)

#### Vol Walker Hall, Renewed and Renovated

Newly renovated, design studios, classrooms, administrative offices, teaching support spaces, and faculty offices comprise the program of the Vol Walker Hall rehabilitation. Entrance through its marble-clad east lobby affords access to two large studios that flank it. From the lobby enfilade creates a procession through the building, linking Vol Walker Hall with its addition and affording access to the Fay Jones School Dean's Suite and to the Advising Center to the south and the administrative offices of Architecture, Landscape Architecture, and Interior Design to the north. Generous vitrines punctuate the lobby and line the enfilade. Vol Walker's grand stair leads to an east-facing large studio with a central pin-up space for reviews and discussion. West of the stair is a fully renovated large gallery, now treated with acoustical panels and a new roof and ceiling structure to afford lighting and acoustical sympathetic to its use as a site of changing exhibits and reviews. To the south, are two new 45-seat classrooms; north of the central gallery is a 58-seat classroom. Two wings of third-floor faculty offices rise above the gallery. The ground floor (level 0) of Vol Walker has been renovated completely, including the demolition of an under-utilized and uninhabitable area composed of its old library stacks. In the center of this area is a 30-station computer classroom (see computer resources) and the Media Center. The DesignSHOP incorporates a traditional woodshop, offering an array of hand and power tools for model construction and larger scale wood projects, particularly furniture design, and digital fabrication facilities, (see DesignSHOP). Space is provided for spray-painting booths and a lighting laboratory. The ground floor also contains faculty and professional staff offices as well as storage space and a shower room.

#### Steven L. Anderson Design Center

Characterized by its sleek, glass wall, carefully designed to ameliorate western light, the Steven L. Anderson Design Center has significantly increased the Fay Jones School's studio space. Studios occur on all floors, from ground level to the fourth floor. The Ken and Linda Sue Schollmier Lecture Hall, which rises from the first floor to the second floor of the addition's northwest side, provides a state-of-the-art lecture hall, which will accommodate approximately 200 seats, as well

as a “standing room” gallery. A green room, on the second floor level, also serves as a faculty lounge. On the southwest side of the main floor, the Fred and Mary Smith Exhibition Gallery and Terrace, is a secure gallery, with adjacent outdoor space, located in proximity to the west entrance of the building. The first floor of the addition also offers a student lounge and office space for student organizations of the three design disciplines. One of the most compelling features of the addition is the fourth-floor sky terrace, affording a spectacular view of the Boston Mountains; adjacent to it is a seminar/conference room. The fourth (upper-most) floor of the addition also includes classrooms, directly under the 20-foot long rectangular skylight that illuminates the second-floor gallery. Currently fitted with moveable worktables and chairs to serve 36 students, this area is projected to convert to additional studio space as program growth requires. A line of faculty offices marks the western edge of the plan, each with a view to the building’s green roof, and a staff lounge is situated at the northwest corner.

#### Amenities and Operation

All students enrolled in the Fay Jones School have their own desks, equipped with a stool, light, and storage cabinet. A card-controlled security system with sympathetically programmed lighting allows us to offer students and faculty 24-hour access to the building. Studio class distribution is determined each year, based upon enrollment, to facilitate collaboration and collegiality among the department of the school, to the greatest extent possible, by placing year-level classes of all disciplines in adjacent spaces. All studios have plotting and printing stations and sinks, situated behind partitions that, when closed, form spaces for pin-ups and reviews; additional pin-up space is provided strategically around the studios. (See “Computer Resources” for descriptions of studio internet access and classroom systems for teaching delivery.) Undoubtedly, there will be adjustments and discoveries as we occupy our new and renovated spaces for the first time during the Fall 2013 semester. Nevertheless, we are delighted with our new facility, the didactic purposes it serves, and the opportunities for enhanced teaching and learning that it provides.

#### **University of Arkansas Community Design Center**

The mission of the University of Arkansas Community Design Center (UACDC) is to advance creative development in Arkansas through education, research and design solutions that enhance the physical environment. Situated downtown, in the vicinity of Fayetteville’s Historic Square, the UACDC is an intrinsic component of the city’s urban fabric. As an outreach center of the Fay Jones School, UACDC is developing a repertoire of new design methodologies applicable to community development issues in Arkansas with currency at the national level. Founded in 1995, UACDC has provided design and planning services to over 30 communities and organizations across Arkansas, and has helped Arkansas sponsors to secure nearly \$62 million in grant funding to enact suggested improvements. Fifth-year architecture students have the option of participating in design studios at the UACDC, which directly engage them in the work of the Center. Arguably the most distinguished center of its kind, the UACDC has garnered unprecedented national and international recognition and awards for its work.

#### **Garvan Woodland Gardens**

Garvan Woodland Gardens, the Fay Jones School’s botanical garden, was created with a testamentary gift of Mrs. Verna C. Garvan. The garden encompasses 210 wooded acres with four-and-one-half miles of shoreline on Lake Hamilton. The Gardens’ mission is to preserve and enhance a unique part of the Ouachita environment; provide people with a place of learning, research, cultural enrichment, and serenity; develop and sustain gardens, landscapes, and structures of exceptional aesthetics, design, and construction; and partner with and serve communities of which the Gardens is a part. Naturally, the Department of Landscape Architecture

enjoys a strong relationship with the Gardens, participating in its educational outreach activities and engaging students in its programs and stewardship. Noteworthy features of Garvan Woodland Gardens include its nationally recognized Japanese Garden, the Children's Garden, and two significant works of architecture, the Garvan Pavilion by E. Fay Jones (1993) and the Anthony Chapel (2006) by Jones's successor firm, Maurice Jennings + David McKee Architects.

### **Rome Study Center**

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

### **Mexico City**

Through the cooperation of the Barragán Foundation, we are privileged to lease the Casa Museo, the former studio annex of Luis Barragán for our Mexico summer program. Reviews and lectures are held in the main studio of the Barragán house complex. Depending on the number of participants, we also use this space for studio overflow.

### **Computer (IT) Resources**

#### Campus Facilities

The General Access Computing Labs (GACLs) offer networked Windows and Mac computers for students, faculty and staff. GACLs are located in the Arkansas Union (open 24/7), Mullins Library, J.B. Hunt Building, Northwest Quad Building B and the Administrative Services Building. Computers in the GACLs host a wide range of software including Microsoft Office, Adobe Creative Suite and film editing software, Acrobat Pro, a full suite of math and statistical software, AutoCAD, Revit, Sketchup, iWorks and open source alternatives to Microsoft Office and multimedia products. Laser printing is available in all GACLs for all supported software. Color printing is available in the Arkansas Union and Mullins Library labs. All students receive a \$35 printing quota per semester for use in the GACLs. Windows and Mac laptops are available for checkout by faculty, staff and students who present their University IDs at the Mullins Library GACL as well as the Student Technology Center (STC) in the Union. The STC also provides high-end video and audio recording and editing stations, gaming, and high-end Windows and Macs computers for graphics and rendering. University IT Services also provides a full schedule of monthly software courses available to students, faculty and staff. They will also provide on-site training to departments who request this option.

#### Fay Jones School of Architecture Facilities

Vol Walker Hall and the Steven L. Anderson Design Center house several facilities serving the students and faculty in the school. The building's offices and studios are hardwired for internet access and the building has wireless access throughout. Each full time faculty member is provided with a desktop computer or laptop (Windows or Mac) and monitor(s), scanner, and B&W and/or color printer. Color printing and copying are provided for all faculty in the school's main office. All software made available to our students is also provided for our faculty. Backup and archival storage is either set up on one of the school's three managed servers or on individual external hard drives. The School's technology staff supports all student (personal computers),

faculty, staff, classroom and lab computers.

#### Classrooms and Auditorium

The classrooms and auditorium are hardwired for internet at each teaching podium or table and all have secure wireless network access. Each room has a state-of-the-art audiovisual setup with digital projector, screen, document camera, microphone, digital recording software, Windows computer and monitors. Faculty members have the option of bringing their own laptop. Software includes MS Office suite, Adobe Acrobat Pro, Echo360, several web browsers, and any other software (see Computer Lab list) requested by faculty.

#### Conference and Seminar Rooms

Each conference room is hardwired for internet and is equipped with digital video conferencing equipment. The rooms have wall mounted, large screen monitors with tabletop connection for a laptop.

#### Studios

All studio desks are hardwired for internet access and have wireless access as well to support the growing number of PDAs and tablets used by students and faculty alike. All students are required to own a computer (desktop/laptop/Windows/Mac are all supported) at the start of their second year in the professional degree program. The school's technology staff handles initial troubleshooting, basic diagnoses, and repair. Major technical issues are the student's responsibility and resolved either under the manufacturers' warranty, by the supplier or through the UA Computer Repair service.

The majority of architectural software is available to students for free (Autodesk, Bentley, Graphisoft) and can be downloaded from the ARCHLABs website. Educational pricing (through the UA Computer Store or online) allows students to purchase additional software at reduced cost. Every studio is supported by a Plot/Print/Scan Station.

#### Plot/Print/Scan Stations

There are eight stations conveniently located adjacent to the design studios on three floors of the building. These are open for use 24/7 and maintained by the school's technology staff and two student assistants. Updated drivers for all equipment are available as scripted installers to all students on the ARCHLABs website for use on their personal computers. Students print from their personal computers via the network. All students pay for printing at a rate set to cover material cost only. Equipment available at each station includes:

- HP Design Jet color plotter 42" or 48" width (T2300 or similar)
- HP large format scanner 36" or 42" width (stand-alone device or mounted on plotter)
- HP B&W laser printer 8.5 x 11 and 11 x 17 (5100 or similar)
- Xerox color laser printer 8.5 x 11 and 11 x 17 (7000 or similar)
- DELL Touchscreen print release station
- Epson or HP 11 x 17 flatbed scanner w/ workstation (scanning and internet access only)

#### Computer Lab

The school's new teaching lab seats 30 students and is available for design software training, classes (GIS, design communications, etc.) and workshops. 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. There is also a Plot/Print/Scan Station located in this lab. The lab is managed by the school's technology staff and is open from 8:00-5:00 weekdays and by request

on weekends. The computer lab provides:

- DELL Precision Workstations T3600 (4-core Intel Xeon 3.6 GHz processor, 256GB SATA/SSD hard drive, 2GB NVidia Quadro video card, 16GB DDR3 RDIMM memory, Windows 7 Pro OS)
- DELL UltraSharp U2412M Monitors, 24" widescreen VGA/DVI/DP
- Software includes Autodesk suite (AutoCAD, REVIT, 3DSMax, Inventor, etc.), Adobe Creative Suite, Rhino/Grasshopper, MS Office, Sketchup Pro, Bentley suite (Microstation, Architect, etc.), Graphisoft, ArchiCad, and others as requested.

### DesignSHOP

The school's new DesignSHOP expands the fabrication facilities and equipment choices for students and faculty. The lab consists of both traditional and digital tools for making prototypes, architectural 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 DesignSHOP is located adjacent to the Computer Lab. The lab computers are equipped with the same software as the computer lab. In addition the lab hosts several 2D and 3D CAM software including GibbsCAM, RhinoCAM, CAMEL, and Vetrex V-Carve.

The DesignSHOP is managed and staffed by two full time shop technicians with years of experience in digital fabrication, wood working, and craftsmanship. Along with several student assistants, they staff the digital fabrication area (open from 9AM-10PM weekdays and 10AM-6PM weekends) and the traditional wood and metal shop area (open from 9AM-6PM weekdays and 12noon-6PM Sundays.) All equipment usage is free of charge to students. Materials can be purchased from the lab or from local suppliers.

Students are required to participate in safety and machine use training. Protective eyewear, hearing protection, masks or respirators are required in both areas.

The digital fabrication area is recognized as a laboratory by the university and, as such, is subject to state rules and inspection. Some of the resources available include:

- AXYZ 3-axis cnc router (5ft x 10ft x 6inch) w 10HP spindle
- Universal Laser laser cutters (2- 12 x 16 inch, 2- 24 x 36 inch)
- Z Corp 3D composite printer (8 x 10 x 8 inch build volume)
- Maker Bot 3D filament printer (11.2 x 6 x 6.1 inch build volume)
- Vacuum form table (11 x 17 inch)
- Planer
- Lathe

Traditional tools include:

- Two Sawstop table saws
- 16" Jet band saw
- 14" Delta band saw
- 15" Jet planer
- 8" Grizzly jointer
- Rigid floor model drill press
- Three bench top drill presses
- Router table
- Horizontal mortising table

- Spindle sander
- 12" belt/ disc sander
- 12" chop saw
- 6" Delta jointer
- Foot shear
- Metal brake
- Two horizontal band saws
- Vacuum bagging pump and bags
- Steamer and steam-bending equipment
- Numerous power tools, including cordless drills, biscuit joiners, jigsaws, circular saws, routers, etc.
- Numerous hand tools, including planes, saws, files, rasps, screwdrivers, etc.
- Numerous jigs, built for misc. routing and table saw work
- Clamps, fasteners, glues.

### **Advanced Digital Fabrication Laboratory**

The Advanced Digital Fabrication Laboratory (D-FAB LAB) is a research and teaching lab directed by Assistant Professor Santiago R. Pérez. Established in 2010, the lab supports ongoing research and innovation related to Assistant Professor Pérez's objectives as 21st Century Endowed Chair in Integrated Practice.

The D-FAB lab is a separate facility housed in a high-bay building at the edge of campus,<sup>6</sup> with the space and equipment necessary for investigation of large-scale 1:1 fabrication methods, component design and assembly. The lab functions as a self-sufficient base for digital and material investigations and computational design, supporting independent and collaborative research, seminars, and studios relating to Advanced Digital Fabrication. A recently acquired 6-Axis robotic arm will extend the lab's capabilities in 2014, towards explorations in "Design Robotics."

#### Primary Equipment:

- 5-Axis Custom Large Gantry CNC Mill / 3 Axis Cnc Steel Plasma Cutter
- 6-Axis Staubli Rx 160 Robot Arm

#### Additional Equipment:

- 2 Desktop Computer Workstations
- Maxx 24 Computer Controlled Knife Cutter
- Makerbot Replicator Abs 3d Printer
- Rapman Abs 3d Printer
- 50 Ton Press
- 8 X 10 Vacuum Bag & Pump (For 1-Sided Mold Pressing)
- Mig Welder
- Wood Steam Bending Heater & Table
- Plastic Bending Strip Heater
- Bosch Compound Miter Saw

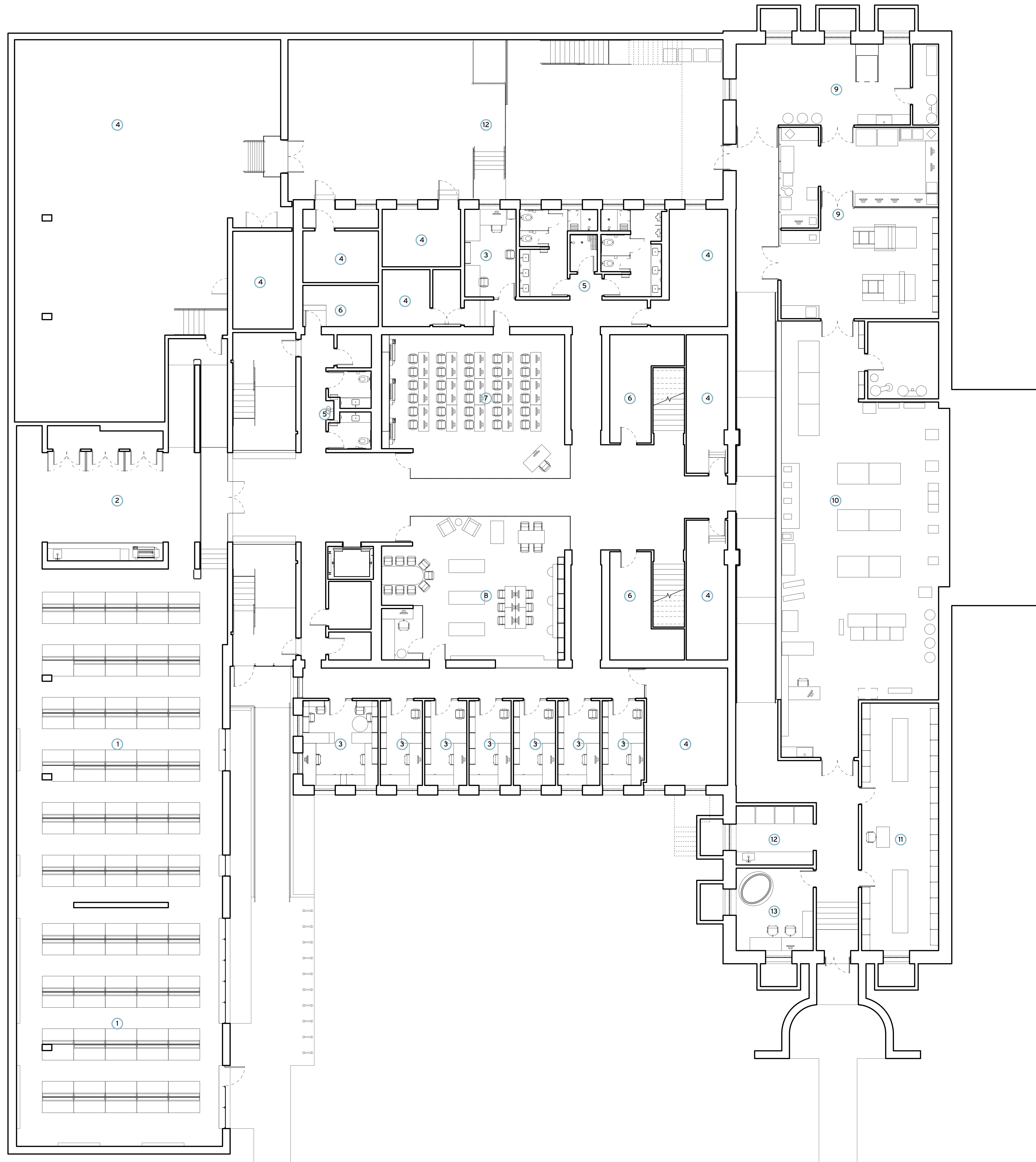
---

<sup>6</sup> This facility, known as the "Government Street Warehouse," also provides space, in an adjacent area, for the department's design build projects. It is the site of the construction of our prefabricated modular houses.

- Kinect Sensor (For Sensor-Based Research)
- Arduino & Related Electronics (For Responsive-Surface Research)

Software:

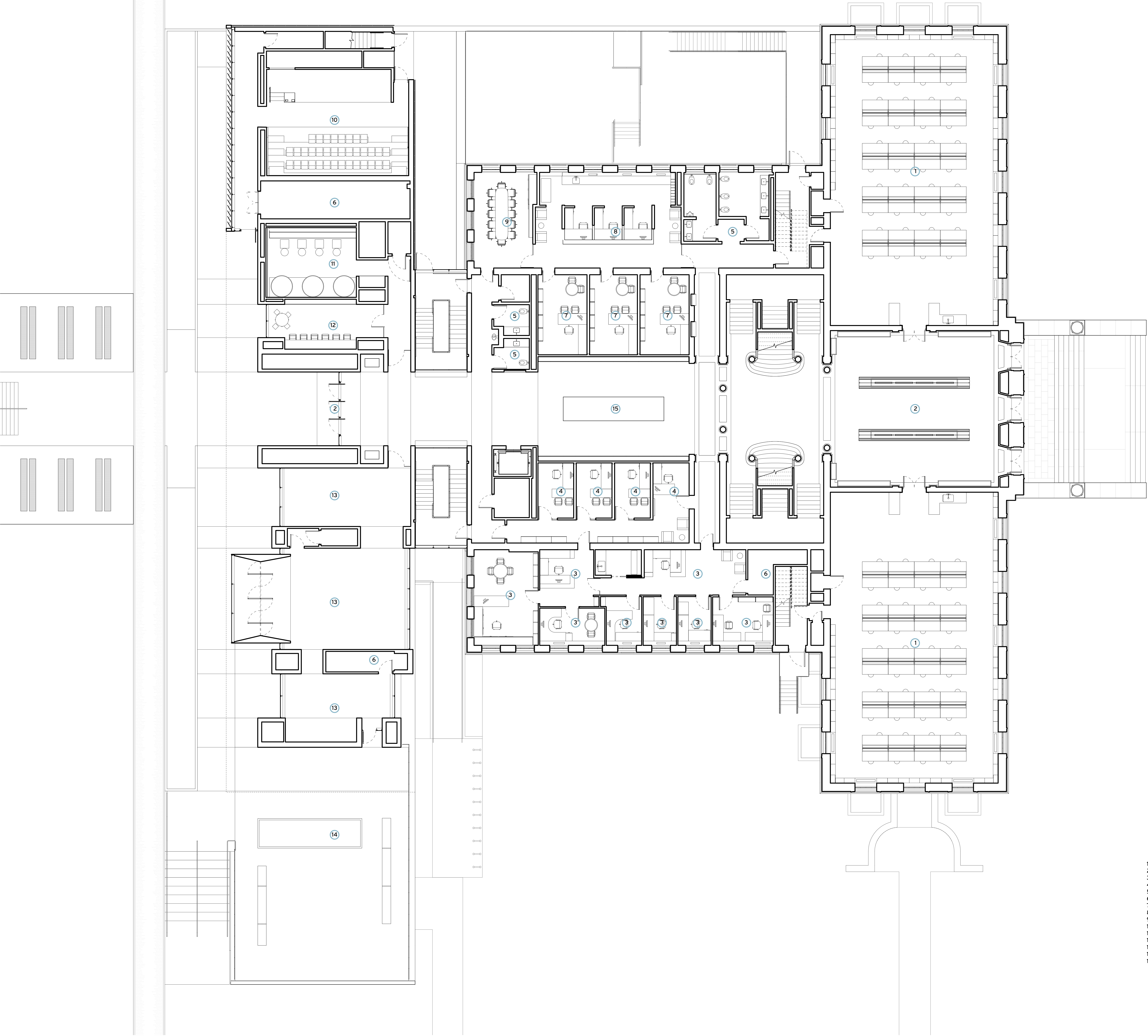
- RHINO 3D with GRASSHOPPER plugin
- RHINOCAM 5-AXIS (for CNC tool-path generation)
- RHINONEST (for efficient nesting of material prior to cutting)
- 3D MAX
- REVIT
- PROCESSING
- MACH 3 (controller for 5-Axis)
- STAUBLI DESIGN STUDIO (for Robot Control)



- 1 STUDIO
- 2 STUDIO SUPPORT
- 3 OFFICE
- 4 MECHANICAL
- 5 RESTROOM
- 6 STORAGE
- 7 COMPUTER LAB
- 8 MEDIA CENTER
- 9 VIZ LAB
- 10 WOOD SHOP
- 11 MATERIALS LIBRARY
- 12 VENDING
- 13 DAYLIGHTING/SUSTAINABILITY

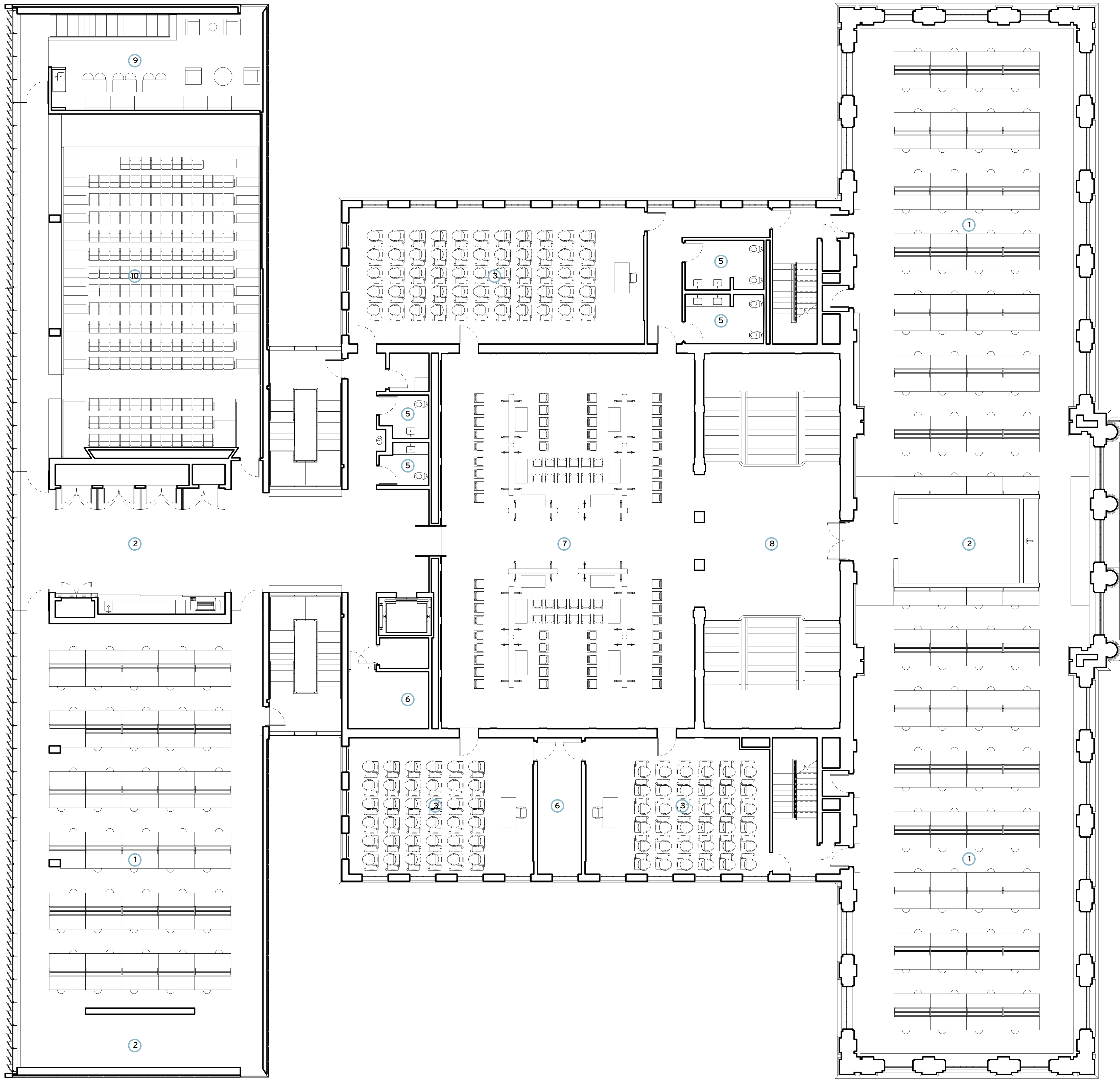
⌚ **LEVEL 0 PLAN**  
1/8" = 1'-0"

CONTROL JOINTS ON CONCRETE



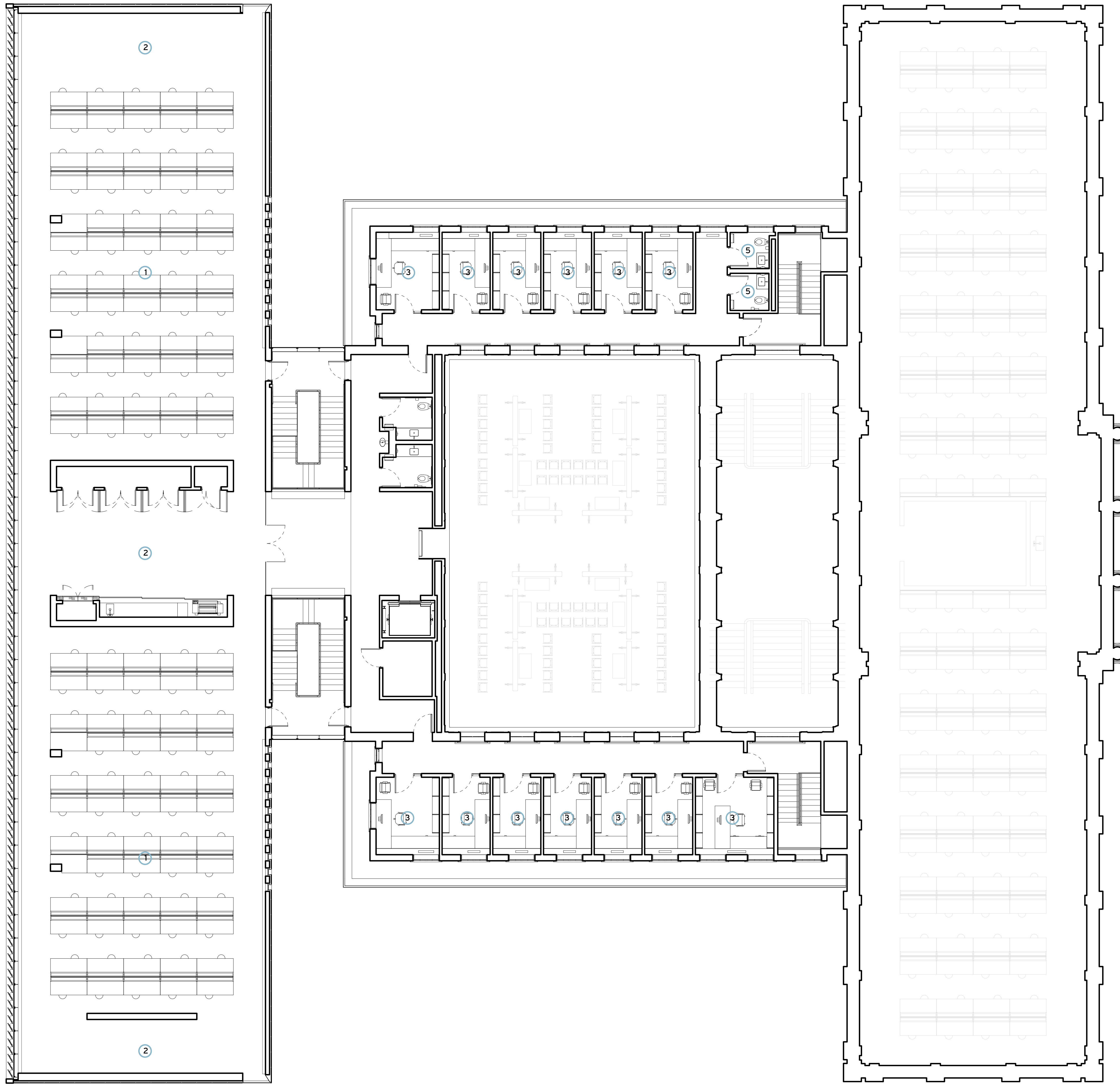
- 1 STUDIO
- 2 LOBBY
- 3 DEAN'S SUITE
- 4 ADVISING
- 5 RESTROOM
- 6 STORAGE
- 7 DEPARTMENT HEAD
- 8 ADMINISTRATION
- 9 CONFERENCE
- 10 AUDITORIUM
- 11 STUDENT LOUNGE
- 12 STUDENT ORGANIZATION
- 13 EXHIBITION GALLERY
- 14 TERRACE
- 15 COMMONS

⌚ LEVEL 1 PLAN  
1/8" = 1'-0"



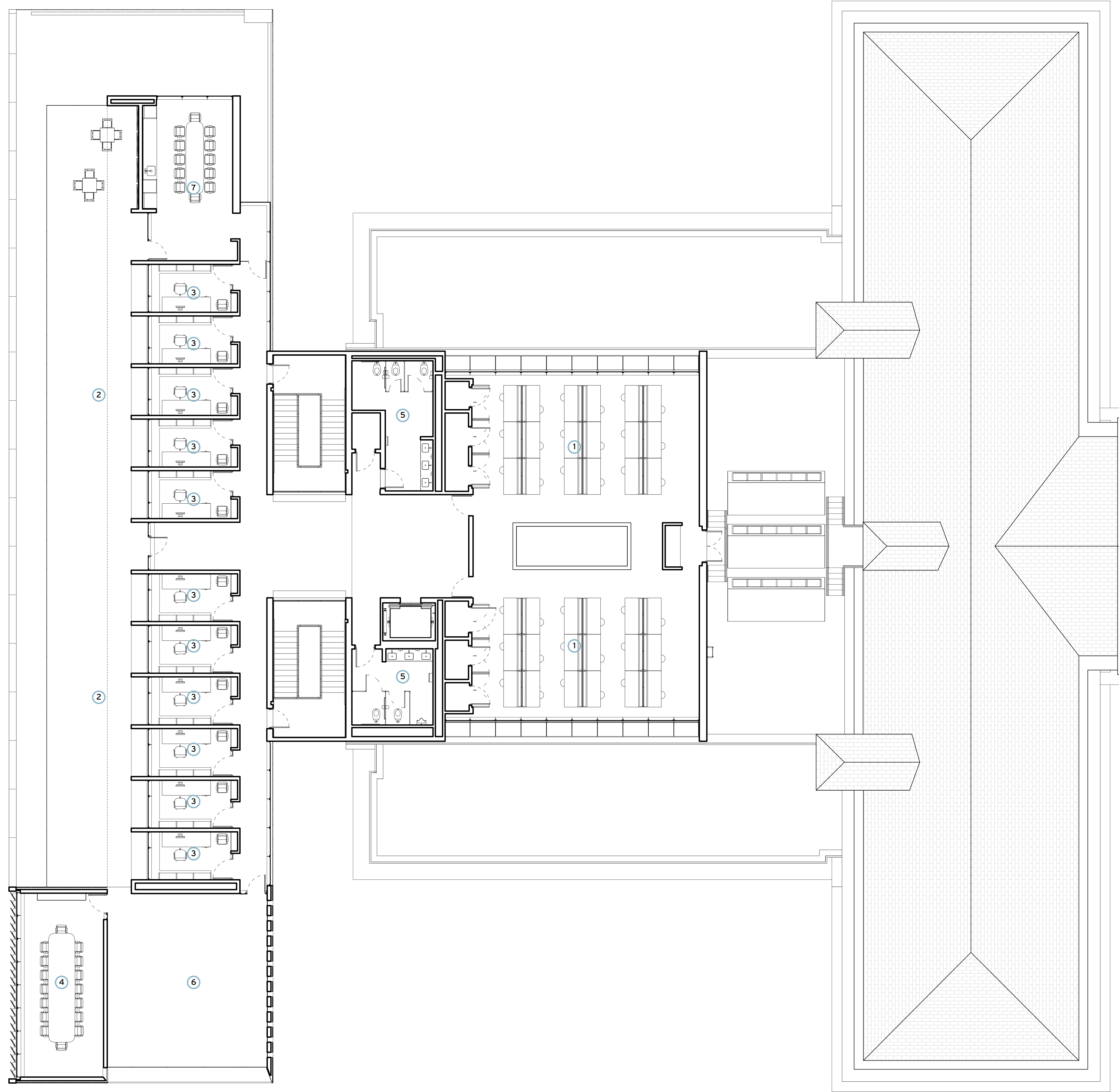
- 1 STUDIO
- 2 STUDIO SUPPORT
- 3 CLASSROOM
- 4 MECHANICAL
- 5 RESTROOM
- 6 STORAGE
- 7 MAIN GALLERY
- 8 BARREL VAULT
- 9 FACULTY LOUNGE
- 10 AUDITORIUM

① **LEVEL 2 PLAN**  
1/8" = 1'-0"



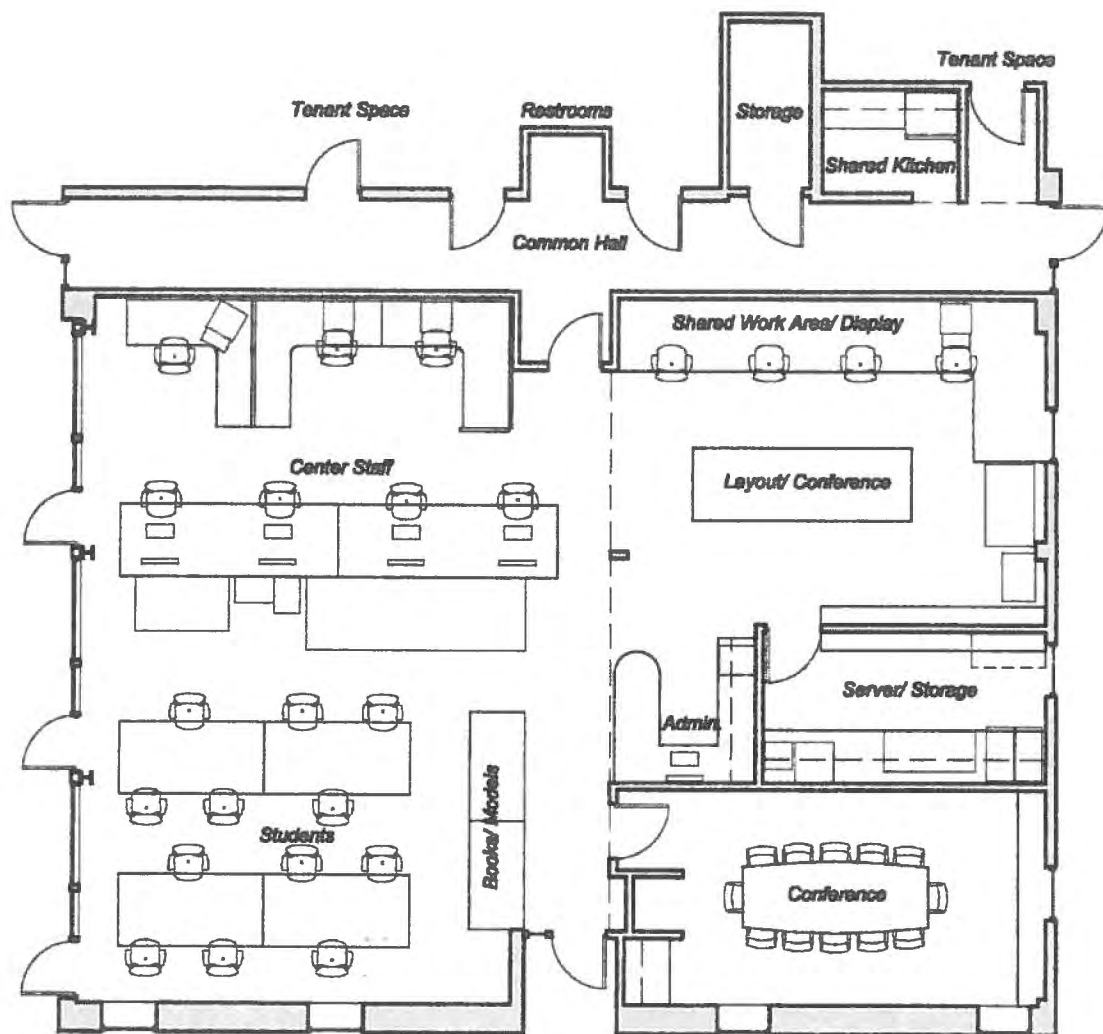
- 1 STUDIO
- 2 STUDIO SUPPORT
- 3 OFFICE
- 4 MECHANICAL
- 5 RESTROOM

① **LEVEL 3 PLAN**  
1/8" = 1'-0"

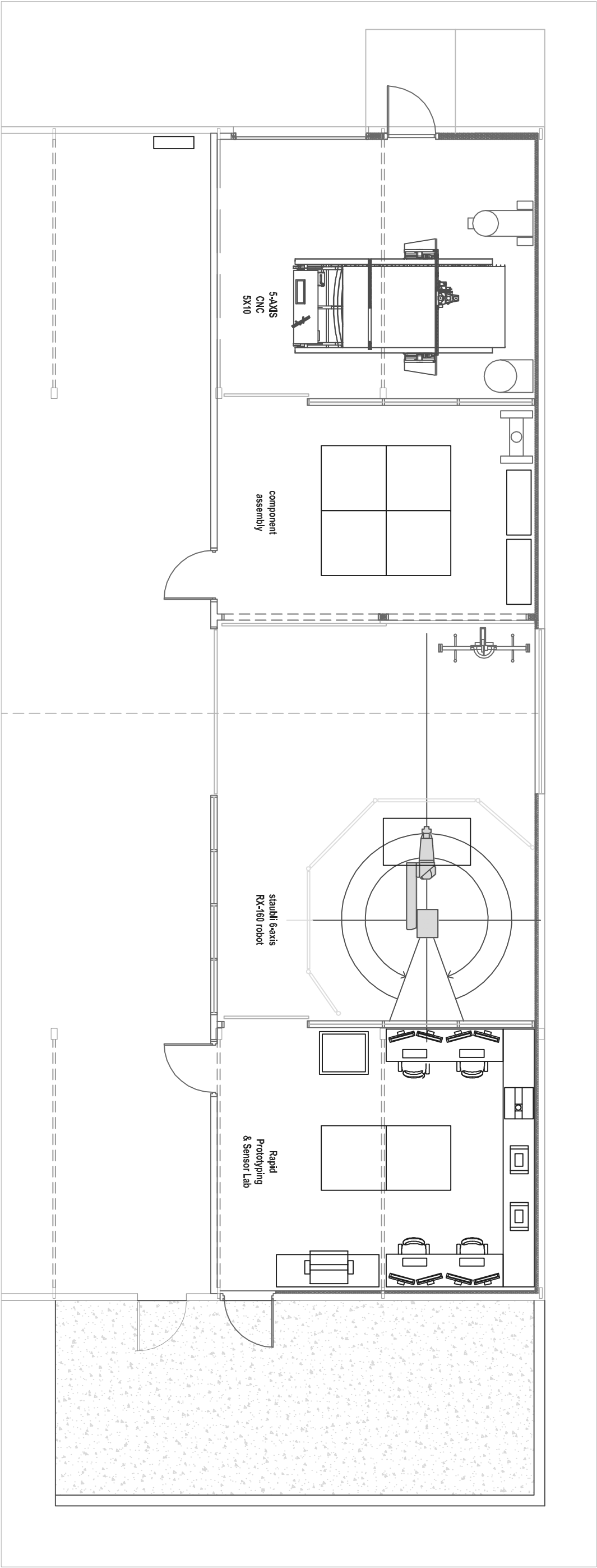


- 1 STUDIO
- 2 GREEN ROOF
- 3 OFFICE
- 4 CONFERENCE
- 5 RESTROOM
- 6 SKY TERRACE
- 7 STAFF LOUNGE

① **LEVEL 4 PLAN**  
1/8" = 1'-0"



**UNIVERSITY OF ARKANSAS COMMUNITY DESIGN CENTER, PLAN**



1  
3/8" = 1'-0"

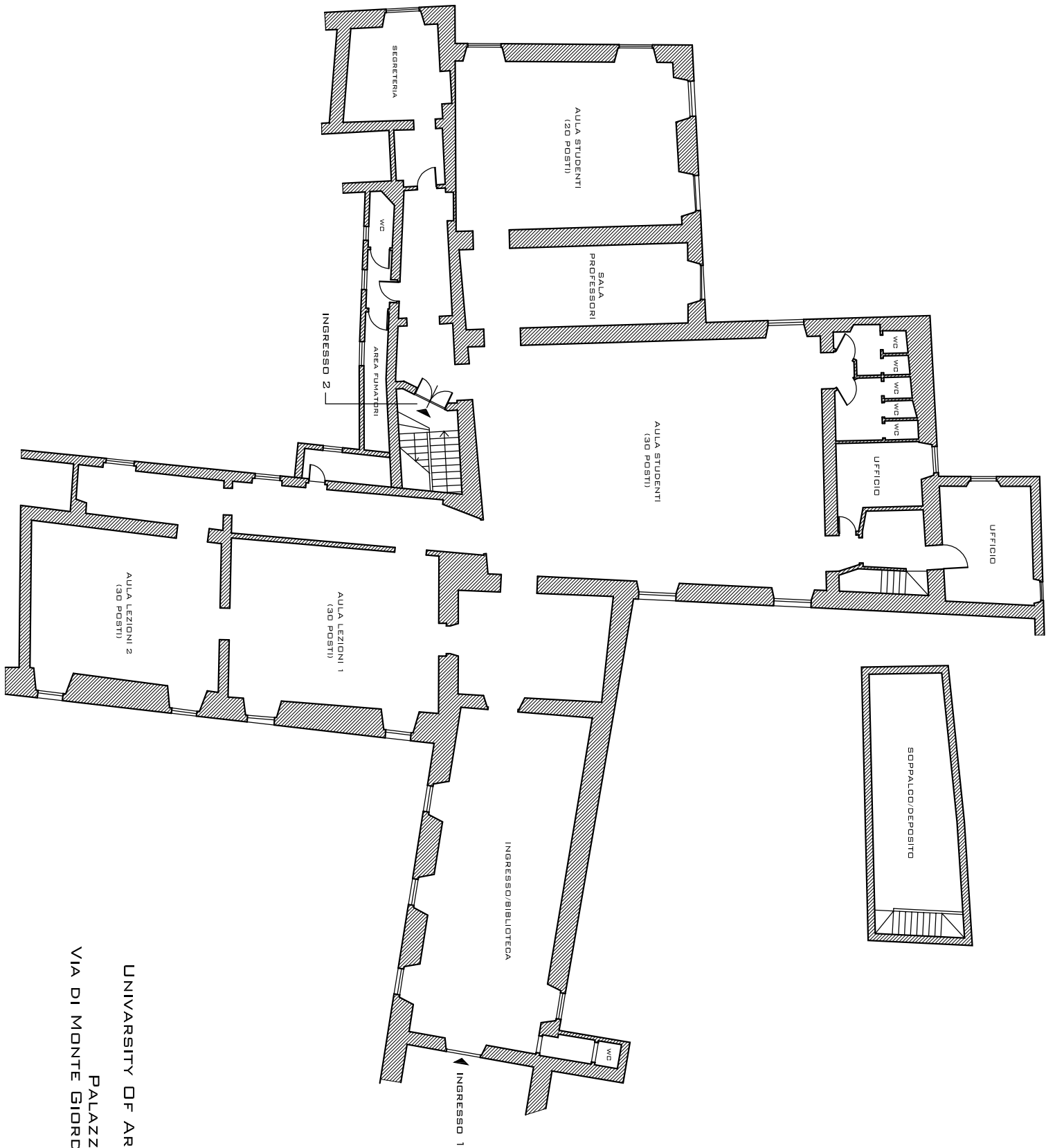
fablab plan: robot planning



# DFAB ROBOT LAB

Contact: Santiago R. Perez  
Assistant Professor, 21st Century Chair in Integrated Practice

University of Arkansas  
Fay Jones School of Architecture

UNIVERSITY OF ARKANSAS ROME CENTER

PALAZZO TAVERNA

VIA DI MONTE GIORDANO, 36 00186 ROMA

PLANIMERIA DEI LUOGHI  
DATA: 22.03.2010

## **I.2.4. FINANCIAL RESOURCES**

### **Program Budgets**

#### Overview

The Fay Jones School and its department of architecture conduct fiscal affairs under the oversight of the University Office of Financial Affairs, governed by policies and protocols established by the State of Arkansas and the University of Arkansas Board of Trustees. The University prepares an annual budget for unrestricted educational and general (E&G) revenues sources only, which represents activities supported by a combination of revenues from tuition and fees, state revenues, and other sources such as investment income and indirect cost recovery. Restricted sources, such as sponsored project (research grants) funding, are not budgeted on a fiscal year basis. All units on campus are responsible for containing costs and retaining the savings to use for different higher priority needs.

Dedicated revenues, which represents activities supported by revenues generated by specific operational units on campus and whose allocations are then "dedicated" to the operation of that same unit, are generally obtained via a fee assessment or from a charge for technical services performed by the unit. These revenues are not available for distribution to the campus at large. Fay Jones School Students pay a differential tuition, (or "tele-fee") that supports teaching and learning activities and services specific to the unit; (in fall 2013, the School of Architecture fee is \$335.40 per semester). These fees provide support for essential services including the Smart Media Center, the woodshop and design VIZ lab, and computer lab as well as enabling the department to fund teaching assistants and visiting critics. Architecture students also pay an international programs fee, \$532.79 per semester for eight semesters.

The School operates fiscally under the leadership of the Dean, who holds fiduciary responsibility for the budget of the Fay Jones School as a whole, including all financial resources and expenses. Within this larger structure, the department heads and heads of outreach units are responsible for managing "maintenance" budgets allocated by the dean, which can include discretionary funding as well as funding determined by state fund formulas. Each academic unit has a budget manager, in residence in the Office of the Dean, who serves as the principal contact for anyone at the department level who has questions related to the budget. In summer of 2008, shortly after the last accreditation site visit, Marianne Hill became the Fay Jones School Budget Director. Trained an auditor, she updated and significantly improved accounting practices in the school, resulting in greater transparency in operations, reporting, and analysis.

The Fay Jones School also benefits from endowments and other gifts to the school, maintained and administered in separate Foundation Accounts. The Fay Jones School Development Director manages advancement activities, with support from the university's office of advancement. Currently, the University is engaged in the second year of a ten-year long capital campaign. The Fay Jones School goal for this endeavor is to raise \$51,270,000, approximately \$20,000,000 of which already has been committed. The Fay Jones School's advisory and "friends" groups, its Professional Advisory Board and the Dean's Circle also play roles in cultivating philanthropy toward the school and the department. Sponsorships and endowments are key to supporting the school's lecture series as well.

**Table 1****OPERATING INCOME AND EXPENSE REPORT***Restricted and Unrestricted*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Income</b>						
<b>Total State Budget: Salaries + Fringe Benefits + Maint</b>	1,544,843	1,530,552	1,581,740	1,792,846	1,881,852	1,966,030
<b>Telefees</b>	43,000	45,000	41,000	45,000	48,000	To be Determined
<b>Total</b>	<b>1,587,843</b>	<b>1,575,552</b>	<b>1,622,740</b>	<b>1,837,846</b>	<b>1,929,852</b>	

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Expense</b>						
<b>Salaries and Fringes</b>	1,424,731	1,480,368	1,604,196	1,723,164	1,912,076	1,896,322

<b>Other Income (Foundation Funds)</b>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Endowed funds balances</b>						
Faculty Chair/Professorship	not available	3,719,423	4,248,624	4,132,328	6,015,206	6,097,340
Professional Lecture Support	not available	168,860	192,476	187,243	200,349	203,008
Faculty Awards	not available	466,886	53,919	52,453	56,125	56,870
Scholarships and Awards	not available	1,452,575	1,695,867	1,736,605	2,090,962	2,219,913
Other	not available	330,109	377,409	367,149	392,849	398,061
<b>Total</b>		<b>6,137,853</b>	<b>6,568,295</b>	<b>6,475,778</b>	<b>8,755,491</b>	<b>8,975,192</b>
<b>Non-endowed fund balances</b>						
Lecture Support	not available	47,085	50,894	47,456	40,213	45,268
Property/Equipment Support	not available	417,901	10,550,004	7,216,425	2,893,465	2,868,151
Research	not available	3,258	3,275	3,291	3,339	3,349
Gifts - Other	not available	525,454	516,491	464,818	508,135	550,878
Scholarships and Awards	not available	169,743	93,155	102,161	99,115	111,143
<b>Total</b>		<b>1,163,441</b>	<b>11,213,819</b>	<b>7,834,151</b>	<b>3,544,267</b>	<b>3,578,789</b>
<b>Combined Total</b>		<b>7,301,294</b>	<b>17,782,114</b>	<b>14,309,939</b>	<b>12,299,758</b>	<b>12,583,981</b>

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Reserve balance</b>	274,150	462,061	658,871	334,765	146,708	261,677
						FY14 Beginning Balance
<b>Faculty Development</b>	2,738	8,925	16,432	14,918	19,281	To Be Determined

**Notes:** All 2013-14 foundation fund balances are year to date, September 18, 2013

The "reserve balance" reflects Dean's Reserves for the Fay Jones School, funds from the reserve are allocated to department heads at the discretion of the dean.

Faculty development funds are allocated from the dean's budget. Figures represent actual expenditures.

In 2013-14, \$2,000 will be allocated from the dean's budget for each tenured faculty member; \$2,500 will be allocated for each tenure-track faculty member; research funds for clinical appointments are awarded at the discretion of the dean.

**Table 2**  
**Architecture Instructional Support (Maintenance)**

<b>Budget Category</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
State Budget	77,785	66,505	66,505	66,505	66,505
Dean's Discretionary funding	40,000	40,000	40,000	40,000	40,000
Less funding of the sUGAR Gallery	-	-	(2,000)	(2,000)	-
Less funding for ARCH vehicle	-	-	(2,000)	(2,000)	(2,000)
Less Studio Trips funding	(1,807)	(2,387)	(2,885)	(20,670)	-
WSDIA	-	-	-	-	(8,271)
<b>Remaining Budget</b>	<b>115,978</b>	<b>104,118</b>	<b>99,620</b>	<b>81,835</b>	<b>96,234</b>

<b>Expense Category</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
Mark Morgan - IT	15,830	15,868	14,747	15,606	16,152
Summer Salary - M. Hughes	-	5,243	-	-	-
Student Wages	1,333	2,756	-	239	2,748
Maintenance	714	697	1,547	629	-
Computer Expense	5,473	11,179	8,860	7,872	8,973
Computer Supplies	-	238	772	2,667	1,270
Office Supplies	6,880	4,301	3,581	4,348	1,372
Travel	56,065	45,115	41,012	48,040	24,567
Software	3,235	3,450	6,021	9,579	3,654
Postage	1,231	1,076	681	1,506	480
Phone	6,752	7,549	7,402	5,723	5,093
Dues	404	923	-	-	1,858
Facilities Management	697	2,233	2,092	3,225	968
Print/Copy	7,623	8,062	9,030	18,824	11,839
Educational Materials	8,500	2,484	1,466	209	1,087
Catering	13,541	12,733	13,662	21,635	12,249
Entry Fee	-	-	200	420	-
Test Fees	881	210	-	-	-
Office Equipment	217	3,078	-	321	-
Accreditation	3,957	-	-	-	-
Storage	1,431	358	-	-	-
Honorariums	3,700	200	-	-	600
Atty Kathy Goss - Peter	-	-	-	1,925	-

<b>Total Expenditures</b>	<b>(138,464)</b>	<b>(127,753)</b>	<b>(111,072)</b>	<b>(142,768)</b>	<b>(92,909)</b>
---------------------------	------------------	------------------	------------------	------------------	-----------------

<b>Maintenance Balance</b>	<b>(22,486)</b>	<b>(23,635)</b>	<b>(11,452)</b>	<b>(60,933)</b>	<b>3,325</b>
----------------------------	-----------------	-----------------	-----------------	-----------------	--------------

**Table 3**  
**Telefees**

**ARCHITECTURE TELEFEES**

	<b>FY 09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY 14</b>
<b>Budget</b>	<b>43,000</b>	<b>45,000</b>	<b>41,000</b>	<b>45,000</b>	<b>48,000</b>	to be determined
<b>Expenditures</b>						
Student Wages	6,819	12,608	11,340	12,314	11,161	
Software	2,267	5,134	-	-	-	
Equipment	-	-	714	-	2,183	
Print/Copy	-	-	434	50	-	
Maintenance	172	247	197	1,189	-	
Travel	9,544	13,387	14,171	32,319	23,487	
Supplies	-	595	1,698	502	2,159	
EdMat	-	-	282	129	-	
Catering	-	837	143	495	585	
Honorariums	19,460	10,730	25,331	21,835	17,975	
Internet	-	-	-	-	140	
<b>Total Expenditures</b>	<b>(38,262)</b>	<b>(43,538)</b>	<b>(54,311)</b>	<b>(68,833)</b>	<b>(57,690)</b>	to be determined
<b>Telefees Balance</b>	<b>4,738</b>	<b>1,462</b>	<b>(13,311)</b>	<b>(23,833)</b>	<b>(9,690)</b>	to be determined

**FAY JONES SCHOOL TELEFEES SPECIAL EQUIPMENT**

	<b>FY 09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY 14</b>
Beginning Balance	235,186	224,454	181,709	273,363	275,683	306,931
Expenditures	(89,681)	(89,766)	(94,297)	(79,603)	(81,398)	
Transfers	(87,612)	(134,096)	(77,743)	(174,270)	(150,891)	to be determined
<b>Ending Balance</b>	<b>57,893</b>	<b>593</b>	<b>9,669</b>	<b>19,491</b>	<b>43,394</b>	

**Table 4**  
**International Programs**

**ROME CENTER**

	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
Revenue	106,075	608,013	1,185,588	1,360,554	1,684,552
ARSC Support	10,000	-	10,000	10,000	10,000
Arch Int'l Study Fees	257,941	213,281	291,437	223,377	175,044
Rome Loan	-	180,000	-	-	-
Dean's Support - Palazzo Taverna	-	-	5,000	-	-
Dean's Support - Davide's travel	-	-	-	2,414	-
<b>Total Revenue</b>	<b>374,016</b>	<b>1,001,294</b>	<b>1,492,025</b>	<b>1,596,345</b>	<b>1,869,596</b>
Expenditures	460,226	1,001,294	1,526,224	1,808,323	2,088,527
Loan	-	-	21,101	21,101	21,101
<b>Total Expenditures</b>	<b>460,226</b>	<b>1,001,294</b>	<b>1,547,325</b>	<b>1,829,424</b>	<b>2,109,628</b>
<b>Deficit covered by Dean's Reserve</b>	<b>(86,210)</b>	<b>-</b>	<b>(55,300)</b>	<b>(233,079)</b>	<b>(240,032)</b>

**MEXICO SUMMER PROGRAM**

	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
<b>Beginning Balance</b>	-	-	5,851	5,859	-
<b>Revenue</b>	29,669	5,851	10,683	9,619	13,206
<b>Expenditures</b>	(54,431)	-	(10,675)	(17,392)	(14,534)
<b>Balance</b>	<b>(24,762)</b>	<b>5,851</b>	<b>5,859</b>	<b>(1,913)</b>	<b>(1,328)</b>

The FY09 Mexico Summer Program deficit was covered by the Architecture Off Campus Programs cost center that covers the Rome Program. The Mexico cost center was not set up until FY 10.

**Table 5**  
**Investment Per Student**  
**Campus Comparison**

<u>academic unit</u>	<u>total budget</u>	<u>fall 2012 undergrad</u>	<u>fall 2012 grad enrolled</u>	<u>fall 2012 % undergrad</u>	<u>undergraduate budget</u>	<u>investment/student undergrad + law</u>
<b>School of Architecture</b>	4,592,935	522	n.a.	100	4,592,935	8,799
<b>School of Law</b>	9,914,840	n.a.	385	n.a.	n.a.	25,753
<b>Agriculture</b>	8,451,315	1,710	304	85	7,183,318	4,201
<b>Arts &amp; Science</b>	51,976,599	7,138	909	89	46,259,173	6,481
<b>Ed and Health Profs.</b>	18,352,025	3,531	1,149	75	13,764,018	3,898
<b>Engineering</b>	20,177,970	2,388	853	74	14,931,697	6,253.00
<b>Business</b>	20,699,177	3,750	370	91	18,836,251	5,023.00
 <u>academic department</u>						
<b>Architecture</b>	1,921,859	304				6,322

### Enrollment

Since the last accreditation visit, the University of Arkansas has experienced historic enrollment growth. With enrollment topping 25,000 in fall semester 2013, numeric increases of this scale have not been seen at the university since the late 1940s. The School of Architecture, however, by agreement with the provost and the vice chancellor for financial affairs, has been exempted from mandates for increasing the undergraduate student population that has marked the rest of the campus. These agreements consider the unique requirements of the architecture program concerning spatial allocations per student and student:faculty ratios, including those imposed by our accrediting boards, of the undergraduate professional programs. In short, the Fay Jones School has planned for static enrollment in the professional programs, seeking to grow only, at this time, in its four-year liberal education programs, the B. S. in Architectural Studies and the B. S. in Landscape Architectural Studies.

Although our current (fall 2013) enrollment of 278 professional program students is remarkably close to the 282 students architecture students enrolled at the beginning of this accreditation period, (282), enrollments peaked to more than 300 students from fall 2009 through fall 2012 (2009: 328; 2010: 215; 2011: 317; 2012:308). This fall (2013) we were not able to meet our target enrollment of 60 in the fall first year design studio, a consequence, we suspect, of the impact of our extended construction period. Architecture leadership also recognizes that changing economic, market forces, and popular press reports on the profession could have had an effect upon applications and enrollment yields. We are optimistic that our renovated building with its new addition—and the exposure they are likely to enjoy-- will have a salubrious effect on applications and enrollments in the next academic year. Additionally, we are planning strategic student recruitment, with a renewed emphasis on recruiting by faculty. We remain concerned about our ability to recruit students from diverse and under-represented populations, and continue to work with our director of development to increase scholarship initiatives that will allow for increased, and continuing, support of such students. Our enrollment statistics reflect, however, a disproportionately large population of entry-level students, and student retention, particularly at the time of entry to the professional program (second semester, third year) is an ongoing concern. In terms of budget, space per student, and our ability to support our study abroad programs and sufficient alternatives in the option studios, we would like to admit a minimum of 45 students to the professional program each year, and maintain a B. Arch. student population of at least 300. We believe that this enrollment level can support properly the diverse menu of option studios that we wish to offer our fifth-year students; from a financial perspective, enrollment has the greatest and most direct impact on the economic health of our study abroad programs. Our new building affords room for growth of approximately 20% in the entire school population; that space, however, must accommodate parallel, desired growth in our landscape architecture program and leave open the possibility of extending our endeavors to graduate education.

### Pending Changes and Forecasts for Revenue

Since the last accreditation visit, tuition has increased substantially, as the University seeks to compensate for falling state support with increased tuition dollars. In fall 2008, instate tuition for a (typical) 30-credit hour academic year was \$6, 038; currently, it is \$7,554, representing a 25% increase over the six-year period. The Fay Jones School has been compelled to increase its differential tuition incrementally during the past three years in particular to support increases in intelligent-technology resources for both teaching and learning. During spring of 2013, a shortfall in the university advancement budget resulted in academic units assuming responsibility for a percentage of salary of its development and communications professional staff previously assumed by the advancement division. An associate vice chancellor for finance, a new position in the university administration, has just been hired, and we anticipate critical analysis of and, potentially, changes in the fiscal management and reporting across campus. Consequently, we are

reluctant to forecast with certainty revenue and expenses for the coming years. With little prospect for increases in state funding to higher education, it is likely that we will request another increase in differential tuition; we also may be forced to explore raising our international program fee.

## **I.2.5. INFORMATION RESOURCES**

### **Library Collections, The Fine Arts Library**

#### Institutional Context and Administrative Structure

The University of Arkansas Libraries consists 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. The main section of this report addresses the Fine Arts Library (FAL), followed by a report on the Special Collections Department in Mullins Library.

#### Content, Extents, and Format of the Collection / Staffing

The collections of FAL reflect its primary clientele, the academic units of the Fay Jones School of Architecture (Architecture, Landscape Architecture, and Interior Design) and the Department of Art. The Fine Arts Library (FAL) is in the historic Fine Arts Center (Edward Durrell Stone, 1951), which also houses the Department of Art. FAL is less than a five-minute walk from both Vol Walker Hall and Mullins Library.

Key statistics on the collections are as follows:

<b>Category/Collection</b>	<b>Titles</b>	<b>Volumes</b>
FAL (all classifications, books and serials, all formats)	26,445	33,167
FAL (NA classification, books and serials, all formats)	7,139	10,067
University Libraries and Law Library (NA classification, books and serials, all formats)	10,345	16,703

Collection development in FAL is aligned with the research and curricula of the Fay Jones School and the Department of Art. The collection consists almost exclusively of published works, both printed and electronic; original architectural drawings and manuscripts are not purchased. FAL houses a small collection of rare books and a physical reference collection. Technical Services in University Libraries catalogs the physical and electronic collections according to national standards and arranges the physical collections in the Library of Congress (LC) classification. The online catalog was recently upgraded to Sierra software and includes the holdings of all campus libraries and the Crystal Bridges Museum Library. Searchable bibliographic records are available for the printed, electronic, and other non-print materials of the system, both monographic and serial.

Print remains the dominant medium of architectural collections. At approximately 3600 square

feet, FAL cannot house all materials in the visual arts. The staff in FAL periodically transfers older and little-used items to Mullins Library or storage. The recently reconfigured stacks in Mullins will provide growth in the “NA” class for the coming decade. These stacks and almost all collections in FAL are open for browsing. For materials in storage, patrons can page items to be delivered within 24 hours to a circulation desk of their choice in University Libraries. Most books can be checked out for 16 weeks.

Print may be dominant, but electronic collections are increasingly valued and available both off and on campus. University Libraries subscribes to databases directly relevant to architecture (Avery index, Art Full Text, and Art Index Retrospective) and databases useful for broader inquiries (JSTOR Arts and Sciences I–VIII, Web of Science, Ebsco Academic Search Complete, and ProQuest Research Library). The last two databases aggregate numerous full-text publications. The University of Arkansas participates in ARTstor, which includes more than 400,000 images in architecture and city planning. A complete “A–Z” list of the subscription databases is available at <http://libinfo.uark.edu/eresources/titles.asp>. Other formats are minor. FAL has fewer than 100 optical disks. Mullins has a collection of fewer than 100 architectural titles in DVD and VHS.

FAL seats approximately 45 patrons. The lower level includes several large tables, which are conducive to group work. The four computer workstations in FAL are scheduled to be upgraded this fiscal year. FAL has two scanners and a dual photocopier/scanner. The university’s wireless network reaches throughout the library. FAL is open 84 hours per week in the spring and fall semesters and 53 hours per week in the summer sessions, more hours than any other branch in University Libraries. Mullins Library is open 109 hours per week in the spring and fall semesters, 99 per week in the summer sessions, and extended hours at the end of the semesters.

Phillip J. Jones, the fine arts librarian, has 5 years of experience as head of FAL and 19 years as a librarian. He has master’s degrees in history and library and information science. Jones oversees all operations of FAL and is also responsible for collections in African American and Latin American studies, French, and Spanish in Mullins Library. He supervises one full-time classified staff member in FAL, who supervises another full-time classified employee and approximately 2.5 FTE hourly personnel.

#### Support of the Curriculum

The architectural collections support the teaching and research of the Fay Jones School, in addition to scholarly inquiry from other units on campus. The fine arts librarian is responsible for the collections but works with the longstanding departmental liaison to the library, Associate Professor Kim Sexton, to identify and select titles. Dr. Sexton receives fortnightly alerts of newly published books via YBP’s GOBI<sup>3</sup> service and can recommend titles and annotate her recommendations. Partnership between FAL and architecture is distributed: other members of the faculty also send requests to the FAL librarian. Mr. Jones is attentive to shifts in teaching and research and the needs of new faculty. The University Libraries at present is identifying emerging areas across the disciplines and hosted a retreat in July 2013 for librarians to plan a course of action. Current areas of focused collection development in architecture include digital design and fabrication, sustainability, urban planning, and Chinese architecture and architectural history. Texts are also actively sought on contemporary architecture in the following country and regions: China, Latin America, and Scandinavia. Although the collection supports architectural history, its emphasis is on design.

The director for collection management services and systems in University Libraries determines the annual allocation for each monographic fund. The following amounts were available the last

five fiscal years on the dedicated fund for architectural monographs:

FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
\$275	\$8,000	\$8,000	\$4,600	\$4,600

In the last four fiscal years approximately \$10,000 was allocated each year for an approval plan of exhibition catalogs. Works on architecture comprise 5–10% of the titles acquired via the vendor, Worldwide Books. The fine arts librarian has been able to purchase a small number of architectural titles on other funds: diversity, sustainability, general humanities, and fine arts reference. The interdisciplinary nature of academic work on campus has prompted purchases relevant to architecture through the funds for art, landscape architecture, and interior design.

University Libraries currently subscribes to approximately thirty journals (primarily in print) on the two dedicated serial funds for architecture. Expenditure on these funds shows a steady increase over the last three fiscal years: \$6,517 (FY 2011), \$7,033 (FY 2012), and \$7,305 (FY 2013). This serial inflation is the crux of the challenge to sustainable funding in academic libraries. Subscriptions to JSTOR and the aggregators Ebsco Academic Search Complete and ProQuest Research Library increase the number of accessible journals considerably in all disciplines, but they provide access to only approximately several dozen journals in architecture and architectural history. Furthermore, their dynamic content is volatile.

FAL maintains reserve readings to support specific courses. A faculty member can ask staff to place a physical text on reserve or that a journal article or portion of a book be scanned and made available to students. A general fund, not the disciplinary fund for architecture, pays for these texts and copyright fees. This service supports the curriculum directly and fosters collection development, particularly of current titles. The fine arts librarian maintains online guides to resources (LibGuides) and a searchable database of free online resources. He provides reference assistance to faculty, students, and other researchers, along with one-on-one consultations. Students in the studio sequence are the heaviest users of FAL and regularly visit as a class when working on a library-related project. Formal instruction in the use of library resources is available, but requested infrequently. The director of the Smart Media Center and the fine arts librarian offer periodic presentations on ARTstor and MDID, the campus's own database of images.

#### Quality, Currency, Suitability, Range, and Quantity of Resources

Data indicate that the architectural collections are used, are suitable for the programs that they support, and are of suitable quality. Patrons checked out 5,722 items in FAL (a collection of approximately 33,000 volumes) in FY 2013. Undergraduates checked out 86% of these items. In the last fiscal year, 2,010 volumes in FAL from the NA class (a collection of 10,067 volumes) were in circulation. There are 206 books and 14 bound journals in FAL—from the NA class—that have been circulated more than 30 times. Among undergraduate patrons listed in the online system as affiliated with the Department of Architecture, 47.2% have checked out more than 5 items. Monographic titles in FAL from the NA class are reasonably current: of an overall collection of 6987, there are 740 published after 2005 and 175 published after 2010.

In early 2012 the University Libraries inaugurated demand-driven acquisition (DDA) through the vendors ebrary and YBP Library Services. DDA allows patrons to participate directly in collection development and offers current titles on demand, as well as a balance of formats. Bibliographic records for electronic books that match a profile are regularly loaded in the online catalog and are fully accessible. A certain threshold of use triggers a “short term loan,” which results in a charge. On the third such loan the library pays the full price of the title, which

becomes part of the library's permanent electronic collections. Use of titles in architecture has been modest, but patrons have accessed handbooks and manuals otherwise unavailable on campus. Several patrons from the Department of Art have expressed concerns about the quality of images in the electronic books, but the fine arts librarian has not encountered that concern in architecture. The electronic collections also continue to grow through subscriptions to major packages. The library purchased Credo Reference in 2013, which includes titles in architecture, including *Time Saver Standards for Architectural Design* and several architectural dictionaries. University Libraries also has a subscription to Oxford Reference Online, which includes architectural material.

When needed materials are not available on site, Interlibrary Loan (ILL) of University Libraries provides superlative service free of charge to faculty, staff, and students. University of Arkansas Libraries is one of 33 members of the Greater Western Library Alliance, a consortium with a strong record of interlibrary borrowing and lending. Within this group the service in Fayetteville consistently ranks among the most efficient. ILL now obtains returnable items (e.g., books, DVDs) in an average of three days. Average delivery time for scanned articles and chapters is well under 24 hours. In FY 2013 ILL was able to fill through RapidILL more than two-thirds of these requests, which were available to the researcher in an average of 12.3 hours. An examination of the approximately 600 titles borrowed by the Department of Architecture via ILL in FY 2013 reveals a broad array of requests by subjects and suggests there are no major lacunae in the collections in Fayetteville.

#### Funding for Continual Growth of Collection

Architectural collections are purchased on a variety of funds: one monographic, two serial (one print and one electronic), one for fine arts reference, and the approval plan through Worldwide Books, all overseen by the fine arts librarian. Other funds under the aegis of colleagues have provided some additional titles. Funding for the DDA plan has grown and enables the Libraries to provide access to electronic books across the disciplines. The University of Arkansas provides University Libraries with partial financial support for collections, but over time University Libraries has become more dependent on income from endowments. The downturn in the economy led to several lean years. In order to limit the effects on ongoing commitments (databases and journals) and essential services, such as interlibrary loan, University Libraries purchased very few new books. Only \$275 was available for architectural monographs in FY 2009 and the figure was reduced from \$8,000 to \$4,600 in FY 2012. A broad approval plan of imprints from university presses and several other key publishers was a casualty in FY 2009; finances have not permitted its reinstatement. In spite of these indicators, several factors augur a brighter future. The stronger economy is boosting income from endowments and suggests that efforts at fundraising will be better rewarded. The university approved a fee for all undergraduate and graduate students to be computed by credit hour and directed toward the campus libraries. The fee takes effect in the fall semester of 2013. In addition, the libraries will receive a percentage of indirect costs on grants awarded beginning in FY 2014. These two sources of support will put the finances of the libraries on a firmer foundation.

#### Significant Problems

FAL is in a historic building with a distinct character. But character comes at a price. Space is tight, especially in the stacks. There are only four workstations and no viable spot for more. The lower level, which houses the oversize collection and most journals, is only accessible via stairs, although the fine arts librarian has not encountered a problem with this inaccessibility. The budget continues to be a challenge, particularly funding for monographs. This challenge is not unique to the University of Arkansas. However, as indicated in the section above, an improving economy and a newly approved fee suggest a brighter future.

## **Special Collections and the Arkansas Architectural Archives**

### Institutional Context and Administrative Structure

Special Collections is housed in Mullins Library of the University of Arkansas Libraries, and the Arkansas Architectural Archives is a unique component of the libraries' Special Collections. The Architectural Records Archivist reports to the Head of Special Collections, who, in turn reports, to the Dean of the Libraries.

### Content

The Arkansas Architectural Archives currently holds twenty-one archival collections, including over 40,000 drawings, in addition to photographs, correspondence and other materials. The majority of these materials are unique. The core of the architectural collections represents the history of the mid-twentieth century.

Special Collections and the Arkansas Architectural Archives serve as a noteworthy resource for both students and faculty of the Fay Jones School. The Architectural Records archivist, who earned a B.A. in Architecture and an M. Arch. and who has also worked as a design educator, routinely hosts classes with programs targeted towards the specific pedagogical goals of the respective instructors. For example, beginning level studio classes may be interested in exploring drawings relative to craft and type while upper level classes, including courses in the architectural technology sequence, may look comparatively at construction documents. The repository provides a foundational resource for the research methods class required of all department of architecture honors students. The Archives also have served as a resource for researching studio project building sites and exploring documents for Historic American Building Survey projects, a (summer sessions) professional elective offering.

Given the rare and singular nature of the holdings, the materials must be used on site. However, most materials, even large format drawings, can be photographed, copied or scanned by request. Guides for processed collections are available online at the Special Collections website (<http://libinfo.uark.edu/SpecialCollections/>). Limited amounts of digitized material are also available online, and digitization of selected items from the collections is ongoing.

Arguably, the most precious holdings of the Architectural Archives are the papers of Arkansas's two most influential architects of the twentieth-century, Edward Durell Stone and E. Fay Jones. Of special significance to the department of architecture is The Fay Jones Collection, donated by Jones and his wife, Mary Elizabeth, in multiple accessions between 1997 and 2005. The collection is a complete record of Jones's teaching, his practice, his philosophy of architecture, and his skill as an artist. Materials documenting 226 building projects from 1950 to 1998 include correspondence, construction schedules, notes, sketches, reports, and product literature. Over 22,000 separate sheets of drawings illustrate the development of projects from conceptual sketches to presentation and construction drawings. Over 20,000 slides and photographs record Jones's architectural creations and travels. Recorded interviews and audio-visual items featuring Fay Jones discussing his work are in VHS and DVD formats. The academic records contain early project ideas, lecture notes, class rosters, and University of Arkansas School of Architecture administrative records. In addition there are numerous carefully kept appointment books, registration certificates, sketchbooks, and a portion of Jones's own library.

### Curriculum Support and Scholarship

The Arkansas Architectural Archives enhances the opportunities for both honors undergraduate and faculty scholarship by making extensive primary source material available for research. The Fay Jones Collection, in particular, has made a lasting imprint on architecture students' research.

Last year, fifth-year architecture student Callie Verkamp developed an honors thesis on gender and client roles as reflected in the conception and design of Jones's domestic architecture; two architecture graduates returned to the campus to use the Jones Collection in writing master's theses (Callie Williams, B.S. Arch Studies, 2009, M.A. University of Virginia; Brian Poepsel, B. Arch., 2010, M.A. University of Texas). So too, the collections are used actively by faculty, practitioners, and scholars for a wide range of research endeavors: The Edward Durell Stone Papers, for example, continue to inform Professor Goodstein-Murphree's work on mid-century modernism; a 2011 exhibition '*Ozark Modern*' curated by Catherine Wallack, the current director of the archive and funded by the Arkansas Humanities Council also drew heavily upon the Stone Papers; Associate Professor Gregory Herman has used collections including the Fay Jones Collection, the John Williams papers, the Warren Segraves Papers for research and teaching purposes; and a variety of archival documents informed the development of and appeared in the Arkansas Educational Television Network documentary *Clean Lines and Open Spaces, A View of Mid-Century Modern Architecture*.

## **The C. Murray Smart Media Center**

### Institutional Context, Administrative Structure, and Staff

A full-time Visual Resources Curator, who reports to the Dean of the Fay Jones School, manages the Smart Media Center, now located on the ground floor of Vol Walker Hall. The Visual Resources Curator directs collection acquisition, development and cataloging, and supervises digitization of materials for academic use. A full-time staff assistant provides support for these activities as well as overseeing operation and maintenance of audio-visual technology for the center as well as all other Fay Jones School facilities, with particular focus on delivery of technology for classroom teaching. The professional staff of the Smart Media Center is uniquely qualified to serve students and faculty in the design professions. Director Christine Hilker holds Bachelor of Arts (history) and Master of Education (Instructional Resources) degrees and has taken additional course work in architectural history, photography and management of digital collections. She has been an active member of the Visual Resources Association since 1982 and has twice served on its Executive Board; currently, Ms. Hilker serves on the Board of Directors for the Visual Resources Association. Assistant director, Aaron Nelson, holds Bachelor of Arts (art) and Master of Fine Arts (physical computing) degrees and brings previous experience in art, teaching and computer technology to the School's media technology needs. Part-time assistants, some of whom are enrolled in the Fay Jones School, facilitate daily operations during the fall and spring semesters.

### Collections

The Smart Media Center houses the digital image, video and analog slide collections of the Fay Jones School and provides media support for its programs. The School's faculty, staff and students have access to more than 87,000 online digital images and approximately 1000 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 with a university ID and password; faculty from allied disciplines also are welcome to use the center. All holdings cover the evolution of the built and natural environment from pre-history to the present, including historic and contemporary architecture, landscape architecture, urbanism and interior design. Both western and global cultures are well represented. Special collections support teaching in discrete disciplinary areas including, for example, architectural technology, structures, historic preservation and vernacular architecture. Annual acquisitions average 7,000 digital images and 50 videos per year. In the last five years the center has established a collection of student work for the three programs within the School, now containing

approximately 11,500 digital images. Data for all holdings are recorded in a back-end database, which allows for indexing and searching on many different types of information for each image.

### Services

The main objective of the Smart Media Center is to support classroom teaching and to facilitate student and faculty research. With an entirely new facility in a central location in the restored Vol Walker Hall, we anticipate that the new space will facilitate more and better services to our patrons. The location of the new media center is visible and accessible to all students and its size and design is expected to encourage more time spent using its resources. For example, a small number of current periodicals (representing the three disciplines housed in the School) are available in the center for students to read and/or scan if desired. The majority of the center's digital image collection is available campus-wide through an online database, the aforementioned MDID, which also provides a classroom presentation interface and stores faculty presentations on a central server, available online to any classroom on campus; also, password-protected slideshows can be made readily accessible to students, providing an invaluable resource for learning. Additionally, faculty and students can use the ARTstor Digital Library through the University Libraries' electronic database. All presentations for teaching are now digital; to this end the center houses four scanning stations for converting all analog media to digital. All classrooms are equipped to present digital images, videos (DVD) and online or streamed resources.

The Smart Media Center also provides several digital and video cameras for faculty and student use. All guest lectures are routinely recorded, archived and made available online for later reference. Since 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 prepare supplementary learning materials. Echo360 is compatible with the Blackboard Learning System, available to all enrolled students.

## 1.3 Institutional and Program Characteristics

### 1.3.1 STATISTICAL REPORTS

#### Program Student Characteristics

Demographics of all full-time students in accredited program

	<u>last visit</u> Fall 2008	<u>most recent</u> Sp. 2013	<u>significant change</u> ARCH	<u>demographics</u> <u>(percent)</u> Sp. 2013
UA Total	19,194	23,178		
<b>FJSoA</b>	422	454		
<b>UA Females</b>	9,414	11,660		
Female FJSoA	120	218		
<b>UA Male</b>	9,780	11,626		
Male FJSoA	302	236		
<b>ARCHBA</b>	282	269		
Female Arch	83	93	12% increase	34.52%
Male Arch	199	176		
<b>UA Af/Am</b>	1,024	1,212		5.23%
Af/Am Arch	7	9	28.57% increase	3.34%
<b>UA AmInd</b>	376	295		1.27%
Am Ind Arch	5	3		1.10%
<b>UAAsian</b>	506	554		2.39%
Asian Arch	11	7		2.60%
<b>UACauc</b>	15,381	17,969		77.53%
Cauc Arch	213	182		67.66%
<b>UAForn</b>	1,037	1,277		5.50%
Foreign Arch	25	25		9.29%
<b>UAHawa</b>	no data	20		0.09%
Hawaiian Arch	no data	1		0.37%
<b>UAHisp</b>	583	1,226		5.29%
Hispanic Arch	17	36	111.76% increase	13.38%
<b>UA Unknown</b>	287	81		0.35%
Unknown Arch	4	1		0.37%
<b>UA2+</b>	no data	652		2.70%
2 or More Arch	no data	31		11.52%
<b>Total Underrepresented UA</b>				22.47%
<b>Total Underrepresented ARCH</b>				32.34%

Qualifications of students admitted in the FY prior to the visit  
(First-Time Full-Time Degree-Seeking New Fresh(wo)men)

	<u>Student Count</u>	<u>ACT (average)</u>	<u>High School GPA (average)</u>
• 2008	67	26.8	3.58
• 2012	76	26.8	3.63

Time to Graduation:

The following data is derived from study of the number of B. Arch. degrees awarded per year, as noted by university Institutional Research, compared to Architectural Design I rosters and Professional Practice course rosters five year later that document the full complement of students in each cohort.

Percentage of matriculating students who completed the accredited degree program within the normal time for each year since last visit:

	<b>Degrees Awarded</b>	<b>Normal Time</b>	<b>150% of Normal Time</b>
• 2008	31	22 (70.96%)	9 (29.04%)
• 2009	28	21 (75%)	7 (25%)
• 2010	29	22 (75.86%)	7 (24.14%)
• 2011	32	21 (65.62%)	11 (34.38%)
• 2012	35	22 (62.85%)	13 (37.15%)
• 2013	25	21 (84%)	4 (16%)

**Program Faculty Characteristics**

Demographics all full-time instructional faculty

	<b><u>Last visit</u></b> <b><u>2008 (spring)</u></b>	<b><u>Current</u></b> <b><u>2013 (fall)</u></b>
Full-time faculty	18	19
Women	5 (27.7%)	7 (35%) <sup>7</sup>
African American	1	0
Native American	0	0
Asian/Pacific Island	0	0
Hispanic Origin	0	1
Caucasian	17	19
Tenured men	7	6
Tenured women	3	3

---

<sup>7</sup> Includes interim dean who holds tenured faculty appointment in architecture.

Number of faculty promoted since last visit

**Architecture faculty receiving promotions**

- Marlon Blackwell, FAIA,  
promoted from Full Professor to Distinguished Professor, 2010
- Stephen Luoni, Assoc. AIA,  
promoted from Full Professor to Distinguished Professor, 2011

**Architecture faculty receiving tenure and  
appointment to the rank of professor**

- David Buege, tenured upon full-time appointment, fall 2012

**Architecture faculty receiving tenure and promotion  
to the rank of associate professor**

- Michael Hughes, AIA, 2009
- Korydon Smith, Ed.D. 2008
- Tahar Messadi, Arch.D., 2009

**New tenure-track appointments**

- Santiago Perez, appointed Assistant Professor, fall 2010
- Frank Jacobus, appointed Assistant Professor, fall 2012
- Marc Manack, AIA, NCARB, appointed Assistant Professor, fall 2012

**Other significant changes in faculty demographics**

- Resignation of Associate Professor Tim DeNoble  
(to Kansas State University), 2009
- Resignation of Associate Professor Michael Hughes,  
(to American University, Sharjah), 2011
- Resignation of Associate Professor Korydon Smith  
(to S.U.N.Y. Buffalo), 2012
- Retirement of Professor Jerry Wall, 2013

Demographics at rank, including status of tenure, relative to institutional data<sup>8</sup>

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<b>awarded tenure ARCH</b>	1	2	0	0	0	0
<b>total tenured ARCH</b>	9	10	12	11	10	9
<b>percent tenured ARCH</b>	50%	52.60%	63.15%	57.89%	47.6%	45%
<b>total tenured UA</b>	564	560	564	565	566	unavailable
<b>percent tenured UA</b>	62.80%	62.40%	59.61%	57.13%	54.69%	unavailable
 <b>promoted to Associate Prof, ARCH</b>	 1	 2	 0	 0	 0	 0
<b>total Associate Prof., ARCH</b>	5	6	6	5	4	4
<b>Clinical Associate Prof., ARCH</b>	1	1	1	1	1	0
<b>percent Associate Prof, ARCH</b>	33.30%	36.80%	36.80%	31.58%	23.80%	20%
<b>total Associate Prof., UA</b>	220	220	218	217	213	unavailable
<b>percent Associate Prof, UA</b>	24.50%	24.50%	23%	21.94%	20.85%	unavailable
 <b>promoted to Full Prof., ARCH</b>	 0	 0	 0	 0	 1	 0
<b>total Full Prof., ARCH</b>	6	6	6	5	5	4
<b>percent Full Prof., ARCH</b>	33.30%	31.60%	31.60%	31.58%	28.57%	20%
<b>total Full Prof., UA</b>	300	300	307	311	313	unavailable
<b>percent Full Prof., UA</b>	33.40%	33.40%	32.45%	31.44%	30.24%	unavailable
 <b>promoted to Distinguished Prof. ARCH</b>	 0	 0	 1	 1	 0	 0
<b>total Distinguished Prof., ARCH</b>	0	0	1	2	2	2
<b>percent Distinguished Prof, ARCH</b>	0	0	5.30%	10.52%	9.52%	10%
<b>total Distinguished Prof., UA</b>	24	22	24	28	32	unavailable
<b>percent Distinguished Prof., UA</b>	2.67%	2.50%	2.53%	2.83%	3.10%	unavailable
 <b>tenure-track Assistant Profs., ARCH</b>	 3	 2	 0	 1	 3	 3
<b>Clinical Assistant Profs., ARCH</b>	2	3	3	3	3	3
<b>Visiting Assistant Profs., ARCH</b>	1	1	2	2	3	2
<b>percent Assistant Profs., ARCH</b>	33.30%	31.60%	26.31%	31.58%	42.86%	40%
<b>tenure-track Assistant Profs., UA</b>	167	159	170	170	194	unavailable
<b>percent Assistant Profs., UA</b>	18.60%	17.70%	17.97%	17.19%	18.74	unavailable
 <b>total full-time faculty, ARCH</b>	 18	 19	 19	 19	 21	 20
<b>total full-time faculty, UA</b>	898	897	946	989	1035	unavailable

<sup>8</sup> Includes full-time instructional faculty and FTE administrative positions that hold faculty ranks.

## Licensure in U.S. Jurisdictions

### **Number of full-time faculty maintaining licenses from a U.S. jurisdiction since the last visit:**

- Spring 2008 (last visit): 6 (35% of full-time faculty)
- Academic Year 2009-10 10
- Academic Year 2010-11 6
- Academic Year 2011-12 7
- Academic Year 2012-13 8
- Fall 2013 (current) 9 (47% of full-time faculty)<sup>9</sup>

### **Profile of licensure among current (fall 2013) faculty:**

- Full-Time Licensed Faculty, including jurisdiction
  - Marlon Blackwell, FAIA, (Arkansas, Oklahoma, Missouri, Texas, Tennessee, Mississippi, Kansas, Utah, and Indiana, NCARB)
  - Amber Ellett, AIA, LEED (Mississippi)
  - Greg Herman, (Massachusetts)
  - Frank Jacobus (Texas)
  - Marc Manack, AIA (Ohio, NCARB)
  - Chuck Rotolo (Florida, license lapsed)
  - Russell Rudzinski, AIA (Arkansas)
  - Jeff Shannon, AIA (Arkansas)
  - Alison Turner, AIA, LEED (Arkansas, NCARB)
- Adjunct and Part-Time Licensed Faculty, including jurisdiction
  - E. Richardson Brya, AIA (Arkansas, Oklahoma)
  - Jeffrey Huber, AIA, LEED (Florida, Arkansas, NCARB)

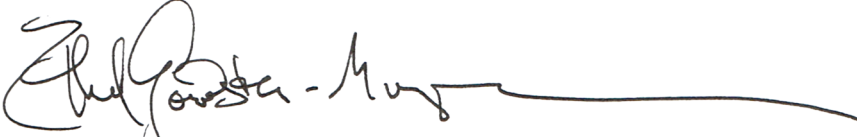
---

<sup>9</sup> Increase of 1 faculty member since the previous academic year reflects the return of former dean Jeff Shannon to full-time teaching status.

### **I.3.2. ANNUAL REPORTS**

Former Architecture Department Head Tim DeNoble filed NAAB reports and responses for 2008. Reports and responses for 2009, 2010, 2011, and 2012 were filed by me, (then in the capacity of Associate Dean of the Fay Jones School), prepared with assistance of Melinda Smith, Director of Student Services and date from the University of Arkansas Office of Institutional Research. It is our understanding, as stipulated in the 2009 Conditions for Accreditation of the National Architectural Accrediting Board, that NAAB will provide to the visiting team all reports submitted since 2008, together with the NAAB responses to the annual reports. Consequently, no reproductions of those materials are included herein.

To the best of my knowledge, all data submitted to the NAAB through the Annual Report Submission system is accurate and consistent with reports sent to other national and regional accrediting agencies, including the National Center for Educational Statistics. In preparing our statistical data, we rely upon the university Office of Institutional Research, responsible for keeping the university's IPEDS information as well as following protocols established by the Arkansas Department of Higher Education.



Ethel Goodstein-Murphree, Ph.D., Assoc. AIA  
Interim Dean, Fay Jones School of Architecture

### I.3.3. FACULTY CREDENTIALS

See also faculty resumes, Addendum IV.2, and I.2.1 Faculty Credentials Matrix.

The below list documents the credentials of faculty who have taught in the professional program during the last two academic years (2011-12; 2012-13) as well as in the current semester (fall 2013).

**Marlon Blackwell:** Required Design Studios

Registered Architect; NCARB; Fellow of the American Institute of Architects

- Distinguished Professor Blackwell is a nationally and internationally recognized teacher and practicing architect. His firm, Marlon Blackwell Architect, has received national and international recognition with more than 80 design awards and significant publication in books, architectural journals and magazines. The office was recognized as the Firm of the Year by *Residential Architect* magazine in 2011. Recent honors include the St. Nicholas Eastern Orthodox Church (Springdale, Arkansas) winning a 2013 AIA National Honor Award and the 2011 Civic and Community Building category at the World Architecture Festival in Barcelona, Spain. The IMA Ruth Lilly Visitor's Pavilion (Indianapolis, Indiana) also received an AIA National Honor Award in 2012. The significance of his contributions to design is evidenced by the 2012 Architecture Prize from the American Academy of Arts and Letters and publication of a monograph, *An Architecture of the Ozarks: The Works of Marlon Blackwell* (Princeton Architectural Press, 2005). He has been invited to give lectures on his work at many institutions (over 60). Visiting academic appointments include the George Baird Professor at Cornell University (Fall 2012), the Thomas Jefferson Professor at the University of Virginia (Spring 2011), the Elliel Saarinen Visiting Professor at the University of Michigan (Fall 2009), the Ivan Smith Distinguished Professor at the University of Florida (Spring 2009), the Paul Rudolph Visiting Professor at Auburn University (Spring 2008), the Cameron Visiting Professor at Middlebury College (Fall 2007), the Ruth and Norman Moore Visiting Professor at Washington University in St. Louis (Spring 2003), visiting graduate professor at MIT in Spring 2001 and 2002.

**Jonathan Boelkins:** Required Design Studios (Fall 2013)

Registered Architect, Member, American Institute of Architects

- Jon Boelkins joined Marlon Blackwell Architect in 2007 where he is Studio Director and led the office's transition to building information modeling. In addition to supervising the completion of several noteworthy projects, he has organized competition and exhibition entries, and he participated in Ghost Studio 10 in Nova Scotia with Brian Mackay Lyons. In addition to his B.Arch. from the University of Arkansas, Boelkins holds a degree in business administration.

**Richard Brya:** Required Technology Courses, Consultant to Required Design Studios

Registered Architect; Member, American Institute of Architects

- Rich Brya is a registered architect with extensive experience in practice and teaching. He is the Principal and President of an active architectural practice and construction company, 3GD Inc.

**David Buege:** Required Design Studios, Required and Elective Architectural Theory Courses

- David J. Buege teaches and coordinates the second year design studio. Professional practice experience includes the offices of Peter Eisenman Architects, Bartos-Rhodes Architects in New York City, and others. He has written on design studio pedagogy and has published numerous essays on architecture. He was director of the architecture programs at the University of Arkansas (1992-2000) and Philadelphia University. He has taught at the New Jersey Institute of Technology, Mississippi State University, University of Wisconsin-Milwaukee, Pratt Institute and Auburn University. He has served as director of the Mississippi State University School of Architecture's off-campus Jackson Center, and as interim director of Auburn University's Rural Studio in Hale County, Alabama. Design Intelligence recognized him as one of the 30 most-admired educators for 2013.

**Angie Carpenter:** Required Design Studios; Applied Design (Computational Design) Electives

- Visiting Assistant Professor Carpenter joined the Fay Jones School after completing a Master's Degree in Architecture at the Cranbrook Academy of Art under the direction of William Massie. She has practiced in the offices of Marlon Blackwell Architects and Selser Schaefer Architects in Tulsa.

**Bradley Edwards:** Required Design Studios (2011-2013)

Registered Architect; Member, American Institute of Architects

- Adjunct Instructor Edwards founded Bradley Edwards Architect in 2008. The practice's portfolio includes custom residential, commercial, civic, office, retail, and apartment buildings. The firm has earned several regional and national awards, including an AIA merit award, and has been published in *Dwell*, *Archdaily*, and *Architizer*.

**Amber Ellett:** Required Design Studios, Required Technology Courses, Professional Electives

Registered Architect, LEED AP

- Visiting Assistant Professor Ellett holds a Master of Architecture from the University of Nebraska and a Bachelor of Science in Design (Architecture). She practiced with Burris/Wagnon in Jackson, MS for three years, and taught at Mississippi State University.

**Lynn Fitzpatrick:** Required Design Studios

- Assistant Clinical Professor Fitzpatrick's research interests focus on digital technologies in interior and architectural design and manufacturing. Before joining the faculty in 1999, Fitzpatrick practiced both interior design and architecture with firms in Syracuse, N.Y.; Houston, Texas; Port Louis, Mauritius; Washington, D.C. and Boston, Mass. Her work included retail, restaurant and entertainment design as well as historic preservation. Projects received various awards including Syracuse Chapter AIA Historic Preservation Award, 1997, Texas Architect Design Awards Honorable Mention, 1994 and the Houston Chapter AISD Design Awards First Place 1993.

**Ethel Goodstein-Murphree:** Required and Elective History Theory Courses, and Historic Preservation Electives

Associate Member, American Institute of Architects

- A specialist in American architectural and cultural history, Dr. Goodstein has been engaged in architectural education and practice for nearly four decades. Prior to joining the Fay Jones School, she practiced architecture in New York City, served as architectural historian for the Arkansas Historic Preservation program, and taught at the University of Louisiana, Lafayette. Currently, her research focuses on mid-century

modernism and the controversies surrounding its preservation. Her teaching and scholarship has been recognized by the University of Arkansas Teaching Academy, the American Institute of Architects Education Honor Awards, the Louisiana Preservation Alliance, the Historic Preservation Alliance of Arkansas, and the Southeast Society of Architectural Historians; and her work with co-producer Mark Wilcken of the Arkansas Educational Television network has earned three regional Emmy awards. She has held leadership positions on the Board of Directors of the Association of Collegiate Schools of Architecture, the Southeast Society of Architectural Historians, the AIA/ACSA Research Council, the Historic Preservation Alliance of Arkansas, and the City of Fayetteville Historic District Commission.

**Greg Herman:** Required Design Studios, Professional Electives, HABS studio

Registered Architect

- Associate Professor Herman is a licensed architect and has taught in the design studio for 23 years. A frequent contributor to the *Encyclopedia of Arkansas History and Culture*, he has presented numerous papers analyzing the architecture of WPA resettlements in Arkansas, and is a member (thru 2013) of the Board of Directors of the Historic Preservation Alliance of Arkansas.

**Justin Hershberger:** Required Design Studios; Applied Design (drawing, fabrication) Electives (2011-2013)

- Visiting Assistant Professor Hershberger received his Masters of Architecture degree from the University of Virginia School of Architecture where his thesis work explored the design of a house through three construction types: in situ concrete, steel frame, and platform frame. His interests include craft, the materiality of construction, weathering, and the human scale of architecture. His experience in practice includes work with Marlon Blackwell Architects, Tickle/Kitchin, Charlottesville, Virginia, and VMDO Architects, PC, also in Charlottesville, Virginia.

**Jeffrey Huber:** Required Design Studios

Registered Architect; NCARB; LEED AP; Member, American Institute of Architects

- Jeff Huber is a Project Designer and Adjunct Assistant Professor at the University of Arkansas Community Design Center (UACDC), where he teaches upper-division design studios. Huber's research is producing new models for how to integrate low impact development technologies and agriculture into urban design. His own professional work, as well as UACDC work has been published in books and periodicals including 99K House Competition, Architect, Residential Architect, and Architectural Record. He has worked in the Miami office of Zyscovich Architects, Inc., and with Howard Davis Associates Architects, P.A. in Saint Augustine, Florida.

**Frank Jacobus:** Required Design Studios, Professional Electives

Registered Architect

- Assistant Professor Frank Jacobus is a registered architect and has a Bachelor of Architecture degree from the Cooper Union for the Advancement of Science and Art and a post-professional M.Arch II from the University of Texas at Austin. Assistant Professor Jacobus has taught previously at the University of Idaho. He coordinates the third year design studios and will be teaching an architectural survey course in the spring for which he is in the process of publishing a book. His work has been published widely in conference proceedings and journals.

**Robert Kohler:** Professional Practice (2011-12)

Registered Architect, NCARB, Member, American Institute of Architects

- A licensed architect for more than 25 years, Adjunct Instructor Kohler has served as both project architect as well as development consultant on a wide range of projects. In addition to his professional degree in architecture, he holds a Master of Business Administration. Active in public and professional service, Kohler has served on the City of Fayetteville Board of Adjustments, Fayetteville Downtown Partners, and has been an IDP educator coordinator for NCARB.

**Stephen Luoni:** Required Design Studios

Director of the University of Arkansas Community Design (UACDC) and Steven L. Anderson Chair in Architecture and Urban Studies, Associate Member, American Institute of Architects

- Under Distinguished Professor Luoni's direction since 2003, UACDC's design and research have won more than 90 awards, including Progressive Architecture Awards, ten American Institute of Architects Honors Awards for Regional and Urban Design, Charter Awards from the Congress for the New Urbanism, American Society of Landscape Architecture Awards, Environmental Design Research Association Awards, American Architecture Awards, and the international Holcim Award, all for urban design, research, and education. Luoni directed production of UACDC's award-winning book: *Low Impact Development: a design manual for urban areas*. In addition to being appointed a 2012 Ford Fellow by the United States Artists, he is a recipient of National Endowment for the Arts grants, and has served as a review panelist for the NEA and a resource team member for the Mayors' Institute on City Design. He has taught at the University of Florida, the University of Minnesota as the 2000 Cass Gilbert Visiting Professor of Architecture, Washington University in St. Louis as the 2006 Ruth and Norman Moore Visiting Professor in Architecture, and the University of Oklahoma as the 2008 Bruce Goff Chair for Creative Architecture.

**Heather McArthur:** Required Design Studios (2012-13)

- Visiting Lecturer McArthur completed a Master of Architecture from the Sam Fox School of Design and Visual Arts at Washington University in St. Louis. While in Fayetteville, she was an architectural designer with Marlon Blackwell Architects.

**Marc A. Manack:** Required Design Studios, Required Professional Practice Course Professional Electives

Registered Architect (Ohio, Arkansas); Member, American Institute of Architects; Certificate Holder, National Council of Architecture Registration Boards

- Assistant Professor Manack is founding principal of the architecture and design firm SILO AR+D, with offices in Cleveland, Ohio and Fayetteville, Arkansas. Manack frequently collaborates with Robert Maschke Architects, with whom he has been responsible for the design and realization of numerous award-winning projects. Manack has taught previously at the Kent State University College of Architecture and Environmental Design and at Ohio State University's Austin E. Knowlton School of Architecture.

**Tahar Messadi:** Required Design Studios, Required Technology Courses, Professional Electives (Sustainability)

- Dr. Messadi earned his Diplôme d'Architecte (B.Arch.) at the Université de Constantine, Algeria, and then pursued graduate studies in environmental technology at the University of Michigan, Ann Arbor, where he earned master's and doctoral degrees in architecture. Dr. Messadi's research focuses on the integration of sustainable environmental

technology into the design process. He has taught at Lawrence Technological University and at Georgia Institute of Technology. His co-authored book *Field Guide to Illumination* has recently been published by SPIE. Dr. Messadi is the former Education Chair of the Illuminating Engineering Society, Georgia (IESNA-GA), and he has served as president of the Western Branch of the Arkansas Chapter of the U.S. Green Building Council.

**Santiago Perez:** Required Design Studios, Computational /Parametric Design and Theory Electives

21st Century Endowed Chair in Integrated Design; Fulbright Specialist Roster Education Scholar

- Assistant Professor Perez directs an Advanced Digital Fabrication & Design Robotics research and teaching lab at the Fay Jones School. He has a substantial record of publication focusing on the intersection of Craft, Computational Design and Digital Fabrication. His most recent publication will be released in an upcoming book titled *Unconventional Computing*, in conjunction with the ACADIA 2013 International Conference. His peer reviewed book chapter is titled: “ParaBodies: Rethinking Material Intuition in the Age of Parametric Design.” Perez has published two recent papers in the ACSA International Conference in Barcelona in 2012, and a book chapter titled “Towards An Ecology of Making,” in the *MATTER* book edited by Michael Meredith and Gail Peter Borden.

**Brian Poepsel:** Required history courses, Honors Theory/Methodologies course

- Visiting Instructor Poepsel is a recent M.A. in architectural history from the University of Texas at Austin. His background in architectural design influences his current research on the culture of American residential spaces, including the work of Fay Jones as well as contemporary industry builders.

**Chuck Rotolo:** Required Design Studios, Required Technology Courses, Professional Electives (Technology)

- With degrees in both civil engineering and architecture, Clinical Assistant Professor Rotolo has taught design and technology courses at the School of Architecture since 2001. A resident of Boston for fifteen years, Rotolo engaged in professional practice both as a project architect and as part of the design and production staffs for various architecture firms. His project experience includes university classroom and laboratory buildings, public elementary and secondary schools, retail establishments, a student dormitory complex and an art museum. He also volunteered his time at the Boston Architectural Center.

**Russell Rudzinski:** Required Design Studios, Required Technology Courses, History and Theory Electives, Latin American Urban Studio

Registered Architect; Member, American Institute of Architects

- Russell Rudzinski is a partner in an award winning practice, Architects226 in Fayetteville, Arkansas. He has taught architectural design studios at every level in the curriculum, with particular emphasis in the core, and has served as the Director of the Latin America Urban Studio since 2001. This year his work earned an AIA Arkansas design award. He has taught at Kansas State University (98-00) and served as an invited reviewer at numerous schools of architecture.

**Pia Sarpeneva:** Required Design Studios (2011- Spring 2012)

- Clinical Associate Professor Sarpeneva’s teaching career began in her native Finland where she taught Basics of Architecture at Helsinki University of Technology from 1989-94. In the United States she has taught at the College of Architecture and Urban Studies

in Virginia Tech, at Washington University in St. Louis from 2003-2006. Sarpaneva was associated professionally with Helin & Siitonen, one of Finland's leading design offices. Her main focus was housing design and architectural competitions. She served in the editorial board of *ARK* (Finnish *Architectural Review*) from 1996-2000.

**Kim S. Sexton:** Required History and Theory Courses; History Theory Electives

- An architectural historian who earned a Ph.D. in the History of Art from Yale University. Dr. Sexton's field of specialization is late medieval and Renaissance Italy. Her 2009 article "Justice Seen: Loggias and Ethnicity in Early Medieval Italy," published in the *Journal of the Society of Architectural Historians* won the Southeast Society of Architectural Historians' Award of Excellence for a journal article in 2010. Her book manuscript, *The Italian Loggia: Living on State in Early Modern Italy* is currently under review, and work on a second book, *Medieval Bodies/Medieval Spaces*, co-authored with historian Lynda Coon, is in progress.

**Jeff Shannon:** History and Theory Electives, Required Design Studios

Registered Architect, Member, American Institute of Architects

- Professor Jeff Shannon has devoted most of his career to practicing and teaching architecture in his native Arkansas. He began his career working in the firm of school alumnus and professor Fay Jones, and later worked at firms in Memphis, Houston and Little Rock. In 1977, he co-founded Polk Stanley Shannon in Little Rock, which has since become one of the state's leading architecture firms. In 1979, Shannon returned to his alma mater to teach architecture. As dean of the school from 2000-13, he developed new programs to foster leadership and life skills among students and to enhance diversity within the school. He stepped down as dean in May to return to teaching full time.

**Korydon Smith:** Required Design Studios, Professional Electives (2011- Spring 2012)

- Associate Professor Smith's primary research investigates the roles that design plays among marginalized groups, while a second line of scholarship investigates alternative models of design education. Smith is the lead author of *Just Below the Line: Disability, Housing, and Equity in the South* (University of Arkansas Press, 2010), co-editor of the *Universal Design Handbook*, 2nd Ed. (McGraw-Hill, 2010), and editor of *Introducing Architectural Theory: Debating a Discipline* (Routledge, 2012). In addition to professional degrees in architecture, Smith holds an Ed.D. in higher education leadership.

**Laura M. Terry:** Required Design Studios, Professional Electives

- Since 1999, Associate Professor Terry has taught first-year studio and landscape painting. Southern culture is at the heart of Terry's research and painting, which she describes as Cubist representations of Southern events, celebrating the Southern landscape and its rich tradition of porches, agrarian ruins and food. She has exhibited her work in Savannah, Atlanta, Minneapolis, Los Angeles and New York, and her work was included in *New American Paintings*, a juried publication.

**Alison Turner:** Required Design Studios, Required Technology Courses, Professional Electives (Sustainability)

Registered Architect; LEED AP; USGBC

- A practicing architect, she worked for a number of years with several architectural firms in Arkansas and New York until creating her own firm, sitio a+d to focus on site-specific sustainable architecture.

**Davide Vitale:** Required Design Studios, Professional Electives (Rome)

- Upon completion of graduate architectural studies at Harvard, Professor Vitali joined the faculty of the Fay Jones School, and under his leadership, the school initiated a summer study program in Italy in 1986 and in 1989 began offering students the opportunity to live and study in Rome for a semester. In addition to directing the University of Arkansas Rome Center, Vitali leads an architecture, interiors and furniture design firm based in Rome. He has won recognition in an international architectural design competition, and his furniture designs have been published in numerous journals and exhibited in Florence and Rome. Vitali has served as a guest design critic and speaker at international programs sponsored by the University of Washington, Ohio State University, Temple University, Penn State, Washington University, the Pratt Institute and Yale University

**Jerry Wall:** Required Technology Courses, Consultant to Required Design Studio (2011-Spring 2013)

- After earning a bachelor of architecture degree at Oklahoma State and a science masters degree from MIT, Professor Wall worked as a structural engineer for two Houston firms, Caudill Rowlett Scott and McDonnell Automation. He taught at the University of Tennessee for five years before coming to the University of Arkansas in 1973, where he also earned his Ph.D. in industrial engineering. Wall's research interests include structural design for extreme environments. His students have developed exercise equipment to combat microgravity stress on astronauts and designed a habitat for Mars, presenting their work to NASA employees at the Johnson Space Center in Houston.

**Mark Wise:** Required Design Studios; Applied Design Electives (2011-Spring 2013)

- A product of Auburn University's Rural Studio, Visiting Assistant Professor Wise coordinated and directed design build studios, including the production of two houses for Little Rock's Pettaway Park neighborhood. Previously, he co-taught thesis and outreach studios at the Rural Studio and taught at Mississippi State University, focusing in the foundation design studios.

## **I.4 Policy Review**

All relevant University of Arkansas, Fay Jones School, and Department of Architecture policies, as specified in the 2009 NAAB Conditions for Accreditation, Appendix 3, will be available in the NAAB Accreditation team room.

## **2. Part Two (II): Educational Outcomes and Curriculum**

### **II.1 Student Performance Criteria**

#### **Narrative Overview of Curriculum Goals**

##### Philosophy and Framework

The mission for our program and the role for each of us as educators are to provide a fundamentally strong education, the discipline of architecture and in those disciplines with which ours is most closely allied. The professional program and the professional degree our students receive must represent ideals and realities, vision and consequence, and must empower student to apply themselves to our world's most significant challenges.

The structure and content of our curriculum provide parameters and a framework in which we work and by which we measure our aspirations and the effectiveness of all that we do in support of these. The fundamental principles from which we work define and shape this curriculum. History, technology and design are, and must remain, sympathetic disciplines with inter and intra-disciplinary responsibilities. We must sustain this sympathy to ensure coherence and wholeness in the pedagogy form which we work, as these are responsibilities that persist for our teaching through the full course of our students' five years of study. Design studios and classes that are relatively more content based require a structure that is at time serial or parallel, at times convergent, rich in each component and cumulative in content and experience. All are dependent on shared protocols and common goals.

Analysis requires a cognitive capacity that we must develop in our students from their first day to their last. The ability to read, to visualize latent and overt information in a particular situation and to conceptualize their implication is one key to what we must offer them. Students must be expected to develop good habits in the learning and use of appropriate vocabulary, employed with an economy or words in concise, disciplined thinking and verbal representations.

Ours is a program that has been built upon what is tangible and real and intellectually rich and materially sound. Form craft traditions to essential architectural technologies, and now with the opportunities provided by digital technologies, is appropriate to build upon these and more explicitly to promote the idea of a "culture of making." This idea serves as a foundation for what we teach. From scholarship to construction, in artifacts and in language, we understand this idea to be a common thread.

##### First Year

The first year is the foundation for the every student's architectural education. The philosophy of the first year, in both studios and the co-requisite courses Design Thinking I: Foundations in Technology and Design Thinking II: Foundations in History, is to expose the students to a broad range of working methods, drawing and modeling techniques and the architectural precedents and language that will benefit them as they proceed through the program. In summary, the primary goal of the first year is to foster the curiosity of the design student in all aspects of architectural knowledge, tempered by discipline, craft, making, and writing, to sustain them throughout the remainder of their professional education.

The primary focus of the year is to establish ways of seeing, knowing, and making. Architectural Design 1 and Architectural Design 2 form a continuous, yearlong study that builds stages of learning with increasing parameters and complexity. The student's ability to synthesize design fundamentals into a cohesive design is measured at the end of both semesters, and this assessment determines the student's success in the courses and subsequent progress to second year. The beginning design studios introduce the basics of architectural conventions in drawing and modeling, space and form making, structural possibilities, and material and site application. Craft, in drawing, modeling, and making, is considered fundamental to the studios. Discipline in design and making is fostered and measured through craft, continuity of process and intention.

The process of working and the methods and techniques employed in so doing is of primary importance. Analytical, experiential and technical skills, both in drawing and making are the measure of competency for the semester. The primary learning objectives for the first year are: building a foundational language through verbal, visual, and written communication about design; gaining fundamental design skills as illustrated through space, form, material, structure and site and the organizational and operation principles that qualify those themes; and fostering confidence in one's ability to be self-critical and self-motivated in the design process through iterative drawings and models.

### Second Year

Students in second year studio sequence are introduced to a broad range of issues and instruments that provide the foundation for their understanding of architecture as a discipline and architecture as a practice. The pedagogy presumes that architecture is most significant when it is linked with the city, formally and with regard to city life and social responsibilities, especially in light of increasing awareness of the necessity for architects to attend to sustainability as a central concern of increasing significance. Supported by co-requisite, foundational work in the architectural technology sequence (structures 1 and 2, and environmental technology 1), students are asked to attend to design processes, strategies, and conceptualization at multiple scales: from city morphology to the scale of materials, tectonics and construction details. At the same time, students' ability to conduct individual research and analysis by studying plans, spaces and fabrics of cities—historic and contemporary, ideal and real, is informed by the skills sets they develop as they begin their course work in the history of architecture (history of architecture I and II, which span the chronicle of the made environment from pre-history through the mid-nineteenth century over the course of two semesters).

The studio curriculum involves a simple three-part, three scale sequence that is the conceptual armature for a series of studio projects: the city fabric; individual buildings and ensembles; and tectonics, tactility and the architectural detail. That these are interrelated and interdependent is stressed. There is continuity in studio content, a linear structure with sequenced increments, concurrent exercises and relatively seamless transitions rather than discrete projects. Great weight is given to the physics of architecture, to those things that are measurable and tangible, and to the many essential, necessary skills required of architects and designers. Projects are designed to ensure that students learn to contend with the difficulty and uncertainty that most have in the initial stages of the process of developing a project, and a basic vocabulary of architectural design and terms (not jargon) is introduced. Typologies of architectural space are discussed, and the choreography of spatial sequences is addressed at the scale of the city and at the scale of individual buildings, engaging public and private space, interior and exterior space, at multiple scales and in detail. In parallel, basic conceptualization and organizational strategies are taught, and the basic elements of architecture—doors, windows, for example—are given significant time and close attention.

Fundamental life safety and accessibility requirements are introduced in studio discussion, and they are expected to know these are essential elements in city and building design. So too, elementary construction technologies and assemblies are introduced and represented in wall section and detailed axonometrics. There is considerable emphasis on drawing by hand, but graphite and computers coexist. Computer drawings and hybrid drawings are used for representing projects and are expected to illustrate studio work with precision and in detail. Ability to accomplish the serious, rigorous research (and synthesis with allied professional program coursework that it requires) is a significant measure of success in second year studio.

### Third Year

The third year is the final year of the pre-professional core of the degree program. In the design studio, building technology is emphasized, including consideration of: the role of structure as an ordering and organizing element in conceptual and compositional decisions; the spatial dynamics of frame and bearing wall strategies; the idea of architecture as artifacts of assembly and construction; and the deeper awareness of the associated physical criteria of buildings—the relationship between these and the form and the use of the adjacent space. The intent is to foster the understanding that design studio is a laboratory for creatively speculating on the relationship between architectural ideas and the employment of construction technology to articulate physically those ideas. At the same time, students study building materials and assemblies (in the co-requisite ARCH 3134), complete their requisite architectural history education with history III, a close study of twentieth-century architecture in which the influence of technology on the progress of design figures significantly, and explore ideology, design thinking, and practice in architectural theory. The third year design curriculum, thus, has a particular responsibility to engender integrative thinking in the student, drawing together their knowledge of history and technology through the vehicle of design exploration. To this end, the third year curriculum is choreographed to reinforce the act of design as an intuitive, analytical, and applied endeavor, engaging typological and technological precedents while considering expanding twenty-first-century modes of material and craft assembly.

The fall semester of third year, historically, has focused on the assimilation of building structural systems into student's maturing design process. In addition, there are renewed emphases on the relationships between site and program—how sites are re-framed, transformed and constructed via effective organization of program, circulation and three-dimensional form. Studio work emphasizes fostering strategies for initiating a design process through multiple iterations, leading to the formulation of an architectural idea that synthesizes structure, site, and use; employing typological precedents as case studies for analysis; and manipulating a prescribed iterative program space through clear spatial and structural organizations. In the spring, the studio steers the technological emphasis toward articulated resolution of the building envelope. The articulation and evolution of the building frame and skin are primary areas of investigation, informed by historically significant technological developments in both twentieth-century and contemporary practice. The shift from a poetics or tectonics of the frame, as separate from the skin, is compared with the emerging model of contemporary practice that incorporates a composite or mutual interdependence between structure and skin, leading to new modes of material practice. Similarly, the role of the joint or detail in current practices is examined in relation to twentieth-century modernist tectonics. Part of the studio framework is a bi-weekly series of lectures on material technology that are aligned with studio work. These presentations address historic and contemporary technologies of making, including advanced methods such as generative modeling, computer controlled fabrication, and innovative practices combining mass customization, prefabrication, and ecologically responsive components and systems.

In summary, the third year continues the department's commitment to an education of comprehensive and synthetic design and design thinking. As such, the third year curriculum emphasizes the students responsibility for continued development of: designing through multiple means of representation; embracing the mutually beneficial relationship between hand and digital craft; designing at multiple scales; designing in terms of context (site), program (space), and structure (enclosure); producing work which considers the formal and the phenomenal aspects of design; illustrating and engaging historical and typological parallels to the project at hand through precedent, case and typological studies, and, increasingly, articulating justifiable positions, reasoning, and goals.

#### Fourth Year: Comprehensive Studio

The fourth year comprehensive studio centers on the direct synthesis of knowledge gained during the three core years of the professional program and its application through the various phases of the design process. The architectural work typically required that students respond to a specific urban context with the conceptual development of a relationship between building and place. In this vein, the work imposes a balance between the critical, spatial, typological aspects of design that operate within an historical framework, and the environmental, tectonic and technical aspects of the project. To do, students must work at multiple scales and through diverse conceptual frameworks aimed at site (context), building, enclosure, systems, and assemblies to accomplish substantial, substantive, and sustainable design solutions. In pace with the studio work, technical consultants are invited to review students' designs and offer workshops in their area of expertise, including building enclosure systems, structural systems, mechanical systems, site and landscape design among other issues dictated by the specific semester's design program. Co-requisite to the comprehensive studio is Environmental Technology II and Building Systems, which reinforces and complements the knowledge base of and for the studio in the area of architectural technology; at the same time, students are beginning to explore their own interests at a sophisticated level of thought, scholarship and creative activity in professional and free elective courses.

Through the comprehensive project, students must demonstrate the ability to: utilize analytical skills to develop a conceptual framework for project development informed by research of historical, site, programmatic and technical issues; achieve a design that exhibits criticality and sophistication in regard to the relationships among human experience, place and tectonics together with a rigorous synthesis and resolution of contextual, technical, programmatic, aesthetic, formal and conceptual aspects of design; and achieve tectonic resolution in the synthesis of form, space and surface, resulting from the poetic and technical expression of environmental systems, materials, structure, and detailing. Of especial importance, the comprehensive project must demonstrate the student's ability to understand, conceptually integrate and competently resolve structural and environmental systems, building envelope systems, sustainability, accessibility and life-safety provisions, and building assemblies, each addressed at the scale and context of the urban fabric, the building, the envelope, and the detail. As well, competency in communicating through representation the resolution of building systems and their integration is expected.

Acting as a fulcrum between the core and the fifth year, it provides the context within which the design capabilities and potential of each student is assessed as essential preparation for their careers in practice. Students are expected to demonstrate that they are prepared for advanced academic work in their fifth and final year, and that they are capable of applying this knowledge outside and beyond the academic setting.

#### Fourth Year: International Studios

Although our programs in Rome and Mexico (Latin America) immerse students in very different parts of the world with distinctive histories, socio-economic and urban contexts, and equally

distinct contemporary conditions and patterns of urban growth and architectural development, both share fundamental goals and objectives for providing students with an holistic experience of place and active engagement in the life and analysis of deeply layered cities and townscapes.

The studios of the study abroad semester engage the investigation of urban ideas, documentation, analysis and synthesis through observation and drawing, with specific reference to place-based learning and experience. Topics discussed include typology, mapping, neighborhoods, streets, urban spaces and fundamental issues of urban dwelling and design that shape, respectively, contemporary Rome and Latin American cities. By studying urban and architectural spaces at different scales, students are encouraged to use their analytical work as a tool to understand the existing relationships between urban and architectural forms and as a means to address the public realm of architecture and its role in expressing epistemological values within a given society. The scales of exploration range from the scale of surfaces and materials to apertures, urban blocks, networks of streets and public spaces. In both venues, careful observation and representation are the most essential tools of the learning experiences with on-site, analytical drawings, multi-media studies, and diagrams are combined with in-studio, conventional drawing techniques to create a layered analysis and interpretation that reveals the complexity of the places they explore. In Rome, where students study for a full semester during the regular academic year (fall or spring semester), coursework reflects the balance of the design studio and challenging free and professional electives typical of the professional curriculum, of course with unique opportunities for examining art history, historic preservation, and language and culture in place. Similarly, in Mexico, we offer a seminar on modern architecture.

At a very fundamental level, the objectives of the study abroad semester enable students to recognize the values of cultural diversity and civic engagement in the profession and the academy in a global context, that, increasingly is requisite for successful practice; to understand the order and organization of urban spaces from a full range of historic perspectives and at multiple scales; to appreciate and critically interpret the relationships between urban morphologies and the architectural forms that comprise them; and to critically engage, within a contemporary discourse on architecture and urbanism, the generating canons of design as a complex system of signs expressed by a culture within an historic period. Above all, our international programs are conceived to foster personal growth among our students through the focused experience of a culturally diverse place, making clear to them that today, perhaps more than ever, the architect must be sensitive to both the local and global realities of every location they might encounter.

#### Fifth Year

Once students have completed the comprehensive studio and the required study abroad semester, they are eligible to elect one of a set of diversely conceived option studios, developed around tangible architecture issues that both advance the profession and find resonance with the community. The fifth-year option studios provide students opportunities for speculative design, research, and, often, outreach in a range of studio setting, involving scholarly inquiry and creative activities for the resolution of complex problems pertaining to the civic realms within which architecture contextually, and societally, operates. The education experience of the studios thus hinges on reflective and projective practice to address current professional obligations and challenges. Staples of the option studio menu are provided through the auspices of the University of Arkansas Community Design Center (UACDC), which engages fifth year students in all aspects of its multidisciplinary design research; the John Williams Visitors Studios, which bring national and internationally renown practitioners to our campus; design-build endeavors, which in years past have involved traditional methods of making affordable housing and, in the coming semester (spring 2014) will evolve into arenas for testing new ways of making in the digital fabrication laboratory.

Option studios also offer a forum for bringing together faculty research and studio-based learning experiences, opening a limitless potential for creating new and shared knowledge through design. Recent option studios have included: housing for Kigali, Rwanda (Peter Rich, John Williams Visiting Professor with Associate Professor Smith, Fall 2011); the Elevated Cities Studio (Vincent James and Jennifer Yoss, John Williams Visiting Professors, with Assistant Professor Perez, Fall 2012); urban planning and housing design for the South Main and Pettaway neighborhoods of central Little Rock (UACDC, Fall 2011, Spring 2012); the “food city” scenario plan for Fayetteville (UACDC, Fall 2012, Spring 2013); Design Build House III (Visiting Assistant Professor Wise, Fall 2011 and Spring 2012, in cooperation with the Downtown Little Rock Community Design Center and studioMain); 7 Hill Homeless Center Remodel (Visiting Assistant Professor Wise, Fall 2012); A Pavilion for the Botanical Garden of the Ozarks (Assistant Professor Perez, Fall 2011); A Writer’s Retreat for the South Main (Little Rock) Arts District (Clinical Assistant Professor Rudzinski, Spring 2012); and the Museum of the Hardwood Tree for Fort Smith, Arkansas (Associate Professor Herman, Spring 2013).

Throughout the course of the professional program, we continuously teach and encourage students to know how to fearlessly begin a project, instill courage, and then, to motivate and sustain them in the evolution of their efforts toward synthesis and resolution. We hope that by the time they have reached the final year of the professional program, they possess a solid foundation of self-awareness, adaptability, self-confidence and perseverance coupled with the disciplinary knowledge required to engage in critical practice with any measure of success. So too, we trust that each student has found his or her unique “voice” in the discourse about contemporary practice, and is prepared and ready to make curricular choices that fulfill and extend each student’s personal objectives as (s) he makes the transition from the academy to practice. In this spirit, the fifth year option studio was conceived, to afford students choice in the capstone learning experiences of their professional training, positioning them to assume leadership positions in their communities and in the design professions.

Student Performance Criteria Updated 04/16/2013			Realm A: Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills, and Knowledge												Realm C: Leadership and Practice											
			Ability Communication Skills	Ability Design Thinking Skills	Ability Visual Communication Skills	Ability Technical Documentation	Ability Investigative Skills	Ability Fundamental Design Skills	Ability Use of Precedents	Understanding Ordering Systems Skills	Understanding Historical Conditions and Global Culture	Understanding Cultural Diversity	Understanding Applied Research	Ability Pre-Design	Ability Accessibility	Ability Sustainability	Ability Site Design	Ability Life Safety	Ability Comprehensive Design	Understanding Financial Considerations	Understanding Environmental Systems	Understanding Structural Systems	Understanding Building Envelope Systems	Understanding Building Service Systems	Understanding Building Materials & Assemblies	Ability Collaboration	Understanding Human Behavior	Understanding Client Role in Architecture	Understanding Project Management	Understanding Practice Management	Understanding Leadership	Understanding Legal Responsibilities	Understanding Ethics & Professional Judgement	Understanding Community & Social Responsibility			
			A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9			
			SPC expected to have been met in preparatory or pre-professional education, if applicable.																																		
			SPC met in NAAB-accredited program																																		
First Year (Foundations)	ARCH 1015	Architectural Design I			●			●																													
	ARCH 1025	Architectural Design II							●	●																											
	ARCH 1212	Design Thinking I: Foundations in Technology																			●																
	ARCH 1222	Design Thinking II: Foundations in History	●									●												●													
	ARCH 1001	Leadership by Design																								●											
Design Studio (Core/Professional)	ARCH 2016	Architectural Design III		●			●																														
	ARCH 2026	Architectural Design IV						●					●			●																					
	ARCH 3016	Architectural Design V								●					●										●												
	ARCH 3026	Architectural Design VI				●	●															●															
	ARCH 4016/4026	Comprehensive Design Studio															●						●														
	ARCH 4116/4126	International Studios									●												●										●				
	ARCH 5016	Option Studio I																															●				
ARCH 5026	Option Studio II																															●					
History/ Theory	ARCH 2233	Architectural History I								●																											
	ARCH 2243	Architectural History II								●																											
	ARCH 4433	Architectural History III									●																										
	ARCH 4523	Architectural Theory	●	●																																	
Technology	ARCH 2113	Architectural Structures I																			●																
	ARCH 2123	Architectural Structures II																			●																
	ARCH 2132	Environmental Technology I												●												●											
	ARCH 3134	Building Materials and Assemblies				●										●						●															
	ARCH 4154	Environmental Technology II & Building Systems																		●	●		●														
Practice																		●																			
ARCH 5314	Professional Practice																										●	●	●	●	●	●	●				

**Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

**Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.

## **II.2 Curricular Framework**

### **II.2.1 REGIONAL ACCREDITATION**

The University of Arkansas is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The last comprehensive evaluation took place in 2007; details can be found at <http://selfstudy.uark.edu/>. The University is a PEAQ participant and will file a Quality Initiative Proposal during the 2013-14 academic year with related reports to follow. The University's Assurance Review and Comprehensive Evaluation will take place during the 2016-17 academic year. In preparation, the university's Quality Initiative Steering Committee is identifying and implementing action plans that are designed to increase retention, graduation, and degree completion rates.



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456  
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

September 10, 2007

Chancellor John A. White  
University of Arkansas, Fayetteville  
Administration Bldg. 425  
Fayetteville, AR 72701

Dear Chancellor White:

This letter is formal notification of the action taken concerning University of Arkansas, Fayetteville by The Higher Learning Commission. At its meeting on August 27, 2007, the Institutional Actions Council (IAC) voted to continue the accreditation of University of Arkansas, Fayetteville, to extend your accreditation to include the MBA program offered at Tong Ji University in Shanghai, China, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process that concluded on September 10, 2007. The date on this letter constitutes the effective date of your new status with the Commission.

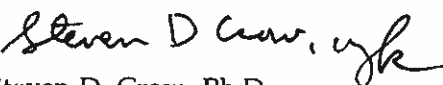
I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (2006-07) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the change on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, September 24, 2007. Before this public disclosure however, I ask that you verify the information in both documents, and inform me before Friday, September 21, of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I highly recommend that you review it with care and if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call John A. Taylor, D.Mus.Ed., your staff liaison.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

  
Steven D. Crow, Ph.D.  
President

Enclosures: Statement of Affiliation Status  
Organizational Profile

cc: Evaluation Team Members  
Chair of the Board

SEP 21 2007

## II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

The Fay Jones School of Architecture Department of Architecture offers a five-year, undergraduate baccalaureate program leading to the Bachelor of Architecture degree (B. Arch.).<sup>10</sup> The ten-semester B. Arch. program requires a minimum of 159 credit hours, distributed among general studies, professional studies, and elective courses, and requiring a semester of study in one of the department's sanctioned international programs.

Students are subject to review for full admission into the professional program at the completion of the third year of study (101 semester credit hours, including completion of the 35 semester hour general education university core); at this time, they must demonstrate a minimum overall grade point average of 2.0 (on a 4.0 scale) AND a minimum grade point average of 2.0 in each sub-disciplinary area of the required professional curriculum (design studio, technology, and history/theory) as well as in the university core courses.

- Students admitted to the professional program will continue in the established studio curriculum sequence and are to complete the final two years of design studio at the school. In addition to completing the design studio sequence, students are encouraged to take maximum advantage of the opportunities that professional and free electives provide for pre-professional development, cultivation of specialization in and related to the profession, and/or preparation for graduate education.
- Students who fail to achieve the standards of performance required for acceptance in the professional program and for continuance into the fourth year of the B. Arch. curriculum are given the opportunity to remediate and reapply for admission.

### Outline of the B. Arch. Requirements

showing the distribution of general education courses, required professional courses, professional elective courses and free elective courses

### Bachelor of Architecture Degree Requirements

#### 1. Completion of the following 94-hour professional program, (required professional courses):

Architectural Design (Professional Courses)	
ARCH 1015, Architectural Design I	5 hours
ARCH 1025, Architectural Design II	5
ARCH 2016, Architectural Design III	6
ARCH 2026, Architectural Design IV	6
ARCH 3016, Architectural Design V	6
ARCH 3026, Architectural Design VI	6

---

<sup>10</sup> The department also offers a non-accredited four-year undergraduate program leading to the Bachelor of Science (B.S.) in Architectural Studies that incorporates course work from the school with liberal studies for students with interests that fall outside the parameters of the accredited professional degree program. The architectural studies program provides opportunities for students who wish to prepare for graduate study in an accredited architecture program or in an allied discipline, such as architectural history, historic preservation, urban planning, or construction management, as well as serving students who seek opportunities in related fields that may not require the five-year accredited degree. The B.S. in Architectural Studies requires 120 semester credit hours for completion in eight semesters.

ARCH 4016, Comprehensive Studio or Study Abroad	6
ARCH 4026, Comprehensive Studio or Study Abroad	6
ARCH 5016, Option Studio I	6
ARCH 5026, Option Studio II	6
Architectural Technology (Professional Courses)	
ARCH 1212, Design Thinking I, Foundations in Technology	2
ARCH 2113, Architectural Structures I	3
ARCH 2123, Architectural Structures II	3
ARCH 2132, Environmental Technology I	2
ARCH 3134, Building Materials and Assemblies	4
ARCH 4154, Environmental Technology II and Building Systems	4
History and Theory of Architecture (Professional Courses)	
ARCH 1222, Design Thinking II, Foundations in History	2
ARCH 2233, History of Architecture I	3
ARCH 2243, History of Architecture II	3
ARCH 4433, History of Architecture III	3
ARCH 4523, Architectural Theory	3
Professional Practice (Professional Courses)	
ARCH 5314, Architectural Practice	4
Total Semester Credit Hours Professional Courses	94

**2. Completion of the 35-hour general University Core<sup>11</sup> as listed in the University Catalog of Studies, including requirements specific to the B. Arch. in math and physics, (required general education courses):**

Mathematics	3 hours
MATH 1213, Plane Trigonometry OR	
MATH 2033, Mathematical Thought OR	
MATH 2043, Survey of Calculus OR	
MATH 2053, Finite Math	
Laboratory Science	8
PHYS 1044/1040L, Physics for Architects 1 OR	
PHYS 2013/2011L, College Physics 1, is required	
PHYS 1043/1050L, Physics for Architects 2 OR	
PHYS 2033/2031L, College Physics 2, is strongly recommended	

---

<sup>11</sup> The University of Arkansas has adopted a “State Minimum Core” of 35 semester-credit-hours of general education courses that are required of all baccalaureate degree candidates. This is in compliance with Arkansas Act 98 of 1989 and the subsequent action of the Arkansas State Board of Higher Education. Since 1991, all state institutions of higher education in Arkansas have had a 35-hour minimum core requirement with specified hours in each of seven academic areas. The university has identified those courses that meet the minimum requirement; see list in the University Catalog of Studies, [http://catalog.uark.edu/undergraduatecatalog/academic regulations/universitycore/](http://catalog.uark.edu/undergraduatecatalog/academic%20regulations/universitycore/).

English	6
ENGL 1013, Composition I and ENGL 1023, Composition II	
American History or Government	3
HIST 2003, History of the American People to 1877 OR	
HIST 2013, History of the American People, 1877 – present OR	
PLSC 2003, American National Government	
Humanities	3
Fine Arts	3
Social Sciences	9
Total Semester Credit Hours Required General Education	35

### **3. Completion of 30 hours of electives, as follows:**

Professional Electives	15
Elective courses with architectural content, Chosen from upper-level courses (courses numbered 3000 or above) taught on the Fayetteville campus in the Fay Jones School and in allied disciplines. Students participating in the Rome program may present Architecture of the City (ARCH 4653) for professional elective credit. All other elective courses will be used to fulfill free elective requirements.	
Free Electives	15
At least 10 semester credit hours must be taken in elective courses that do not contain architectural content.	
Total Semester Credit Hours Elective Courses	30

**4. A minimum of 159 hours with a 2.00 cumulative grade-point average at this institution both in all work attempted and in all professional course work attempted is required.**

**5. Participation for at least one semester in an approved international educational experience.**

NOTE: No more than three hours of physical education and/or R.O.T.C. may be counted toward a degree. Courses not acceptable toward degree credit include those of a remedial or orientation nature and whose content are considered to be measurably duplicated elsewhere in

the curriculum. ARCH 1003 is not counted toward degree credit for architecture majors. University Perspectives (UNIV 1011) does not count towards degree credit.

**Distribution of General Education Courses, Required Professional Courses,  
Professional Elective Courses and Free Elective Courses**

General Studies Courses

Required: 35 semester credit hours; (22% of 159 semester credit hours)<sup>12</sup>  
Free Electives: 15 semester credit hours; (9.4% of 159 semester credit hours)  
Total: 50 semester credit hours; (31.5% of 159 semester credit hours)

Professional Program Courses

Required: 94 semester credit hours; (59% of 159 semester credit hours)  
Elective: 15 semester credit hours; (9.4% of 159 semester credit hours)  
Total: 109 semester credit hours; (69% of 159 semester hours)

Total Professional Studies Courses

94 semester credit hours; (59% of 159 semester credit hours)

Total Required General Studies Courses

17 semester credit hours; (10.7% of 159 semester credit hours)

Total Elective Courses In University Core

18 semester credit hours; (11.3% of 159 semester credit hours)

Total Upper Division Elective Courses (Free and Professional Electives)

30 semester credit hours; (19% of 159 semester credit hours)

---

<sup>12</sup> Within the 35-hour university core, 18 hours (humanities, fine arts, social science, and American history and government) afford students broadly based choices within a list of designated courses.

## **Professional Degree (B. Arch) Curriculum Structure**

### **First Year Pre-Professional Program**

#### **First Year for Students Admitted to the *Fall-Spring* Architectural Design Studio:**

These students must meet all of the following requirements: 25 ACT or better; 3.5 GPA in high school; College preparatory curriculum to include physics and an upper level math (Pre-Calculus or higher), and have met all studio entry submission deadlines.

##### **Fall**

- |   |   |
|---|---|
| 5 | ARCH 1015 Architectural Design I  |
| 2 | ARCH 1212 Design Thinking I: Foundations in Technology                  |
| 3 | ENGL 1013 Composition I   |
| 3 | HIST 2003 or 2013 American History<br>or PLSC 2003, American Government |
| 4 | PHYS 1044/1040L Physics for Architects I                                |
| 1 | UNIV 1011 University Perspectives                                       |
- 

18 semester hours

Students are reviewed at the end of the fall semester and may continue the program if they meet the following criteria: “C” or better in ARCH 1015, Architectural Design I; “C” or better in PHYS1044, Physics for Architects I or an approved equivalent; “C” or better in ARCH 1212, Design Thinking I: Foundations in Technology; Maintain a 2.0 GPA. Students who do not meet these criteria will receive a letter from the department head and will be advised accordingly.

##### **Spring**

- |   |  |
|---|--|
| 5 | ARCH 1025 Architectural Design II  |
| 2 | ARCH 1222 Design Thinking II: Foundations in History   |
| 3 | ENGL 1023 Composition II   |
| 3 | MATH 1213 Plane Trigonometry, MATH 2033 Mathematical Thought,<br>MATH 2043 Survey of Calculus, or MATH 2053 Finite Mathematics |
| 4 | Science Core requirement. Recommended:<br>PHYS 1054/1050L Physics for Architects II  |
- 

17 semester hours

**First Year for Students Admitted to the *Summer-Summer* Architectural Design Studio:** These students meet the University of Arkansas minimum requirements for admission but do not meet the above criteria for fall/spring studio. These students may continue into ARCH 1015, Architectural Design I in the SUMMER if they meet the following criteria: “C” or better in PHYS1044, Physics for Architects I or an approved equivalent; and maintain a 2.0 GPA. Students who do not meet these criteria will receive a letter from the department head and will be advised accordingly.

##### **Fall**

- |   |  |
|---|--|
| 3 | MATH 1213 Plane Trigonometry, MATH 2033 Mathematical Thought,<br>MATH 2043 Survey of Calculus, or MATH 2053 Finite Mathematics |
| 3 | ENGL 1013 Composition I  |
| 3 | HIST 2003 or 2013 American History<br>or PLSC 2003, American Government  |
| 4 | PHYS 1044/1040L Physics for Architects I   |
| 3 | Fine Arts or Humanities Core Requirement   |
| 1 | UNIV 1011 University Perspectives  |
- 

16 semester hours

##### **Spring**

- |   |   |
|---|---|
| 3 | ENGL 1023 Composition II  |
| 4 | Science Core requirement. Recommended:<br>PHYS 1054/1050L Physics for Architects II |
| 3 | Fine Arts Core Requirement  |
| 3 | Humanities Core Requirement   |
| 3 | Social Science Core Requirement   |
- 

16 semester hours

<b>Summer Session I</b>	
5	ARCH 1015 Architectural Design I
2	ARCH 1212 Design Thinking I: Foundations in History

---

7	semester hours
<b>Summer Session II</b>	
5	ARCH 1025 Architectural Design II
2	ARCH 1222 Design Thinking II: Foundations in History

---

7 semester hours

**Attention: PHYS 1044/1040L (or an approved physics alternate laboratory science in the University Core) and MATH 1213, 2033, 2043, or MATH 2053 must be completed before students can begin second-year courses in Architecture. Transfers students and change-of-majors seeking exceptions to the sample curriculum will be reviewed on an individual basis.**

### Second Year Pre-Professional Program

<b>Fall</b>	
6	ARCH 2016 Architectural Design III
3	ARCH 2233 History of Architecture I
3	ARCH 2113 Architectural Structures I
2	ARCH 2132 Environmental Technology I
3	Social Science Core requirement

---

17	semester hours
<b>Spring</b>	
6	ARCH 2026 Architectural Design IV
3	ARCH 2243 History of Architecture II
3	ARCH 2123 Architectural Structures II
3	Social Science Core requirement (students who elected summer studio may have completed this requirement)

---

16	semester hours
----	----------------

### Third Year Pre-Professional Program

<b>Fall</b>	
6	ARCH 3016 Architectural Design V
3	ARCH 4433 History of Architecture III
4	ARCH 3134 Building Materials & Assemblies
3	Fine Arts or Humanities core requirement (students who elected summer studio may have completed this requirement)

---

16	semester hours
<b>Spring</b>	
6	ARCH 3026 Architectural Design VI – Technology Studio
3	ARCH 4523 Architectural Theory
3	Social Science core requirement
3	Fine Arts or Humanities core requirement (students who elected summer studio may have completed this requirement)

---

15	semester hours
----	----------------

**Attention: All university core courses must be completed by the end of third year. A cumulative gpa of 2.0 or higher is required as well as a gpa of 2.0 or higher is required in the design, technology, and history/theory sequences for admission into the Professional Program. Admission to ARCHITECTURE 4016 is contingent upon admission to the Professional Program. Each student in the professional program in architecture is required to complete an approved off-campus study program. Approved programs include a semester in Rome and a summer design studio in Latin America. Students participating in off-campus programs may present only three elective hours of course work per semester spent away from the Fayetteville campus for professional elective credit. All other elective courses will be used to fulfill free elective requirements.**

#### **Fourth Year Professional Program**

##### **Fourth Year for students who participate in the Rome Program, Fall Semester**

<b>Fall</b>	
6	ARCH 4116 Architectural Design Studio - Rome
6	ARCH 4023 Advanced Architectural Studies, Rome
3	ARCH 4653 Architecture of the City - required
<hr/>	
15	semester hours
<b>Spring</b>	
6	ARCH 4026 Comprehensive Studio
4	ARCH 4154 Environmental Technology II & Building Systems
3	Professional elective
3	Free elective
<hr/>	
16	semester hours

##### **Fourth Year for students who participate in the Rome Program, Spring Semester**

<b>Fall</b>	
6	ARCH 4016 Comprehensive Studio
4	ARCH 4154 Environmental Technology II & Building Systems
3	Professional Elective
3	Free elective
16	semester hours
<b>Spring</b>	
6	ARCH 4116 Architectural Design Studio - Rome
6	ARCH 4023 Advanced Architectural Studies, Rome
3	ARCH 4653 Architecture of the City - required
<hr/>	
15	semester hours

##### **Fourth Year for students who participate in the study abroad program, Summer Semester**

<b>Fall</b>	
6	ARCH 4016 Comprehensive Studio
4	ARCH 4154 Environmental Technology II & Building Systems
3	Professional Elective
3	Free Elective
<hr/>	
16	semester hours
<b>Spring</b>	
6	ARCH 4026 Comprehensive Studio
3	Professional Elective
6	Free Electives
<hr/>	
15	semester hours

**Attention:** Each student in the professional program in architecture is required to complete an approved off-campus study program. Approved programs include a semester in Rome and a Latin American summer design studio. Students participating in off-campus programs may present only three elective hours of course work per semester spent away from the Fayetteville campus for professional elective credit. All other elective courses will be used to fulfill free elective requirements.

Students electing to participate in the summer design studio program can currently do so in either the summer after the 3<sup>rd</sup> year of the program or the summer after the 4<sup>th</sup> year of the program. Electing to do this study abroad option will result in taking the place of a 4<sup>th</sup> year studio. For more specific information, please contact the school's advising center.

#### **Fifth Year Professional Program**

<b>Fall</b>	
6	ARCH 5016 Option Studio I
3	Free elective
4	ARCH 5314 Professional Practice
3	Professional elective
<hr/>	
16	semester hours

	<b>Spring</b>
6	ARCH 5026 Option Studio II
6	Professional electives
3	Free elective
<hr/>	
15	semester hours

TOTAL Credit Hours: 160

## Minors and Concentrations

Through judicious and purposeful use of free electives and professional electives as well as elected courses in the university core, professional program students can pursue established minors offered by the Fulbright College of Arts and Sciences, the College of Engineering, or the Walton College of Business, or of a concentration in a sub-disciplinary specialization within the School of Architecture. Historically, electing a minor field of study has had particular importance for students with a strong interest in architecture and practice who may have been in danger of becoming demoralized because they do not perceive themselves as “designers” or because they wished to pursue an alternative career path in lieu of traditional practice.

### Minors in Other Colleges

Requirements for academic minors are determined by individual departments, and range from fifteen hours to twenty-one hours. Since the last accreditation, students have completed, or are currently working toward, fulfilling the requirements for academic minors in a variety of areas including Anthropology, Art History and Criticism, History, Historic Preservation, Spanish, and General Business.

- Campus-Wide Sustainability Minor

Although the Sustainability Minor is an interdisciplinary campus-wide program, drawing from faculty and course work across all colleges it is co-directed by Associate Professor Tahar Messadi, and draws a large enrollment of Fay Jones School students; currently approximately 52 Fay Jones School students are engaged in the curriculum.

The purpose of the minor in Sustainability is to provide foundational knowledge and skills related to the emerging discipline of sustainability, organized around four thematic areas reflecting strength in scholarship of University of Arkansas academic colleges: Sustainability of Social Systems, Sustainability of Natural Systems, Sustainability of Built Systems, and Sustainability of Managed Systems. Students who complete the minor in Sustainability will be expected to:

- Articulate commonly accepted definitions of sustainability and discuss various nuances among those definitions;
- Have an understanding of the interdisciplinary nature of sustainability issues, particularly as they pertain to the thematic areas of knowledge addressed by the minor (sustainability of natural systems, sustainability of managed systems, sustainability of built systems, and sustainability of human social systems);
- Be conversant regarding acquisition and analysis of data pertinent to sustainability issues;
- Communicate orally and in writing organized thoughts defining sustainability issues;
- Identify appropriate potential strategies to address sustainability issues using data and provide results of rudimentary analyses of data using novel metrics or statistics;
- Make recommendations, based on data analysis and interpretation, to advance sustainability of individuals or institutions.

Students must earn a grade of 'C' or better for all courses used to fulfill requirements of the minor in Sustainability. Course requirements include the following:

Required courses:

- SUST 1103 Fundamentals of Sustainability (3 Hours)
- SUST 2103 Applications of Sustainability (3 Hours)

Elective courses with sustainability focus selected from a broad menu of offerings in four thematic areas: (9 Hours)

- Sustainability of Social Systems
- Sustainability of Natural Systems
- Sustainability of Built Systems
- Sustainability of Managed Systems

Elective courses are categorized as Tier 1 and Tier 2. Tier 1 courses are those with dominant sustainability content or fundamental principles related to understanding sustainability. Tier 1 courses must comprise at least 6 hours of the 9 elective hours.

Tier 2 courses are those with subordinate sustainability content or associated principles related to understanding sustainability, but with content useful in preparing students with prerequisite knowledge for Tier 1 courses.

Only 3 hours of Tier 2 courses will be accepted in fulfillment of the elective hours in the Minor in Sustainability.

Complete lists of Tier 1 and Tier 2 courses by thematic areas are presented on the list of courses page; see <http://sust.uark.edu/minor/listofcourses.php>.

SUST 4103 Capstone Project in Sustainability or substitute approved by UA Sustainability Curriculum Steering Committee to serve as capstone experience for the Foundations in Sustainability minor.

#### Major and Minor Concentrations and Minors in the School of Architecture

In addition to university-sanctioned minor courses of study, Department of Architecture can pursue major and minor concentrations in sub-disciplinary areas of inquiry in which the program, together with allied disciplines on campus, offers demonstrated strengths.

- History of Architecture and Urbanism

The major concentration (not considered an official minor) in the History of Architecture and Urbanism requires at least 33 semester hours and must include the following:

1. Completion of requirements for admission to the professional program in architecture, including ARCH 2233, 2243 and 4433, and presentation of a 3.25 grade point average.
2. At least nine hours of 4000-level professional electives in the School of Architecture.
3. At least three hours in the History of Architecture and Urbanism Colloquium or Architectural Research Methods.
4. At least twelve hours of free electives to be selected from the following areas, upper-level (3000+) art history, humanities, social sciences, or foreign languages.
5. At least six hours of research thesis (ARCH 5026, option studio); students pursuing the historic preservation emphasis are strongly encouraged to participate in the UACDC option studio (ARCH 4016 or 4026).

The minor concentration in the History of Architecture and Urbanism requires at least 18 semester hours, and must include the following:

1. Completion of requirements for admission to the professional program in architecture, including ARCH 2233, 2243, and 4433.

2. At least nine hours of professional electives in any area of architectural and urban history, selected from the following and other approved courses.
3. At least three hours in the History of Architecture and Urbanism Colloquium or Architectural Research Methods.
4. At least six hours in humanities and/or social science courses related to the minor.
5. The research thesis (ARCH 5026, option studio) is optional for students in the minor; students interested in an historic preservation emphasis are strongly

- Urban and Regional Planning

Developed cooperatively by the Landscape Architecture Department and the Department of Political Science, the Urban and Regional Planning Minor (18 semester credit hours) will be offered for the first time in fall 2013. The urban and regional planning minor provides students with the knowledge of how cities function, how urban processes might be researched, and how urban and regional environments can be transformed through planning, policy, design, and social action. In addition to 12 hours of required courses, including PLSC 3253 Urban Politics, PLSC 4103 Introduction to Urban Planning, LARC 5386 Landscape Architecture Design VIII or LARC 5493 Environmental Land Use Planning and one course from the spatial concentration, students pursue six hours of course work in an area of specialization: a Policy and Political Concentration; a Spatial Concentration; or an Environmental Concentration.

## **Off-Campus Programs**

### Summary

As described in “Student Centered Resources,” (see Section I.2.1, Human Resources and Human Development, which details facilities and locations of our international programs), all students in the professional program in architecture are required to participate in a semester-long program of international study: a semester at the University of Arkansas Rome Center, elected during either the fall or spring semester of the fourth year; or a 9-week summer semester in our Mexico City program, undertaken either between the third and fourth years or between the fourth and fifth years of the curriculum. These international programs provide students with diverse cultural experiences, particularly in urban settings where they learn to way find and navigate an array of cities, townscapes, and ancient enclaves, and communicate and interface with settings and societies different than their own, while documenting, and of especial importance, designing in places rich in both historical context and contemporary challenges. Typically, we plan to send between 14 and 18 students to the Rome Center each fall and spring; enrollments in the Mexico program vary, and we have offered the program with as few as 4 and as many as 18 participants.

### Curriculum, Rome

In Rome, most students elect to enroll in fifteen hours of course work, including ARCH 4116, the architectural design studio; ARCH 4653, Architecture of the City — Way of Seeing and Drawing, a required course that, often, supports studio pedagogy as well as engaging students deeply with the urban and architectural morphology of the city; and an addition 6 hours of free and/or professional elective courses. The menu of professional elective courses regularly includes:

- Historic Preservation—A Theoretical and Methodological Overview
- Modern and Contemporary Rome
- Principles of Sustainable Architecture

Additionally, students are encouraged to choose from humanities and liberal arts courses, that fulfill and enrich their general education learning experience abroad, including:

- Art and Culture in Italy
- History of Italian Design
- History of Women Artists
- Living in Rome: From Antiquity to Modern Life
- Modern European Politics
- Travel Writing
- Italian I
- Italian II

Our students also are eligible to elect from courses in fashion design, merchandising, and management that have been created to serve one of our partners in the Rome Center, Philadelphia University, including:

- Consumer Behavior
- Marketing Communications

For detailed descriptions of the above-captioned courses together with links to course descriptions, see [www.arkrome.it/](http://www.arkrome.it/).

#### Curriculum, Mexico City

In Mexico City, students focus on close and careful recording and analysis of the places they visit as well as engaging in a design intervention in the fabric of Mexico City. (When the program has been forced to relocate to an alternative site {the American cities tour of 2009 or Peru in 2010}, pedagogical objectives and course content has paralleled that of the paradigmatic Mexico learning experience to the greatest extent possible.) While many students who elect to participate in the Mexico Summer Program choose to limit their formal coursework to the 6-credit hour design studio, ARCH 4126, Architectural Design Latin America. Students also have the opportunity to pursue an additional 3 hours of professional elective credit by enrolling in Modern Architecture in Mexico, also offered in the Mexico summer curriculum.

#### Faculty

Since its inception, Italian architect Davide Vitale, who is a tenured full professor in the Fay Jones School, has directed the Rome Center. Currently, adjunct faculty include architect Francesco Bedeschi and architect Riccardo d'Aquino, who teach in the design studio; art historian Emilio del Gesso who teaches Art and Culture in Italy and serves as the Rome tours coordinator; Dr. Simona Salvo, who offers the Historic Preservation course, and Dr. Antonella De Michelis, who teaches History of Early Modern Architecture and Interiors and Modern and Contemporary Rome. Additionally, established partnerships afford collaboration with a number of distinguished Roman architects who serve as guest lecturers and critics, including Laura Cherubini, Architect for the Soprintendenza per i Beni Architettonici e Paesaggistici per il Comune di Roma; Paolo Pineschi, architect and partner of Aka Studio in Rome; Luigi Prisco architect for the Regione Lazio; and architect and historian Dr. Simone Quilici. Equally important, since 2010, Associate Professor Laura Terry has served as our faculty's Rome Liaison. In addition to preparing students for their study abroad experience, Professor Terry spends one month of the spring semester in Rome, teaching with the Center's faculty.

Clinical Assistant Professor Russell Rudzinski, coupled with the participation of Clinical Assistant Professor Chuck Rotolo and (former) Clinical Associate Professor Pia Sarpeneva, leads the Mexico Program. To the greatest extent possible, local architects are invited to participate in reviews.

## II.2.3 CURRICULUM REVIEW AND DEVELOPMENT

Although only permanent members of the architecture faculty (tenured, tenure-track, and continuing clinical appointments) vote on matters of curriculum, it is the conviction of the department that all members of the department teaching community should be involved in regular, critical and productive exchange concerning curricular issues, and how the curriculum shall evolve in light of changing cultures of practice, strategic planning goals for teaching, learning, and multi-disciplinary collaboration, and the expectations of NAAB and the profession. Thus, it is understood implicitly that—while we have no “curriculum committee” on our departmental committee assignments list, the entire architectural faculty constitutes an over-arching curriculum committee. Engaging visitors together with junior and senior faculty from all sub-disciplinary areas assures that a multitude of viewpoints will be voiced, including those of seasoned faculty who have deep experience with and long institutional memories of the NAAB Conditions and Procedures (including individuals who have served on NAAB visiting teams), emerging scholars and practitioners who can address changing paradigms of design thinking and making, and, of course, licensed architects.

Focused work on assessing and evolving the curriculum occurs on discrete committees devoted to the principal sub-disciplinary areas of the curriculum: the Technology Committee, the History/Theory Committee, and the Studio Coordinators Committee. Regular discussion in these areas assures continuity among courses in the knowledge area, fostering a synthetic and seamless learning experience from semester-to-semester for the students. Minutes of all curriculum discussions are kept and distributed electronically to all faculty members. Members of the curriculum committees in fall 2013 are:

- Design Studio Coordinators
  - Distinguished Professor Marlon Blackwell, FAIA, NCARB, chair
  - Associate Professor Laura Terry, first year coordinator
  - Professor David Buege, second year coordinator
  - Assistant Professor Frank Jacobus, AIA, third year coordinator
  - Associate Professor Tahar Messadi, Arch. D., fourth year coordinator
  - Assistant Professor Marc Manack, AIA, NCARB, fifth year coordinator
- Technology Committee
  - Associate Professor Tahar Messadi, Arch. D., chair
  - Clinical Assistant Professor Church Rotolo
  - Visiting Assistant Professor Amber Ellett, AIA, LEED AP
  - Visiting Assistant Professor Alison Turner, AIA LEED AP
  - Assistant Professor Santiago Perez
  - Adjunct Instructor Rich Brya, AIA
- History/Theory Committee
  - Professor David Buege, chair
  - Professor Jeff Shannon, AIA
  - Professor Ethel Goodstein-Murphree, Ph.D.
  - Visiting Instructor Brian Poepsel<sup>13</sup>

---

<sup>13</sup> Mr. Poepsel serves in the place of Associate Professor Kim Sexton, Ph.D., who is on off-campus duty assignment during the 2013-14 academic year.

While the Studio Coordinators Committee assumes a dominant role, monitoring the relationship among the discrete curricular areas with particular regard to the ways in which they interface with design studio learning objectives, determining and regularly assessing learning objectives for each year level, and organizing mid-term and end-term review, including the engagement of guest critics, regularly scheduled faculty meetings provide established venues for discussion of curricular matters. The department head calls for reports from the sub-disciplinary committees at these meetings, typically once each semester, and the committees may be asked by the department head to address a specific charge from time to time. Sub-disciplinary committees can propose curricular revisions to the department faculty for vote; there is only nominal review at the Fay Jones School level, reinforcing the belief that curricular design is the providence of the department faculty. Major curriculum revisions must be forwarded to the University Course and Program Committee, which, in turn, submits them to the Faculty Senate for ratification; minor revisions require no external review.

In spring of the 2011-12 academic year, following two years of intensive review and discussion concerning the design studio curriculum, the department head charged each area curriculum committee to review all required courses offered in its area with respect to the expectations of the 2009 Conditions for Accreditation as well as with regard to their efficacy in contributing to a holistic curriculum. These discussions continued through the 2012-13 academic year, providing a focal point for long-range planning and self-assessment. At the same time, all-school strategic planning, culminating in a fall 2012, has opened up possibilities for long-term goals of achieving greater collaboration among the three design disciplines of the Fay Jones School; now moved into our new facility with everyone under the same roof, we expect these discussions to continue and move, measuredly, to implementation.

Self-assessment as a vehicle for improving all aspects of the department curriculum is central to the faculty's ethos. Each semester of the regular academic year concludes with a curriculum review: a day-long—and traditionally rigorous-- all-faculty session in the fall and a “super jury” in the spring, that engages external reviews, peers from both the academy and practice, in discussions about the efficacy of our learning objectives and methods of attaining them. Although these review are centered upon the products and pedagogies of the design studio, discussion of required parallel co-requisite courses in architectural history and technology, inevitably, form a valuable component of the discussion.

The voices of “significant others” also inform our processes of self-assessment and long-range planning. The Fay Jones School Professional Advisory Board (PAB), composed of approximately 15 representatives from each of the school's design disciplines meets once each regular semester. Over the course of the last three years, the Fay Jones School Dean has shifted responsibility for working with the PAB to the department heads, who rotate responsibility for meeting content annually. Each meeting, comprised of both all-school discussions and discrete conversations within each department, offers opportunities for exploring the relationship between curricular development and advancing the discipline with leaders in the field and the community, again, involving directly licensed architects. The PAB also provides invaluable opportunities for our students to make their work known to these colleagues, and to begin to establish their own professional networks through productive discussion of their experiences and accomplishments in the curriculum.

## **II.3 Evaluation Of Preparatory/Pre-Professional Education**

### **The Process By Which Students Admitted To The Accredited Program Are Evaluated**

The department of architecture offers students the opportunity to prepare for architectural practice or related endeavors. With this opportunity comes a responsibility for demonstrating a commitment to personal growth and success in the professional program. Students are admitted to the first year of the architecture curriculum based upon criteria established by the university and the school: achievement of an ACT or at least 25; 3.5 GPA in high school; and successful completion of a college preparatory curriculum to include physics and an upper level math (Pre-Calculus or higher; students who meet the University of Arkansas minimum requirements for admission but do not meet the math and physics requirements of the department, can enroll in the summer design studios SUMMER if they meet the following criteria: "C" or better in PHYS1044, Physics for Architects I or an approved equivalent; and maintain a 2.0 GPA.

Every semester, students' grades in all architecture courses, especially the design studio, are evaluated to assess their progress and performance.

Upon completion of the third year of the five-year architecture curriculum, including completion of the 35 semester-credit hour university's state minimum (general education) core required, students are evaluated for admission to the professional program. Admission to the Professional Degree Program in the Department of Architecture requires a minimum 2.00 grade-point average in the University Core and each of the sub-disciplines of Architecture: History/Theory, Technology and Design.

Students admitted to the professional program will continue in the established studio curriculum sequence and are to complete the final two years of design studio at the school. In addition to completing the design studio sequence, students are encouraged to take maximum advantage of the opportunities that professional and free electives provide for pre-professional development, cultivation of specialization in and related to the profession, and/or preparation for graduate education.

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

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

## II.4 Public Information

### II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

The following statement is printed in the 2013 Catalog of Undergraduate Studies of the University of Arkansas (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/>), as well as located and identified on the Fay Jones School website under the listing “Degrees + Programs: NAAB Accreditation” (<http://architecture.uark.edu/285.php>):

#### **Accreditations**

The architecture program was founded in 1946 and has been accredited by the National Architectural Accrediting Board (NAAB) since 1958.

#### **Architecture – National Architectural Accrediting Board**

In the United States, most state registration boards require a degree from an accredited professional degree program as prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The University of Arkansas Fay Jones School of Architecture department of architecture offers the following NAAB-accredited degree program:

- B.Arch. (156 undergraduate credits)

The next accreditation visit for the B.Arch. programs is 2014.

The National Architectural Accrediting Board (NAAB) only accredits professional programs offering the Bachelor of Architecture, which requires a minimum of five years of study, and the Master of Architecture degrees. These professional degrees are structured to educate those who aspire to registration and licensure to practice as architects. The curricular requirements for awarding these degrees must include three components — general studies, professional studies, and electives. Together these three components comprise a liberal education in architecture and ensure that graduates will be technically competent, critical thinkers who are capable of defining multiple career paths within a changing societal context.

### II.4.2 ACCESS TO CONDITIONS AND PROCEDURES

Included on the Fay Jones School website, under the listing “Degrees + Programs: NAAB Accreditation” <http://architecture.uark.edu/1192.php>, are downloadable pdf versions of the following:

*The 2009 NAAB Conditions for Accreditation*

*The 2012 NAAB Procedures for Accreditation*

### **II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION**

To develop an understanding of the larger context for architecture education and the career paths available to graduates of accredited degree programs, the following sources are listed as pdf links on the Fay Jones School website under the listing “Degrees + Programs: NAAB Accreditation” <http://architecture.uark.edu/1192.php>).

www.ARCHCareers.org  
NCARB Certification Guidelines (2012)  
Toward an Evolution of Studio Culture (2008)  
The Emerging Professional’s Companion  
National Council of Architectural Registration Boards ([www.NCARB.org](http://www.NCARB.org))  
American Institute of Architects ([www.aia.org](http://www.aia.org))  
American Institute of Architecture Students ([www.aias.org](http://www.aias.org))  
Association of Collegiate Schools of Architecture ([www.acsa-arch.org](http://www.acsa-arch.org))

### **II.4.4 PUBLIC ACCESS TO APRs and VTRs**

Copies of the following documents are available to the public through pdf links on the Fay Jones School website under the listing “Degrees + Programs: NAAB Accreditation” <http://architecture.uark.edu/1192.php>:

- All annual reports to NAAB, including both statistical and narrative reports
- All NAAB responses to the Annual Report
- The final decision letter from the NAAB, following the 2008 accreditation
- The most recent APR, submitted to NAAB in September 2007
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

### **II.4.5 ARE PASS RATES**

A link to the NCARB website and ARE Pass Results for The Fay Jones School, University of Arkansas, is available to students, faculty, staff, parents, and the general public from the Fay Jones School website, under the listing “Degrees + Programs: NAAB Accreditation” <http://arch-itecture.uark.edu/1192.php>.

### **3. Part Three (III): Progress Since Last Site Visit**

## **III. 1. Summary of Responses to Team Findings, February 16-20, 2008**

### **A. Responses to Conditions Not Met**

#### **Condition 4: Social Equity**

##### Visiting Team Comments:

*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 tally 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. (p. 6, VTR)*

##### Program Response:

This concern was addressed in our Focal Evaluation of 2011, which found that the changes made and planned by the program to remove the identified deficiency are satisfactory. In 2006, the Fay Jones School of Architecture adopted a 5-year diversity plan, and in 2009-10, implementation of the Diversity Plan and leadership of the School's diversity initiatives became the responsibility of the newly created Associate Dean's position. As described in the "Social Equity" section of this report, the department has taken proactive measures in curriculum development, student recruiting and retention, and continuing education for faculty and staff to create and sustain a community for learning that is welcoming to a diverse population. Although we are loathe to reduce the matter of social equity to statistics, currently the percentage of under-represented students in the Fay Jones School exceeds that of the University; while we do not equal the percentage of African-American student enrolled in the University, our representation of Latino/a students shows a far larger Hispanic population than that of the university, and our population of female students is increasing incrementally. With strengthened connections to central Arkansas, though outreach efforts and liaison with community and professional groups, we look forward to broadening our reach in both new student recruiting and through offering meaningful connections to communities that embody difference for the students currently enrolled in our program.

#### **Condition 5: Physical Resources**

##### Visiting Team Comments:

*To the department's credit, the physical facilities have undergone substantial renovation since the last NAAB visit, which have made the first floor wheelchair-accessible, and provided two (locked) accessible rest rooms on that level. However, the only available wheelchair route to the 2<sup>nd</sup> and 3<sup>rd</sup> floor is 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. (p. 6, VTR)*

Program Response:

This concern was addressed in our Focal Evaluation of 2011, which found that the changes made and planned by the program to remove the identified deficiency are satisfactory. Through the dedicated efforts of Fay Jones School of Architecture (former) Dean Jeff Shannon and University Chancellor David Gearhart, and the generosity of the Donald W. Reynolds Foundation, a blend of public and private funds was secured to support the renovation of and the construction of an addition to Vol Walker Hall. Completed during summer 2013, and reopened to classes at the start of this fall (2013) semester, the program of work rehabilitated Vol Walker Hall, listed on the National Register of Historic Places, making it a habitable and functional structure for decades to come. The rehabilitation plan placed a high priority on making the building fully accessible and in compliance with ADA requirements as well as addressing repair of the building's mechanical infrastructure, including HVAC, plumbing systems, and electrical accommodations, and weather sealing. The construction of the Vol Walker Hall addition, the Steven B. Anderson Design Center, finally enables the school to house under one roof the architecture and landscape architecture departments, together with the interior design program, which joined the School of Architecture on July 1, 2010, creating for the first time in the School's history an environment that is fully conducive to multi-disciplinary learning.

**Condition/SPC 13.25: Construction Cost Control**

Visiting Team Comments:

*Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating could not be found in studio documentation or course binders. (p. 6, VTR)*

Program Response:

Since the last accreditation site visit, Construction Cost Controls have been addressed through lectures and student-executed case studies in Architecture 5314, Professional Practice, required of all students in the professional curriculum.

**B. Responses to Causes of Concern**

**Condition 1: Program Response to NAAB Perspectives**

**1.1 Architecture, Education, and the Academic Context**

Visiting Team Comments

*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 the 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. (p. 7, VTR)*

**Program Response:**

As made clear in several sections of this report, particularly in the formative narrative (Part I, section I.1.1. concerning activities and initiatives in the larger university community, significant achievements have been made in building significant teaching and research partnerships across the campus and within the Fay Jones School. With direct regard to areas for exchange mentioned by the 2008 visiting team, we are proud of the leadership that Associate Professor Tahar Messadi has brought to the development, implementation, and continued growth of the campus-wide sustainability curriculum that includes an inter-disciplinary minor and graduate certificate; we have engaged Mark Zweig, founder and CEO of ZweigWhite, LLC, an Inc 500/5000 management consulting, publishing, media and training firm dedicated to serving the architecture, engineering, and environmental consulting industries and an Executive in Residence of the Walton College of Business Faculty, to offer a professional elective in entrepreneurship to upper-level architecture students; and our growing capabilities in parametric design and fabrication are catalyzing connections with faculty and students in engineering, mathematics, and art. The University of Arkansas Community Design Center (UACDC), which offers option studios for fifth-year students every semester, is recognized as a campus “point of pride,” in large measure for the multi-disciplinary design research that is fundamental to its mission, pedagogy, and outreach endeavors.

Also since the last team visit, the prospect of unifying our programs in a single facility has fostered discussion among architecture, landscape architecture, and interior design faculty and administrators with a view toward harnessing the synergy of our new physical connection into curricular initiatives and learning opportunities. A planning retreat (fall 2011) engaging all Fay Jones School faculty focused on strategic planning for collaboration, and translation of the objectives frames by those discussions will filter into departmental implementation plans. There already is palpable evidence of collaboration; (shared research projects, promotion of and accessibility of each discipline’s professional electives to all Fay Jones School students, collaboration in the design studio, and multi-disciplinary leadership of honors students’ independent research are examples). Additionally, the three department heads and the UACDC Director meet monthly with the Dean and the Associate Dean to assure communication among the design disciplines, with a view toward taking best advantage of our proximity to foster collaborative learning experiences and research.

**Condition 3: Public Information**

**Visiting Team Comments:**

*Although language was available to the public via the web site, navigation to the NAAB Conditions of Accreditation was unclear. All students, first through fifth year, were not fundamentally aware of the criteria when asked about them in student sessions. (p. 7, VTR)*

Program Response:

The School of Architecture website continues to maintain a direct link to the NAAB website. The link is included in with information detailing the School's "degrees and programs." See <http://architecture.uark.edu/285.php>. An additional link to the NAAB website is included with information for "Current Students" concerning licensure; see <http://architecture.uark.edu/153.php>. A renaissance of activity in our AIAS chapter together with the evolution of the Dean's Student Advisory Board has resulted in increased and regular communication among students, faculty and the administration, which, we are convinced, has heightened student awareness of the NAAB Accreditation, and, especially, the seminal role of an NAAB accredited professional degree as part of their path to licensure.

**Condition 5: Studio Culture**

Visiting Team Comments

*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. (p. 7, VTR)*

As noted with regard to condition 3, since the last visiting team visit, our AIAS chapter has become active and engaged in student life, and in discussion with both the school and department administration. Though participation in AIAS Grass Roots (funded by the department) and ongoing connection with the national organization, we believe that the students, in the main, are well aware of the AIAS publication, *Toward An Evolving Studio Culture*, a link to which is posted on the Fay Jones School website. Nevertheless, in academic year 2012-13, the Dean and Associate Dean tasked their Student Advisory Board to articulate a studio culture policy that could be shared by all three of the Fay Jones School professional programs. (Composed of a diverse sampling of the School of Architecture student population, the Student Advisory Board was conceived to give students in the School an increased sense of empowerment. It meets regularly to consider a broad spectrum of student concerns, including studio policy and learning experiences.) That document, with the approval of the architecture faculty by vote in May 2012, has been circulated to all Fay Jones School faculty members, with the expectation that it is, in turn, communicated to their students.

Visiting Team Comments:

*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 (OCDAs) 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 interest 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. (p. 7, VTR)*

**Program Response:**

As noted in through the Annual Report process in the years since the last team visit, we respectfully disagree with their assessment that “there is a lack of a clear and comprehensive plan for the professional/academic development of pre-and post-tenure faculty.” With regard to the matter of personal professional development for the faculty and policies governing equitable access to resources and opportunities, the department’s activities in this regard are articulated clearly in both University guidelines, published and available online in its *Faculty Handbook*, and the Department of Architecture Personnel Document. In accordance with the Department personnel document, faculty annual review procedures include the articulation of a personal professional development plan that is discussed with the department head to identify mutually agreeable strategies for its implementation. Since the last accreditation visit, three tenure-track faculty members have been added to the department, all hires that were carefully planned relative to specific curricular goals. A recent retirement opens up another opportunity for diversifying our teaching community. The department head also has been proactive in assuring that new faculty members understand all facets of performance expectations, particularly those with regard to tenure and promotion by assigning new tenure-track faculty mentors from the senior faculty. At the university level, an upper administrative program, established by the provost in 2012, supports associate professors seeking promotion to full professor rank. Finally, Provost Sharon Gaber, who joined the university in May 2009, has scrutinized university academic policies concerning appointments, tenure, and promotion, including revision and clarification of the post-tenure review process, and creation of guidelines for evaluation and promotion of clinical faculty.

With regard to teaching opportunities consistent with fostering faculty development, each semester, faculty are invited to submit proposals for elective courses in areas of inquiry consistent with their expertise and interests; typically, all such proposals are accommodated. An “electives and options studio showcase,” presented to all upper division (third-fifth years) Fay Jones School students each semester gives faculty the opportunity to cultivate student interest in their electives, and by extension, in their research.

Please see response to Condition 10 with regard to faculty salaries.

The School of Architecture professional advising staff works in close collaboration with department faculty to serve our community of students, and to promote retention. Both 5-year professional program students and 4-year architectural studies students are assigned a faculty advisor in the fall semester of their third year in the respective programs; currently, we are exploring resources for starting faculty advising in the second year. With a view toward identifying the most productive coupling of students and faculty advisors, the Advising Center queries students, through a survey instrument,

about their professional goals and what they hope to achieve through the advising process. To the greatest extent possible, assignments of faculty advisors are predicated upon students' responses to the questionnaire, and the relationship between them involves both pointed academic advice and counsel, and mentoring about the profession. Through the aegis of faculty advising, we expect increased attention to the cultivation of minor areas of study. Since the last accreditation visit, architecture students have pursued minors in business, anthropology, world languages, and historic preservation (offered through cooperation with the Department of Geography) as well as completing the internal minor concentration in History of Architecture and Urbanism. We also note the enthusiastic participation of architecture students in the campus-wide sustainability minor.

## **Condition 9: Information Resources**

### Visiting Team Comments

*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. (p. 8, VTR)*

### Program Response:

Although proactive administration of both the University Library and the Fine Arts Library sustains a good working relationship between the department and the library whose collections support its teaching and research, matters of library funding and space are beyond the domain of the School of Architecture. While access to scholarly journals and ArtStor, added to our electronic database since the last accreditation visit, are much-appreciated resources, funding for monographs remains an area of concern. As noted in this report, Fine Arts Library funding for monographs decreased by nearly 45% in the 2011-12 academic year and has remained flat since then. The library notes that a new library fee, to be charged to all undergraduate and graduate students, will put finances on a firmer foundation.

## **Condition 10: Financial Resources**

### Visiting Team Comments

*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 a 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. . (p. 8, VTR)*

### Program Response:

As is made clear above in connection with the rehabilitation of and addition to Vol Walker Hall, the university has made a substantial financial commitment to capital

improvements to our physical plant, as well as to parallel improvements of facilities across the campus.

In the area of faculty salaries, the Fay Jones School administration has been keenly aware of the challenges of compression, and has expressed its concerns to the Provost, who is cognizant of compression as an issue that impacts the entire campus faculty. Although the average salary of architecture faculty has increased due to the competitive salaries offered to new hires, salary compression remains a concern. Since the last accreditation visit, the Provost has designated funds to relieve compression among full professors; we expect parallel funding in the future to alleviate compression in salaries of long-tenured associate professors. Within the Fay Jones School, the department head, in consultation with the dean, has made every effort to use our annual raise pool equitably both to acknowledge merit and to achieve parity among the faculty salaries.

We would argue that since the last accreditation visit, both the department and the school have demonstrated a commitment to making capital investments that enhance and diversify the learning experiences of our students, including but certainly not limited to investments in support of a design build option studio (academic years 2010-11, 2011-12, 2012-13), in the establishment of advanced digital fabrication laboratory, the creation of a computer laboratory, and provision of plotters and printers in all of our studios. Our study abroad programs are an essential part of our curriculum, and we struggle to operate both the Rome Center and the Mexico Summer Program in fiscally responsible fashion; nevertheless, we have not increased our study abroad fees since the last accreditation period even in the context of the “weakened US dollar.” In Rome, we have negotiated an extended lease on a substantially larger facility that has allowed us to enter into agreements with peer institutions that offset our operating expenses. As our center grows, we benefit from a wider array of course offerings and, in parallel, new opportunities for our students. Field trips in and around Rome are plentiful, requisite components of most course work at the center, but we still are compelled to assess additional fees for optional extended trips outside the city.

### **III. 2. Responses To Changes In NAAB Conditions**

#### **With regard to Part One (I)—**

#### **Institutional Support and Commitment to Continuous Improvement**

Although the 2009 Conditions reflect a change in structure of the architecture program report and its organization, the philosophy of education, practices of teaching and learning in the professional program, and institutional contexts that support and diversify the professional program that the report seeks to explore remain fundamentally the same. It is serendipitous too that the change in conditions paralleled a period of dedicated strategic planning for the entire Fay Jones School, and an era of unprecedented growth for the University of Arkansas. The conditions, thus, afford a useful external context for reflecting on endeavors and initiatives that are of great import to us.

## **With regard to Part Two (II)— Educational Outcomes and Curriculum**

Since the last team visit, and since Distinguished Professor Blackwell assumed leadership of the department in fall 2009, our professional curriculum has been the subject of critical review and revision. As a result, there have been significant changes in our design studio sequence and pedagogy (the development of the fourth-year comprehensive studio; the creation of the fifth-year option studios), and in the architectural technology sequence (the creation of discrete courses in structures, environmental technology and building systems, and building materials and assemblies, replacing synthetic courses that proffered an integrated approach to architectural technology). Also, with a view toward strengthening student's disciplinary knowledge in their first year of the architecture program, and instilling a stable foundation for professional core courses in the second and third years, introduction courses, "foundations of design thinking," in architectural technology (fall semester, first year) and history of architecture (spring semester, first year). These revisions, however, were generated, first, by study and evaluation of learning objectives and pedagogy; critical assessment of student work, particularly with regard to the integration of discipline-specific knowledge gained in courses outside the studio in design projects; changing cultures of practice; and a desire to inculcate civic engagement in upper level studios. Upon making those revisions, a second level of review of all required courses was undertaken during the 2012-13 academic year to ascertain the degree and efficacy with which our curriculum was addressing student performance criteria as articulated in the 2009 Conditions for Accreditation. In short, responding to the changes in the NAAB conditions was integrated into our established practices of self-assessment and long-range planning.

#### **4. Part Four (IV): Supplemental Information**

##### **IV.1 Course Descriptions**

IV.1.a. First Year (Foundations)

IV.1.b. Design Studio (Core/Professional)

IV.1.c. History/Theory

IV.1.d. Technology

IV.1.e. Practice

IV.1.f. University Core

IV.1.g. Electives

##### **IV.2 Faculty Resumes**

##### **IV.3 Visiting Team Report from Last Visit**

##### **IV.4 Catalog/URL for The Fay Jones School of Architecture**

## **1V.1 COURSE DESCRIPTIONS**

#### **IV.1.a First Year (Foundations)**

## **ARCH 1001, Leadership by Design: University Perspectives**

1 Credit

### **Course Description:**

Leadership by Design is a multi-disciplinary course focusing on strategies for successfully navigating the design education through lectures, workshops and mentor groups.

### **Course Goals & Objectives:**

- mastering communication skills, in verbal, visual and written forms;
- gaining flexibility and adaptability through team work;
- acquiring a deeper understanding of academic and professional ethics;
- learning leadership skills;
- collaborating with others on design solutions

### **Student Performance Criterion Addressed:**

C.1. Collaboration

### **Topical Outline:**

Lectures and class workshops (90%)

Mentor group discussions (10%)

### **Corequisites:**

ARCH 1015, Architectural Design I

ARCH 1212, Design Thinking 1: Foundations in Technology

### **Textbooks/Learning Resources:**

A universal book is used for this course, determined annually by the Office of the Provost.

### **Offered:**

Fall 2012

### **Faculty Assigned:**

Laura Terry, Associate Professor

Kimball Erdman, Assistant Professor (Landscape Architecture)

Nann Miller, Associate Professor (Interior Design)

## **ARCH 1015, Architectural Design I**

5 Credits

### **Course Description:**

Architectural Design I is a studio course introducing architectural conventions in drawing and making, space-/form-making, structural possibilities, and material and site applications.

### **Course Goals & Objectives:**

- Mastering communication skills, in verbal, visual and written forms;
- Fulfilling design criteria as illustrated through space, form, material, structure and site and the organizational and operational principles that qualify those themes;
- Acquiring confidence in one's ability to be self-critical and self-motivated in the design process

### **Student Performance Criteria Addressed:**

A.3. Visual Communication Skills

A.6. Fundamental Design Skills

### **Topical Outline:**

Hands-on studio work (80%)

Faculty and/or student led critiques (20%)

### **Corequisites:**

ARCH 1212, Design Thinking 1: Foundations in Technology

ARCH 1011, Leadership by Design: University Perspectives

### **Textbooks/Learning Resources:**

Supplemental readings are assigned topically as needed.

### **Offered:**

Fall 2012

Summer 2013

### **Faculty Assigned:**

Amber Ellett, Visiting Assistant Professor

Justin Hershberger, Visiting Assistant Professor

Frank Jacobus, Assistant Professor

Russell Rudzinski, Clinical Assistant Professor

Laura Terry, Associate Professor

## **ARCH 1025, Architectural Design II**

5 Credits

### **Course Description:**

Architectural Design II is a studio course expanding the integration of architectural design and representation through space-/form-making, structural possibilities, and material and site applications.

### **Course Goals & Objectives:**

- Mastering communication skills, in verbal, visual and written forms;
- Fostering design thinking skills as evidenced through iterative studies in both drawing and modeling;
- Fulfilling design criteria as illustrated through space, form, material, structure and site and the organizational and operational principles that qualify those themes;
- Sustaining independent and critical iterative design processes
- Investigating precedents and place in preparation for on-site analysis

### **Student Performance Criteria Addressed:**

A. 7. Use of Precedents

A. 8. Understanding Ordering Systems

### **Topical Outline:**

Hands-on studio work (80%)

Class critique (faculty and/or student lead) (20%)

### **Prerequisites:**

ARCH 1015, Architectural Design I

ARCH 1212, Design Thinking 1: Foundations in Technology

### **Corequisites:**

ARCH 1222, Design Thinking 2: Foundations in History

### **Textbooks/Learning Resources:**

Topical readings are assigned throughout the semester as a supplement to the studio coursework.

### **Offered:**

Spring 2013

Summer 2013

### **Faculty Assigned:**

Justin Hershberger, Visiting Assistant Professor

Frank Jacobus, Assistant Professor

Russell Rudzinski, Clinical Assistant Professor

Laura Terry, Associate Professor

## **ARCH 1212 Design Thinking 1**

2 Credits

### **Course Description:**

Raise pertinent questions about the role of architectural technology in design through studying the important theories about technology from Vitruvius to contemporary practice and understanding how they have been manifested in built form.

### **Course Goals & Objectives:**

- Fundamental **structure-based thinking** that questions the implications of structural systems on spatial/technological integration.
- Fundamental **construction-based thinking** that raises questions about the material reality of architecture and its relationship to the conceptual abstraction of design.
- Fundamental **context-based thinking** that addresses the relationship between architecture and its context

### **Student Performance Criteria Addressed:**

A.1 Communication Skills

B.8 Environmental Systems (understanding)

B.9 Structural Systems (understanding)

B.12 Building Materials & Assemblies (understanding)

### **Topical Outline:**

Structure-based thinking lectures (30%)

Construction-based thinking lectures (30%)

Context-based thinking lectures (30%)

Discussion (10%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

Branham, William and Hale, Jonathan. *Rethinking Technology: A reader in Architectural Theory* (Routledge. 2007)

Benedikt, Michael, *For an Architecture of Reality* (Lumen Books, 1992)

Sallvadori, Mario, *Why Buildings Stand Up: The Strength of Architecture*, (W.W. Norton and Company 2002)

Heschong, Lisa, *Thermal Delight in Architecture* (MIT Press 1979)

### **Offered:**

Fall 2012, Summer Intersession 1 2013

### **Faculty Assigned:**

Russell Rudzinski, Clinical Assistant Professor

## Architecture 1222, Design Thinking II: Foundations in History

2 Credits

### Course Description:

A lecture course that explores the role of architectural history in design thinking, introducing divergent canons and traditions in a global context and emphasizing understanding of the relationships among buildings, spaces and places and the social, political and technological circumstances in which the work was theorized, produced, and lived.

### Course Goals and Objectives:

Drawing from a cross-cultural survey of world architecture from antiquity to the present, lectures present history as a project, which implicitly and explicitly imposes judgments, discriminations, and ways to understand the present. Because ideas transcend time and place, lectures are organized around points of view and ways of knowing that cut across history. This conceptual framework of historical inquiry establishes architectural historical literacy as an integral part of design thinking and a responsibility of the designer, by enabling students to:

- Recognize the discipline of architectural history as an essential facet of design thinking that informs the ways in which designers interpret information, engage abstract ideas, and generate form.
- Understand parallel and divergent canons and traditions of architecture, landscape architecture, urban design and the allied arts that reflect historical traditions, global culture, and their influence upon contemporary design thinking.
- Comprehend how the use of precedent, the influence of the past, and the critique of history has shaped the progress of architecture.
- Develop a vocabulary for analyzing and synthesizing verbal and visual information that is central to architectural discourse.
- Appreciate design ideas, theoretical positions, and cultural beliefs about architecture that may differ from their own worldviews.
- Apply historical and theoretical knowledge to the solution of contemporary design problems.
- View their own work as part of a larger continuum of history and society.

### Student Performance Criteria Addressed:

A. 1.: Communication Skills

A. 9.: Historical Traditions and Global Culture

### Topical Outline:

Canons, Paradigms, and the Generation of Space: 25%

Architecture as a Representation of Philosophy: 20%

Architecture as A Representation of Cultural Practice: 25%

Architecture and the City: 15%

Memory, Mortality, and Meaning: Living History in Contemporary Practice: 15%

### Prerequisites:

ARCH 1221

### Textbooks/Learning Resources:

Spiro Kostof. "The Study of What We Build," *History of Architecture: Setting and Rituals*, 1995.

Kenneth Frampton, "Technological Transformations: structural engineering 1775-1939," *Modern Architecture, A Critical History*, 1980

Richard Ingersoll and Spiro Kostof, *World Architecture, A Cross-Cultural History*, 2013.

Dell Upton, *Architecture in the United States*, 1998.

### Offered:

Spring and summer semesters, annually

### Faculty Assigned:

Ethel Goodstein-Murphree, Professor

Brian Poepsel, Visiting Instructor (2014)

#### **IV.1.b. Design Studio (Core/Professional)**

## **ARCH 2016, Architectural Design III**

6 Credits

### **Course Description:**

Introduction to cities and architecture as an element and increment of city fabrics and urban configuration, and to architectural form and public space.

### **Course Goals & Objectives:**

- To instill greater appreciation and understanding for cities and for the architecture of cities.
- To increase awareness of the architecture of the city as an essential consideration for sustainable architecture.
- To introduce and develop basic skills in the use of digital technologies.
- To facilitate students capabilities for collaborative work.

### **Student Performance Criteria Addressed:**

A.2. Design Thinking Skills

A.5. Investigative Skills

### **Topical Outline:**

Research and precedent studies (10%)

Team discussion, speculation and collaborative design development. (40%)

Team model construction. (20%)

Individual design development. (20%)

Drawing and other representational techniques and presentation skills (10%)

### **Prerequisites:**

ARCH 1025: Architectural Design II

### **Textbooks:**

Schneider, Friederike. *Floor Plan Manual, Housing*. Birkhauser, Basel, 1994.

### **Offered:**

Fall only, annually

### **Faculty Assigned:**

Bradley Edwards, Lecturer

Amber Ellett, Visiting Assistant Professor

Lynn Fitzpatrick, Clinical Assistant Professor

Greg Herman, Associate Professor

Justin Hershberger, Visiting Assistant Professor

Marc Manack, Assistant Professor

Allison Turner, Visiting Assistant Professor

David Buege, Professor

## **ARCH 2026, Architectural Design IV**

6 Credits

### **Course Description:**

Introduction of building typologies and design processes, architectural form and space, basic structural principles and enclosure systems, and essential life safety requirements for buildings.

### **Course Goals & Objectives:**

- A well-developed ability to conceptualize and illustrate, by diagrams and otherwise, a provisional response to requirements that are defined in the project brief, and to do so with confidence and quickly.
- An ability to organize and apply the elements of a program and to understand and incorporate things as required by codes and by common sense.
- A high level of competence in the use and application of iterative and transformational processes.
- Strong capabilities in drawing, sketching and communication.
- An ability to understand and distinguish great work from that which is merely mediocre. A well developed, critical 'eye.
- Understanding of the quantities and qualities of space, form and surface.
- Understanding tectonics and the quantities, qualities and characteristics of materials and assemblies.

### **Student Performance Criteria Addressed:**

A.6. Fundamental Design Skills

B.2. Accessibility

B.5. Life Safety

### **Topical Outline:**

Design speculation, iteration and development (75%)

Drawing and other representational techniques (25%)

### **Prerequisites:**

ARCH 2016: Architectural Design III.

### **Textbooks:**

Eisenman, Peter. *Ten Canonical Buildings*, Rizzoli, New York, 2008.

Schneider, Friederike. *Floor Plan Manual, Housing*. Birkhauser, Basel, 1994.

### **Offered:**

Spring only, annually

### **Faculty Assigned:**

Amber Ellett, Visiting Assistant Professor

Lynn Fitzpatrick, Clinical Assistant Professor

Greg Herman, Associate Professor

Justin Hershberger, Visiting Assistant Professor

Marc Manack, Assistant Professor

Allison Turner, Visiting Assistant Professor

David Buege, Professor

## **ARC 3016, Architectural Design V**

6 Credits

### **Course Description:**

3<sup>rd</sup> Year Fall Studio promotes a more comprehensive and integrated approach to design, concentrating the focus on the relationships between site, program and constructed form. Studio work is structured to evidence three modes of thinking: analytical, technical, and experiential.

### **Course Goals & Objectives:**

- To develop ability to employ typological and organizational strategies toward site/ program/space relationships;
- To explore the roles and relationships of a selected iterative program in service to site/ program/spatial typologies;
- To develop skill in presenting investigative findings through clear, precise diagrams.
- To advance a student's understanding of the generative role structure plays in determining form/space relationships;
- To continue developing each student's ability to use orthographic drawings and diagrams to explain architectural ideas.

### **Student Performance Criteria Addressed:**

- A. 7. Use of Precedents
- B. 1. Pre-Design
- B. 4. Site Design
- C. 1. Collaboration

### **Topical Outline:**

Typological precedent analysis. (15%)

Diagrammatic analysis of program, site, and parti investigations - hand, hybrid, digital. (15%)

Technical documentation – digital documentation in plan, section, elevation, axonometric. (25%)

Experiential documentation – 3 dimensional representation of space – hand, hybrid, digital. (25%)

Physical investigation and documentation in 3 dimensional models. (20%)

### **Prerequisites:**

ARCH 2026 – Architectural Design VI

ARCH 2123 – Architectural Structures II

### **Textbooks/Learning Resources:**

Ching, Onouye, and Zuberbuhler. *Building Structures Illustrated* (Wiley. 2009)

### **Offered:**

Fall only; annually

### **Faculty Assigned:**

Frank Jacobus, Assistant Professor

Charles Rotolo, Clinical Assistant Professor

Greg Herman, Associate Professor

Angela Carpenter, Visiting Assistant Professor

Heather McArthur, Lecturer

Russell Rudzinski, Clinical Assistant Professor

Santiago Perez, Assistant Professor

Lynn Fitzpatrick, Clinical Assistant Professor

Rich Brya, Lecturer

Alison Turner, Visiting Assistant Professor

## **ARC 3026, Architectural Design VI**

6 Credits

### **Course Description:**

3<sup>rd</sup> Year Spring Studio is referred to as the 'Building Technology Studio', engendering a more critical focus on the articulation of the building envelope and its means of assembly.

### **Course Goals & Objectives:**

- To develop ability to integrate structural and building envelope systems through research and application of traditional and emerging material systems;
- To develop the ability to generate material form and surface in response to specific programmatic, site and climatic project requirements;
- To advance a student's facility with contemporary BIM and parametric modeling tools.
- To advance a student's understanding of envelope detailing toward execution of more articulated design proposals;
- To continue developing each student's ability to use orthographic drawings and diagrams to explain architectural ideas.

### **Student Performance Criteria Addressed:**

- A. 4. Technical Documentation
- A. 5. Investigative Skills
- B. 10. Building Envelope Systems

### **Topical Outline:**

Typological precedent analysis. (15%)

Diagrammatic analysis of program, site, and parti investigations – hybrid and digital. (15%)

Technical documentation – digital documentation in plan, section, elevation, axonometric. (25%)

Physical investigation and articulation in 3 dimensional models. (25%)

Experiential documentation – 3 dimensional representation of space – hybrid and digital. (20%)

### **Prerequisites:**

ARC 3016, Architectural Design V

ARC 3134, Building Materials and Assemblies

### **Textbooks/Learning Resources:**

Watts, Andrew. *Modern Construction Handbook* (Springer Wien. 2010)

### **Offered:**

Spring only; annually

### **Faculty Assigned:**

Frank Jacobus, Assistant Professor

Charles Rotolo, Clinical Assistant Professor

Santiago Perez, Assistant Professor

Angela Carpenter, Visiting Assistant Professor

Heather McArthur, Lecturer

Russell Rudzinski, Clinical Assistant Professor

Lynn Fitzpatrick, Clinical Assistant Professor

Rich Brya, Lecturer

Alison Turner, Visiting Assistant Professor

## ARCH 4016 or ARCH 4026 Comprehensive Design Studio

6 Credits

### Course Description:

Emphasis is on criticality and performativity through consideration of typology, context, program and technology (environmental/ structural/ constructional) to accomplish at multiple scales substantial and substantive design resolutions.

### Course Goals & Objectives:

- Achieve a comprehensive design that exhibits criticality and sophistication, particularly in regard to the interrelation of human experience, place and tectonics, and also, a rigorous synthesis and resolution of the *design research* at the contextual (site), technical, programmatic, aesthetic, formal and conceptual levels.
- Achieve *tectonic resolution* in the synthesis of form, space and surface; resulting from the poetic and technical expression of environmental efficacy, materiality, structure, and precise detailing as an act of **both** making and revealing.
- Understand, conceptually integrate and competently resolve structural and environmental systems, building envelope systems, sustainability, ADA and life-safety provisions, and building assemblies; each addressed at the appropriate context: urban, building, envelope, and detail.
- Document the design project at multiple scales via analytical diagrams, physical models, digital/ hand drawing techniques, and other products.
- Demonstrate competency to communicate through representation the resolution of building systems and their integration.

### Student Performance Criteria Addressed:

B.6. Comprehensive Design

### Topical Outline:

Design Thinking Skills  
Technical Documentation  
Investigative Skills  
Ordering Systems  
Historical Tradition and Global Culture  
Structural Systems

Accessibility  
Sustainability  
Site Design  
Life Safety  
Environmental Systems (HVAC, Lighting, Acoustics)  
Building Systems Integration and Architectural Detailing and Materials

### Prerequisites:

ARCH 3026

### Co-requisite:

ARCH 4154

### Textbooks/Learning Resources:

Topical materials provided throughout the semester

### Offered:

Fall and Spring, annually

### Faculty Assigned:

Tahar Messadi, Associate Professor  
Alison Turner, Visiting Assistant Professor

## **ARCH 4116 - ARCH 4126, Architecture Design Rome**

6 Credits

### **Course Description:**

Focusing on the analysis of Roman urban stratification (Palimpsest), students develop a series of critical works within complex urban conditions and layered cultural contexts.

### **Course Goals & Objectives:**

- To foster personal growth through the focused experience of a culturally diverse place
- To identify and critically articulate the generating ideas of an architectural process
- To develop an understanding of the organizing order of Rome as a unique precedent for comprehending the formation of an urban environment
- To understand the order and organization of historic and contemporary urban spaces
- To understand the public role of architecture in the Roman urban environment
- To help the student learn to critically see

### **Student Performance Criterion Addressed:**

A.10. Understanding Cultural Diversity

### **Topical Outline:**

Lectures and Seminars (20%)

Criticism (20%)

Architectural Design Studio Work, Drawing and other representational techniques (60%)

### **Prerequisites:**

Architectural Design studio VI for fall

Comprehensive Design studio VII for spring

Required course for Rome architecture curriculum students

### **Textbooks/Learning Resources:**

The Sphere and the Labyrinth, Manfredo Tafuri, (MIT Press, ISBN-10: 0-262-20061-9

ISBN-13:978-0-262-20061-5);

Frascari, Marco. "The Tell-Tale Detail" in *VIA 7: The Building of Architecture*, 1984

Visual Notes for Architects and Designers, Norman Crowe and Paul Laseau (Van Nostrand

Reinhold, ISBN 0-442-29334-8);

Invisible Cities, Italo Calvino (ISBN 9780099429838)

Design of Cities, Edmond Bacon (Penguin Books, ISBN 01400-42369)

The Image of the City, Kevin Lynch (MIT Press, ISBN 0-262-62001-4)

Benevolo, L. The History of the City. Cambridge, Ma: MIT Press, 1988.

Reserve and Cartographic Reference:

### **Offered:**

Fall and Spring Semesters, Annually

### **Faculty Assigned:**

Davide Vitali, Professor

Francesco Bedeschi, Lecturer

## **ARCH 4126-901, Latin America Urban Studio**

6 Credits

### **Course Description:**

The Latin America Urban Studio introduces students to the nature, form, materiality and history of public urban space in Latin America. The studio is an integral part of the Latin America Study Abroad option, and has been conducted in Mexico City since 1994. In 2012 the studio was conducted in Peru in substantially equal form. During this studio, students investigate urban space through on-site research and drawing in the key pre-Columbian, colonial and contemporary urban contexts. The research is then applied through a design project that addresses important seminal questions of the nature of public space in the contemporary Latin American city.

### **Course Goals & Objectives:**

- Students will use drawing to conduct on-site research into the nature, form and character of public space in Latin American cities.
- Students will understand cultural diversity through living and working in a foreign environment, visiting architecture offices in the abroad context and learning from invited local architects and academics during project presentations.
- Students will engage important seminal questions of public space in the contemporary city.

### **Student Performance Criterion Addressed:**

A.10 Understanding Cultural Diversity (understanding)

### **Topical Outline:**

Drawing and other representational techniques (60%)

Presentation skills (40%)

### **Prerequisites:**

Successful completion of the 3-year core

### **Textbooks/Learning Resources:**

Paz, Octavio. *The Labyrinth of Solitude and Other Writings* (Grove Press. 1994)

Numerous miscellaneous articles, book chapters, etc.

### **Offered:**

Summer only, annually

### **Faculty assigned:**

Russell Rudzinski, Clinical Assistant Professor

Charles Rotolo, Clinical Assistant Professor

## **ARCH 5016 / 5026, Design Build Studio**

6 Credits

### **Course Description:**

The primary task of this studio is the design and construction of a small, affordable house. Typically site selection mandates situating the project in an urban, working-class neighborhood. All phases of studio work immerse students deeply in the community, working with clients, professional architects, building officials, trades people, consultants, and suppliers, as well as collaborating with one another. As a result, students learn the importance of drawings, documentation, and communication relative to the actual processes of building, and as operative elements of critical practice and design.

In recent academic years, the University of Arkansas Design Build program partnered with the Downtown Little Rock community Development Corporation (DLRCDC) to build houses in the Pettaway Park neighborhood south of McArthur Park. The DLRCDC is a non-profit focused on creating and maintaining affordable homes in Downtown Little Rock. One of the initiatives of the DLRCDC is to collaborate with public, private, and non-profit organizations to achieve their goals.

### **Course Goals & Objectives:**

By combining aspects of both traditional architectural practice and design-build practice, students are expected to learn the direct correlation between the ideas contained in drawings and the artifacts to be made. This increases understanding of the built world and also teaches empathy for those of the building industry. In this studio setting, students learn by doing – a visceral and powerful way to learn. Additionally the course develops proficiency in Revit and a basic understanding of BIM technology in order to streamline the construction document phase, allowing all students to work on construction documents.

### **Student Performance Criteria Addressed:**

- A. 11. Applied Research
- C. 09. Understanding Community & Social Responsibility

### **Topical Outline:**

Design work – 50%

Construction in field – 50%

### **Prerequisites:**

ARCH 4026

### **Offered:**

Fall and Spring semesters, annually

### **Faculty Assigned:**

Mark Wise, Visiting Assistant Professor

Justin Hershberger, Visiting Assistant Professor

## **ARCH 5016 / 5026, Fifth-Year Option Studios**

6 Credits

### **Course Description:**

Fifth year will provide students, faculty, and visiting faculty opportunities for speculative design, research, and civic engagement in a range of studio settings. In these upper tier studios, the design-centered approach will remain the focal strength in the pursuit of creative activities, and in the resolution of complex problems pertaining to the public realm within which architecture contextually operates. Projects will be developed around diverse and tangible architectural issues that advance the profession and/or find resonance with the community and the city. They will also become the venue for collaborative design and for making opportunities with public entities, community groups and professionals in other disciplines and industries. The fifth year educational program is positioned to instill agency in students as they advance into the profession and multiple forms of practice. Students will have the choice to progress into prospective work that may represent a faculty research interest with emphasis on the incubation of speculative endeavors, or to engage into projects initiated by faculty, which also challenge students to work on 21<sup>st</sup> century issues. In the spring semester, students may enroll in a new studio setting or may continue in their fall semester setting (space permitting). Professional electives and seminars may be developed by faculty to align more closely or act as a companion course with a particular studio.

Faculty studios (in-house or visiting): Studios defined by faculty

John G. Williams Distinguished Visiting Professor: Noted practitioners and leaders in the architectural profession

Design-Build: Active community impact through service and community-oriented projects

University of Arkansas Community Design Center: Guided community and urban design foci

### Honors Thesis

In the fall semester, honors students will select a “professional honors” elective relevant to their chosen thesis topic as preparation for an honors thesis in the spring. In the spring semester, each design studio setting may offer an honors component for participating honors students. Approval by the honors committee of the student’s request is contingent upon evidence of the quality and merits of their thesis proposal and likelihood for a high level of success working independently. For those students enrolled in studios who wish to graduate with honors, there will be a set of criteria and assignments defined for them by their advisor(s) and studio instructor(s).

### **Course Goals and Objectives:**

- Augment students’ ability to develop an architectural design proposal by engaging a coherent line of design inquiry.
- Develop a mode of inquiry that calls upon analytical thinking and making.
- Instill criticality, analysis, and synthesis skills.
- Introduce students to present-day issues and problems – a model for creative practice.
- Build the capacity for students to effectively operate in differing settings: public entities, community groups, etc.
- Generate design / research scopes that expose students to: 1) specific areas that support the practice of architecture such as tectonic studies, environmental issues, formal/spatial studies; 2) multiple settings (urban, suburban, and exurban).
- Establish a culture in which information, arguments, and design proposals are intelligently visualized.

### **Student Performance Criteria Addressed:**

A. 11. Applied Research

C. 09. Understanding Community & Social Responsibility

### **Topical Outline:**

Varies according to specific studio setting

### **Prerequisites:**

ARCH 4026

### **Textbooks / Learning Resources:**

Varies according to specific studio setting

### **Offered:**

Fall and spring semesters, annually

### **Faculty Assigned:**

Varies according to specific studio setting; see teaching assignments matrix

## **ARCH 5016 / 5026, Option Studio: UACDC**

6 Credits

### **Course Description:**

Students, collaborating with staff, explore a repertoire of place-building design models emphasizing feedback between environmental processes and infrastructural design.

### **Course Goals and Objectives:**

- Introduce students to multivariate, complex socio-environmental problems—wicked problems—for which design has a unique capacity to deliver integrated solutions. This initiates the question of creative practice and the role of “critical practitioner” or instrumental thinking in upper division students.
- Engage multiple decision-making domains through allied knowledge fields and multidisciplinary practices in the course of authoring design proposals.
- Introduce research and/or case study components into problems of “context production” to enhance design intelligence.
- Establish an outreach culture in which information, arguments, and design proposals are intelligently visualized so that they may be usefully engaged by lay audiences.

### **Student Performance Criterion Addressed:**

- A. 11. Applied Research
- C. 09. Understanding Community & Social Responsibility

### **Topical Outline:**

N/A

### **Prerequisites:**

Core Design Studio Sequence

### **Textbooks/Learning Resources:**

Alexander, Christopher, et al. *A New Theory of Urban Design*, New York: Oxford University Press, 1987.

Duany, Andres and DPZ. *Theory and Practice of Agrarian Urbanism*, London: The Prince’s Foundation for the Built Environment, 2011.

Gorgolewski, Mark, et al. *Carrot City: Creating Places for Urban Agriculture*, New York: The Monacelli Press, 2011.

Lynch, Kevin. *The Image of the City*, Cambridge, Massachusetts: The MIT Press, 1960.

### **Offered:**

Fall and Spring, annually

### **Faculty Assigned:**

Stephen Luoni, Distinguished Professor

Jeffrey Huber, Project/Program Manager

#### **IV.1.c. History/Theory**

## **ARCH 2233 / ARCH 2233H, History of Architecture I**

3 Credits

### **Course Description:**

History of Architecture I provides a foundation in global architectural history and theory from the earliest signs of spatial intentions to circa 1400.

### **Course Objectives:**

- To assess built form historically and contextually in terms of the human experience of the cosmos, social relations, and prevailing political structures and religious philosophies
- To evaluate historical architecture occupationally in terms of use, ritual, and social access (class and gender)
- To survey the impact of architectural theory and practice (i.e., the changing role of the architect) on design in pre-modern civilizations
- To acquire a disciplinary vocabulary for describing historical architecture, materials, and technology
- To amass a repertoire of architectural precedents that can be deployed in resolving contemporary design problems
- To characterize the fundamentals of early city planning in Western and non-Western cultures
- To distinguish diverse design principles in the religious (and sometimes political) architecture of non-Western cultures: Japan, India, Mesoamerica, and Islamic Middle East.
- To interpret the qualities of vernacular architecture, especially residences

### **Student Performance Criteria Addressed:**

A.9. Historical traditions and global culture

### **Topical outline:**

Prehistoric through Bronze-Age architecture and theory (15%)

Classical Greek and Roman architecture and theory (22%)

Medieval Europe religious and civil architecture and theory (27%)

Architecture traditionally considered non-Western (17%)

Urbanism, all periods and including non-Western (10%)

Vernacular housing, all periods including non-Western (9%)

### **Prerequisites:**

None; but in most cases, concurrent enrollment in ARCH 2016 and ARCH 2113

### **Textbooks/Learning Resources:**

Spiro Kostof, *A History of World Architecture: Settings and Rituals*, 2<sup>nd</sup> ed. (Oxford University Press, 1995)

Select film clips shown in class or on reserve.

Additional readings on reserve or available through online databases.

### **Offered:**

Fall only; annually

### **Faculty Assigned:**

Kim Sexton, Associate Professor

Brian Poepsel, Visiting Instructor (2013)

## **ARCH 2243 / 2243, History of Architecture II**

3 Credits

### **Course Description:**

History of Architecture II provides a foundation in global architectural history and theory from the Renaissance to circa 1860.

### **Course Objectives:**

- To assess built form historically and contextually in terms of the human experience of early modernity, its organizational and revolutionary social and religious changes, and emerging territorial states and colonialism/imperialism
- To evaluate historical architecture occupationally in terms of use, ritual, and social access (class, ethnicity, and gender), as populations move from group-think into nationalism
- To survey the impact of architectural theory and practice (i.e., the professionalization of the architect) on design, as early modern societies become science-centered and academies of architecture emerge
- To enlarge one's disciplinary vocabulary for describing historical architecture, materials, and technology
- To amass a repertoire of architectural precedents and typologies that can be deployed in resolving contemporary design problems
- To characterize the radical shifts in city planning created in early modern Western and non-Western cultures
- To distinguish diverse design principles in the religious and political architecture of non-Western cultures: Japan, India, the Islamic Middle East, and Sub-Saharan Africa
- To apply specialized interpretive principles to prepare vernacular architecture, especially residences, for analysis

### **Student Performance Criteria Addressed:**

A.9. Historical traditions and global culture

### **Topical outline:**

Renaissance through Baroque architecture and theory (34%)

Enlightenment through 19<sup>th</sup>-century architecture and theory, Europe and the US (25%)

Architecture traditionally considered non-Western (15%)

Urbanism, all periods and including non-Western (9%)

Vernacular housing, all periods, especially colonial America (12%)

Architecture and ethnicity in colonial environments (5%)

### **Prerequisites:**

In most cases ARCH 2233 / 2233H and concurrent enrollment in ARCH 2026 and 2124

### **Textbooks/Learning Resources:**

Spiro Kostof, *A History of World Architecture: Settings and Rituals*, 2<sup>nd</sup> ed. (Oxford University Press, 1995)

Select film clips shown in class or on reserve.

Additional readings on reserve or available through online databases.

### **Offered:**

Spring only; annually

### **Faculty Assigned:**

Kim Sexton, Associate Professor

Brian Poepsel, Visiting Instructor (2014)

## **Architecture 4433/4433H, History of Architecture III**

3 Credits

### **Course Description:**

A lecture course devoted to critical study and analysis of the history and theories of modern architecture, including significant precedents of the late-nineteenth century and emerging paradigms for the twenty-first century.

### **Course Goals and Objectives:**

The objective of this course is to enable students to develop a critical understanding of the major developments in twentieth-century architecture and of the factors that have given them formal, symbolic and cultural meaning. To these ends, this course strives to enable students to:

- Identify and critique the central issues, major figures, and key monuments that influenced the progress of architecture through the course of the twentieth century.
- Analyze and synthesize verbal (the literature, the theory) and visual (the built stuff, its representation) information.
- Understand and appreciate stated and implicit values embedded in the architecture of the era.
- Appreciate design ideas, theoretical positions, and cultural beliefs about architecture that may differ from their own worldviews.
- Apply historical and theoretical knowledge to the solution of contemporary design problems.
- View their own work as part of a larger continuum of history and society, and, consequently, to think reflectively about it.

### **Student Performance Criteria Addressed:**

A. 9. Historical Traditions and Global Culture

A.10. Cultural Diversity

### **Topical Outline:**

Roots of Modernism 20%

The Machine in Service of the Modern 20%

Balancing Tradition and Modernity 5%

Modernism and Type 25%

Growth and Transformation of Modernism 15%

Beyond the Modern Movement 15%

### **Prerequisites:**

ARCH 1222, ARCH 2223, and ARCH 2243 or IDES 2883

### **Textbooks/Learning Resources**

William Curtis's *Modern Architecture Since 1900*

Ulrich Conrads, ed., *Programs and Manifestos on 20th-Century Architecture*

### **Offered:**

Fall semester, annually

### **Faculty assigned:**

Ethel Goodstein-Murphree, Professor

## **ARCH 4523, Architectural Theory**

3 Credits

### **Course Description:**

Introduction to the intellectual work of the architecture discipline, ideas and texts related to modernism and modern architecture primarily. Contemporary issues are considered as well. Required class.

### **Course Goals & Objectives:**

- Familiarity with, and understanding of, the intellectual and conceptual underpinnings of the architecture discipline.
- Enhanced critical capabilities and reasoning capabilities, and ability to articulate ideas verbally in class discussions.
- Enhanced writing capabilities.

### **Student Performance Criteria Addressed:**

A.1. Communication Skills

A. 2. Design Thinking Skills

### **Prerequisites:**

ARCH 2233, Architectural History I

ARCH 2243, Architectural History II

### **Textbooks/Learning Resources:**

Hays, K. Michael, ed. Architecture Theory Since 1968

Nesbitt, Kate, ed. Theorizing A New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995

Sykes, A. Krysta, ed. Constructing A New Agenda, Architectural Theory 1993-2009

Ockman, Joan, ed. Architecture Culture 1943-68

Additional journal texts and book chapters.

### **Offered:**

Spring only, annually.

### **Faculty assigned:**

Korydon Smith, Associate Professor (2009, 2011-2012)

David Buege, Professor (2010, 2013-2014)

#### **IV.1.d. Technology**

## **ARCH 2113, Architectural Structures I**

3 credits

### **Course Description:**

Introduction to the basic theories of Statics and strengths of material, structural behavior, and the design of simple structural systems capable of resisting gravity and lateral forces.

### **Course Goals & Objectives:**

- Students will gain a basic understanding of the concept of theoretical rigid bodies in equilibrium - forces, components and results– Statics.
- Students will incorporate the physical properties of matter, and relate the ideas of equilibrium to geometric properties of form.
- Students will gain a basic understanding of wood and steel sections, their properties, and their application as building structure.

### **Student Performance Criteria Addressed:**

B. 9. Structural Systems

B. 3. Sustainability – materials and resources

### **Topical Outline:**

Statics (35%)

Strengths of materials (15%)

Structural systems & design – wood (25%)

Structural systems & design – steel (25%)

### **Prerequisites:**

ARCH 1212

### **Textbooks/Learning Resources:**

Barry Onouye / Kevin Kane. *Statics and Strength of Materials for Architecture and Building Construction, 4th Edition* (Prentice Hall. 2011)

Francis D.K. Ching, Barry Onouye, Douglas Zuberbuhler. *Building Structures Illustrated* (Wiley. 2009)

### **Offered:**

Fall only; annually

### **Faculty assigned:**

Edward Richardson Brya, Lecturer

Dr. Jerry Wall, Professor

## **ARCH 2123, Architectural Structures II**

3 credits

### **Course Description:**

Introduction to the basic theories of structures, structural behavior, and the design of simple structural systems capable of resisting gravity and lateral forces.

### **Course Goals & Objectives:**

- Students will gain a basic understanding of structural behavior as an extension of ARCH 2113
- Students will gain a basic understanding of the organization of framing systems.
- Students will gain a basic understanding of the location and strategies for lateral force resisting elements for building structures.
- Students will gain a basic understanding of reinforced concrete building system types.
- Students will gain a basic understanding of reinforced concrete frame components and their design.

### **Student Performance Criteria addressed:**

B. 9. Structural Systems

B. 3. Sustainability – materials & resources

### **Topical Outline:**

Structural Systems (25%)

Structural design - wood (25%)

Structural design – steel (25%)

Structural design – concrete (25%)

### **Prerequisites:**

ARCH 2113

### **Textbooks/Learning Resources:**

Barry Onouye / Kevin Kane. *Statics and Strength of Materials for Architecture and Building Construction, 4th Edition* (Prentice Hall. 2011)

Francis D.K. Ching, Barry Onouye, Douglas Zuberbuhler. *Building Structures Illustrated* (Wiley. 2009)

Edward Allen / Joseph Iano. *Fundamentals of Building Construction, 5<sup>th</sup> Edition* (Wiley. 2009)

R.E. Shaeffer. *Reinforced Concrete - Preliminary Design for Architects and Builders* (McGraw-Hill. 1992)

### **Offered:**

Spring only; annually

### **Faculty assigned:**

Edward Richardson Brya, Lecturer

Dr. Jerry Wall, Professor

## **ARCH 2132/2132H, Environmental Technology I**

2 Credits

### **Course Description:**

Introduces theories and concepts of the building thermal and luminous environments with focus on solar geometry-shading, climate-thermal stresses, natural ventilation, daylight, and sustainable sites.

### **Course Goals & Objectives:**

- Students will learn about the site specific implications of natural forces - sun, wind and light - and the design strategies to advantageously incorporate them.
- Students will learn about climate specific design strategies.
- Students will understand psychrometrics for human thermal comfort and indoor air quality and become aware of ways that architects can control them through design.
- Students will learn to apply those principles governing building energy use and become aware of ways designers can significantly decrease building energy consumption.
- Students will comprehend solar geometry, shading calculations and solar control.
- Students will understand passive solar design and the integration of the solar features in design.
- Students will develop an understanding and appreciation of daylighting concepts and their design integration.
- Students will learn to apply basic practices related to sustainable sites.

### **Student Performance Criteria Addressed:**

B. 3. Sustainability  
B. 4 Site Design  
B. 8. Environmental Systems  
C. 2. Human Behavior

### **Topical Outline:**

Site (20%)  
Passive Building Controls (50%)  
Sustainability (12.5%)  
Daylighting (12.5%)  
Energy Modeling & Codes (5%)

### **Prerequisites:**

ARCH 1212; Corequisites: ARCH 2016 and ARCH 2113/2113H

### **Textbooks/Learning Resources:**

Heschong, Lisa, *Thermal Delight in Architecture*, Cambridge, MA: MIT Press, 1993 / 1979.

Jun'ichiro Tanizaki, *In Praise of Shadows*, Stony Creek, CT: Leete's Island Books, 1977.

Lechner, Norbert, *Heating, Cooling, Lighting: Sustainable Design Methods for Architects, Third Edition*, New York: Wiley, 2009.

### **Offered:**

Fall only, annually

### **Faculty Assigned:**

Amber Ellett, Visiting Assistant Professor  
Tahar Messadi, Associate Professor

## **ARC 3134, Building Materials and Assemblies**

4 Credits

### **Course Description:**

Introduction to building materials and methods of assembly: history, properties, use and configuration - both traditional and contemporary, in the service of building construction; their impact on the form, expression and performance of the architectural structure and envelope.

### **Course Goals & Objectives:**

- To provide architecture students in the 3rd year of their program core curriculum with a working knowledge of building materials and their impact in the design process
- To broaden students' technical aptitude through application of material principles and concepts
- To develop technical documentation skills through application of digital tools.

### **Student Performance Criteria Addressed:**

- A. 4. Technical Documentation
- B. 5. Life Safety
- B. 10. Building Envelope Systems
- B. 12. Building Materials and Assemblies

### **Topical Outline:**

*Stereotomic:* site manipulation, earthwork, and foundation strategies, material and spatial potential of subtractive structural form - masonry, stone and concrete bearing wall systems.(30%)

*Tectonic:* material and spatial potential of additive structural form - wood, concrete, and steel frame systems.(30%)

*Textile:* the building envelope and the dynamic implications of the liberation of building enclosure from its structure, as defined by masonry & stone, wood, metal and glass cladding systems.(30%)

*Life Safety:* the building code, egress and accessibility. (10%)

### **Prerequisites:**

ARCH 2132 – Environmental Technology I

ARCH 2113 – Architectural Structures I

ARCH 2123 – Architectural Structures II

### **Textbooks/Learning Resources:**

Ching, Francis D.K., *Building Construction Illustrated – 4<sup>th</sup> Ed.* (Wiley. 2008) – primary textbook

Allen and Iano, *Fundamentals of Building Construction – 5<sup>th</sup> Ed.* (Wiley. 2009)

Ching, Onouye, and Zuberbuhler, *Building Structures Illustrated* (Wiley. 2009)

Ching and Winkel, *Building Codes Illustrated – 4<sup>th</sup> Ed.* (Wiley. 2012)

### **Offered:**

Fall only; annually

### **Faculty Assigned:**

Charles Rotolo, Clinical Assistant Professor

## **ARCH 4154, Environmental Technology 2 and Building Systems**

4 Credits

### **Course Description:**

This course covers mechanical systems, electric lighting, acoustics, fire safety, water-waste, transportation, envelope environmental response-details. These systems are integrated in the comprehensive design studio project.

### **Course Goals & Objectives:**

- To make the student aware of the different types of HVAC systems and to understand their integration to the building fabric.
- To develop an understanding of lighting systems and their design integration.
- To comprehend acoustical techniques developed for better hearing and communication between people, and for sound isolation of noise from adjacent spaces and the exterior environment.
- To understand water-sewer, fire safety, transportation, and ways to integrate them into the building design.

### **Student Performance Criteria Addressed:**

B. 8. Environmental Systems  
B. 9. Structural Systems  
B.11. Building Service Systems

### **Topical Outline:**

HVAC Systems (20%)  
Electric Lighting (15%)  
Acoustics (15%)  
Code (10%)  
Water and waste (10%)  
Fire protection (5%)  
Transportation (10%)  
Sustainability (5%)  
Building Systems Integration and Architectural Detailing (10%)

### **Prerequisites:**

ARCH 3134 – Building Materials and Assemblies  
ARCH 2132 – Environmental Technology I  
ARCH 2113 – Architectural Structures I  
ARCH 2123 – Architectural Structures II

### **Corequisite:**

ARCH 4016 Comprehensive Design Studio (Fall) or ARCH 4026 Comprehensive Design Studio (Spring)

### **Textbooks/Learning Resources:**

Mechanical and Electrical Equipment for Buildings, 11th. Ed., Stein & S. Reynolds, Wiley&Sons, NY, 2010  
Handouts-Environmental Technology 2 Class Notes available from <http://comp.uark.edu/~tmessadi>  
Building Systems Integration for Enhanced Environmental Performance, Shahin Vassigh and Jason R. Chandler, J. Ross Publishing, 2011  
The Building Systems Integration Handbook, AIA and Richard Rush, John Wiley & Sons Inc, 1986.

### **Offered:**

Fall and Spring

### **Faculty assigned:**

Tahar Messadi, Associate Professor  
Alison Turner, Visiting Assistant Professor

#### **IV.1.e. Practice**

## **ARCH 5314, Professional Practice**

3 Credits

### **Course Description:**

The aim of this course is to elucidate for students all aspects of the transition from academia to professional practice including the process of turning designs into buildings.

### **Course Goals & Objectives:**

Develop understanding in the breadth of issues that give context to architectural practice including:

- The profession: licensure, organizations, career options
- Ethical and legal issues surrounding the profession
- Roles and responsibilities of the architect: before, during, and after a project
- Practice: firm types, development and office management
- Project delivery: methods, advantages/disadvantages
- Project management: effective communication and leadership
- Construction documents: preparation, format, management
- Building codes and regulations
- Contracts: relationships between architects, owners, and contractors
- Leadership in the profession: practice and service

### **Student Performance Criteria Addressed:**

B.7. Understanding Financial Considerations  
C.3. Understanding Client Role in Architecture  
C.4. Understanding Project Management  
C.5. Understanding Practice Management  
C.6. Understanding Leadership  
C.7. Understanding Legal Responsibilities  
C.8. Understanding Ethics and Professional Judgment

### **Topical Outline:**

Financial Considerations (15%)  
Client Role in Architecture (15%)  
Project Management (15%)  
Practice Management (15%)  
Leadership (10%)  
Legal Responsibilities (10%)  
Ethics and Professional Judgment (15%)  
Community and Social Responsibility (5%)

### **Prerequisites:**

Fifth Year Standing or Instructor Approval

### **Textbooks/Learning Resources:**

American Institute of Architects, *The Architecture Student's Handbook of Professional Practice*, 14th ed. (John Wiley & Sons, 2009)

### **Offered:**

Fall only, annually

### **Faculty Assigned:**

Marc Manack, Assistant Professor  
Bob Kohler, Lecturer

#### **IV.1.f. University Core**

## **ARCH 1003 / 1003H, Basic Course in the Arts: Architecture Lecture**

3 Credits

### **Course Description:**

A general introduction to architecture, exploring the designed environment, including cities and buildings and their histories, technologies and users, in a topical and holistic manner.

### **Course Goals and Objectives:**

- To emphasize the origins and development of architecture in a cultural context.
- To establish the development of objective criteria for the evaluation of architecture
- To consider architecture as an artifact, as a component of 'the city,' and as a cultural phenomenon.
- To foster an appreciation of architecture, how it affects the environment, and what the student's role is in the world of architecture, how they may engage it in a positive and constructive manner.

### **Student Performance Criteria Addressed:**

This course is offered primarily to non-Architecture students and as an FREE ELECTIVE ONLY to Architecture students and contributes to an understanding of criteria:

8 (Western Traditions)

9 (Non-Western Traditions)

12 (Human Behavior)

13 (Human Diversity)

### **Topical Outline:**

Classroom lecture (100%)

Topics include:

- What Is / What Is Not architecture
- Origins of architecture; Tents & Caves
- Cities & Architecture
- The Public Realm, Transportation & Architecture
- Houses & Housing
- Parts of Buildings: Tops & Bottoms; Observing & Being Observed, Floors & Ceilings, Movement & Circulation
- Experiencing Architecture: Poché / Walls and Weathering; Ornament and Details
- Heroes of Modern Architecture: Frank Lloyd Wright, Mies van der Rohe, Louis Kahn, LeCorbusier
- Fay Jones, Pride of Arkansas

### **Prerequisites:**

None

### **Textbooks / Learning Resources:**

Networked access to lecture-coordinated image files (MDID and others)

Quizzes and Exams

### **Offered:**

Fall and Spring; annually (classroom lecture format)

Summer and Fall; annually (on-line format)

### **Faculty Assigned:**

Gregory Herman, Associate Professor

Laura Terry, Associate Professor

Bradley Edwards, Lecturer

#### **IV.1.g. Electives**

**ARCH 303v, Building Documentation Seminar, part 1/ part 2**

4 credits/ 2 credits

**Course Description:**

To introduce Historic Preservation through the preparation of comprehensive documentation of significant buildings contributing to the architectural history of Arkansas. Courses are co-requisite.

**Course Goals & Objectives:**

To generate instruments as required by the Historic American Buildings Survey (HABS) in pursuit of the Peterson Prize, including:

- primary archival research
- extensive text document
- complete documentary drawings
- preparation / compilation of field notes
- field photography
- construction of archival-quality model

**Student Performance Criteria Addressed:**

Not applicable

**Topical Outline:**

Production of materials for submission to Historic American Buildings Survey (HABS) / Peterson Prize Competition (75%)

Production of archival record model (25%)

**Prerequisites:**

Completion of Professional Core or Faculty Permission

**Textbooks/Learning Resources:**

- John A. Burns, ed., Recording Historic Structures, AIA Press, 2003.
- Architecture Archives, University of Arkansas Special Collections, Fayetteville, AR.
- Consultation with Administration at offices of HABS and Library of Congress, Washington DC.

**Offered:**

Summer only

**Faculty Assigned:**

Gregory Herman, Associate Professor

**ARCH 303-V, Independent Study**

1 to 3 Credits

**Course Description:**

Shop intensive course where students further explore woodworking projects, often chair design, after ARCH 3743 Furniture Design.

**Course Goals and Objectives:**

- Familiarize students with advanced woodworking machinery and techniques
- Research project with models, drawings and scaled representations
- Design and build a full scale, fully functional furniture piece

**Student Performance Criteria:**

Not applicable

**Topical Outline:**

Sketchbook log: 20%

Joinery detail, ¼ scale model, CADs: 30%

Finished project: 50%

**Prerequisites:**

ARCH 3743 Furniture Design

**Textbooks/Learning Resources:**

No text; handouts and reference books

**Offered:**

Fall and spring

**Faculty Assigned:**

Tim LaTourette, Project/Program Specialist

**ARCH 3743, Furniture Design**

3 Credits

**Course Description:**

Shop intensive course where students explore the connections used to create structure with wood, then move on to full scale projects including lights, tables and chairs.

**Course Goals and Objectives:**

- Familiarize students with woodworking machinery and techniques.
- Teach students advanced techniques of steam-bending, coopering, veneering and bent lamination, which they incorporate into their designs.
- Design and build full scale, fully functional furniture.

**Student Performance Criteria:**

Not applicable

**Topical Outline:**

Sketchbook log: 20%

Completion of 3 projects: 80%

**Prerequisites:**

None

**Textbooks/Learning Resources:**

No text; handouts

**Offered:**

Fall and summer, sometimes spring

**Faculty Assigned:**

Tim LaTourette, Project/Program Specialist

## **ARCH 4023 Dissecting the Programmed Landscape**

3 Credits

**Course Description:** This class helps students develop an awareness of the programmed, experiential, social, political, and cultural elements embedded within multiple scales of the landscape.

### **Course Goals and Objectives:**

- Help students develop an awareness of the programmed, experiential, social, political, and cultural elements embedded within multiple scales of the landscape and use mapping and diagramming as a means of understanding and communicating these phenomena.
- Help students develop proficiency with data analysis, diagramming and visualization
- Help Students develop proficiency with digital visualization tools
- Add depth to students understanding of landscape theory
- Add depth to students perceptions and understanding of visual language and its communicative potential
- Help students develop Critical Reasoning skills for a dynamic and rapidly changing world

### **Student Performance Criterion Addressed:**

Not applicable

### **Topical Outline:**

Not applicable

### **Textbooks / Learning Resources:**

McCandless, D. (2009). *The Visual Miscellaneum: A Colorful Guide to the World's Most Consequential Trivia*. (Harper Collins).

Tufte, Edward R. *Envisioning Information* (Graphic Press)

### **Offered:**

Spring 2013

### **Faculty Assigned:**

Frank Jacobus, Assistant Professor

**ARCH 4023, Dwelling: Origin, Evolution, and Sustainability, Professional Elective**  
3 Credits

**Course Description:**

This course focuses on regional and vernacular traditions in dwellings around the world and how climate and culture create different or similar responses.

**Course Goals and Objectives:**

- View vernacular construction and regional architecture through the lens of sustainability.
- Study the origin and evolution of vernacular dwellings in various regions throughout the world.
- Understand how regional precedents respond to climate, topography, vegetation, materials, and craft.
- Recognize cultural and technological influences on regional architecture.
- Study contemporary Architects who respond to vernacular and regional precedents.
- Create a collaborative and creative environment for cross-disciplinary thinking.

**Student Performance Criteria:**

Not applicable

**Topical Outline:**

Critical Thinking and Representation (50%)

Integrated Building Practices, Technical Skills, and Knowledge (40%)

Leadership and Practice (10%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Vincent Canizaro, *Architectural Regionalism: Collected Writings on Place, Identity, Modernity and Tradition* (Princeton Architectural Press, 2007.)

**Offered:**

Spring 2013

**Faculty Assigned:**

Alison Turner, Visiting Assistant Professor

## **ARCH 4023, Engaged or Disengaged: Furniture for the Body, Coat, and Spoon**

3 Credits

### **Course Description:**

The course explores the relationship between architecture and furniture – how the design and use of one influences the other – and the details required for fabrication.

### **Course Goals & Objectives:**

- Students will work to design and fabricate an element of architecture at the scale of furniture (casework, concrete vanities, bench, etc) through which they must resolve issues of use, develop details, and address material qualities of the object.
- Students will gain experience in carpentry, metal work, and concrete casting.
- Students will be mindful of craft and develop their skills through making.
- Students will work collaboratively to develop and fabricate projects.

### **Student Performance Criteria:**

Not applicable

### **Topical Outline:**

Skill Building (15%)

Design (15%)

Final Fabrication (70%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

Tools and fabrication material provided at the Fay Jones School of Architecture Design Build Warehouse

### **Offered:**

Spring 2012

Spring 2013

### **Faculty Assigned:**

Justin Hershberger, Visiting Assistant Professor

Mark Wise, Visiting Assistant Professor

**ARCH 4023, Experimental Bookmaking, Stitched and Bound**

3 Credits

**Course Description:**

Experimental Bookmaking is a professional elective course exploring traditional methods of book making and binding, including sewn/glued bindings, paste paper techniques, and paper making.

**Course Goals & Objectives:**

- Acquiring a basic knowledge of book structures, from historical to contemporary;
- Learning the four types of books (codex, fan, fold and Venetian blind) and the content suited for each type;
- Learning traditional, exposed spine sewing techniques;
- Understanding the content and which book type best conveys that information

**Student Performance Criterion addressed:**

Not applicable

**Topical Outline:**

Hands-on class demonstration and studio time (80%)

Class critique (faculty and/or student lead) (20%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Topical readings are assigned throughout the semester as a supplement to the book type and technique explored.

**Offered:**

Fall 2012

Fall 2011

**Faculty Assigned:**

Laura Terry, Associate Professor

## **ARCH 4023 Advanced Architecture Studies, FabCraft Seminar: Large Scale Digital Craft in the Expanded Field**

3 Credits

### **Course Description:**

This Advanced Digital Fabrication Seminar will focus on the application of milling and crafting technologies towards the development of full-scale material assemblies, fabricated entirely with parametric and CNC work-flows.

### **Course Goals & Objectives:**

- This digital fabrication seminar course will develop knowledge & skills pertaining to CRITICAL PRACTICES in 21st century design and fabrication culture, combined with practical experience in the production and fabrication of full-scale component systems.
- The course is designed to stimulate in-depth “**Making as Research**” in large scale parametric material systems & fabrication, and promote both individual & collaborative learning of material skills and practices, towards production of full-scale component assemblies.

### **Student Performance Criterion Addressed:**

Not Applicable

### **Topical Outline:**

Material Systems Research (30%)

Digital Fabrication (30%)

Material Workflows, Engagement & Production (40%)

### **Prerequisites:**

None (Basic Skill with Rhino Software)

### **Textbooks/Learning Resources:**

S. Kieran /& J. Timberlake, *Refabricating Architecture* (McGraw Hill, 2003)

Borden, G. & Meredith, M. *Matter: Material Process in Architectural Production* (Routledge, 2012)

Supplementary Required Readings:

Santiago R. Perez, *Towards an Ecology of Making*

Peter Macapia, Turbulent Grid. Dirty Geometry (<http://architettura.it/files/20070206/index.htm>)

Tom Wiscombe, *Extreme Integration* (<http://www.emergentarchitecture.com/publications.php?more=0&id=1>)

Required Intensive 3-Day *Adaptive Components Workshop*

Guest Presenter: Nick Puckett, University of Kentucky

(Co-Sponsored by the Fay Jones School of Architecture & the College of Computer Science & Computer Engineering).

### **Offered:**

Fall 2011

### **Faculty Assigned:**

Santiago R. Perez, Assistant Professor

## **ARCH 4023, Seminar: Home, House, Housing**

3 Credits

### **Course Description:**

Topical discussions related to houses and housing culture allowing for a re-examination of the ideas of “house” (construction and making) and “home” (dwelling).

### **Course Goals & Objectives:**

- Classroom discussion will stimulate inquiry about housing based upon selected readings.
- Through readings, classroom discussions produce a consideration of traditional housing strategies and reflect upon their social and technical development endemic to American culture, primarily in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Students will conduct speculative research intended to provoke consideration and evaluation of suppositions by the creation of a graphic representation of their own housing lineage.

### **Student Performance Criteria Addressed:**

Not Applicable

### **Topical Outline:**

Reading and Discussion (70%)

Research Assignment (Housing Lineage Pictorial) (30%)

### **Prerequisites:**

Completion of Professional Core

### **Textbooks/Learning Resources:**

Selected Readings:

- Mary Douglas, “The idea of a home: a kind of space,” from Housing and Dwelling.
- Martin Heidegger, “Building, Dwelling, Thinking.”
- Selections from Housing: Symbol, Structure, Site: Paul Oliver, “The Living House”; Donald M. Fraser, “Homelessness”; Gwendolyn Wright, “Family Patterns”; August Heckscher, “The Neighborhood”; Michael H. Lang, “Gentrification”; Kenneth T. Jackson, “The Suburban House”; Orski, C. Kenneth, “Transportation”.
- A. J. Downing, selections from The Architecture of Country Houses: “Section II. What a Cottage Should Be,” “Section III. On Materials and Modes of Construction.”
- Fred W. Peterson, selections from Homes in the Heartland: balloon frame farmhouses of the upper Midwest: “The Balloon Frame”, “Conclusion”.
- Selections from D.D. Reiff, Houses from Books.
- Jacob Riis, selections from How the Other Half Lives: “Introduction”, “Genesis”, “Awakening”, “The Mixed Crowd”.
- Gwendolyn Wright, Building the Dream, “Row Upon Row in the Commercial City.”
- Le Corbusier, Vers Une Architecture, “Mass-Production Houses.”
- Konrad Wachsmann, Building the Wooden House.
- Jean Sizemore, Ozark Vernacular Houses.

Research Assignment:

A Housing Lineage Pictorial: As an illustration of mobility and change in housing, and its role in the collective culture, students are asked to develop a pictorial survey of their family’s housing history. This entailed research and an oral history component. Students produced a series of images and accompanying data depicting the progression of their family’s housing as far back in time as research will allow, including plans / photos of interior and exterior spaces as possible. Data to be included: square / cubic footage of property, room inventory, purchase and sale price (if available), description of family living in the house. A research project, it became incumbent upon the student to gain a fuller insight into the cultural and architectural conditions that created that house, in that location, at that time.

### **Offered:**

Every 3<sup>rd</sup> year

### **Faculty assigned:**

Gregory Herman, Associate Professor

**ARCH 4023, Seminar Le Corbusier**

3 Credits

**Course Description:**

Thematic lectures from a design perspective supported by students' critical reading and discussion of Le Corbusier's buildings and writings are the foundation of this course.

**Course Goals & Objectives:**

- Deepen knowledge and understanding of the architecture of Le Corbusier by regular and repeated study of his buildings, writings and projects.
- Understand Le Corbusier's primary contributions to the canon of modern architecture theory
- Strengthen ability to analyze architecture through diagrams
- Increase awareness of Le Corbusier's work to the larger community of the architecture department

**Student Performance Criteria Addressed:**

Not Applicable

**Topical Outline:**

Lecture (75%)

Discussion (25%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Le Corbusier Elements of a Synthesis, Stanislaus Von Moos

Towards an Architecture, Le Corbusier

Multiple additional essays, articles, critiques of Le Corbusier's work.

**Offered:**

Spring only

**Faculty assigned:**

Russell Rudzinski, Clinical Assistant Professor

**ARCH 4023 Advanced Architecture Studies, LightFab: Digital Fabrication Professional Elective Seminar**  
3 Credits

**Course Description:**

The seminar course investigates the potential of digital fabrication techniques and material processes in the development of new approaches towards the transmission, diffusion and manipulation of light in architecture.

The seminar course will examine light in relation to material processes and digital fabrication. A midterm and final fabrication project will be required.

**Course Goals & Objectives:**

- Students will utilize parametric modeling, rapid prototyping and digital fabrication techniques to develop light-modulating material assemblies.
- The course objectives will facilitate individual and collaborative development of fabricated material prototypes emphasizing specific material processes, and informed by parametric form-finding.

**Student Performance Criteria Addressed:**

Not Applicable

**Topical Outline:**

Parametric Modeling (30%)

Digital Fabrication (30%)

Material Workflows, Engagement & Production (30%)

Project Site Analysis & Research (10%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Borden, G. & Meredith, M. *Matter: Material Process in Architectural Production* (Routledge, 2012)

Menges, Achim. *Material Computation* (Architectural Design Journal March / April 2012)

Beorkrem, C. *Material Strategies in Digital Fabrication* (Routledge, 2012)

**Offered:**

Spring 2013

**Faculty Assigned:**

Santiago R. Perez, Assistant Professor

Angela Carpenter, Visiting Assistant Professor

## **ARCH 4023, Reading, Writing and Painting the American Landscape**

3 Credits

### **Course Description:**

This course is a professional elective exploring the American landscape as subject, studying it through reading, writing and painting.

### **Course Goals & Objectives:**

- To introduce nature writing as an important source for the documentation of our natural environment;
- To develop the students' ability to write descriptively about their environment;
- To understand the American landscape painting tradition through analysis of paintings and a field trip to Crystal Bridges Museum of American Art;
- To learn the basics of watercolor and oil pastel in documenting the landscape

### **Student Performance Criterion Addressed:**

Not applicable

### **Topical Outline:**

Hands-on class demonstration and studio time (80%)

Class critique (faculty and/or student lead) (20%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

Topical readings are assigned throughout the semester and include writings by Henry David Thoreau, Ralph Waldo Emerson, Annie Dillard, Wendell Berry, Barbara Hurd, etc.

### **Offered:**

Spring 2013

### **Faculty assigned**

Laura Terry, Associate Professor

## **ARCH 4023, Advanced Architecture Studies, Rethinking Making Seminar**

3 Credits

### **Course Description:**

This course will explore the foundations of contemporary fabrication practice, from both historical and contemporary perspectives, examining the cultural, technological and aesthetic relations between craft culture, industrialized building practices, and contemporary fabrication practices based on mass-customized, cnc & robotic technologies.

### **Course Goals & Objectives:**

- Students will be asked to critically examine the shift from pre-twentieth century craft-based making, towards industrialized production, in comparison with contemporary fabrication methods and culture.
- An emphasis on scholarly research and writing will be complemented with the study of specific craft + fabrication techniques, culminating in a midterm and final research paper.
- The primary outcomes of this course will combine scholarship and making, as mutual tools for disciplined inquiry. Outcomes will include:
  1. Rigorously developed MIDTERM + FINAL (2000 word) research papers and graphic / verbal presentation of research.
  2. Individual Material-Logic explorations utilizing the FABLAB tools & (parametric) procedures, resulting in carefully crafted material-specific prototype assemblies, inspired by a selected 20th C. architect. The seminar will develop experimental SURFACE/FRAME systems as the final outcome of material / fabrication research.

### **Student Performance Criterion Addressed:**

Not applicable

### **Topical Outline:**

Material Systems Research & Writing (40%)

Digital Fabrication (20%)

Material Workflows, Engagement & Production (40%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

P. Deamer & P. Bernstein, *Building In The Future: Recasting Labor in Architecture* (PAP Press, 2010)

Borden, G. & Meredith, M. *Matter: Material Process in Architectural Production* (Routledge, 2012)

### **Offered:**

Spring 2012

### **Faculty assigned:**

Santiago R. Perez, Assistant Professor

## **ARCH 4023, SITE**

3 Credits

### **Course Description:**

Investigates the phenomenon of site, focusing on the human experience relative to the physical context, and the relationship between humans and nature, building and place.

### **Course Goals & Objectives:**

- To encourage the student's awareness of the reciprocal and interactive relationship between site and architecture.
- To gain an understanding of the influences of human perception and experience in design.
- To introduce and develop a notion of "site" that avoids making easy distinctions between "landscape" and "architecture" but considers both fields as integrated operations in the built environment.
- To heighten students' awareness of the unbuilt (natural) environment and the potential influence physical context can have on design through the identification of natural, physical, and human factors found there.
- To introduce students to the theories and historic development of issues related to site.

### **Student Performance Criterion Addressed:**

Not applicable

### **Topical Outline:**

Historical Background/Context (25%)

Site Analysis/ Eidetic Image (20%)

Site Journal (10%)

Research Project (45%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

Swaffield, Simon, ed. *Theory in Landscape Architecture, A Reader*. Philadelphia: University of Pennsylvania Press, 2002.

### **Offered:**

Spring 2013

### **Faculty Assigned:**

Amber Ellett, Visiting Assistant Professor

**ARCH 4023, Sustainable Methods**

3 Credits

**Course Description:**

This course was a co-requisite with the Design Build Studio in an effort to imbed sustainable principles into the Design |Build Project.

**Course Goals and Objectives:**

- Recognize the value of sustainable architecture.
- Understand the history and evolution of the sustainability movement.
- Develop an understanding of sustainable architecture through case study examples and tours.
- Learn to evaluate the sustainable merits (or deficiencies) of architectural projects.

**Student Performance Criteria Addressed:**

Not applicable

**Topical Outline:**

Critical Thinking and Representation (30%)

Integrated Building Practices, Technical Skills, and Knowledge (50%)

Leadership and Practice (20%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

None

**Offered:**

Fall 2012

**Faculty Assigned:**

Alison Turner, Visiting Assistant Professor

## **ARCH 4023, Sustainable Strategies**

3 Credits

### **Course Description:**

This course introduces students to idea of integrated sustainability with the intention for the strategies studied in this course to be applied in a design workshop. [Sustainable Workshop ARCH 303V]

### **Course Goals and Objectives:**

- Recognize the value of sustainable architecture.
- Integrate sustainable thinking into the Architect's design vocabulary.
- Develop an understanding of sustainable strategies that can influence design decisions.
- Critically investigate a particular sustainable strategy in the semester research project.
- Investigate the natural, vernacular, and contextual issues of a particular site(s) and how these issues can influence an Architect's design decisions.
- Learn to evaluate the sustainable merits of architectural projects.

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical Outline:**

Critical Thinking and Representation (40%)

Integrated Building Practices, Technical Skills, and Knowledge (60%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

None

### **Offered:**

Summer 2012

Summer 2013

### **Faculty Assigned:**

Alison Turner, Visiting Assistant Professor

## **ARCH 4023, The Architectural Detail**

3 Credits

### **Course Description:**

The course foci are both the aesthetic meaning as well as the technical pragmatism of the architectural detail – the primary graphic tool employed by the architect to articulate the physical intentions of the design.

### **Course Goals & Objectives:**

- To foster an awareness and appreciation of the discipline and craft necessary to accomplish excellence in detailing;
- To broaden students' knowledge of the historical role physical details and detailing have played in architects' execution of their built expressions;
- Encourage skills-building in detailing through application of digital tools.

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical Outline:**

Ed Ford's "*The Architectural Detail*" plus other assigned readings, class discussions & written responses (50%)

Detail assignments employing digital tools (50%)

### **Prerequisites:**

ARCH 3134 - Building Materials and Assemblies

### **Textbooks/Learning Resources:**

Ford, Edward R. *The Architectural Detail* (Princeton. 2011)

Schittich, Christian, ed. *DETAIL Magazine* (Edition Detail. 2001-2012)

### **Offered:**

Spring only, annually

### **Faculty assigned:**

Charles Rotolo, Clinical Assistant Professor

**ARCH 4023, Sustainable Workshop, ARCH 303V Sustainable Workshop**

3 Credits, 6 Credits

**Course Description:**

A project-based semester study where sustainable strategies are applied to a multi-family residential project in the effort to rethink the single-family suburban model for a more sustainable future.

**Course Goals and Objectives:**

- Recognize the value of sustainable architecture.
- Integrate sustainable thinking into the architect's design vocabulary.
- Develop an understanding of sustainable strategies that can influence design decisions.
- Critically investigate a particular sustainable strategy in the semester research project.
- Investigate small house and multi-family precedents.
- Investigate the natural, vernacular, and contextual issues of a particular site(s) and how these issues can influence an architect's design decisions.
- Learn to evaluate the sustainable merits (or deficiencies) of architectural projects.

**Student Performance Criteria Addressed:**

Not applicable

**Topical Outline:**

Critical Thinking and Representation (50%)

Integrated Building Practices, Technical Skills, and Knowledge (40%)

Leadership and Practice (10%)

**Prerequisites:**

ARCH 4023, Sustainable Strategies

**Textbooks/Learning Resources:**

None

**Offered:**

Summer 2012 (ARCH 4023, 3 credits)

Summer 2013 (ARCH 303V, 6 credits)

**Faculty Assigned:**

Alison Turner, Visiting Assistant Professor

## **ARCH 4023H / CSCE Honors Advanced Architecture Studies/ Computational Craft: The Algorithmic Generation of Form**

3 Credits

### **Course Description:**

In this course, students will learn to code computer software to generate forms or patterns, and then will fabricate material models or physical manifestations of those forms. Students will learn the historical, cultural, and intellectual background of this new and topical area, the “Processing” programming language, which is a simplified version of Java for artists and designers, and several techniques for fabrication.

### **Course Goals & Objectives:**

- Objective 1: Intellectual basis for algorithmic generation of form.
- Objective 2: Ability to generate algorithmic patterns.
- Objective 3: Ability to fabricate algorithmic forms.

### **Student Performance Criterion Addressed:**

Not Applicable

### **Topical Outline:**

Algorithmic Modeling & Scripting (50%)

Rapid Prototyping & Digital Fabrication (40%)

Historical Overview of Computation in Design (10%)

### **Prerequisites:**

None

### **Textbooks/Learning Resources:**

Pearson, Matt. *Generative Art* (Manning Publications, 2011)

Reas, et. al. *Form + Code* (Princeton Architectural Press, 2010)

Required 3-day Intensive Scripting Workshop with Guest Instructor Sean Ahlquist.

(Computational Design Research Associate and PhD candidate at the ICD Institute for Computational Design at the University of Stuttgart, and Assistant Professor of Architecture at the Taubman College of Architecture and Urban Planning).

### **Offered:**

Fall 2012

### **Faculty Assigned:**

Santiago R. Perez, Assistant Professor

(Course taught by Perez, Course Development in collaboration with Professor Russell Deaton, CSCE)

## **ARCH 4023H, Medieval Bodies / Medieval Spaces (Elective seminar)**

3 Credits

### **Course Description:**

This course traces the evolution of western medieval history (c. 300-1400) through the agency of material, textual, and ritual sources. In so doing, it introduces students to the complex process of inscribing sacred, secular, and even warrior bodies onto the built environment.

### **Course Objectives:**

- To deploy spatial theory in explorations of the relationship between architectural space and the body and gender
- To master knotty theoretical tracts (e.g., Henri Lefebvre's *The Production of Space*), primary source texts (the third-century *Passio* of SS Perpetua and Felicity), and archaeological reports (the so-called circus-basilicas) in preparation for spatial analysis
- To survey the history of bodily styles in medieval Europe in relationship to architectural production
- To counter current opinions of archaeologists and historians who claim that buildings are only designed for bodies and not *from* them
- To study intensively major medieval architectural sites and their attendant bodily cultures, from the late Roman circus basilica to the late medieval residence in Italian mercantile communes
- To theorize new positions on key issues in the cultural history of medieval architecture
- To understand the degree to which culture is produced by the lively interaction of architectural and narrative spaces

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical outline:**

Late Roman circus basilica and the athletic bodies of Christian martyrs (20%)

The Carolingian monastery and the ritual bodies of monks (20%)

Crusading fortress churches and the bodies of Christ's soldiers (20%)

The Gothic cathedral and the king's bodies (20%)

The mercantile commune and the commoditized self (20%)

### **Prerequisites:**

ARCH 2233, 2243, and 4433, or consent.

### **Textbooks/Learning Resources:**

*The Rule of Saint Benedict in English*, ed. Timothy Fry (Liturgical Press, 1982). Bonaventura, *The Soul's Journey into God, The Tree of Life, the Life of Saint Francis* (Paulist Press, 1978).

Additional readings on reserve or available through online databases.

### **Offered:**

Irregularly

### **Faculty assigned:**

Kim Sexton, Associate Professor

(Team-taught with Dr. Lynda Coon of the History Department)

## **ARCH 4023H, St. Peter's and the Vatican, 320CE to 1950**

3 Credits

### **Course Description:**

This course analyzes the building history of St. Peter's Basilica, Christendom's most famous shrine, from antiquity to the present with particular emphasis on the Renaissance/Baroque church and its early Christian predecessor. From the tomb of St. Peter two stories below the present-day basilica, we will investigate aspects of the churches actually built upon the Rock, as Christ famously appointed Peter, examining the architectural and urbanistic decisions in light of the Vatican's political ambitions and fortunes.

### **Course Objectives:**

- To explore the power of place and history as a generative factor in architectural and urban design, as exemplified by centuries of architects' projects over, around, and leading to St. Peter's Basilica and the Vatican Palace
- To develop an understanding of the impact of cultural and political context on architects' design intentions with regard to place
- To examine architectural and urbanistic decisions in the Vatican in light of major ritual-theological developments such as pilgrimage and the Reformation
- To build knowledge of the nature of sacred space and its architectural expressions within Western culture
- To survey in capsule form the history Western European ecclesiastic architecture in reference to the Petrine sanctuary
- To formulate critical questions about the modern and contemporary changes at the Vatican posed by the fascist regime of Mussolini and the digital era of the internet and virtual spaces

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical Outline:**

Early Christian St. Peter's (24%)  
Medieval St. Peter's and the Borgo (13%)  
Renaissance St. Peter's and the Vatican (26%)  
Baroque St. Peter's and the Piazza San Pietro (18%)  
Antiquarianism and St. Peter's in the Enlightenment (6%)  
St. Peter's and the crisis of modernity (13%)

### **Prerequisites:**

ARCH 2233, 2243, and 4433, or consent.

### **Textbooks/Learning Resources:**

William Tronzo, ed., *St. Peter's in the Vatican* (Cambridge University Press, 2008). Additional readings and film clips on reserve or available through online databases.

### **Offered:**

Irregularly

### **Faculty Assigned:**

Kim Sexton, Associate Professor

**ARCH 4553-601, Modern Architecture in Mexico**

3 Credits

**Course Description:**

Through lectures, readings and on-site visits, students will understand the emergence of Mexican modern architecture, its growth and evolution from 1900 to present day.

**Course Goals & Objectives:**

- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation skills to be used throughout their academic careers.

**Student Performance Criterion Addressed:**

Not applicable

**Topical Outline:**

Lecture (70%)

On-Site Visits (30%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Burian, Ed. *Modernity and the Architecture of Mexico* (University of Texas Press 1997)

**Offered:**

Summer only, annually

**Faculty assigned:**

Russell Rudzinski, Clinical Assistant Professor

## **ARCH 4723H, Honors Architectural Research Methods**

3 Credits

### **Course Description:**

This course helps build the student's understanding of research and design methods and assists in the development of a topic and method for conducting their honors thesis.

### **Course Goals and Objectives:**

- Students will add depth to their understanding of the influence of paradigms (e.g., positivism, constructivism, critical theory, deconstruction, etc.) and theories on architectural research.
- Students will understand the types and purposes of various quantitative, qualitative and design research methods.
- Course will help students define the purposes of a thesis and articulate the parts of a thesis
- Course will help students identify a variety of viable thesis topics and select, narrow, and articulate one thesis topic.
- Course will help students develop a prospectus (including a proposed thesis schedule).
- Course will help students understand the day-to-day routine of doing a thesis.
- Students will identify a thesis chair and committee.

### **Student Performance Criterion Addressed:**

Not Applicable

### **Topical Outline:**

Not Applicable

### **Textbooks / Learning Resources:**

Groat, L., & Wang, D. (2002). *Architectural Research Methods* (John Wiley & Sons)

Kubler, G. (1962). *The Shape of Time* (Yale University Press)

### **Offered:**

Fall only, annually

### **Faculty Assigned:**

Frank Jacobus, Assistant Professor

Brian Poepsel, Instructor

## **ARCH 4843, Medieval Architecture (Elective)**

3 Credits

### **Course Description:**

Through the intertwined lenses of theology, aesthetics, technology, labor, and power, this course traces the evolution of architecture in Western Europe from ca. 300 – 1400.

### **Course Objectives:**

- To develop critical insights into how the so-called “Dark Ages” were a revolutionary era which transformed the Roman world of classical antiquity into a predominantly Christian and European civilization
- To hone skills in analyzing the design principles of medieval architects through scrutiny of the drawings and texts of master masons such as Villard de Honnecourt, Hugues Libergier, Matthäus Roritzer, and Peter Parler
- To examine how elite patrons with diverse aspirations helped bring about an architectural revolution (Gothic), overturning the cultural authority of the classical past
- To assess structural and engineering advances which made Romanesque and Gothic architecture possible, including the wood stave churches of Scandinavia
- To become familiar with the interpretative approaches and historiography of medieval architecture, notably through the works of historians such as Erwin Panofsky and Marvin Trachtenberg
- To evaluate the architectural impact of widespread social trends (pilgrimage, feudalism) on building typologies such as monasteries and towered dwellings
- To characterize medieval architecture in geographical margins, where multi-cultural, multi-faith context impinge upon the so-called “Western” traditions

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical Outline:**

Early Christian and early Middle Ages (13%)  
Romanesque and High Middle Ages (16%)  
Gothic architecture – a concentrated focus (34%)  
Multi-cultural, multi-faith medieval architecture (7%)  
Patrons and social history of medieval architecture (13%)  
Building technology (10%)  
Interpretative approaches and historiography (7%)

### **Prerequisites:**

ARCH 2233, 2243, and 4433, or consent.

### **Textbooks/Learning Resources:**

Roger Stalley, *Early Medieval Architecture* (Oxford University Press, 1999). Christopher Wilson, *The Gothic Cathedral: The Architecture of the Great Church, 1150-1530* (Thames and Hudson, 2005).

Select film clips shown in class.

Additional readings on reserve or available through online databases.

### **Offered:**

Irregularly

### **Faculty assigned:**

Kim Sexton, Associate Professor

## **ARCH 4853, Renaissance and Baroque Architecture (Elective)**

3 Credits

### **Course Description:**

The course takes students on an intellectual and aesthetic journey through buildings designed by architectural luminaries of the Renaissance and Baroque periods in Europe.

### **Course Goals and Objectives:**

- To develop critical insights into how Renaissance men and women understood themselves in relation to the built environment in a world rapidly slipping into a modern future
- To develop competencies in analyzing the design principles of architects such as Brunelleschi, Alberti, Bramante, Raphael, Michelangelo, Juan de Herrera, Bernini, Borromini, Lescot, Salomon de Brosse, Lemercier, Mansart, Wren, Le Vau, Perrault, Guerini, Hawksmoor, and Vanburgh
- To examine how societal aspirations (and anxieties) brought about an architectural revolution by returning to the cultural authority of the Classical past
- To evaluate how architects fashioned themselves as creative geniuses and theorized the foundations of modern architectural thought
- To deploy an array of texts and drawings in documenting the humanistic and religious contexts that produced the period's edifices
- To survey the vast number of typologies that emerged in the early modern period: modern habitations (the Italian palazzo and villa); buildings of power and oppression (Versailles, workhouses); and monuments to religion and war (St. Peter's in the Vatican, classical fortifications)

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical outline:**

Italian Renaissance (53%)

Non-European or architecture of the Other (7%)

Non-Italian Renaissance (7%)

Italian Baroque (9%)

Northern European Baroque (24%)

### **Prerequisites**

ARCH 2233, 2243, and 4433, or consent.

### **Textbooks/Learning Resources:**

Christoph L. Frommel, *The Architecture of the Italian Renaissance* (New York: Thames and Hudson, 2007).

Select film clips shown in class.

Additional readings on reserve or available through online databases.

### **Offered:**

Irregularly

### **Faculty Assigned:**

Kim Sexton, Associate Professor

**ARCH 5493/ARCH 4023H, History of Urban Form: Pre-Industrial Traditions and Their Rebirth in the 20<sup>th</sup> Century**  
3 Credits

**Course Description:**

Study of pre-industrial architectural and urban design strategies and their rediscovery late 20th C.  
From the perspective of design thinking.

**Course Goals:**

- A designer's understanding of a broad range of exemplary urban buildings and ensembles of buildings;
- From the analytical methods taught during the semester, a clearer, more vivid sense of design process as it involves the manipulation of space and form in response to a complex set of often contradictory issues and ideas;
- Insights about how you as a designer might more effectively intervene in the city; and
- A greater sense of the transferability to the present of architectural ideas from the past.

**Student Performance Criteria Addressed:**

Not applicable

**Topical Outline:**

- Introduction: Intentions, Methods and Vocabulary (10%)
- Both-And Design Strategies (10%)
- 4th C BC-4th C AD: Space Occupying to Space Defining/Colin Rowe's Archetypes (6.7%)
- 12th C-14th C: Ideals, Strategies and Ensembles in the Medieval City (10%)
- 15th C: Intentions & Strategies of Transformation in the Renaissance (16%)
- 16th C: Strategies of Designed Urban Space (16%)
- 17th C-18th C: Strategies of Persuasion (16%)
- The Late 20<sup>th</sup>-Early 21st C: Rediscovered Urban Strategies (13.3%)

**Prerequisites:**

Architectural History I, II and II Preferred.

**Textbooks/Learning Resources:**

- Various readings from Edmund Bacon, The Design of Cities.
- Robert Venturi, "The Inside and the Outside" in Complexity and Contradiction in Architecture.
- Colin Rowe and Fred Koetter, "Crisis of the Object: Predicament of Texture" in Collage City.
- Peter Rowe, "Making Civic Circumstances from Objective Speculations" in Rodolfo Machado and Jorge Silvetti, Buildings for Cities.
- Rem Koolhaas, "Atlanta" in Shaping the City.
- Others as Specific Issues Arise During Discussions.

**Offered:**

Fall Only

**Faculty Assigned:**

Jeff Shannon, Professor

## **Architecture 5933, Architectural Preservation and Restoration (professional elective)**

3 Credits

### **Course Description:**

Designing new architecture is a potent act of editing history through intervention in the built and natural environments. Choices about which buildings to save and which to sacrifice have an irrevocable impact on the American cultural landscape. Increasingly matters of historic preservation figure in larger debates on urban planning, rural development, and sustainability. Whether it is to be celebrated or rejected, respected or ignored, the past is omnipresent. This seminar considers how the palpable relics of this history should be understood, represented, and protected?

### **Course Goals and Objectives:**

This course is concerned with building an ethos about achieving continuity among the past, the present and the future through sensitive design and planning of the built and natural environments. In order to provide a conceptual framework for so doing, introduction to historic preservation surveys the theories and practices of historic preservation planning, emphasizing the history of ideas about interpreting and preserving historic sites and artifacts; architectural and philosophical issues that influence restoration, rehabilitation and adaptive use of history structures and districts, and questions of public policy. In addition, the course introduces students to federal, state and local preservation programs and policies, regulatory instruments, documentation, and interpretation processes that are central to effective historic preservation practices by architects, historians, and planners alike. In summary, the course enables students to:

- Develop a working knowledge of the terms, concepts and philosophical foundations of historic preservation.
- Appreciate the processes, as well as the results, of responsible historic preservation practice.
- Address current issues of why preserve cultural resources and for whom.
- Understand the importance of negotiating the imperatives of historic preservation and sustainable, contemporary development.
- Provide students with the tools necessary to become well-informed advocates for (and participants in) a wide spectrum of preservation activities.

### **Student Performance Criteria Addressed:**

Not applicable

### **Topical Outline:**

Conceptual Frameworks and Historical Perspectives: 15%

Understanding (and Forging) Historic Preservation Policy: 20%

Preservation in Practice, The Architect's Role: 25%

Preservation in Practice, Other Stakeholders and Disciplines: 25%

Field Work: Survey, Documentation, and Interpretation: 15%

### **Prerequisites:**

ARCH 1222, ARCH 2223, ARCH 2243, and ARCH 4433

### **Textbooks/Learning Resources**

James Marston Fitch, *Historic Preservation: Curatorial Management of the Built World*, 1990

David Lowenthal, *The Past is a Foreign Country*, 1985.

Theodore H. M. Prudon, *Preservation of Modern Architecture*, 2008.

### **Offered:**

Fall semesters, (irregular; last offered fall 2009)

### **Faculty Assigned:**

Ethel Goodstein-Murphree, Professor

## **1V.2 FACULTY RESUMES**

## **FRANCESCO BEDESCHI, Adjunct Instructor**

### **Courses Taught:**

ARC 4116 - ARCH 4026 Architectural Design Rome

### **Educational Credentials:**

B.Arch., University "La Sapienza", Rome, Italy, 2002

### **Teaching Experience:**

Adjunct instructor at the University of Arkansas Rome Center in Rome (Italy), 2008 - present

Visiting assistant professor at the Mississippi State University - 5th year program in Jackson, MS (USA), 2007 - 2008

Teaching Assistant at the University of Arkansas Rome Center in Rome (Italy), 2003 - 2007

Adjunct professor at the Philadelphia University Rome Program with the American University of Rome, 2002 - 2003

Teaching Assistant at University of Rome "La Sapienza" - School of Architecture, 2001 - 2003

### **Professional Experience:**

Partner and founder of Bedeschi e Bompiani Architetti Associati, architectural firm in Rome, 2003 - present

Area manager for Europe with SINERGI - Integrated Building Science LLC, Sustainable Building Consultants, 2010 - present

### **Licenses/Registration:**

Rome & Province of Rome, Italy

### **Selected Publications and Recent Research:**

"Il sistema di classificazione dell'efficienza energetica LEED e i nuovi standard di misura per gli edifici eco-friendly" in *Ilsoleatrecentosessantagradi*, Rome January 2010

URL: <http://www.ilsoleatrecentosessantagradi.it>

"Un modello internazionale per l'Italia" in *Formiche*, Rome, October 2011

URL: [http://www.formiche.net/dettaglio.asp?id=26977&id\\_sezione](http://www.formiche.net/dettaglio.asp?id=26977&id_sezione)

### **Professional Memberships:**

Registered Architect with the Ordine degli Architetti di Roma e Provincia - No.: 15008, 2003 - present

LEED Accredited Professional with the Green Building Certification Institute, 2009 - present

Member of the Steering Committee of Green Building Council Italia, 2010 - present

Member of the Executive Board of Green Building Council Italia, 2012 - present

## **MARLON BLACKWELL, Distinguished Professor, Department Head, FAIA**

### **Courses Taught (Two academic years prior to current visit):**

ARCH 5016 5th Year Option Studio I  
ARCH 4016/26 Comprehensive Design Studio

### **Educational Credentials:**

Master of Architecture II, Syracuse University in Florence, 1991  
BS Architecture, Auburn University, 1980

### **Teaching Experience (Six academic years prior to current visit):**

University of Arkansas, 1992-Present  
Cornell University, George Baird Professor, Fall 2012  
University of Virginia, Thomas Jefferson Professor, Spring 2011  
University of Michigan, Eliel Saarinen Professor, Fall 2009  
University of Florida, Ivan Smith Distinguished Professor, Spring 2009  
Auburn University, Paul Rudolph Visiting Professor, Spring 2008

### **Professional Experience:**

Principal, Marlon Blackwell Architect, Fayetteville, Arkansas, 1991 – present  
Design and Technical, Payette Associates, Boston, Massachusetts, Summer 1990 – 1991  
Design and Project Manager, Graham Gund Partners Architects, Boston, Massachusetts, 1987 – 1990  
Design and Technical, CBT Architects, Boston, Massachusetts, 1985 – 1987

### **Licenses/Registration:**

Arkansas, Indiana, Kansas, Mississippi, Missouri, Oklahoma, Tennessee, Texas, Utah  
NCARB Certificate 43618

### **Selected Publications (2008 – present):**

Blackwell, Marlon (David Buege, contributor, pages 90-95), “Architecture in a Landscape of Unholy Unions”, Journal of Architectural Education, Volume 63, Issue 1, October 2009  
Meinhold, Bridgette. “Urgent Architecture: 40 Sustainable Designs for a Changing World” (Porchdog House) WW Norton, New York, 2013  
The American Institute of Architects. “AIA 2010-2012 Designs for a New Decade” (Ruth Lilly Visitors Pavilion) Design Media Publishing Limited, China, 2012  
McLeod, Virginia. “The L-Stack House.” (Blackwell Residence). Encyclopedia of Detail in Contemporary Residential Architecture. London: Laurence King Publishing, 2010  
Phaidon Editors, “The Phaidon Atlas of 21st Century World Architecture” (Blessings Golf Clubhouse) London, England: Phaidon Press Limited, 2008

### **Selected Creative Activity (2008 – present):**

University of Arkansas School of Architecture Addition and Renovation, Fayetteville, AR  
2012 American Institute of Architects Technology in Architectural Practice Award  
Building Information Modeling Award for Exemplary Use of BIM in a Small Firm  
Little Rock Creative Corridor, Little Rock, Arkansas (with UACDC)  
2013 Congress for a New Urbanism Charter Award  
Fayetteville High School Phase 1, Fayetteville, Arkansas  
Crystal Bridges Museum Store, Bentonville, Arkansas [2011]  
2013 Contract Magazine Interior Design Award - Retail  
Ruth Lilly Visitors Pavilion & 100 Acres Art and Nature Park, Indianapolis, Indiana [2010]  
2012 American Institute of Architects National Honor Award  
Saint Nicholas Orthodox Church, Springdale, Arkansas [2010]  
2012 American Institute of Architects National Honor Award  
PorchDog House [Tyler Residence] Biloxi, Mississippi [2009]  
2010 Architectural Review Housing Award [Citation]

### **Professional Memberships:**

The American Institute of Architects  
American Academy of Fellows  
US State Department Industry Advisory Board

## **EDWARD RICHARDSON BRYA, Lecturer AIA**

### **Courses Taught:**

ARCH 2113 Architectural Structures I  
ARCH 2123 Architectural Structures II

### **Educational Credentials:**

B.S.-Design, Clemson University, 1988  
March, University of Washington, 1995

### **Teaching Experience:**

Teaching Assistant, University of Washington, 1996  
Adjunct Instructor, University of Arkansas, 2006-2009, 2012-present.

### **Professional Experience:**

Intern Architect, John Parker & Associates, Bethesda, MD 1990-1993  
Intern Architect, Loschky Maarquardt & Nesholm Architects, Seattle, WA 1994  
Intern Architect, Mithun Partners, Seattle, WA 1995  
Principal, President, 3GD inc., Rogers, AR 1997-present.

### **Licenses/Registration:**

Arkansas  
Oklahoma

### **Selected Publications and Recent Research:**

Artist House & Studio, 2011  
Deacon Residence, 2012  
Carney Residence, 2012  
Eversole Residence, 2012  
Smiley-Abramovitz Residence, 2013  
Panek Residence, ongoing  
Park's Edge Nursing Center, ongoing

### **Professional Memberships:**

The American Institute of Architects  
National Council of Architecture Registration Boards

## **DAVID J. BUEGE, Professor**

### **Courses Taught:**

ARCH 2016 Architectural Design III  
ARCH 2026 Architectural Design IV  
ARCH 4523 Architectural Theory  
ARCH 4023 Advanced Architectural Studies

### **Educational Credentials:**

B.S. Architectural Studies, University of Wisconsin—Milwaukee, 1975  
Institute for Architecture and Urban Studies, 1976-77  
Master of Architecture, Princeton University, 1984

### **Teaching Experience:**

Adjunct Instructor, New Jersey Institute of Technology, 1980-81  
Lecturer, Mississippi State University, 1981-1984  
Visiting Assistant Professor, University of Wisconsin—Milwaukee, 1984  
Adjunct Assistant Professor, Pratt Institute, 1985  
Adjunct Assistant Professor, New Jersey Institute of Technology, 1986-88  
Associate Professor, Auburn University, 1989-92  
Associate Professor and Program Director, University of Arkansas, 1992-2002  
Associate Professor, Mississippi State University, 2002-2007  
Interim Director, Auburn Rural Studio, 2007-08  
Professor and Program Director, Philadelphia University, 2008-09  
Visiting Professor and Fay Jones Chair, University of Arkansas, 2009-12  
Professor and Fay Jones Chair, University of Arkansas, 2012-present

### **Professional Experience:**

Intern, Peter Eisenman, Architect, New York, NY 1976-80  
Intern, Foil-Wyatt Architects, Jackson, MS 1983-84  
Project Designer, Herb Githens Architect, Jersey City, NJ 1985-87  
Project Designer, Bartos-Rhodes Architects, New York, NY 1987-88

### **Selected Publications:**

Hard Cash, Hot Coffee, Good Hope; in *Mockbee-Coker: Thought and Process*,  
Lori Ryker, ed. Princeton Architectural Press, 1995.  
Architecture or Entomology; in *An Architecture of the Ozarks, the Works of*  
*Marlon Blackwell, Architect*. Princeton Architectural Press, 2005.  
Foreword; in *Heirlooms to Live In: Homes in a New Regional Vernacular*,  
ORO Publishers, 2010.  
The Supporting Leg; in *Power*, ORO Publishers, 2013.  
Tears of Armadillos; in *Platform*, University of Texas, 2013.

**WENDELL BURNETTE**

John G. Williams Distinguished Visiting Professor, Fall 2009

Principal, Wendell Burnette Architects

Assistant Professor, Arizona State University, Phoenix, AZ

Wendell Burnette Architects is the principal of Wendell Burnette Architects in Phoenix, Arizona, as well as an equal design partner, with Marwan Al-Sayed and Rick Joy, in i-10 Studio, LLC, a design firm dedicated exclusively to completing design and documents on a destination eco-resort in southern Utah. Educated in the practice of architecture through 30 years of experience spanning all aspects of the profession, including programming, design, document preparation, contract administration, and construction management, Burnette's curriculum of self-study education includes a 3 year period at the Frank Lloyd Wright School of Architecture. In addition to his private practice, Burnette is an Assistant Professor at the School of Architecture and Landscape Architecture at Arizona State University.

**ANGELA CARPENTER, Visiting Assistant Professor**

**Courses Taught:**

ARCH 3016 ARCHITECTURAL DESIGN 5  
ARCH 3134 BUILDING MATERIALS AND ASSEMBLIES - TEACHING ASSISTANT  
ARCH 4023 COMPUTATIONAL CRAFT - TEACHING ASSISTANT  
ARCH 3026 ARCHITECTURAL DESIGN 6  
ARCH 4023 LIGHT FAB - CO-TEACHER

**Educational Credentials:**

B.ARCH., University of Arkansas, 2005  
M. ARCH., Cranbrook Academy of Art, 2012

**Teaching Experience:**

Visiting Assistant Professor University of Arkansas, 2012-Present

**Professional Experience:**

Architectural design/production associate (part-time), Massie Architecture, Bloomfield Hills, MI 2012  
Architectural Intern, Marlon Blackwell Architect, Fayetteville AR 2006-2007, 2010  
Architectural Intern, Selser Schaefer Architects Tulsa, Oklahoma 2007-2010

**Awards and Publications:**

Cranbrook Academy of Art  
Awarded Architecture Department's Merit Scholarship, 2011  
Pulte Homes competition winner for developing a new single-family home prototype, 2010  
"Camp Counsel" September 2006 issue of Dwell

**Professional Activities:**

Selser Schaefer Architects  
Design-build project for a children's playhouse for CASA Foundation, 2008  
Curated lecture series for Young Architects Forum, 2007-2009

**KURT CULBERTSON**

John G. Williams Distinguished Visiting Professor, Fall 2008

Principal, Design Workshop, Aspen, CO

Fellow of the American Society of Landscape Architects

Kurt Culbertson is principal, shareholder and chairman of the board for Design Workshop Inc., a landscape architecture, land-planning and urban-design firm with offices in Aspen, Colo., and Asheville, N.C. The firm, which the ASLA named Landscape Architecture Firm of the Year for 2008, is renowned for using sustainable development and design strategies to reconcile economic needs with the preservation of scenic, cultural and community values. Culbertson took a lead role on two key projects for Design Workshop: the master planning process for Flathead County, Montana, a 3.8-million-acre community experiencing rapid growth, and the design of High Desert, a residential development in Albuquerque, N.M. that uses open space planning to preserve natural drainage systems and views. These and other projects are discussed in depth in the 2007 monograph on Design Workshop, *Toward Legacy*.

## ANTONELLA DE MICHELIS

### Courses Taught:

ARCH 4653 Architecture of the City  
ARCH 4023 Modern and Contemporary Rome

### Educational Credentials:

PhD, Courtauld Institute of Art, London, England, 2006  
Bachelor of Arts, Double Major: Art History & French Master of Arts,  
Specialist option Art History: The City of Rome, 1400-1700, Courtauld Institute of Art, London, England, 1999  
Literature, University of British Columbia, Vancouver, Canada, 1993-97

### Teaching Experience:

University of Arkansas Rome Center, 2013 to present  
University of Minnesota Rome Study Center, Italy, 2011 to present  
University of California Rome Study Center, Italy, 2005 to present  
John Cabot University, Rome, Italy, 2007 - 2012  
Courtauld Institute of Art, London, England, 2005; 2004; 2001

### Selected Publications and Recent Research:

"The *Maestri di Strade*: Political Strategies and Social Mobility in Farnese Rome." *Early Modern Rome, 1341-1667*. Conference Proceedings, May 13-15, 2010. Portia Prebys ed. Rome: Editore Edisai, 2011.

"The Garden Suburb of the Garbatella, 1920-29: Defining Community and Identity through Planning in Post-War Rome." *Planning Perspectives* Volume 24, Number 4 (October, 2009).

"*Villeggiatura* in the Urban Context of Renaissance Rome: Paul III Farnese's Villa-Tower on the Campidoglio." *Rural and Urban. Architecture Between Two Cultures*. Andrew Ballantyne ed. London: Routledge, 2009.

"The Early Sixteenth-Century Rome of Pope Paul III: Mapping the Research Path". *Current Work in Architectural History. Papers read at the Annual Symposium of the Society of Architectural Historians of Great Britain*. Peter Draper ed. London: Society of Architectural Historians of Great Britain, 2005.

**TIMOTHY DE NOBLE, Associate Professor, AIA**

**Courses Taught:**

ARCH 2114 Architectural Technology I

ARCH 2124 Architectural Technology II

ARCH 4023H (HUMN 3923H; ANTH 3923H; GEOG 410VH) Visualizing the Roman City

**Educational Credentials:**

M. Arch. Syracuse University, 1992

B.S. in Architecture, University of Texas at Arlington, 1986

**Teaching Experience:**

Professor, Kansas State University, 2009 - present

Associate Professor, University of Arkansas, 2003 - 2009

Assistant Professor, University of Arkansas, 1997 - 2002

Assistant Professor, Syracuse University, 1992 - 1997

**Professional Experience:**

deMX Architecture, PA (formerly denoblearchitecture, pa), 2004 - present Timothy de Noble, Architect, 1993 - 2004

de Noble + Gray Architects, 1991 - 1993

**Selected Publications:**

de Noble, Timothy. "The Public Work: Defining the Standard for an Urban Society", *OZ*, Volume 34, 2012

de Noble, Timothy, Jack Cothren, David Fredrick, Fred Limp, Christopher Goodmaster, and Caitlin Stevens. "Visualizing the Roman City: Viewing the Past through Multidisciplinary Eyes", *Computer Applications and Quantitative Methods in Archaeology International Conference Proceedings*, 2008

## **EMILIO DEL GESSO, Associate Professor**

### **Courses Taught:**

ARC 2993 Art and Culture in Italy  
HUM 425V Living in Rome

### **Educational Credentials:**

BA .Art History, University "La Sapienza", Rome, Italy, 1987

### **Teaching Experience:**

Associate Professor, University of Arkansas Rome Center, Rome, Italy, 1989 - present  
Lecturer, Cornell University Rome Program, 2005-2011  
Adjunct Associate Professor, University of Arkansas J.W. Fulbright College of Arts and Science Fall Semester 2002  
Associate Professor, School of Architecture, Fall Semester 2002

### **Professional Experience:**

Contributing Magazine Editor , "Industria della Costruzione", Author/art critic of local art exhibition, Rome, Italy 1993 - present  
Curator of the exhibition for the Gallery A.A.M. Architettura Arte Moderna : “Architettura e Città, nel segno di Carlo”, 2006  
Curator of the exhibitions for the Gallery A.A.M. Architettura Arte Moderna: Stanley Whitney; Carla Accardi-Francesco Impellizzeri; Licia Galizia, 2004

### **Selected Publications and Recent Research:**

‘Carlo Aymonino and the new addition of the Capitoline Museums for the magazine “Il Segno, attualità internazionali d’arte contemporanea”, 2006

Author for the Fodors guide "Holy Rome" of the chapter "Saints and Martyrs", also published in Italian for "Roma duemila", Touring Club Italiano, 1999

## **BRADLEY EDWARDS, Adjunct Instructor**

### **Courses Taught:**

ARCH 1003 Architecture Lecture  
ARCH 1014 Architectural Design I  
ARCH 1024 Architectural Design II  
ARCH 1212 Design Methods I

### **Educational Credentials:**

B. Arch. University of Arkansas, 1993

### **Teaching Experience:**

Adjunct Instructor, University of Arkansas, 2002 - 2012

### **Professional Experience:**

Bradley Edwards, Architect, 2008 – present  
Architects 226, 2006 – 2008  
studio be, 1998 – 2006  
Fay Jones + Maurice Jennings Architects 1993 – 1998  
David M. French Architects 1991 – 1993

### **Selected Publications of Work:**

"HA House", *50 US Architects: Residential and Planning*, 2012  
"100 Houses We Love", (Wisener Residence, Bradley Edwards, Architect), *Dwell*, February 2002

**AMBER ELLETT, Visiting Assistant Professor AIA, NCARB, LEED AP**

**Courses Taught:**

ARCH 1015  
ARCH 2016  
ARCH 2026  
ARCH 2132  
ARCH 4023

**Educational Credentials:**

B.S.Design., University of Nebraska – Lincoln, 2006  
M.Arch., University of Nebraska – Lincoln, 2008

**Teaching Experience:**

Visiting Assistant Professor, Mississippi State University, 2011-2012  
Visiting Assistant Professor, University of Arkansas, 2012-present

**Professional Experience:**

Intern/Project Architect, Burris/Wagnon Architects, Jackson, MS 2008-2012

**Licenses/Registration:**

Mississippi

**Selected Publications and Recent Research:**

"*Temporality and the Tegurio*," *InForm Journal of Art and Architecture*, Amber Ellett and Ted Ertl (Univ. of Nebraska Press, February 2009)

"*A Delicate Balance: Beauty and Ecology in Architecture in a Post-Fossil World*," Ometeca Institute 10<sup>th</sup> Working Session/Conference on the Relationship between Humanities and Sciences, Amber Ellett and Martin Despang, 2008.

"Generation P[ost-Fossil]," *Proc. of 2nd International Conference on Harmonisation between Nature and Architecture*, Amber Ellett and Martin Despang (WIT Press, 2008)

"New Thermally Modified Architecture," *Proc of the 5th European TMT Workshop*, Amber Ellett and Martin Despang (Institut für Holztechnologie, 2008)

*Biodynamic Dwelling*, Amber Ellett, M.Arch. Thesis (Univ. of Nebraska Press, May 2008)

**Professional Memberships:**

The American Institute of Architects  
National Council of Architectural Registration Boards (certificate #73617)  
LEED Accredited Professional

## **ETHEL GOODSTEIN-MURPHREE, Ph.D., Assoc. AIA, Interim Dean and Professor**

### **Courses Taught:**

Arch 1222: Design Thinking II. Foundations in History of Architecture  
Arch 4433: History of Architecture 3  
Arch 4723H: Honors Architectural Research Methods

### **Educational Credentials:**

B.S. (Architecture), City College, City University of New York, 1974  
B.Arch., City College, City University of New York, 1975  
M.A., (History of Architecture and Historic Preservation Planning), Cornell University, 1979  
Ph.D. in Architecture, (History of Architecture), University of Michigan, 1992

### **Teaching Experience:**

Assistant Professor, University of Louisiana, Lafayette, School of Art and Architecture, 1982-1987  
Associate Professor, University of Louisiana, Lafayette, School of Art and Architecture, 1987-1992  
Associate Professor, University of Arkansas, Fay Jones School of Architecture, 1992-1998  
Professor, University of Arkansas, Fay Jones School of Architecture, 1998 – present  
Associate Dean, University of Arkansas, Fay Jones School of Architecture, 2009 – present  
Interim Dean, University of Arkansas, Fay Jones School of Architecture, May 2013 – June 30, 2014

### **Professional Experience:**

Partner, studio m<sup>2</sup>, Fayetteville, Arkansas, 2002 – present  
Architectural Historian, Arkansas Historic Preservation Program, Little Rock, Arkansas, 1978 – 1981  
Architectural Intern, Paul Properties, Great Neck, New York, 1974 – 1976; 1977 – 1978  
Architectural Intern, Paul Rudolph Associates, New York, New York, 1972

### **Licenses/Registration:**

N/A

### **Selected Publications and Recent Research:**

“The Common Place of the Common Carrier: The American Truck Stop.” In *Visual Merchandising—The Image of Selling*, ed. Louisa Iarocci, (Ashgate Press, 2013).

“Nature and Humanity in a Simple Shed, The Pinecote Pavilion.” In *Fay Jones, The Architect and the Architecture*, eds. Jeff Shannon and Ethel Goodstein-Murphree (University of Arkansas Press. in press).

“At Mid-Century-Modern Home in Arkansas,” Annual Meeting of Southeast Society of Architectural Historians, Charleston, SC, October 2011.

*Clean Lines and Open Spaces, A View of Mid-Century Modern Architecture*, documentary with Mark Wilcken, Producer, Arkansas Educational Television Network (AETN), 2011.

“In Memoriam, Carlson Terrace, 1957-2007.” *Preservation Education Research. Journal of the National Council on Preservation Education*. Vol 3 (2010): pp. 17-26.

“The House of Ideas and the Idea of the House: Edward Durell Stone and the Mid-Century American Home” Arkansas Arts Center, Little Rock, Arkansas, March 2009.

“Mr. Stone Goes to the Fair: The United States Pavilion for Expo ‘58 and Its Influence at Home,” Annual Conference of the Southeast Chapter, Society of Architectural Historians, Greensboro, North Carolina, October 2008.

“The ‘Projects’ Post-Katrina—Psyche and Space in New Orleans Public Housing,” Annual Conference of the Southeast College Art Conference, New Orleans, Louisiana, September 2008.

### **Professional Memberships:**

The American Institute of Architects (AIA Arkansas Board, Ex Officio, 2013-14)  
Southeast Society of Architectural Historians (Board of Directors, 2009-11)  
Historic Preservation Alliance of Arkansas (Board of Directors, 2006-10)  
Society of Architectural Historians; College Art Association  
National Trust for Historic Preservation; American Society of Landscape Architects (Affiliate)

## **GREGORY HERMAN, Associate Professor RA**

### **Courses Taught:**

ARCH 1003 / 1003H	Architecture Lecture
ARCH 2016	Architectural Design III : 2 <sup>nd</sup> Year Design Studio
ARCH 2026	Architectural Design IV : 2 <sup>nd</sup> Year Design Studio
ARCH 3016	Architectural Design V : 3 <sup>rd</sup> Year Design Studio
ARCH 303v	Building Documentation Seminar
ARCH 303vH	Honors Special Projects : Honors Thesis Faculty Advisor
ARCH 4023 / 4023H	Seminar : Home . House . Housing
ARCH 5026	Option Studio : Design X : Museum of the Hardwood Tree
ARCH 5026H	Honors Thesis : Faculty Advisor

### **Educational Credentials:**

M. Arch., Rice University, 1988  
B. Arch., University of Cincinnati, 1985

### **Teaching Experience:**

Assoc. Prof., Fay Jones School of Architecture, University of Arkansas, 1998 – present. (Initial hire 1991)  
Visiting Associate Professor, Memphis Center for Architecture, Memphis, TN, January 1999.  
Visiting Assistant Professor, School of Architecture, Auburn University, Fall 1994.  
Design Studio Instructor, Boston Architectural College, 1988 – 1990

### **Professional Experience:**

Gregory Herman / Catherine Wallack DESIGN STUDIO, Fayetteville, AR  
Abigail Shachat, AJS Interior Architecture, Boston, Massachusetts, 1992  
Dewing and Schmid Architects, Cambridge, Massachusetts, March 1990 - August 1991  
Hickox Williams Architects, Boston, Massachusetts, Summer 1987 and 1988 - 1990  
Buckminster Fuller, Sadao and Zung Architects, Cleveland, Ohio, 1985 - August 1986  
Coats + Preiss / Breismeister Architects, Stamford, Connecticut, Spring and Fall 1984  
Gordon and Greenberg Architects, Washington, D.C., Spring and Fall 1983  
Dalton, Van Dijk, Johnson and Partners, Cleveland, Ohio, Spring and Fall, 1981

### **Licenses / Registration:**

Massachusetts #8629

### **Selected Publication and Recent Research: Scholarly Papers**

Scholarly Paper: *The Architect's Experiment: Fay Jones' House and the Paradigm Shift* Southeast Society of Architectural Historians, Annual Meeting, Athens, GA, October, 2012.  
Scholarly Paper: *Building Arkansas By The Book: Deane Carter's House & Farm Designs* National Conference, Popular Culture & American Culture Assoc., Boston, MA, April 2012.  
Scholarly Paper: *Tomatoes, Soybeans And Houses: Deane Carter's Experiments with Arkansas House Planning* Southeast Society of Architectural Historians, Annual Meeting, Charleston, SC, October 26 – 29, 2011.  
Scholarly Paper: *Dateline Arkansas: Farm Security Administration Resettlements & the Press* National Conference, Popular Culture & American Culture Association, San Antonio, TX, April 2011.  
Scholarly Paper: *They Like It Fine: Life at Clover Bend, Arkansas' Farm Security Administration Houses* National Meeting, Southeast Society of Architectural Historians, Chattanooga, TN, October 2010.  
Scholarly Paper: *Architecture of Hope and Despair: The Many Lives of Arkansas' Chicot Farms Resettlement* Annual Delta Symposium, Arkansas State University, Jonesboro, AR, April 2010.  
Scholarly Paper: *Delta Drawn: The Architecture of Arkansas' Dyess Farms* National Meeting, Southeast Society of Architectural Historians, Jackson, MS, October 2009.  
Author of Entries, *Encyclopedia Of Arkansas History And Culture* (on-line resource: [www.encyclopediaofarkansas.net](http://www.encyclopediaofarkansas.net)) "Warren Segraves" (2013); "Howard Eichenbaum" (2012); "Arkansas Writers' Project" (2009).  
Author, "Market Modular," from *Expanding Architecture: Design As Activism*, Bryan Bell, ed., Metropolis Books, 2008.

### **Professional Memberships:**

Board Member, Historic Preservation Alliance of Arkansas

## **JUSTIN HERSHBERGER, Visiting Assistant Professor**

### **Courses Taught:**

ARCH 2016 Fall 2011 Architectural Design 3  
ARCH 2026 Spring 2012 Architectural Design 4  
ARCH 4023 Spring 2012 Engaged or Disengaged (Professional Elective)  
ARCH 1015 Fall 2012 Architectural Design 1  
ARCH 1025 Spring 2013 Architectural Design 2  
ARCH 4023 Spring 2013 Engaged or Disengaged (Professional Elective)

### **Educational Credentials:**

B.S. in Architecture University of Virginia, 2005  
MArch University of Virginia, 2011

### **Teaching Experience:**

Visiting Assistant Professor University of Arkansas Fay Jones School of Architecture, 2011-2013  
Graduate Teaching Assistant University of Virginia, 2009-2011

### **Professional Experience:**

Intern Marlon Blackwell Architect Fayetteville, AR 2012-present  
Fabrication Manager Prettyhard, Fine Concrete Charlottesville, VA 2005-2008  
Intern John J. Burger, Architect, P.C. Fredericksburg, VA

**JEFFREY E. HUBER, Adjunct Assistant Professor AIA, NCARB, LEED AP**

**Courses Taught:**

ARCH 5016 Option Studio I  
ARCH 5026 Option Studio II  
ARCH 303V Special Projects

**Education al Credentials:**

M.Arch., University of Florida, 2004  
B.Design in Arch., University of Florida, 2002

**Teaching Experience:**

University of Arkansas, 2008-present  
Mississippi State University, Visiting Lecturer of Architecture, Spring 2011  
University of Florida, Visiting Lecturer of Architecture, Spring 2010  
University of Arkansas, Design Studio Co-Instructor, 2005-2007  
University of Florida, Undergraduate Studio Teaching Assistant, Spring 2003

**Professional Experience:**

Assistant Director, University of Arkansas Community Design Center, (2012-Present) Fayetteville, AR.  
Project Designer, University of Arkansas Community Design Center, (2008-2012, 2005-2007) Fayetteville, AR.  
Intern Architect, Howard Davis Associates, Architects P.A., (2004-2005 and 2007-2008) Saint Augustine, Florida.  
Intern Architect, Zyscovich Architects, Inc., (2000-2002), Miami, Florida.

**Licenses/Registration:**

Florida Architect  
Arkansas Architect  
LEED Accredited Professional  
NCARB Certified

**Selected Publications and Recent Research:**

*Low Impact Development: a design manual for urban areas*, Fayetteville: University of Arkansas Press, 2010.

**Professional Memberships:**

American Institute of Architects  
Leadership in Energy and Environmental Design Member  
Congress for the New Urbanism  
American Society of Landscape Architects

## **MICHAEL HUGHES, Associate Professor**

### **Courses Taught:**

ARCH 2016 Architectural Design III  
ARCH 2026 Architectural Design IV  
ARCH 4016 Architectural Design VII: Design Build  
ARCH 4026 Architectural Design VIII: Design Build  
ARCH 4023 Detail Design  
ARCH 4023 Tectonic Theory  
ARCH 5016 Architectural Design IX: Design Build  
ARCH 5026 Architectural Design X: Design Build

### **Educational Credentials:**

M. Arch. Princeton University, 1993  
B.S. in Architecture, University of Virginia, 1990

### **Teaching Experience:**

Associate Professor, American University of Sharjah, 2010 - present  
Associate Professor, University of Arkansas, 2009 - 2010  
Assistant Professor, University of Arkansas, 2006 - 2009  
University of Colorado, 2002 – 2006  
Louisiana State University, 2001 – 2002  
Catholic University of America, 2000 – 2001  
University of New Mexico, 1997 – 2000  
Cornell University, 1995 - 1997

### **Professional Experience:**

Catovic Hughes Design, 1993 - present  
Intern, Gehry Partners LLP, 1994  
Intern, Richard Meier & Partners LLP, 1990 – 1991  
Intern, Durand Associates, 1987 – 1989

### **Selected Publications:**

Hughes, Michael. "Tectonic Gardens", *Journal of Architectural Education* 58/4. p.54-57

Hughes, Michael. "Constructed Landscape: Joy House Project", *OZ: Beyond Aesthetics (The Kansas State University Journal of Architecture)*. p. 16-17

Hughes, Michael. "The Home", *Global Architecture Houses: Project 1995*, p. 83-85

## **FRANK JACOBUS, Assistant Professor RA**

### **Courses Taught:**

ARCH 1015 Architectural Design I  
ARCH 1025 Architectural Design II  
ARCH 4723 Honors Architectural Research Methods  
ARCH 9821 Dissecting the Programmed Landscape

### **Educational Credentials:**

B.Arch., The Cooper Union for the Advancement of Science and Art, 1998  
M.Arch II., The University of Texas at Austin, 2007

### **Teaching Experience:**

Assistant Professor, University of Idaho, 2007-2012  
Assistant Professor, University of Arkansas, 2012-present

### **Professional Experience:**

Project Architect, Nader Design Group, 1998-2005  
Principal, Citycraft, 2005-present

### **Licenses/Registration:**

Texas

### **Selected Publications and Recent Research:**

*Machine Recognition of Plan Typologies: Shotgun and Foursquare* (Computer Technology and Application), 2012 Jacobus, F., Green, A., McCormack, J., Hartung, J.

*Beyond Control: Parametrics and Metadesign as a model for Mass-Customization*  
(Association of Collegiate Schools of Architecture (ACSA) National Conference), 2013,  
Jacobus, F., Manack, M.

*The Thin Line Chair: Continuing Traditions of Cardboard Exploration*, 2011, Jacobus, F. (d3: dialogue)

*The Chair Back Experiment: Hierarchical Temporal Memory and the Evolution of Artificial Intelligence in Architecture*  
(International Journal of Architectural Computing), 2010, Jacobus, F., McCormack, J., Hartung, J.

*Low Energy Dwelling in Cold Alpine-Forested Microclimates: A Thermal Efficiency Case Study* (ARCC: The Place of Research: The Research of Place), 2010. Jacobus, Bickford

*Carbon Neutral McCall: Developing a Zero Energy Campus in McCall, Idaho* (Passive Low-Energy Architecture (PLEA)), 2009, Jacobus, F.

### **Professional Memberships:**

Texas Board of Architectural Examiners (TBAE)

## **VINCENT JAMES**

John G. Williams Distinguished Visiting Professor, Fall 2012

Principal, VJAA, Minneapolis, Minnesota

Fellow of the American Institute of Architects

Vincent James is a founding principal of VJAA; based in Minneapolis, the firm is known for its innovative approach to architectural practice, to environmental design, and to highly crafted buildings. Educated at the University of Wisconsin-Milwaukee, James was appointed adjunct professor at Harvard University's Graduate School of Design from 2000-2008. Prior to teaching at Harvard, he taught at Tulane University, where he was appointed the Favrot Visiting Chair in Architecture in 1998 and 1999. James is currently the Cass Gilbert Professor in Practice at the University of Minnesota School of Architecture. VJAA is the recipient of the 2012 Architecture Firm Award from the American Institute of Architects. Over the past 15 years, VJAA has received 17 national design awards, including four national American Institute of Architects Honor Awards, six Progressive Architecture Awards, and two American Institute of Architects/Committee on the Environment Top 10 Green Building Awards.

## **JEAN JAMINET, Visiting Assistant Professor**

### **Courses Taught:**

ARCH 2026 Architectural Design IV  
ARCH 2114 Architectural Technology I  
ARCH 3134 Architectural Technology III (Lab)  
ARCH 4023, Introduction to Digital Design

### **Educational Credentials:**

B.S. in Architecture, Summa Cum Laude, Ohio State University, Columbus, Ohio, 1998  
Master of Architecture, Advanced Standing, Princeton University, 2004

### **Teaching Experience:**

Visiting Assistant Professor, University of Arkansas, 2009 – 2010  
Assistant Instructor, Building Science and Technology, Princeton University, 2003

### **Professional Experience:**

Project manager, Steven Harris Architects LLP, New York, NY, 2004 – 2009  
Project manager, Deborah Berke Architect PC, New York, NY, 1998 – 2000  
Designer, NBBJ, Columbus, OH, 1997/2002  
Designer, Olsavsky Jaminet Architects Inc., Youngstown, OH, 2001 – 2002  
Project Manager, CS Technology, New York, NY, 2000 - 2001

### **Selected Publications:**

“Tectonic Signage,” in Sexy Machinery, Vol. 12, 2004  
“Thorncrown Chapel Site Plan, Fay Jones Collection,” University of Arkansas Libraries, 2010

**ROBERT C. KOHLER III, AIA, Adjunct Instructor**

**Courses Taught:**

ARCH 5314 Professional Practice

**Educational Credentials:**

M.B.A. Southern Methodist University, 1985

B. Arch. Tulane University, 1981

(Degree converted to M. Arch, 2004)

**Teaching Experience:**

Adjunct Instructor, University of Arkansas, 2004 – 2011

**Professional Experience:**

Principal, Architect, Kohler Design Office, 2000 – present

Development Project Manager, Alexander/Merryship/Nock, 2004 – 2010

Development Project Manager, McCaslin Development Co., 1998 – 2004

Architectural Project Manager, Faulkner Design Group, Inc., 1995 – 1998

Design Director, Jerry Stark Companies, 1994 – 1995

Assistant Vice President, Pacific Realty Corporation, 1985 – 1987

Assistant Project Manager, Trammell Crow Design and Construction Co., 1981 – 1983

**TOM KUNDIG**

John G. Williams Distinguished Visiting Professor, Fall 2010

Principal, Olson Kundig Architects, Seattle, WA

Fellow of the American Institute of Architects

Tom Kundig, a Seattle-based architect with Olson Kundig Architects, is celebrated for crafting kinetic houses fitted with gears, wheels and pulleys and various other devices that open up structures to dramatic natural settings. He has won more than 50 awards, including top honors from the Cooper-Hewitt National Design Museum and the American Academy of Arts and Letters, and his firm, formerly Olson Sundberg Kundig Allen Architects, won a 2009 AIA Honor Award for Firm of the Year. In 2009 alone, his work was published in the *New York Times Magazine*, *Metropolitan Home* and *Architectural Record*.

**TOM KUNDIG**

John G. Williams Distinguished Visiting Professor, Fall 2010

Principal, Olson Kundig Architects, Seattle, WA

Fellow of the American Institute of Architects

Tom Kundig, a Seattle-based architect with Olson Kundig Architects, is celebrated for crafting kinetic houses fitted with gears, wheels and pulleys and various other devices that open up structures to dramatic natural settings. He has won more than 50 awards, including top honors from the Cooper-Hewitt National Design Museum and the American Academy of Arts and Letters, and his firm, formerly Olson Sundberg Kundig Allen Architects, won a 2009 AIA Honor Award for Firm of the Year. In 2009 alone, his work was published in the *New York Times Magazine*, *Metropolitan Home* and *Architectural Record*.

## **TIM LATOURETTE**

### **Courses Taught:**

ARCH 3743 Furniture Design  
ARCH 303-V Independent Study

### **Educational Credentials:**

BFA, Colorado State University, 1980  
MFA, University of Illinois, 1984

### **Teaching Experience:**

Instructor, University of Arkansas, 2006 to present

### **Professional Experience:**

Self-employed carpentry/remodeling, 1988-2003

## **STEPHEN D. LUONI, Distinguished Professor, Associate AIA**

### **Courses Taught:**

ARCH 5016 Option Studio I  
ARCH 5026 Option Studio II

### **Educational Credentials:**

Master of Architecture, Yale University, 1989  
BS Architecture, Ohio State University, 1983

### **Teaching Experience:**

University of Arkansas, 2003-Present  
University of Oklahoma, Bruce Goff Chair of Creative Architecture, Spring 2008  
Washington University in St. Louis, Ruth and Norman Moore Visiting Professor, Fall 2006  
University of Minnesota, Cass Gilbert Visiting Professor of Architecture, Fall 2000  
University of Florida, 1990-2003  
Ohio State University, Spring 1990

### **Professional Experience:**

Director, University of Arkansas Community Design Center, (2003-Present) Fayetteville, AR.  
Principal, Luoni Gold Design Studio (1998-2003), Gainesville, Florida.  
Designer, Phillip Markwood Architects (1990), Columbus, Ohio.  
Designer, Trott & Bean Architects, Inc. and Trott & Eisenman, (1985-1986), Columbus, Ohio.  
Design and Production, Karlsberger & Associates, Inc., (1984-1985), Columbus, Ohio.

### **Selected Publications and Recent Research:**

“An Ecology of Nonprofit Design Practices”, *Activist Architecture: Philosophy and Practice of the Community Design Center*, eds. Craig Wilkins and Dan Pitera (New York: Princeton Architectural Press), forthcoming.  
“From Fabrics and Diagrams to Scenarios”, *Representing Landscapes: A visual collection of landscape architectural drawings*, ed. Nadia Amoroso (Abingdon, U.K.: Routledge, 2012) pp 154-165.  
“Working for the Market vs. Working in the Public Sector”, *Bridging the Gap: Architectural Internships in Public Service*, eds. Georgia Bizios and Katie Wakeford, (Abingdon, U.K.: Routledge, 2011) pp 84-95, 228.  
“Building Recombinant Ecologies: Triangulating Policy, Models, and Design in Urban Infrastructure”, *New Directions in Sustainable Design*, eds. Adrian Parr and Michael Zaretsky (Abingdon, U.K.: Routledge, 2010) pp 66-83.  
“Design Schools as Public Resources”, *ACSA News*, (Washington DC: Association of Collegiate Schools of Architecture, Vol 40, No 1, September, 2010) pp 2-3.  
*Low Impact Development: a design manual for urban areas*, Fayetteville: University of Arkansas Press, 2010.  
“Climate Change and Place Roundtable Discussion”, *Places: Forum of Design for the Public Realm*, Vol 20, No 2, 2008, p 69.  
“Urban Infrastructure and Morphosis”, in *Urban Design*, ed. Dr. Aseem Inam in *Encyclopedia of Life Support Systems* (EOLSS), Developed under the Auspices of the UNESCO, Eolss Publishers, Oxford, UK:  
<http://www.eolss.net>, 2004

### **Professional Memberships:**

The American Institute of Architects

## **MARC MANACK, Assistant Professor AIA NCARB**

### **Courses Taught:**

ARCH 2016 Architectural Design III  
ARCH 2026 Architectural Design IV  
ARCH 4023 Advanced Architectural Studies  
ARCH 5314 Professional Practice

### **Educational Credentials:**

B.S.Arch, The Ohio State University, 2001  
M.Arch., The Ohio State University, 2005

### **Teaching Experience:**

Assistant Professor (PT), Kent State University, 2006-2008  
Visiting Lecturer, Ohio State University, 2008-2011  
Assistant Professor, University of Arkansas, 2012-present

### **Professional Experience:**

Intern Architect, McDonald Cassell and Bassett, Columbus Ohio 2000  
Lead Designer, Architect, Robert Maschke Architects, Cleveland Ohio 2001-2012  
Principal, SILO AR+D, Cleveland Ohio 2007-present

### **Licenses/Registration:**

Ohio  
National Council of Architecture Registration Board Certificate

### **Selected Publications and Recent Research:**

*"Beyond Control: Parametrics and Metadesign as a model for Mass-Customization"* ACSA National Conference 2013 (with Frank Jacobus)  
*"Flexibility Within the Rules"* International Journal of Interior Architecture + Spatial Design (with Frank Jacobus)  
*"Crafty: Artisan\_Architect"* AIA Forward Journal (with Frank Jacobus)  
*"Processing Place: Composition vs. Computation"* National Conference on the Beginning Design Student 2013 (with Frank Jacobus)

### **Professional Memberships:**

The American Institute of Architects

## **TAHAR MESSADI, Associate Professor**

### **Courses Taught:**

ARC 4154 Environmental Technology 2 and Building Systems  
ARC 4016/4026 Comprehensive Design Studio  
ARC 2132 Environmental Technology 1  
ARC 4023 Sustainable Design – The LEED Model  
SUST 1103 Fundamentals of Sustainability (taught University wide)  
SUST 2103 Applications of Sustainability (taught University wide)  
SUST 4103 Capstone Project of Sustainability (taught University wide)

### **Educational Credentials:**

B.Arch., University of Constantine, Algeria, 1979  
M. Arch., The University of Michigan, 1983  
Doctor of Architecture, The University of Michigan, 1994

### **Teaching Experience:**

Associate Professor, University of Arkansas, 2009-Present  
Assistant Professor, University of Arkansas, 2003-2009  
Assistant Professor, Georgia Tech, 1994-2003  
Lecturer at the rank of Assistant Professor, Lawrence Tech University, Southfield, Michigan, 1987-1992

### **Professional Experience:**

Consultant – Daylighting and Acoustics

### **Licenses/Registration:**

Algeria

### **Recent Research**

2010 – 2012 Daylighting and Acoustic design of the extension to Vol Walker Hall. Client –  
2010 – Team Effort in the Development of an Undergraduate Sustainability Minor at the University of Arkansas  
2009– A Neonatal Intensive Care Unit - Sponsor - Phoebe Putney Memorial Hospital  
2010-2013 – Fly Ash vs Portland Cement Concrete Thermal Performance – Sponsor-Concrete Services of Arkansas

### **Selected Recent Research (4) and Publications (5):**

-2010 – 2012 Daylighting and Acoustic design of the renovation and extension of Vol Walker Hall, Sponsored by U. of Arkansas  
-2010 – Led Team Effort in the Development of an Undergraduate Sustainability Minor at the University of Arkansas  
-2009 – A Neonatal Intensive Care Unit - Research Studio Sponsored by Phoebe Putney Memorial Hospital  
-2010-2013 – Fly Ash vs Portland Cement Concrete Thermal Performance – Sponsor by Concrete Services of Arkansas  
-2013 Kim Needy, Tahar Messadi, John Kester, *On the Development of An Undergraduate Course on Research Methods for Students Enrolled in the Minor of Sustainability at the University of Arkansas*, American Society of Engineering Education, ASEE 2013 Annual Conference, American Society of Engineering Education, Atlanta, GA, June 21-23, 2013.  
-2012 Tahar Messadi, Steve Boss, *A Multidisciplinary Model For a New Graduate Certificate in Sustainability at the University of Arkansas*; Association for the Advancement of Sustainability in Higher Education Conference, AASHE 2012 Annual Conference, Los Angeles, CA, October 14 - 17, 2012  
-2011 Tahar Messadi and Kim LaScola Needy Demographics and Outcomes of the Interdisciplinary Foundations of Sustainability Minor at the University of Arkansas, Association for the Advancement of Sustainability in Higher Education Conference, AASHE 2011 Annual Conference, Pittsburgh, PA, October 9 - 12, 2011.  
-2010 C.S. Gattis, T. Messadi, et al., *An interdisciplinary Model for an Undergraduate Minor of Sustainability at the University of Arkansas*, AASHE 2010 Conference, Denver Colorado, October 10-12  
-2008 Published Book: *Field Guide to Illumination*, Co-Authors: Tahar Messadi, Angelo Arcchi, John Koshel, SPIE Press

### **Professional Memberships:**

Association for the Advancement of Sustainability in Higher Education  
USGBC – US Green Building Council

## **SANTIAGO R. PEREZ, Assistant Professor**

### **Courses Taught:**

#### **Design Studios**

ARCH 3026-002 ARCHITECTURAL DESIGN VI

ARCH 5016-001 5TH YR OPTION STUDIO I  
(John Williams Distinguished Studio with V. James + J. Yoos)

ARCH 3026-001 ARCHITECTURAL DESIGN VI

ARCH 5016-004 5TH YR OPTION STUDIO I

#### **Digital Fabrication Seminars**

ARCH 4023-009 ADVANCED ARCHITECTURE STUDIES

ARCH 4023H-002 ADVANCED ARCHITECTURE STUDIES  
(CSCE 4023H) (Honors Computational Craft Interdisciplinary Seminar)

ARCH 4023-004 ADVANCED ARCHITECTURE STUDIES

ARCH 4023-002 ADVANCED ARCHITECTURE STUDIES

### **Educational Credentials:**

B.Arch., Boston Architectural College, 1989

M.Arch. with Distinction, Harvard University Graduate School of Design, 1991

### **Teaching Experience:**

Thesis Advisor & Advanced Design Studio Instructor, Boston Architectural College, 1995-2000

Visiting Lecturer, University of Arizona, Tucson, 2002-2003

Assistant Professor, University of South Florida, Tampa, 2003-2006

Visiting Assistant Professor, University of Hawaii at Mānoa; Summer Program, 2009

(Doctor of Architecture Intensive Summer Program for Students with Advanced Placement)

Assistant Professor, University of Houston, 2006 – 2010

Assistant Professor & 21st Century Endowed Chair in Integrated Practice,  
University of Arkansas, Fayetteville, 2010-present

### **Professional Experience:**

Project Architect, Margulies & Associates, Boston, Massachusetts 2000-2002

Senior Project Architect, Bergmeyer Associates, Inc. Boston, Massachusetts 1998-2000

DTS Shaw Associates (previously Dean, Tucker, Shaw), Boston, Massachusetts 1993-1998

### **Selected Publications and Recent Research:**

*Towards an Ecology of Making*, in Matter: Material Processes in Architectural Production, Gail Borden & Michael Meredith, eds. (Routledge, 2012)

*Cardboard- Structural & Material Innovation*, in Outside the Box: Cardboard Design Now, ed. Duncan McCorquodale. (Black Dog Publishing, 2010)

*Post-Parametric Design Intelligence* and *Rethinking Post-Vanguard Conceptual Practices*, (Proceedings of the ACSA International Conference, 2012)

### **Professional Memberships:**

ACADIA (Association for Computer Aided Design in Architecture)

ASSOCIATION FOR ROBOTS IN ARCHITECTURE

**PETER RICH**

John G. Williams Distinguished Visiting Professor, Fall 2011

Principal, Peter Rich Architects, Johannesburg, South Africa

Honorary Fellow of the American Institute of Architects

Professor of architecture at Witwatersrand University, Johannesburg, South Africa

Peter Rich is a principal architect at Peter Rich Architects in Johannesburg, South Africa, and a professor of architecture at Witwatersrand University in Johannesburg, South Africa. Rich is recognized as promoting a truly sustainable African architecture, enthusiastically engaging in long and complex political and consultative processes to ensure that the legacies of the projects last well beyond the building's completion. He received the 2009 World Building of the Year Award for his design of the Mapungubwe Interpretive Center, in the Limpopo National Park in Mozambique and was awarded a gold medal by the South African Institute of Architects in 2010.

## **CHARLES ROTOLO, Clinical Assistant Professor**

### **Courses Taught:**

ARC 3016	3 <sup>rd</sup> Year Design Studio V
ARC 3134	Building Materials & Assemblies
ARC 3026	3 <sup>rd</sup> Year Design Studio V
ARC 4154	Architectural Technology V (6 weeks)
ARC 4023	The Architectural Detail, professional elective

### **Educational Credentials:**

B.S./Civil Egr	Auburn University, 1980
B.Arch.	Louisiana State University, 1986
M.Arch.	Washington University at St. Louis, 2004

### **Teaching Experience:**

Studio instructor/Thesis advisor,	Boston Architectural Center, SU 1995, SP 1996, 1997-1999
Visiting Assistant Professor,	University of Arkansas, SP 2000, 2001-2003
Clinical Assistant Professor,	University of Arkansas, SP 2005 - present

### **Professional Experience:**

1997 - 2001:	<u>Tappé Associates Inc., Boston, Massachusetts</u> Project Architect: Shirley Middle School, Shirley, MA. Project Architect: Jenkins Elementary School, Scituate, MA. Job Captain: Berlin Elementary School, Berlin, MA. Project Designer: Campus Residence Hall, Blagoevgrad, Bulgaria.
1994 - 1997:	<u>Elkus/Manfredi Architects Ltd., Boston, Massachusetts</u> Project Team: Port Columbus Airport Renovations, Columbus, Ohio. Project Architect: Citizens Bank Renovations, Boston, MA Project Architect: The Atrium Mall Renovations, Chestnut Hill, MA
1989 - 1994:	<u>Payette Associates Inc., Boston, Massachusetts</u> Job Captain: Geological Sciences Center, University of Maine. Project Team: Davis Museum & Cultural Center, Wellesley College, MA (with Rafael Moneo, Design Architect) Project Team: Leon Levine Science Research Center, Duke University, NC Competition Team: Science Facilities Addition, Washington & Lee Univ, VA Project Architect: Daycare Facility, Deaconess Hospital, Boston, MA
1986 - 1989:	<u>Graham/Meus Inc. Architects, Boston, Massachusetts.</u> Intern

### **Licenses/Registration:**

Florida, 1990 (lapsed)

**MICHAEL ROTONDI**

John G. Williams Distinguished Visiting Professor, Spring 2014

Founding Principal, RoTo Architects, Los Angeles, California

Fellow of the American Institute of Architects

Michael Rotondi is recognized as an innovative architect/educator. He has practiced and taught architecture for 30 years, and has always been based in Los Angeles, co-founding 2 international practices, first as a partner of Morphosis, (1975-1991) and RoTo Architects (1991-present). He was a co-founder and for ten years (1987-1997) the second Director of the Southern California Institute of Architecture (SCI-Arc). He is currently on the Board of Trustees and a Distinguished Faculty. His research and work as a trans-disciplinary educator-practitioner, has given him the insights that are essential to an open-minded approach to envisioning new directions, solving complex problems at any scale (object-building-city), working with a diversity of people in unique ways, many of whom are at the frontiers of their particular fields, and testing ideas in real time. Projects range from contemplative and cultural, to commercial and civic. He works as a practitioner, an educator, education consultant, and an organizational meta-planner. Among his many awards are the American Academy of Arts and Letters Award in Architecture, received in 1992, and the AIA/LA Gold Medal for his contributions as a Practitioner and Educator, received in 2009. The works have been published widely and he has lectured and taught throughout the world, for many years.

## **RUSSELL RUDZINSKI, Clinical Assistant Professor AIA**

### **Courses Taught:**

ARCH 1015  
ARCH 1025  
ARCH 1212  
ARCH 4116/4126

### **Educational Credentials:**

M.ARCH, With Honor, Washington University in Saint Louis, 1997  
B.ARCH, Cum Laude, Syracuse University, 1992

### **Teaching Experience:**

Director, University of Arkansas Mexico Summer Urban Program, 2001-present  
University of Arkansas, Clinical Assistant Professor, 2000-present  
Kansas State University, Visiting Assistant Professor, 1998-2000  
Washington University, Adjunct Lecturer, 1997

### **Professional Experience:**

Designer and Co-Owner, Architects226, Incorporated Fayetteville, Arkansas, 2006-present  
Independent Designer, Fayetteville, Arkansas, 2000-2006  
Project Manager, The Lawrence Group, Saint Louis, Mo., 1997-1998  
Project Manager, Volker-Winn Architects, Louisville, Kentucky, 1994-1996  
Intern, Design and Planning, Columbus, Indiana, 1992-1994

### **Licenses/Registration:**

Arkansas

### **Selected Publication and Recent Research:**

50 US Architects: Residential and Planning. HA House, Eureka Springs Arkansas, 2012  
“Weaving the Monumental Surface: First Christian Church by Eliel Saarinen” published in PTAH: The Journal of the Alvar Aalto Academy, 2006  
“Modern View,” by Melanie Jones, published in At Home in Arkansas. Article describing the Quantum House, a completed architectural project, 2006  
“Weaving the Monumental Surface: The First Christian Church by Eliel Saarinen” published in Archipelagos: Outposts of the Americas, the Proceedings of the 2004 ACSA National Meeting, 2004  
“Sacrifices of Pleasure” published in Speed:Space the Proceedings of the 2002 ACSA West Central Regional Conference, 2002  
“A Jubilee Celebration by Design: A Hispanic Parish Seeks a New Statement within a Traditional Framework” by Richard S. Bullene. Competitions Magazine, Summer 2000. pp. 8-15. Includes images and critique of 2nd place award-winning design for Jubilee2000 Parish Church Design Competition, 2000  
“Eliel Saarinen in America” monograph, 2003-present  
“Finnish-American Modernism: The Collaborative Work of Eliel and Eero Saarinen” unpublished manuscript, 1997-present  
Eliel Saarinen in America, preparation of measured drawings of Saarinen’s work in America including First Christian Church, Des Moines Art Center, Christ Church Lutheran, Kleinhans Music Hall, Crow Island School and Cranbrook Academy, 1992-present

## **SIMONA SALVO, Adjunct Instructor**

### **Courses Taught:**

ARCH 4023 Historic Preservation Seminar

### **Educational Credentials:**

PhD in Architectural Preservation, University 'La Sapienza', Rome, 1999

Specialization in Architectural Preservation, Magna Cum Laude, Scuola di Specializzazione in Restauro dei Monumenti, University 'La Sapienza', Rome, 1996

BPS in Architecture, Magna Cum Laude, University 'La Sapienza', Rome, 1993

### **Teaching Experience:**

Adjunct Professor, University of Arkansas Rome Center, 2005 - present

Professor, University of Rome 'La Sapienza', Dept. of Architectural History and Preservation, 1995 - present,

University of Camerino, Faculty of Architecture, Ascoli Piceno, 2005 - 2012

### **Professional Experience:**

Preservation interventions on the Pirelli Building, Milano, with 'Multari + Corvino', Naples and 'Renato Sarno Group', Milan, 2002-2003

Preliminary and definitive design and supervisor for architectural works in association with engineers P. Castori and engineer. R. Venturini for the restoration, consolidation and reworking of the Bonucci Pavilion in Perugia commissioned by Università degli Studi di Perugia, 2000-2003

### **Selected Publications and Recent Research:**

Il Convento della SS. Annunziata di Ascoli Piceno, d'Auria Editrice, 2012

Il restauro del moderno, in "Trattato di Restauro architettonico", aggiornamento, edited by G. Carbonara, tomo I, Utet, Torino 2007.

La situazione nel Nord America, in "Parametro", num. mon. Il restauro del Moderno, 2006, 266, pp. 42-47.

Facciate continue. Dopo il restauro del grattacielo Pirelli, in "L'architetto italiano", 2006, 14, pp. 73-79.

La chiesa di S. Claudio presso Spello. Storia, architettura e caratteristiche costruttive, in "La chiesa di S. Claudio", edited by S. Guiducci e P. Bonacci, Comune di Spello, Spello 2005, pp. 11-39.

Il restauro del grattacielo Pirelli. La risposta italiana ad una questione internazionale, in "Arkos", 2005, 10, pp. 64-71.

Facciate continue. Storia, tecnologia e restauro di un sistema costruttivo italiano, in "L'architetto italiano", 2006, 13, pp 64-67.

La chiesa di S. Claudio presso Spello. Storia, architettura e caratteristiche costruttive, in "La chiesa di S. Claudio", edited by S. Guiducci e P. Bonacci, Comune di Spello, Spello 2005, pp. 11-39.

## **PIA SARPANEVA, Clinical Associate Professor**

### **Courses Taught:**

ARCH 1014 Architectural Design I  
ARCH 1024 Architectural Design II  
ARCH 1212 Design Methods I  
ARCH 1222 Design Methods II  
ARCH 4023 The House  
ARCH 4016 Architectural Design VII  
ARCH 5016 Architectural Design IX  
ARCH 5026 Architectural Design X

### **Educational Credentials:**

M.Arch. with excellence, Helsinki University of Technology, Finland, 1986

### **Teaching Experience:**

Clinical Associate Professor, University of Arkansas, 2011 – 2012  
Visiting Associate Professor, University of Arkansas, 2006 – 2011  
Associate Professor, Virginia Tech, 1997 – 2003  
Director, Helsinki Summer School, Tulane University, 2001 – 2003

### **Professional Experience:**

Project lead, Helin & Siitonen Architects, Helsinki, Finland, 1986 – 1994  
Registered Architect in Finland, 1986

### **Selected Publications of Design Work:**

“Kellosaarenkatu Housing VVO”, *Arkkitehti* 2/3 (*Finnish Architectural Review*), 1996  
“Student Housing VOAS XIII”, *Arkkitehti* 4 (*Finnish Architectural Review*), 1992  
Poole, Scott. “Centre for Changing Exhibitions”, *The New Finnish Architecture*, 1992

## **LAWRENCE SCARPA**

Fay Jones Distinguished Visiting Professor, Spring 2009

Pugh + Scarpa Architects, Santa Monica, California

Fellow of the American Institute of Architects

Architect Lawrence Scarpa, and the Los Angeles firm that he cofounded with Gwynne Pugh in 1991, Pugh + Scarpa, is renowned for what Scarpa terms making the “ordinary extraordinary.” A used ocean shipping container, colored translucent Dixie cups and ping pong balls were some of the materials creatively repurposed in the firm’s early work. Though projects have grown in scope from small-scale boutique interiors to larger commercial projects, multi-family housing, and educational and civic buildings, Pugh + Scarpa has continued to emphasize process rather than product. Pugh + Scarpa has received thirty-six major design awards, notably eleven National AIA Awards, including 2006 and 2003 AIA Committee on the Environment “Top Ten Green Project” awards, 2005 Record Houses, 2003 Record Interiors, 2003 Rudy Bruner Prize, and finalist for the World Habitat Award, one of ten firms selected worldwide. In 2004 The Architectural League of New York selected him as an “Emerging Voice” in architecture. His work was recently exhibited at the National Building Museum in Washington, D.C. and featured in *Newsweek*. Pugh + Scarpa is one of 12 firms selected by the Make It Right foundation to design affordable housing in New Orleans for Hurricane Katrina victims.

## **KIM S. SEXTON, Associate Professor**

### **Courses Taught:**

ARCH 2233 History of Architecture I (including Honors section ARCH 2233H)  
ARCH 2243 History of Architecture II (including Honors section ARCH 2243H)  
ARCH 4023H Medieval Bodies / Medieval Spaces  
HUMN 1124H Honors Humanities Project II: Equilibrium of Cultures, 500-1600CE

### **Educational Credentials:**

Ph.D., M. Phil., M.A., Yale University, History of Art, 1998, 1995, 1988, respectively  
B.A., Binghamton University, State University of New York, French & German, 1984

### **Teaching Experience:**

Adjunct Instructor, Art History, University of St. Thomas, St. Paul, MN, 1995-1996  
Visiting Assistant Professor, Architectural History, University of Virginia, 1998-1999  
Assistant Professor, Architectural History, University of Arkansas, 1999 - 2005  
Associate Professor, Architectural History, University of Arkansas, 2005 – present

### **Selected Publications:**

“Justice Seen: Loggias and Ethnicity in Early Medieval Italy,” *Journal of the Society of Architectural Historians* 68 (Sept., 2009): 308-337.  
Book review of Brendan Cassidy, *Politics, Civic Ideals, and Sculpture in Italy, c. 1240–1400*, in *Speculum* 86, no. 1 (Jan. 2011): 174-175.

### **Selected Research:**

“The Early Christian Afterlife of Roman Athleticism,” paper delivered at the Society of Architectural Historians, in Chicago, IL, April 23, 2010.  
“Embodied Space and the Early Christian Circus Basilica,” paper delivered at the College Art Association Conference, in New York, NY, February 9, 2011.  
“Outside In: The Italian Palazzo Facade and Myths of Renaissance Individualism,” paper delivered at the Southeast Society of Architectural Historians, in Charleston, SC, October 28, 2011.  
“Haec spectacula Christianorum: The Roman Circus in Early Christian Basilicas,” paper delivered at the Sewanee Medieval Colloquium, University of the South, Sewanee, TN, March 31, 2012.  
“Political *Porticus*: Imaging Self-Rule in Early Communal Italy,” article currently under review at *Gesta*, journal of the International Center of Medieval Art.  
“Embodied Space and the Early Christian Circus Basilica,” in *Event Place Performance: Theorizing Architectural Spaces in the Ancient Worlds*, ed. Omü Harmansah and Catherine Becker (editors currently seeking a publisher).  
*The Italian Loggia: Living on Stage in Early Modern Italy*, book manuscript currently under review at University of Minnesota Press. “Medieval Bodies / Medieval Spaces” co-authored book manuscript in process.

### **Professional Memberships:**

Society of Architectural Historians (SAH)  
College Art Association (CAA)  
Renaissance Society of America (RSA).  
Southeast Society of Architectural Historians (SESAH)

## **JEFF SHANNON, Professor AIA**

### **Courses Taught:**

ARCH 5493 History of Urban Form  
ARCH 4023 Design Thinking  
ARCH 4023 Conceptual Strategies in Architecture  
ARCH 2016 Design III  
ARCH 2026 Design IV

### **Educational Credentials:**

BARCH, BA University of Arkansas, 1970  
MAUD, Rice University, 1973

### **Teaching Experience:**

Visiting Assistant Professor, University of Arkansas, 1979-80  
Assistant Professor, University of Arkansas, 1980-83  
Associate Professor, University of Arkansas, 1983-89  
Professor of Architecture, University of Arkansas, 1989-present

### **Professional Experience:**

Intern, Fay Jones, Fayetteville, AR 1970  
Intern, Roy Harrover and Associates, Memphis, TN 1971  
Principle, Team Plan, Inc., Palm Beach, FL, 1973-74  
Director, CPS Planning, Little Rock, AR, 1974-77  
Principle, Polk, Shannon, Stanley, Architects, Little Rock, AR, 1977-79

### **Licenses/Registration:**

Arkansas

### **Selected Publications/Recent Research:**

"Thorncrown Chapel," The Arkansas Encyclopedia of History and Culture, On-Line Encyclopedia Sponsored by the Butler Center for Arkansas Studies, Central Arkansas Library System, 2006, updated 2009.  
"Fayetteville Rome," Essay for Exhibition Catalog Andrata & Ritorno, published by the Facolta di Architettura, Universite Degli Studi Roma Tre and The Rome Study Center for Architecture and the Humanities, U of A School of Architecture, December 2003.  
Book Review of Tod Marder's *Bernini's Scala Regia at the Vatican Palace*, published in *Arris, The Journal of the Southeast Chapter of the Society of Architectural Historians*, Vol. 8, 1997 (Published Fall 1998).  
"Perceptual Layering and the Concept of Centering in Bernini's Colonnades of St. Peter's," Annual Meeting, Southeast Society of Architectural Historians (SESAH), 1995.  
"The False Bernini of Codex Chigi," Annual Mtg., Southeast College Art Conference, 1994.  
"Bernini's Conceptual Methods: A Search for Parallels," Annual Meeting, SESA, 1992.  
"Bernini's Piazza at St. Peter's: New Evidence about His Conceptual Sources," Annual Meeting, SESA, 1989.  
"The Dome and the Obelisk," Annual Meeting, Association of Collegiate Schools of Architecture (ACSA), 1987.  
"Confusion Through Promise: Fusion through Compromise," Journal of Architectural Education, (winter '82).

### **Professional Memberships:**

The American Institute of Architects

## **KORYDON SMITH, Associate Professor**

### **Courses Taught:**

ARCH 1013 Diversity + Design  
ARCH 1014 Architectural Design I  
ARCH 1024 Architectural Design II  
ARCH 2016 Architectural Design III  
ARCH 2026 Architectural Design IV  
ARCH 4023 Diversity + Design  
ARCH 4433 Architectural Theory  
ARCH 4723H Architectural Research Methods  
ARCH 5016 Architectural Design IX  
ARCH 5026 Architectural Design X

### **Educational Credentials:**

Ed.D. in Higher Education Leadership, University of Arkansas, 2010  
M.Arch. with a concentration in theory and design, University at Buffalo, 2001  
BPS in Architecture, Magna Cum Laude, University at Buffalo, 1999

### **Teaching Experience:**

Associate Professor, University at Buffalo, 2012 - present  
Associate Professor, University of Arkansas, 2008 - 2012  
Assistant Professor, University of Arkansas, 2001 – 2007

### **Professional Experience:**

### **Selected Publications:**

Smith, Korydon, editor. *Introducing Architectural Theory: Debating a Discipline* (London/New York: Routledge, 2012).

Smith, Korydon and Wolfgang Preisner. *Universal Design Handbook*, 2nd Edition. New York: McGraw-Hill, 2010.

Smith, Korydon, Jennifer Webb, and Brent T. Williams. *Just Below the Line: Disability, Housing, and Equality in the South*. Fayetteville, AR: University of Arkansas Press, 2010.

Korydon Smith, "Architectural Theory in the Undergraduate Curriculum: A Pedagogical Alternative," Published in the *Proceedings of the National Conference of the Association of Collegiate Schools of Architecture*, New Orleans, La., March 6, 2010.

Korydon Smith, "Breaking the Skin: Modifications of Body, Home, and Identity," *Multi: The Journal of Diversity and Plurality in Design*, Vol.2, pp. 33-43.

## **BARBARA SPACCINI**

### **Courses Taught:**

ITAL 1003 Elementary Italian I

ITAL 1013 Elementary Italian II

### **Educational Credentials:**

University Degree in Translation in English and Russian, Scuola Superiore di Lingue Moderne per Interpreti e Traduttori dell'Università degli Studi di Trieste 1993

Dilit International House Diploma for the teaching of Italian as a foreign language (Recognized by the Italian Ministry of Education) 2007

Language skills: English, French, Russian (excellent), Czech, Spanish (basic)

### **Teaching Experience:**

Instructor, University of Arkansas Rome Center, Rome, Italy, Elementary and Intermediate Italian, 2007- present

Instructor, Italian Lyceum “Dante Alighieri”, Prague, Czech Republic, Teaching of Italian for foreign students 1993-1994

Lecturer, Moscow Institute of Foreign Languages named after Moris Toretz, Russia, Jan-June 1992

### **Professional Experience:**

Translator for:

University of Arkansas Rome Center, 2005 - present

Magazine Colours by Oliviero Toscani, 1995

Lazar Markovic Lisickij, Enrica Torelli Landini, Officina Edizioni. 1994

Collaborator for the translation agency AdriaTisconi, Trieste, specialized in medical , 1993

### **Licenses/Registration:**

Dilit International House Diploma for the teaching of Italian as a foreign language (Recognized by the Italian Ministry of Education), 2007

## **LAURA M. TERRY, Associate Professor**

### **Courses Taught:**

ARCH 1015, 1025, Architectural Design I and II  
ARCH 1011, Leadership by Design: University Perspectives  
ARCH 1003: Basic Course in the Arts: Architecture Lecture (on-line version)  
ARCH 4023, Experimental Bookmaking: Stitched and Bound, Reading, Writing and Painting the American Landscape

### **Educational Credentials:**

M.F.A., Painting, Savannah College of Art and Design, Savannah, GA, 1998  
B.S. in Environmental Design, Auburn University, Auburn, AL, 1993

### **Teaching Experience:**

Associate Professor of Architecture, University of Arkansas, 2007 – present  
Assistant Professor of Architecture, University of Arkansas, 1998 - 2007  
Visiting Professor, Isthmus: New School of Architecture, Panama City, Panama, January 2002  
Instructor, Auburn University, Spring Semester 1998

### **Professional Experience:**

Arts in Education Roster, Multidisciplinary – Visual arts and Design arts, Arkansas Arts Council

### **Selected Publications and Recent Research:**

#### **Juried Exhibitions:**

*54<sup>th</sup> Annual Delta Exhibition*, Arkansas Arts Center, juror: Tom Butler, Columbus Museum of Art, January – March 2012: painting entitled *A Map, Etched (Observations from the 35<sup>th</sup> Parallel)* included (54 paintings selected from over 900 entries)  
*Small Works on Paper Exhibit*, Arkansas Arts Council, juror: Suzanne Bloom, University of Houston, 2010: painting entitled *Queens in June* included (39 paintings selected from 386 entries)  
*Crafting Place*, sUGAR gallery, Bentonville, AR, juror: Kenneth Trapp, curator emeritus of the Renwick Collection of the Smithsonian, May 2010: *Carry the Sky* and *Flying without Feathers* included  
Studio Visit: A Juried Exhibition in Print, Vol. 4, Juror: Carl Belz, Director Emeritus, The Rose Art Museum, November 2008 (149 selected out of over 1000 entries)  
*2<sup>nd</sup> Annual Arts in the Air*, Professional Artists Exhibit, Winthrop Rockefeller Institute, Morrilton, AR, jurors: Chris Crosman, Curator, Crystal Bridges Museum of American Art and Jed Jackson, Professor of Art, University of Memphis, June 2008: *Ghost Thistle* received Merit Award.

#### **One Person Exhibitions:**

*Roman Skies: The Space Between*, 24 pastel drawings, Palazzo Taverna, Rome, Italy, February 2012.  
*Earth and Sky*, 12 paintings, Brick House Kitchen, Fayetteville, AR, June-August 2012.  
*Natural State, Recent Paintings by Laura Terry*, Historic Arkansas Museum, Little Rock, AR, September 2010.  
*Seeds and Stars*, Brick House Kitchen, Fayetteville, AR, December 2010  
*Things are not Perfect in the Garden*, ddp gallery, Fayetteville, AR, October 2009

#### **Group Exhibitions:**

*Landscapes: Dennis McCann and Laura Terry*, Hammons Gallery at the Mabree Fine Arts Center, Ouachita Baptist University, Arkadelphia, AR, November 2011.  
*New Works: Krista Harris, Tess Jordan and Laura Terry*, Diane West Gallery, Durango, CO, June 2011.

#### **Curated Exhibitions:**

*Salon I: Annual Show of Represented Artists*, ddp gallery, Fayetteville, AR, December 2009.  
*Project Feed Local*, 50 Artists Commissioned to create works on grocery bags, Ozark Food Bank fundraiser, ddp gallery, November 2009.  
*Fall Show*, Curated exhibit of Arkansas artists, Sara Howell Gallery, Jonesboro, AR, November 2009.  
*Arkansas Artists*, Grand opening of the Arkansas World Trade Center, Rogers, AR, April – June 2007, *Carry Me Home* selected for exhibit.

#### **Commissions:**

5 works on paper (40" x 29") commissioned by Fresh Paint Art Advisors, Culver City, CA, for San Diego area restaurant, February 2011.  
3 paintings (36" x 48" each) commissioned by and installed at the Alpha Delta Pi sorority house, University of Arkansas, July 2009.

## **ALISON M. TURNER, Visiting Assistant Professor AIA, LEED AP**

### **Courses Taught:**

ARCH 2016 Architectural Design III, Fall 2011  
ARCH 2026 Architectural Design IV, Spring 2012  
ARCH 4023 LEED Seminar, Spring 2012  
ARCH 4023 Sustainable Seminar, Summer 2012  
ARCH 4023 Sustainable Workshop, Summer 2012  
ARCH 4016 Comprehensive Design Studio, Fall 2012  
ARCH 4023 Sustainable Methods, Fall 2012  
ARCH 4026 Comprehensive Design Studio, Spring 2013  
ARCH 4023 Dwelling: Origin, Evolution & Sustainability, Spring 2013  
ARCH 4023 Sustainable Strategies, Summer 2013  
ARCH 303V Sustainable Workshop, Summer 2013

### **Educational Credentials:**

Master of Architecture, Parsons School of Design, New York, New York 1998  
Bachelor of Interior Architecture, Kansas State University, Manhattan, Kansas 1996  
Santa Chiara Centre de Studi, Castiglion Fiorentino, Italy 1995

### **Teaching Experience:**

University of Arkansas, Fay Jones School of Architecture, 2008-present, Visiting Assistant Professor  
University of Arkansas, Fay Jones School of Architecture, 2006-2007, Adjunct Instructor  
University of Arkansas, Fay Jones School of Architecture, 2008-present, Visiting Assistant Professor

### **Professional Experience:**

Owner, sitio architecture + design, Fayetteville, Arkansas, 2008-present  
Principal, Alison Turner Architect, New York, New York and Fayetteville, AR August 2001-present  
Project Architect, Miller Boskus Lack Architects, Fayetteville, Arkansas, August 2003-August 2008  
Project Designer/Manager, SET Design Collaborative, New York, NY, March 2002- May 2003.  
Project Designer/Manager, Bennett Platt Dana Architects, New York, NY, March 1999-Aug. 2001  
Project Designer/Manager, Bennett Lowry Corporation, New York, NY, June 1998-March 1999

### **Licenses/Registration:**

Arkansas

### **Professional Memberships:**

American Institute of Architects  
National Council of Architectural Registration Boards  
United States Green Building Council  
LEED Accredited Professional

### **Service:**

Steering Committee Board Member, USGBC, January 2011-present  
University of Arkansas Sustainability Council Member, 2011-present  
Fay Jones School of Arkansas Design Camp Head Teacher, Summer 2009, 2010, and 2012  
Women's Foundation of Arkansas Girls of Promise Breakout Speaker, 2011 and 2012  
University of Arkansas Scouting University Participant, 2009, 2010, 2011 and 2012

**DAVIDE VITALI, Professor, Director of University of Arkansas Rome Center**

**Courses Taught:**

ARCH 4016 - ARCH 4026 Architectural Design Rome

ARC 4653 Architecture of the City

**Educational Credentials:**

M. Arch., Harvard University, Graduate School of Design, Cambridge, MA. 1984

B.Arch., Università degli Studi, La Sapienza, Rome, 1981

**Teaching Experience:**

Director, University of Arkansas Rome Center 1989 - present

Professor, University of Arkansas Fay Jones School of Architecture, 1985 - present

Affiliate Professor, Auburn University School of Architecture Planning and Landscape Architecture, 2013

Adjunct Professor of Humanities, University of Arkansas J.W. Fulbright College of Arts and Science 2001 - present

Lecturer, Università degli Studi, La Sapienza, Rome, 1982-83

**Professional Experience:**

Architect, 1982 - present

Partner and Designer L'Atelier Terlin, Interior Architecture and Design, Rome, 1999 – present

Founder and Designer Terviana S.r.l. Interior Architecture and Design, Rome, 1993 – 2001

Co-founder and Designer ExAnte S.r.l. Interior Architecture and Design, Rome, 1989 – 1993

**Licenses/Registration:**

Rome & Province of Rome, Italy

Architect (Registered with the Architects Association of Rome & Provincia, membership n. 6356), 1982 – present

**Selected Publications and Recent Research:**

Roma 2013 - Atlas of Urban Ecologies, in collaboration with Kristi Cheramie, Ursula Emery McClure and Matthew Rossbach, LSU College of Art and Design, 2013

Luigi Moretti e la Casa della GIL a Trastevere:

Article Published on the Preservation Project of Luigi Moretti's ex-GIL in Trastevere, sponsored by the Regione Lazio, Publisher Palombi, September 2010.

RE-VIEW Magazine of the Fay Jones School of Architecture, Article on the UA Rome Center activities, 2010.

“Verso un Centro Studi” (Toward a Study Center), symposium and workshop on the planning, landscape and urban architecture of the Comune di Cervara di Roma, Cervara, June 2005.

"Andata & Ritorno" A publication devoted to the collaboration between the Schools of Architecture of the University of Arkansas and Roma Tre, December 2003.

Seminar on International Studies held at the School of Architecture of the Università degli Studi Roma Tre. Related article, entitled “Cento Ragazzi”, (One Hundred Young People), September 2003.

Update, “Autunno 2002” ‘The Impossible Balance’, an article on the state of the architectural culture in Italy and the United States of America.

**Professional Memberships:**

Architect (Registered with the Architects Association of Rome & Provincia, membership n. 6356), 1982 – present

President of Cultural Association VIAE - Valle dell'Aniene 2011 - present

Counselor for Culture, Town Council of Cervara di Roma, 2006 – 2008

## **JERRY WALL, Professor**

### **Courses Taught:**

ARCH 2114 Architectural Technology I  
ARCH 2124 Architectural Technology II  
ARCH 3016 Architectural Design V  
ARCH 3124 Architectural Technology III  
ARCH 4154/4154H Environmental Technology II and Building Systems  
ARCH 5016 Architectural Design IX  
ARCH 5253 Architectural Structures Seminar

### **Educational Credentials:**

Ph. D. in Industrial Engineering, University of Arkansas, 1980  
M.S. in Civil Engineering, Massachusetts University of Technology, 1968  
BArchE, Oklahoma State University, 1964

### **Teaching Experience:**

Professor, University of Arkansas, 1973 – 2013  
University of Tennessee at Knoxville, 1968 – 1973

### **Professional Experience:**

Caudill Rowlett Scott, 1968  
McDonnell Automation, 1968

### **Selected Publications of Research Work:**

“Design for Mars Habitat”, NASA supported through Arkansas Space Grants Consortium, 2000

“Wardroom, Galley, and Table Design”, for International Space Station, NASA supported through Arkansas Space Grants Consortium, 1999

“Energy Conservation for Arkansas Public School Facilities”, Arkansas Energy Office, \$1,250,000 in funding, 1986 – 1990

“Analysis of Economic Strategies Developing Electric Vehicle Population”, Arkansas Power and Light Company, \$40,000 in funding, 1983

“Demand Projections and Infrastructure Strategies of a Developing Electric Vehicle Population”, Arkansas Power and Light, \$15,000 in funding, 1982

“Energy Audits for Schools and Hospitals, and Buildings Owned by Units of Local Government and Public Care Institutions”, Arkansas Department of Energy, 1980 – 1982

## **MARK WISE, Visiting Assistant Professor**

### **Courses Taught:**

ARCH 4016 Architectural Design V  
ARCH 4026 Architectural Design VI  
ARCH 5016 Architectural Design IX  
ARCH 5026 Architectural Design X  
ARCH 4023 Metal Work  
ARCH 4023 Drawing Seminar  
ARCH 4023 Sustainable Methods  
ARCH 4023 Engaged or Disengaged

### **Educational Credentials:**

B. Arch. Auburn University, 2006  
B.I. Arch. Auburn University, 2006

### **Teaching Experience:**

Visiting Assistant Professor, University of Arkansas, 2010 – 2013  
Studio Assistant, Mississippi State University, 2008 - 2010  
Thesis Instructor, Auburn University Rural Studio, 2007 – 2008

### **Professional Experience:**

Intern Architect, Jackson Community Design Center, Summer 2010  
Co-founder, Make Tank, 2008 – 2010  
Intern Architect, Marlon Blackwell Architect, Summer 2008  
Printing Apprentice, Amos Paul Kennedy Jr, December 2005 – 2010  
Founder, Wise Design, 2007 – 2008  
Designer/Printer, Wise Guy Press, 2006 – 2010  
Printer, Mammoth Print Shop, 2004 – 2005  
Lee Wiesenger Construction, 2004

**JENNIFER YOOS**

John G. Williams Distinguished Visiting Professor, Fall 2012

Principal, VJAA, Minneapolis, Minnesota

Member of the American Institute of Architects

Jennifer Yoos is a principal of VJAA in Minneapolis, MN. She received her Graduate Diploma in Design from the Architectural Association in London and her professional degree in architecture from the University of Minnesota. During 2002-2003, Yoos was a Loeb Fellow at Harvard's Graduate School of Design. She is also a Professor-in-Practice at the University of Minnesota School of Architecture. She has practiced with VJAA since 1997 and has collaborated on the design of all the office's projects over the past 15 years. VJAA is the recipient of the 2012 Architecture Firm Award from the American Institute of Architects. Over the past 15 years, VJAA has received 17 national design awards, including four national American Institute of Architects Honor Awards, six Progressive Architecture Awards, and two American Institute of Architects/Committee on the Environment Top 10 Green Building Awards.

### **1V.3 VISITING TEAM REPORT FROM LAST VISIT**

**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.*



## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Progress Since the Previous Site Visit	2
3. Conditions Well Met	3
4. Conditions Not Met	4
5. Causes of Concern	5
II. Compliance with the Conditions for Accreditation	7
III. Appendices	18
A. Program Information	18
1. History and Description of the Institution	18
2. Institutional Mission	20
3. Program History	20
4. Program Mission	21
5. Program Self Assessment	23
B. The Visiting Team	33
C. The Visit Agenda	35
IV. Report Signatures	39

This page is left blank intentionally.

## **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 Superbia 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 multiethnic 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 2<sup>nd</sup> and 3<sup>rd</sup> 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.*

Met	Not Met
[X]	[ ]

#### 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.*

Met	Not Met
[X]	[ ]

#### 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.*

Met	Not Met
[X]	[ ]

#### 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.*

Met	Not Met
[X]	[ ]

### 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[ ]	[X]

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.

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[ ]	[X]

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 2<sup>nd</sup> and 3<sup>rd</sup> 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.

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

## 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.*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**13.4 Research Skills**

*Ability to gather, assess, record, and apply relevant information in architectural coursework*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**13.6 Fundamental Skills**

*Ability to use basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**13.9 Non-Western Traditions**

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

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**13.11 Use of Precedents**

*Ability to incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**13.14 Accessibility**

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

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**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*

Met	Not Met
[X]	[ ]

**13.20 Life-Safety**

*Understanding of the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met

[X] [ ]

### 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*

Met	Not Met
[X]	[ ]

**13.34 Ethics and Professional Judgment**

*Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
[X]	[ ]

This page is left blank intentionally.

### 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 McIlroy was selected as the campus site and purchased for \$12,000. The McIlroy 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 reciprocity.*
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:

1. *Hands On Learning Our students learn by making.*
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."<sup>4</sup>

- 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 academy's 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. Dar-ell 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 and 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)

<sup>4</sup> Landsmark, Ted. "Changing Society, Changing Profession?" ACSA News, march 2007, vol. 36.

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

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 Brittenum, 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 21<sup>st</sup> 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 AIAS 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 5<sup>th</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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.

- Coordination 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.

This page is left blank intentionally.

## 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  
llee@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  
cbarton@virginia.edu

Representing the AIAS  
Danielle McDonough  
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

This page is left blank intentionally.

**Appendix C: The Visit Agenda**

**Saturday, 16 February**

	<b>Arrive at XNA</b> <i>Transportation from XNA arranged upon rcpt. of guest itineraries</i>
	<b>Inn at Carnall Hall</b> – block of 5 rooms reserved on 12-14-07  Confirmation #42328 (block of 5 rooms)  <b>Direct bill to S of A</b>
5:00 pm	<b>Overview of Team Room</b> Team Chair, Tim de Noble, Laura Terry only
7:00 pm	<b>Team Dinner @ Ella's – Located in Carnall Hall</b>  <b>Direct Bill</b>

**Sunday, 17 February**

7:30 – 8:30 am	<b>Breakfast @ Ella's with Tim de Noble</b>  <b>Direct Bill</b>
9:30 – 11:45 am	<b>Team Orientation and review of APR in Team Room</b>
NOON	<b>Team Lunch @ Emilia's</b> Lunch for 9 - NAAB Team (including UA representative + Jeff Shannon Tim de Noble Laura Terry  <b>UA PO#:</b>
1:30 – 3:30 pm	<b>Team Tour of Facilities in Vol Walker</b> With NAAB Visit Coordinating Committee Dean's Suite Advising Center Faculty Offices Classrooms and Lecture Hall Studios Computer Lab (Lynn Fitzpatrick) Wood Shop and CNC Room (Tim La Tourette) Media Center and Photo Labs Galleries and Exhibitions
3:30 – 4:30 pm	<b>Entrance with Faculty @ Vol Walker 103</b>

5:00 – 7:00 pm	<b>Team Discussion @ Team Room</b>
7:00 pm	<b>Team Only Dinner @ Bangkok</b>  <b>UA PO#:</b>

**Monday, 18 February**

7:30 – 8:45 am	<b>Breakfast @ Ella's</b> NAAB Team Tim de Noble  <b>Direct Bill</b>
9:00 – 10:00 am	<b>Team Entrance Meeting @ ADMN 424</b> Chancellor John White Provost Bob Smith
10:15 – 11:00 am	<b>Team Meeting with Dean Jeff Shannon @ Vol Walker 120</b>
11:00 am - Noon	<b>Presentation of Design Studio Sequence @ Vol Walker Main Gallery</b> 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	<b>Lunch @ Ella's</b> NAAB Team Ethel Goodstein-Murphree Kim Sexton Tahar Messadi Darrell Fields Greg Herman Korydon Smith  <b>UA PO#:</b>
1:00 - 2:00 pm	<b>Studio Observation and Academic Support Tours</b>  <b>Advising Center – Vol Walker 209</b> Melinda Smith, Academic Counselor Judy Stone, Administrative Assistant  <b>Development / External Relations – Vol Walker Conference Room</b> Charlotte Taylor, Development Director Kendall Curlee, Communications Coordinator

	<p>Karen Stair, Assistant to the Dean</p> <p><b>Tour of Library Facilities – Kim Sexton Escorts</b> C. Murray Smart Media Center – Chris Hilker, Media Center Coordinator Fine Arts Library – Margaret Boylan, Fine Arts Librarian Carolyn Henderson Allen, Dean of Libraries</p>
2:00 – 3:15 pm	<p><b>Team Visit to Current and Recent Design/Build Sites and CDC</b> Washington Elementary House in Walker Park Neighborhood Community Design Center</p>
3:15 – 4:30 pm	<b>Team Discussion @ Team Room</b>
4:30 – 5:20 pm	<b>Entrance Meeting with Students @ Vol Walker Hall Room 103</b>
5:30 – 6:30 pm	<b>Free</b>
6:00 – 7:00 pm	<p><b>Reception @ University House</b> Faculty, staff, school and university administration, emeritus faculty, alumni, local practitioners, members of the Professional Advisory Board, Members of the Dean's Circle</p>
7:00	<p><b>Team Dinner @ Theo's</b></p> <p>UA PO#:</p>

**Tuesday, 19 February**

7:30 – 8:30 am	<p>Team Breakfast – Ella's Restaurant with Tim de Noble</p> <p><b>Direct Bill</b></p>
8:30 – 11:45 am	Team Members work @ Team Room except as noted below:
	<b>Concurrent Meetings With Academic Sub-disciplines:</b>
	<p>9:45 – 10:45 am <b>Architectural Technology @ Vol Walker Conference Room</b> Jerry Wall Greg Herman Tahar Messadi Chuck Rotolo Kate Kulpa</p>
	<p>10:45 – 11:45 am <b>Architectural History /Theory @ Vol Walker Conference Room</b> Kim Sexton Darell Fields</p>

	Ethel Goodstein-Murphree Korydon Smith
	10:45 – 11:45 <b>Professional Practice @ Vol Walker 209</b> (Tim de Noble's office) Bob Kohler Sallie Overbey
Noon – 1:15 pm	<b>Team Lunch with Student Leaders @ Powerhouse Seafood</b>  <b>UA PO#:</b>
1:30 – 2:30 pm	<b>Meeting with Faculty @ Vol Walker Room 103</b>
2:45 – 6:45 pm	<b>Team Members Work @ Team Room</b>
7:00 pm	<b>Team Dinner @ 1936 Club</b>  <b>UA PO#:</b>

**Wednesday, 20 February**

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

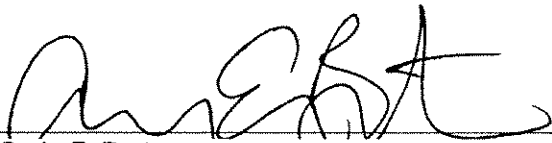
**IV. Report Signatures**

Respectfully submitted,



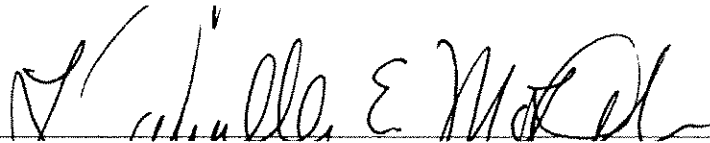
Laura Lee, FAIA  
Team Chair

Representing the AIA



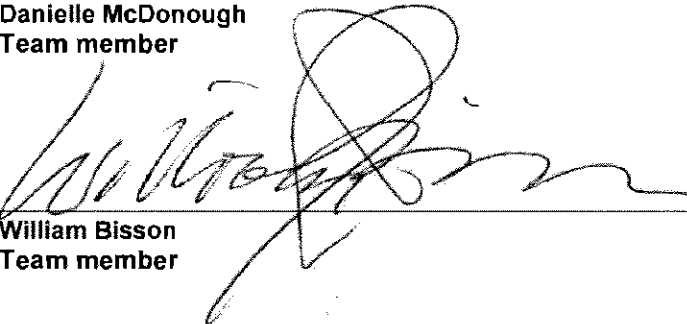
Craig E. Barton  
Team member

Representing the ACSA



Danielle McDonough  
Team member

Representing the AIAS



William Bisson  
Team member

Representing the NCARB



Colman Coker  
Observer

#### **1V.4 CATALOG/URL FOR THE FAY JONES SCHOOL OF ARCHITECTURE**

# Fay Jones School of Architecture

---

## Mission and Objectives

The Fay Jones School of Architecture at the University of Arkansas houses professional design programs of architecture, landscape architecture and interior design together with liberal studies programs. The architecture and landscape architecture departments offer five-year accredited professional degree programs and four-year pre-professional degrees; the interior design department offers a four-year accredited professional degree, all of which, combine studio design education with innovative teaching in history, theory, technology and urban design. A broad range of course offerings equips graduates with the knowledge and critical agility required to meet the challenges of designing for a changing world. Design instruction occurs in a carefully planned studio sequence that provides educational experiences appropriate for students who wish to pursue both traditional and non-traditional forms of professional practice. Fundamental principles and techniques of critical analysis are stressed and all curriculums strive to empower students by developing skill, knowledge, and a deep sense of responsibility to their environment and to the cultures they will serve. Design studio projects survey issues and opportunities in built and natural settings, as well as addressing complex social, physical, and cultural relationships that constitute the human-made environment. In summary, the school prepares its students with critical frameworks for design thinking that equip them to assume leadership roles in the profession and in their communities.

## Facilities and Resources

In fall semester 2013, the Fay Jones School of Architecture administrative offices and the departments of architecture, interior design and landscape architecture will return to a newly renovated Vol Walker Hall and its state-of-the-art addition, the Steven L. Anderson Design Center, marking the first time in the School's history that all of its academic units will be located in the same facility. Harmoniously combining traditional and contemporary architecture, the renaissance of Vol Walker Hall not only offers students in the School extraordinary opportunities for collaboration among its three design disciplines, but also models best practices for new and historic preservation construction, all adhering to high standards of sustainable design. Similarly, the university's location in Northwest Arkansas, affords ample opportunity to study the impact of urbanization in a traditionally agricultural setting. At the same time, we value making connections with the entire state and our nation, pursuing learning experiences for our students that foster civic engagement and responsibility. So too, the School is acutely aware of the increasing global nature of design practice and offers field trips, guest lectures, learning opportunities in applied design and research, and, especially, a variety of study abroad programs oriented toward broadening the educational perspectives of our students. Study abroad options include a semester in the Rome Study Center for Architecture and the Humanities in Rome, Italy; the Latin American Summer Studio and the European Field Studies in Italy, France and England.

## Design Studio

The design studio sequence is the core of each discipline within the school. Studio exercises are complemented by topical lectures that inform the design process. Knowledge from those lectures is expected to inform work produced in design studios. This method is intended to develop and

nurture the intellectual and creative skills of students and to allow them to approach problem solving in a disciplined, logical, and analytical manner.

Design professionals must be able to conceptualize responses to project programs, to communicate with clients, to present ideas verbally, and to demonstrate ideas graphically. They also need to maintain technical knowledge of building or ecology and construction technology, must be able to negotiate with contractors and owners to administrate construction, and should be prepared to market their services. In other words, each designer fulfills a multitude of roles, whether practicing alone or as a team member in a large multidisciplinary organization.

The design studio consists of a series of projects of increasing complexity, all requiring three-dimensional problem solving, conceptualization, and final presentation to the studio critic, other faculty members, and fellow students. The amount and complexity of material covered, the fast pace of assignments, and the presentation of work for critical discussion among faculty and other students combine to produce a highly charged studio atmosphere.

## Library Resources

The school is served by the Fine Arts Library, a branch of the University Libraries. The collections include traditional print resources on architecture, landscape architecture, interior design and the visual arts (painting, drawing, sculpture, ceramics, printmaking and photography). Types of materials include books, exhibition catalogs, reference books and periodicals. Electronic resources supporting these disciplines include Art Full Text, Avery Index, Bibliography of History of Art and Grove Dictionary of Art among others. The Fine Arts Library also maintains course reserves for faculty wishing to place materials on reserve for their classes. The library offers full wireless coverage.

The C. Murray Smart Multimedia Center, located in Vol Walker Hall contains an online digital image database with more than 75,500 images relating to architecture, architectural history, interior design, landscape and urban design. This resource, along with an archival collection of approximately 40,000 slides and photographs and 600 video programs, is available to faculty and students of the school. The center also provides assistance to students with digital imaging technology, including the use of scanners and digital cameras as well as providing media technology support for classrooms and studios within the school.

## Digital Drawing and Fabrication Resources

The school maintains two fabrication labs, the DesignSHOP for use by all students and the DFAB Lab, a research facility located off campus. The DesignSHOP houses traditional and digital fabrication equipment including a three-axis computer numerically controlled (CNC) router, three laser cutters, vacuum-form, and a three-dimensional powder/binder printer that allow students and faculty to transform digital models into physical 3D components, prototypes and scale models. Students work with wood, fiber board, metals, plastics, cardboard and paper products. They are encouraged to work with both conventional and CNC machines to develop prototypes, casting molds, furniture, models, and other products. The DFAB Lab houses a 5-axis CNC router and plasma cutter, a three-dimensional plastic printer, digital paper cutter, metal press, and vacuum-form table. The labs are staffed during the day and evening hours by students and faculty assistants; hours vary by semester.

The school also supports multiple stations for 2D digital scanning and printing. The stations house a selection of flatbed and roll scanners, large-format plotters, and color and B&W laser printers. There is a computer

technology specialist and a part-time assistant who run and maintain these 24-7 output stations open to all students in the school. Students are charged a minimal per-print fee. The average annual expenditure for students in the professional degree programs is \$100. All ink, toner and several types of paper are provided to give students opportunity to craft digital and hybrid representations merging hand and digital drawing techniques. The school also operates a 30-seat teaching lab with output devices used for course lectures, short workshops and to allow students access to design software that supports individual work and allows online collaborative projects between architects, landscape architects, interior designers, artists, engineers, mathematicians and fabricators.

## The Materials Shop

The Materials Shop supports construction projects ranging from light fixtures and furniture to three-dimensional models. The facility is staffed by one full-time technician and is available to students and faculty for design, coursework, and research projects. The workshop houses multiple table saws, band-saws, chop saw, scroll saw, drill presses, jointer, planer, lathe, belt sanders, metal break and many hand tools.

## Garvan Woodland Gardens

Located on Lake Hamilton in Hot Springs, Arkansas, Garvan Woodland Gardens is an integral unit of the school. The land and endowment were the result of a bequest to the department of landscape architecture in 1985. This 210-acre woodland habitat features a variety of garden settings and unique architectural structures designed and developed by world-renowned specialists in botanical gardens, landscape architecture and architecture. An internship program offers opportunities for summer study and employment.

## University of Arkansas Community Design Center

Since 1995 the University of Arkansas Community Design Center (UACDC) has provided award-winning, innovative planning to communities and organizations throughout Arkansas. A nationally recognized leader in urban design, sustainable development, and education UACDC design solutions advance triple-bottom line thinking: simultaneously solving for economic, ecological, and social criteria. The center's work is multi-disciplinary as it addresses new challenges in affordable housing, context sensitive highway design, low impact development, transit-oriented development, big box urbanism, watershed urbanism, and agricultural urbanism. In the tradition of a teaching office, students collaborate with the center's professional design staff and allied consultants while authoring their own proposals. The goal is to prepare designers for leadership in "wicked problem solving" that leads to intelligent development of the built environment.

## Degrees Offered

The Fay Jones School of Architecture offers five-year professional programs in architecture and landscape architecture and a four-year professional program in interior design. Each program culminates in a professional degree, the Bachelor of Architecture (B.Arch.), Bachelor of Landscape Architecture (B.L.A.) or Bachelor of Interior Design (B.I.D.).

The Bachelor of Architecture prepares students who aspire to registration and licensure to practice architecture. Architects do more than design and plan buildings. The architect's unique talents create environments that serve the psychological, economic, and spiritual needs of their clients and communities. Architects help cities and small communities to become

safe, healthy, and wholesome places to live. Perhaps most important, architects create, preserve, and inspire beauty in the built environment.

The Bachelor of Landscape Architecture prepares students to practice landscape architecture as a licensed professional. The discipline of landscape architecture balances human requirements with landscape concerns. Landscape architects design, plan, and manage the land through understanding the interrelationships among the spirit of place, local ecology, individuals, and communities. They create outdoor spaces and rebuild ecological systems that meet societal needs, protect or enhance the natural environment, and respond to cultural conditions. Design and planning projects span the breadth of the profession to include urban design and town planning, public parks, land conservation, stormwater management systems, ecological rehabilitation, historic landscape preservation, private gardens, housing developments, institutional and business campuses, and golf courses.

The Bachelor of Interior Design curriculum combines a foundation of professional courses enhanced by classes in business, art, and architecture. The mission of the Interior Design program is to offer a strong professional design education grounded in critical design thinking, multi-disciplinary collaborations and civic engagement. The program strives to provide graduates with the professional tools, hands-on training, service opportunities, and practical experience leading to academic, personal, and professional success. Graduates may focus on contract, residential, and institutional interior design and a variety specializations such as historic preservation, lighting design, exhibition design, and contract and residential sales.

The Bachelor of Science in Architectural Studies and the Bachelor of Science in Landscape Architectural Studies serve students who, although interested in the design disciplines, do not aspire to professional practice. The four-year programs are particularly well suited for students who seek careers in allied disciplines, including historic preservation, environmental law, and history of architecture, as well as for students looking forward to graduate education in architecture, landscape architecture and the allied disciplines.

## Minors

Students in architecture, landscape architecture and interior design may pursue academic minors in approved degree programs of other colleges on campus, providing they meet the specific requirements for that minor, as well as the school's minors in Planting Design and Planning. The Interior Design minor is available only to students in the Fay Jones School of Architecture.

## Accreditations

The architecture program was founded in 1946 and has been accredited by the National Architectural Accrediting Board (NAAB) since 1958. The landscape architecture program was established in 1975 and has been accredited by the Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architects (ASLA) since 1983. The school holds memberships in the Association of Collegiate Schools of Architecture (ACSA) and the Council of Educators in Landscape Architecture (CELA), organizations that comprise North American schools of architecture and landscape architecture.

### Architecture – National Architectural Accrediting Board

In the United States, most state registration boards require a degree from an accredited professional degree program as prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is

the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The University of Arkansas Fay Jones School of Architecture department of architecture offers the following NAAB-accredited degree program:

- B.Arch. (156 undergraduate credits)

The next accreditation visit for the B.Arch. programs is 2014.

The National Architectural Accrediting Board (NAAB) only accredits professional programs offering the Bachelor of Architecture, which requires a minimum of five years of study, and the Master of Architecture degrees. These professional degrees are structured to educate those who aspire to registration and licensure to practice as architects. The curricular requirements for awarding these degrees must include three components — general studies, professional studies, and electives. Together these three components comprise a liberal education in architecture and ensure that graduates will be technically competent, critical thinkers who are capable of defining multiple career paths within a changing societal context.

While no four-year degrees are accredited by NAAB, the Bachelor of Science in Architectural Studies degree is excellent for those who want a foundation in the field of architecture as preparation for either continued education in a professional degree program or for employment in fields related to architecture.

#### **Landscape Architecture – Landscape Architectural Accreditation Board**

The Landscape Architecture Accreditation Board (LAAB) is the sole agency authorized to accredit U.S. professional degree programs in Landscape Architecture. LAAB recognizes the Bachelor of Landscape Architecture, Bachelor of Science in Landscape Architecture, and Masters of Landscape Architecture. It accredits each program every six years, evaluating degree of conformance with established education standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The University of Arkansas Fay Jones School of Architecture department of landscape architecture offers the following LAAB-accredited degree program:

- B.Larc. (160 undergraduate credits)

The next accreditation visit for the B.Larc program is 2016.

#### **Interior Design – Council for Interior Design Accreditation**

The Bachelor of Interior Design (B.I.D.) degree is accredited by the Council for Interior Design Accreditation (CIDA). CIDA is an independent,

nonprofit accrediting organization for interior design education programs at colleges and universities in the United States and Canada. To ensure conformance with educational standards, programs must seek re-accreditation every six years. The program, accredited since 1992, is the oldest accredited interior design program in the state of Arkansas.

## **Off-Campus Study Requirement**

Each student in the professional program in architecture and landscape architecture is required to complete an approved off-campus study experience focusing upon complex urban relationships, and fostering cultural diversity. Approved programs in the department of architecture include a semester in Rome and a summer design studio in Latin American country determined by the department. Each student in the department of landscape architecture is required to participate in a summer study in Europe. Please see the individual program sections for more information.

A special international programs fee supports the school's international programs. These fees are assessed to all students participating in the professional (five-year) degrees in architecture and landscape architecture designated in the "Fees and Cost Estimates" section of this catalog. The international program fees offset costs of maintaining off-campus programs that are not a part of the school's university-funded budget, as well as enhancing student-centered activities. Students are assessed the international fee each semester up until the semester they study abroad. At that time, they will be assessed for any remaining semesters plus any additional program costs not covered by the international study fees. The fee is assessed for each study abroad program and is not regulated by the catalog year of the students' first enrollment in the Fay Jones School of Architecture. The fees are non-refundable under any circumstances including withdrawal from the respective professional programs. For further information, see notes on related program fees under "Fees and Cost Estimates" for the university.

## **School Scholarships**

More than 90 awards and scholarships, including both merit and need-based scholarships, are available to students in the Fay Jones School of Architecture. Most are awarded annually on the basis of recommendations made by the scholarship committee of the school. Only work accomplished since entering the school will be considered in determining merit awards based on grade-point averages.

Applications for scholarships are available for prospective and currently enrolled students at <http://architecture.uark.edu/126.php>

## **Student Organizations**

### **American Institute of Architecture Students**

The American Institute of Architecture Students (AIAS) is a national organization whose purpose is "to organize architecture students and combine their efforts to advance the science and art of architecture, to promote excellence in architectural education, training and practice, and to foster an appreciation of architecture and related disciplines among all persons." All students in the school's architecture program are eligible for membership.

### **American Society of Landscape Architects, Student Chapter**

The purpose of the student chapter of the American Society of Landscape Architects is to bring together the landscape architecture students to combine their interests and efforts, to extend their knowledge of the

profession of landscape architecture, and to help advance the profession while preparing for a professional career. All students in the school's landscape architecture program are eligible for membership.

## Interior Design Organization

The Interior Design Organization (IDO) is dedicated to representing the entire profession and encouraging the highest possible standards for the practice of interior design. Its purpose is to encourage interaction with professionals in interior design and allied professions and to develop leadership qualities.

## Tau Sigma Delta Honor Society

The Alpha Eta Chapter of Tau Sigma Delta is the only national collegiate honor society recognized in the fields of architecture, landscape architecture, interior design and allied arts. All students in the school are eligible for membership.

Elections to membership are made by the existing membership, subject to approval by the faculty, from the top 20 percent of each class of fourth-year and fifth-year students maintaining a minimum 3.00 cumulative grade-point average. In addition, leadership, character, and promise of professional merit are considered in making selections.

## Sigma Lambda Alpha

Sigma Lambda Alpha, founded and chartered by the Council of Educators in Landscape Architecture (CELA), is an international honor society that encourages, recognizes and rewards academic excellence in preparation for the profession of landscape architecture. Any landscape architecture junior or senior with an average of 3.2 or higher is eligible for membership.

## Ownership of Work

All original work submitted for credit, including design studio projects, becomes the property of the Fay Jones School of Architecture. Students are required to maintain portfolios documenting all academic and design studio work. Digital copies (compact discs) of all work completed in a studio must be submitted to the studio year coordinator in order to receive a grade for the studio.

## School Computer Policy

All students enrolled in the school are required to purchase, in the second year, a personal computer matching or exceeding specifications issued by school. The specifications are the same for all departments.

All students will need their computers in the Fall semester of 2<sup>nd</sup> year. The specifications, which are updated annually, are available through the advising center or on the school's computer tip page (<http://architecture.uark.edu/172.php>).

Recommendations for educationally priced computers are available on the UA Computer Store website (<http://computers.uofastore.com/recommendations>).

A substantial amount of software may be required depending on specific course requirements, most of which is free for students to download at <http://architecture.uark.edu/441.php>.

Other software is available educational discount prices through the UA Computer Store (<http://computers.uofastore.com/browse/software/licensing>).

## School Academic Regulations Plus/Minus Grading System

The Fay Jones School of Architecture utilizes a plus/minus grading system that assigns numerical values to 12 different grades. These values are used for architecture or landscape architecture courses when grade-point averages are calculated. The 12-step grading system with assigned values is as follows:

Grade	Value
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

## Office of the Dean of the School

Vol Walker Hall, Room 120  
479-575-4945

### Interim Dean

Ethel Goodstein-Murphree

### Interim Associate Dean

Mark Boyer

## Advising Center

479-575-2399

**World Wide Web:** [architecture.uark.edu](http://architecture.uark.edu)

**E-mail:** [fjsoa@uark.edu](mailto:fjsoa@uark.edu)

## School Admission Requirements

Each program within the Fay Jones School of Architecture has its own requirements for admission to their general and professional programs. The page below provides admission requirements for:

- The Department of Architecture
- The Department Interior Design
- The Department of Landscape Architecture

## Department of Architecture Admissions

The department of architecture maintains two distinct tracks of study for entering freshmen to accommodate all students interested in pursuing a degree in architecture. The two tracks of study are designed to foster learning and to build strong foundations for entering students with different skill levels and high school backgrounds. Students accepted to the University of Arkansas with the intention to participate in the B.Arch. or B.S. programs in the department of architecture will be classified as fall/

spring studio students or summer/summer studio students and assigned to either the fall/spring studio track or summer/summer studio track based upon department admissions policies described below.

### Fall/Spring Studio

Students must meet all of the following requirements:

- 25 ACT or better
- 3.5 GPA in high school
- College preparatory curriculum to include physics and an upper level math (Pre-Calculus or higher)

Space in the studio is limited to 50 students with priority given to first year students who are admitted to the University of Arkansas and indicate architecture or architectural studies as their intended degree program by Nov. 15.

Students are reviewed at the end of the fall semester and may continue in the program if they meet the following criteria:

- "C" or better in ARCH 1015, Architectural Design I
- "C" or better in PHYS 1044, Physics for Architects I or an approved equivalent
- "C" or better in ARCH 1212, Design Thinking I: Foundations in Technology
- Present a 2.0 GPA

Students who do not meet those criteria will receive a letter and be advised accordingly.

### Summer/Summer Studio

Summer studio students meet the University of Arkansas minimum requirements for admission but do not meet the above noted department criteria for the fall/spring studio. These students can enroll in ARCH 1015, Architectural Design I in the summer if they meet the following criteria:

- "C" or better in PHYS 1044, Physics for Architects I or an approved equivalent
- Present a 2.0 GPA

Students who do not meet these criteria will be delayed until they satisfy the admissions criteria for the Department of Architecture. Students will be reviewed at the end of the first summer session and will not be allowed to continue in the program if they do not meet the following criteria:

- "C" or better in ARCH 1015, Architectural Design I
- "C" or better in ARCH 1212, Design Thinking I: Foundations in Technology
- Maintain a 2.0 GPA

### Architecture Department Transfer Students

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

- Completion of an approved general physics course and an approved mathematics course.

- To enter Design I in the summer, students must successfully pass Physics for Architects I (or another approved upper level physics course) with a minimum of C or better, complete an approved math course and present a 2.0 GPA overall.

- Students admitted to the university with a completed two-year associate of arts or associate of science degree from an Arkansas state-supported two-year or four-year college or university, as stated in ACT 182, will have general education (core) requirements waived. All students must complete any lower division discipline specific courses required for the major, as well as all courses required to comply with the conditions of accreditation.

Lack of knowledge or misinterpretation of policies and/or regulations on the part of individual students will not be considered a valid reason for failure to fulfill requirements.

**Transferring from Accredited Schools of Architecture:** Students transferring from an accredited professional program in architecture must have their architecture courses reviewed for acceptance and for determination of studio placement by submitting materials for review. Please contact the school's advising center for a specific list of required materials.

**NOTE:** All students must complete or receive transfer credit for either PHYS 1044 Physics for Architects I or PHYS 2013 and PHYS 2011L College Physics I, MATH 1213 Plane Trigonometry, MATH 2033 Mathematical Thought, MATH 2043 Survey of Calculus or MATH 2053 Finite Mathematics and all other first year university core curriculum courses prior to entry into ARCH 2016 Architectural Design III and its co-requisites in architectural structures and history.

Ultimate responsibility for completion of entrance requirements rests with each student. For questions concerning admissions, please see the school's advising center for additional information.

### Admission to the Professional Program

The department of architecture offers students the opportunity to prepare for architectural practice or related endeavors. With this opportunity comes a responsibility for demonstrating a commitment to personal growth and success in the professional program.

Students are admitted to the first year of the architecture curriculum based on the above described by the university and the school. Every semester, students' grades in all architecture courses, especially the design studio, are evaluated to assess their progress and performance.

Upon completion of the third year of the five-year architecture curriculum, including completion of the 35 semester-credit hour university's state minimum (general education) core required, students will be evaluated for admission to the professional program. **Admission to the Professional Degree Program in the Department of Architecture requires a minimum 2.00 grade-point average in the University Core and each of the sub-disciplines of Architecture: History/Theory, Technology and Design.**

Students admitted to the professional program will continue in the established studio curriculum sequence and are to complete the final two years of design studio at the school. In addition to completing the design studio sequence, students are encouraged to take maximum advantage of the opportunities that professional and free electives provide for pre-

professional development, cultivation of specialization in and related to the profession, and/or preparation for graduate education.

## Interior Design Program Admissions

Students are admitted to the first year of the interior design curriculum based on criteria established by the university and by the program. They are evaluated each semester by grades in lecture courses and by grades for performance and progress in the design studio sequence.

### Admission to the Professional Program for Interior Design

The interior design program offers prospective students the opportunity to prepare for professional practice or related endeavors. With this opportunity comes a responsibility for demonstrating a commitment to personal growth and success in the professional program.

At the completion of the first year of the interior design curriculum, students will be evaluated for admission into the professional program on the basis of academic performance in the university core and the interior design curriculum. The review process will include evaluation of performance in Textiles, Studio 1, and Studio 2. Admission is based on available desks and requires a majority vote of a departmental admissions committee. Students admitted to the professional program will continue in the established studio curriculum sequence and are to complete the final three years of design studio at the school. Students with less than a cumulative 2.5 GPA in IDES courses will not be admitted to the professional program. Students who are not admitted are encouraged to consider alternative programs in the school and the university.

Students are encouraged to maximize opportunities that professional and free electives provide for pre-professional development, specialization in areas related to the profession, and/or preparation for graduate education.

## Department of Landscape Architecture Admissions

All students (including freshmen, international, and transfer students) admitted to the University of Arkansas are eligible for participation in the landscape architecture program in the school. Space in the studio is limited with priority given to first year students who are admitted and indicate landscape architecture or landscape architectural studies on their admissions application by November 15th. Students who require developmental work because of low ACT or SAT scores or university-administered math placement examinations or who require courses to remove deficiencies may not register for courses carrying LARC departmental designations. Upon completion of required developmental work and maintaining a grade-point average of 2.00 or more on at least 12 credit hours, students may enroll in landscape architecture (LARC) courses. Please refer to "Admission to the Professional Program in Landscape Architecture" for required academic levels for entering the program.

### Admission to the Professional Program in Landscape Architecture

The department of landscape architecture offers a professional education grounded in liberal arts studies, which prepares students for landscape architecture practice in the private, public, and not-for-profit sectors. Successful completion of the program requires commitment to personal growth and excellence.

Students are admitted to the first year of the landscape architecture program based upon the established criteria by the University of Arkansas. Academic and professional performance is evaluated by grades in the course work, design studios, and construction labs. After

two years in the program, students submit a portfolio of work at the end of the spring semester for application to continue in the professional program. Applicants who have a grade-point average below a 2.5 will not be allowed to continue in the program. Contact the department head for specific portfolio submission requirements and schedule of deadlines. All candidates will be notified of their acceptance or rejection in writing, normally by the first of August.

Students will be evaluated on general academic performance and in the landscape architecture curriculum as well as professional conduct. All department faculty serve on the admissions committee. Any appeal to the committee's decision may be made by submitting a letter to the department head one week before the first week of the subsequent fall semester. The appeal will be presented to the entire faculty for consideration and will require the candidate to present their case in person.

Students who fail to gain admission to the Bachelor of Landscape Architecture degree program will be referred to the department head and the school's academic adviser for appeal procedures and alternative degree programs in the school and the university.

## Honors

### Fay Jones School of Architecture Honors Program

The Honors Program of the Fay Jones School of Architecture is proud to be one of the six individual honors programs partnered with the University of Arkansas Honors College. The School of Architecture Honors Program is rooted in the best traditions of design 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. Honors requirements vary somewhat according to department (Architecture, Landscape Architecture, or Interior Design). The details of each department honors program can be found below.

### Admission to the Fay Jones School of Architecture Honors Program

The Honors College will automatically enroll freshmen who are accepted as honors students before summer orientation in the Distinguished Scholars track of the School of Architecture Honors Program. At summer orientation, these honors students will fill out the School of Architecture Honors Program Enrollment form in which they indicate their desire to remain in the Distinguished Program or to enroll in the Departmental program (the Interior Design Honors Program does not have this distinction). Each student is encouraged to consult the Architecture Honors Committee and the Architecture Advising Center before deciding the level of honors distinction (Distinguished Scholar or Departmental Scholar) they wish to pursue and to maintain this advisory relationship throughout the student's matriculation in the program.

Freshmen who were not admitted by the Honors College before orientation but who come to orientation with the qualifying 28 composite ACT score and 3.5 high school gpa will also fill out the School of Architecture Honors Program Enrollment form at orientation. Students who do not present both 28 composite ACT and 3.5 high school gpa, but who subsequently earn and maintain a 3.5 gpa in their coursework at the U. of A., will be invited to enroll in School of Architecture Honors program as soon as they attain a 3.5 gpa, provided it is still possible for them to complete all of the Honors program requirements at the time of their enrollment.

From the second semester of the third year onward, Architecture Honors Scholars are required to maintain a minimum cumulative GPA of 3.33 to remain in the program.

Transfer students may be invited to join the Architecture Honors Program as Distinguished Scholars or as Departmental Scholars if they maintain a cumulative GPA of 3.5 or higher in courses completed at the University of Arkansas by the end of the first semester of their third year of study, and a 3.33 GPA thereafter.

Every semester, the school's advising center will apprise the Architecture Honors Program Committee of students who have achieved this level of excellence and are eligible to join the Architecture Honors Program. Invitations are extended to students by the end of the semester in which the candidacy is advanced.

### **Confirmation of Intent to Complete the School of Architecture Honors Program**

At the end of the first semester of the third year, students will sign a form, confirming their intention to complete the remaining requirements for their honors degree. Students found not to have successfully completed the honors core course(s) needed to satisfy their Honors degree requirements (i.e., sufficient credits in University Core and/or Professional Core Honors courses) will be dismissed from the honors program at this time.

### **Dismissal from the School of Architecture Honors Program**

Architecture Honors Program students who fail to maintain a 3.5 or 3.33 cumulative gpa, depending on their year level, will receive a one-semester probation period prior to dismissal from the program.

## **The Department of Architecture Honors Program**

To achieve the highest potential in its most ambitious, the department faculty has developed the Department of Architecture Honors Program and participates in the programs of the University of Arkansas Honors College. The Architecture Honors Program provides opportunities for students of superior academic and creative ability to enhance and enrich their professional and liberal education. Students in the Architecture Honors Program are eligible to graduate *cum laude*, *magna cum laude*, and *summa cum laude*. All other students who attain a cumulative GPA of 3.5 or higher will be eligible to graduate with distinction, a classification separate from the *cum laude* awards.

The Architecture Honors Program offers two components: The Distinguished Scholars Program, which requires 44 credit hours of honors designated courses, and the Departmental Scholars Program, requiring 24 credit hours of honors designated courses for the Bachelor of Architecture degree. Specific requirements for each program are detailed below. Eligible students in both the five-year Bachelor of Architecture curriculum and the four-year Bachelor of Science in Architectural Studies program are welcome to join the honors program.

### **Honors Independent Study Policy**

Honors students may take as many regular or honors independent study credits as they deem desirable, but only one three-credit honors independent study course (ARCH 303VH, Honors Special Projects) may be substituted for an Honors Professional Elective. Furthermore, the substitution will be permitted only if all of the following conditions are satisfied:

- That the honors independent study not be taken concurrently with thesis credit (ARCH 5016H or ARCH 5026H).
- That the honors independent study not be taught by the student's thesis director.
- That honors independent study be substituted for no more than three credits of a student's required professional electives credits.

It is recommended that students considering this option seek special advising from their faculty mentor. Honors Research Methods (ARCH 4723H) is one venue for advising on independent study questions. As it is helpful for students to know what is expected of them, the work products of the honors independent study (research paper, models, prototypes, etc.) should be determined, and agreed upon, by the professor and student before the student registers for the credits. The School of Architecture Director of Student Services will register a student for Honors Special Projects (ARCH 303VH) only upon receipt of a syllabus or prospectus for the independent study from the student. The course requirements should be distinguishable in the professor's estimation from non-honors independent study and consonant with expectations for honors credit in other departmental courses.

### **Architecture Honors Thesis /Research Project**

All honors students will pursue a research project during the final year of their undergraduate program. Honors students in the Bachelor of Architecture curriculum will invest six credit hours in the development of theses that articulate research topics identified in the Honors Architectural Research Methods (ARCH 4723H) or the Methods of Research in Architectural History Colloquium. Honors students in the Bachelor of Science in Architectural Studies program invest six credit hours in the honors thesis. Students pursuing the History of Architecture and Urbanism major concentration will develop traditional written honors theses. Additionally, honors students are required to enroll in three credit hours of upper-level elective course-work related to the topic of the honors thesis. Guidelines for topic selection and preparation of the honors thesis/research project are available from the Architecture Honors Committee.

The honors thesis is a student-directed project supervised by a thesis director with expertise in the thesis topic. The thesis director, who must be a faculty member in the Department of Architecture chairs a thesis committee to be comprised of two other members, typically, a departmental faculty member and a non-departmental faculty member who brings additional fields of knowledge to the project. In rare cases when the thesis director, in consultation with the Department Honors Committee and the student, determines that a non-departmental faculty member with expertise appropriate to the thesis in question cannot be identified on campus, an extra-disciplinary member from within the Department of Architecture (e.g., faculty in architectural history, technology, or other allied field) may be fill the position of the non-departmental member. Any such exceptions to the standard membership of a thesis committee should be infrequent, as the point of including non-departmental participation is to help ensure that a student's research is understandable and valid to an informed community outside of the disciplines of architecture. The determination should be based on the extent to which a student's thesis would have to be altered unproductively to meet the requirement for non-departmental participation on the thesis committee. Additional faculty, both departmental or non-departmental, as well as non-academic experts, may participate in any honors thesis as non-committee members, if thesis director welcomes their involvement.

Students will complete and present a written prospectus for the Research Thesis no later than the Friday before spring break before the fall semester of the final year of study, (e.g. the semester prior to the thesis).

Students shall meet a schedule of interim requirements established by the thesis committee in consultation with the Architecture Honors Committee.

#### Architecture Honors Program Committee

The chair of the School of Architecture Honors Program faculty members representing the allied fields of studio design, history/theory and building technologies comprise the Architecture Honors Program Committee. The committee serves to:

- Review courses for honors designation.
- Review nominations of eligible students to join the Architecture Honors Program.
- Serve as ambassadors for the Department and its Honors Program
- Participation in recruiting efforts of the Fay Jones School of Architecture and the Honors College

The committee shall meet at least once each semester, and at the discretion of the department head and the chair of the School Honors Program.

## Requirements for Architecture Honors Program Scholars The Distinguished Scholars Program For Distinguished Scholars in the Bachelor of Architecture Program

Completion of 38 credit hours of honors designated courses, to include a minimum of:

University Core Honors Courses	12
Professional Core Honors Courses in Architecture (Architectural Technology and/or History of Architecture)	11
Honors Professional Electives or upper-level (3000+) university honors courses	6
ARCH 4723H Honors Architectural Research Methods (Fa) ( or approved Methods course)	3
ARCH 5016H Honors Thesis Project I (Sp, Fa)	6
Total Hours	38

## For Distinguished Scholars in the Bachelor of Science in Architectural Studies

Completion of 38 credit hours of honors designated courses, to include a minimum of:

University Core Honors Courses	12
Professional Core Honors Courses in Architecture (Architectural Technology and/or History of Architecture)	8
Honors Professional Electives or upper level (3000+) university honors courses	9
ARCH 4723H Honors Architectural Research Methods (Fa) ( or approved Methods course; or architectural research colloquium)	3
ARCH 5016H Honors Thesis Project I (Sp, Fa)	6
Total Hours	38

## The Departmental Scholars Program For Departmental Scholars in the Bachelor of Architecture Program

Completion of 18 credit hours of honors designated courses, to include a minimum of:

Professional Core Honors Courses in Architecture (Architectural Technology and/or History of Architecture)	3
Honors Professional Electives or upper-level (3000+) university honors courses	6
ARCH 4723H Honors Architectural Research Methods (Fa) (or approved Methods course)	3
ARCH 5016H Honors Thesis Project I (Sp, Fa)	6
Total Hours	18

## For Departmental Scholars in the Bachelor of Science in Architectural Studies

Completion of 18 credit hours of honors designated courses, to include a minimum of:

Professional Core Honors Courses in Architecture (Architectural Technology and/or History of Architecture)	3
Honors Professional Electives or upper-level (3000+) university honors courses	6
ARCH 4723H Honors Architectural Research Methods (Fa) (; approved methods course; or architectural research colloquium)	3
ARCH 5016H Honors Thesis Project I (Sp, Fa)	6

## Interior Design Honors Program

The Fay Jones School of Architecture Interior Design Honors Program provides upper-division undergraduate students with an opportunity to formally participate in creative and scholarly activities in interior design. Honors candidates engage in independent study and research and participate in special honors seminars and colloquia. These learning opportunities are led by the interior design faculty and are tailored to meet student's unique interests and professional trends.

Students may apply for honors studies beginning in the second semester of their sophomore year and normally will not be accepted into the program after completion of the second semester of their junior year. The program requires each applicant to have:

- Minimum cumulative grade-point average of 3.5 in all college course work,
- Minimum grade-point average of 3.5 in all course work taken in interior design,
- Take 12 hours in honors studies // enroll in honors colloquia when available,
- Enroll in six hours of honors research // 6 hours of thesis
- Student must complete and defend an honors thesis

Each honors student will be required to select an honors committee. The committee will comprise the honors thesis adviser (a faculty member in the Interior Design program and major teacher in the area of the honors project), a second faculty member from interior design, architecture, or landscape architecture program chosen by the student, and a member from outside the department chosen by the thesis advisor and student. This committee is responsible for hearing and seeing the work of the student in the area of the honors project and will administer the oral

examination to the candidate at the end of the last semester of the student's work. The committee then recommends the student receive honors in interior design. Outstanding student achievement will be recognized by awarding the distinction "Cum Laude" at graduation. The award of higher degree distinctions is recommended only in truly exceptional cases and is based upon the whole of the candidate's program of honors studies.

## Department of Landscape Architecture Honors Program

### Landscape Architecture Honors Mentors

Each Honors student shall have a department faculty adviser who will consult with the student throughout the university experience. The adviser will meet with the student a minimum of two times every fall and spring semester and correspond at least once during the summer. These sessions are venues for students to discuss their honors emphasis or concentration, academic progress, course work, community service activities, and leadership development opportunities.

### Landscape Architecture Honors Thesis

An Honors student will be required to fulfill 6 credit hours of a written academic thesis. For the written thesis, the student shall take a 3-credit-hour professional elective directly related to the thesis topic, and 3 credit hours of Special Projects with student's thesis adviser or other faculty designee. Landscape Architecture Study students will be required to take a 2 credit hour Research Thesis Prep in advance of two 3 credit hour Special Topics in Design Research courses as partial fulfillment of the 6-credit thesis requirement. The last requirement will be a presentation and defense of the work to a jury from the department and other relevant academic advisers. All Honors students are highly encouraged to take a research methods course within the subject or topic area prior to thesis work.

### Landscape Architecture Honors Courses

Honors courses within the Professional Core may be fulfilled through independent study or additional honors level work within the History of Landscape Architecture, Contemporary Landscape Architecture, Planting Design, Historic Preservation, Seminar, Construction II, III, and Construction IV courses. and Senior Demonstration Project Prep course. The student may also select honors work within Design Studio IV, V, VI, VII, or VIII. Additional work may include in-depth precedent research and design applications with a focus on research and writing as the product of additional work in the declared area of emphasis or concentration. Specific honors output expectations will be determined by the course instructor. In addition, a student may choose an independent studio with mutual faculty agreement. This studio option is in addition to the required studios in the professional program and would only be available during the spring or summer semester of the fourth or fifth year.

## Department of Landscape Architecture Honors Program Requirements The Distinguished Scholars Program

Completion of 38 credit hours of honors designated courses.

University Core or Electives at the honors level	12
Landscape Architectural Professional Core at the honors level, which may include design studio, construction laboratory, or history class	11

Professional Electives, as identified with the Professional Core, at the honors level, which may include coursework within the Landscape Architecture Department or from other university department programs

Honors Thesis or project as described below	6
<b>Total Hours</b>	<b>38</b>

## For Distinguished Scholars in the Bachelor of Science in Landscape Architectural Studies

Completion of 40 credit hours of honors designated courses, to include a minimum of:

University Core Honors courses	12
Professional Core Honors Courses in Landscape Architecture (History of Landscape Architecture, Contemporary Landscape Architecture) or Honors Professional Electives	20
Research Thesis Preparation	2
Honors Thesis Research Project	6
<b>Total Hours</b>	<b>40</b>

## Department of Landscape Architecture Honors Program Requirements For Departmental Scholars in the Bachelor of Landscape Architecture Program

Completion of 18 credit hours of honors designated courses

Landscape Architecture Professional Core at the honors level, which may include design studio, construction laboratory, planting design, historic preservation, seminar or history class; Professional Electives, as identified with the Professional Core, at the honors level, which may include coursework within the Landscape Architecture Department or from other university department programs.	12
Honors Thesis Project	6
<b>Total Hours</b>	<b>18</b>

## For Departmental Scholars in the Bachelor of Science in Landscape Architectural Studies

Completion of 20 credit hours of honors designated courses

Honors Landscape Architectural Professional Electives and/or University Honors Core Courses	12
Research Thesis Preparation	2
Honors Research Thesis	6
<b>Total Hours</b>	<b>20</b>

# Architecture (ARCH)

## Courses

### **ARCH 1003. Basic Course in the Arts: Architecture Lecture (Sp, Fa). 3 Hours.**

A general introduction to architecture, exploring the designed environment, including cities and buildings and their histories, technologies and users, in a holistic manner. May not be presented towards satisfaction of major requirements in either the B.Arch or B.A. in architectural studies degrees.

### **ARCH 1003H. Honors Basic Course in the Arts: Architecture Lecture (Fa). 3 Hours.**

A general introduction to architecture, exploring the designed environment, including cities and buildings and their histories, technologies, and users, in a holistic manner. May not be presented towards satisfaction of major requirements in either the B.Arch or B.A. in architectural studies degrees. Corequisite: Drill component. Prerequisite: Honors candidacy.

This course is equivalent to [ARCH 1003](#).

### **ARCH 1013. Diversity and Design (Sp). 3 Hours.**

Explores the reciprocal relationship between diversity and design in America, investigating how race, gender, religion, ability, age, class, and location affect and are affected by the design of media, products, architecture, and cities/regions. Positive and negative effects of diversity and design are discussed.

### **ARCH 1013H. Honors Diversity and Design (Fa). 3 Hours.**

Explores the reciprocal relationship between diversity and design in America, investigating how race, gender, religion, ability, age, class, and location affect and are affected by the design of media, products, architecture, and cities/regions. Positive and negative effects of diversity and design are discussed. Prerequisite: Honors candidacy.

This course is equivalent to [ARCH 1013](#).

### **ARCH 1015. Architectural Design I (Su, Fa). 5 Hours.**

Seeing, drawing: analysis and graphic communication. Subject and object: expression and craft. Studio and seminars 12 hours per week.

### **ARCH 1025. Architectural Design II (Sp, Su). 5 Hours.**

Ideation, visualization, representation. Project sequence designed to develop perceptual and conceptual abilities; formal and spatial composition and synthesis. Studio and seminars 12 hours per week. Prerequisite: [ARCH 1015](#).

### **ARCH 1110. Leadership By Design I (Fa). 0 Hours.**

Introduces time management, study strategies, promotes solutions for maintaining personal health, and develops communication and leadership skills intended to benefit education, career, and the community.

### **ARCH 1120. Leadership by Design II (Sp). 0 Hours.**

Introduces time management, study strategies, promotes solutions for maintaining personal health, and develops communication and leadership skills intended to benefit education, career, and the community. Continuation of

[ARCH 1110](#). Prerequisite: [ARCH 1110](#).

**ARCH 1212. Design Thinking I: Foundations in Technology (Su, Fa). 2 Hours.**

This course will raise pertinent questions about the role of architectural technology in design through studying the important theories about technology from Vitruvius to contemporary practice and understanding how they have been manifested in built form.

**ARCH 1222. Design Thinking II: Foundations in History (Sp, Su). 2 Hours.**

Explores the role of architectural history in design thinking, introducing divergent canons and traditions in a global context and emphasizing understanding of the relationships among buildings, spaces and places and the social, political and technological circumstances in which the work was theorized, produced, and lived. Prerequisite: [ARCH 1212](#).

**ARCH 2016. Architectural Design III (Fa). 6 Hours.**

Introduction of formal principles and strategies used in space making, focusing on the development of plans and sections. Precedents and the understanding of them through analysis and syntheses are used as a means of examining the past and the present while providing a framework from which personal design sensibilities can evolve. Corequisite: [ARCH 2113](#) and [ARCH 2132](#) and [ARCH 2233](#). Prerequisite: [ARCH 1025](#) and [ARCH 1222](#).

**ARCH 2026. Architectural Design IV (Sp). 6 Hours.**

An elaboration of space-making, addressing three-dimensional aspects of form-making, including the influence of structural systems, articulation of the vertical section, and exterior expression; the role of site as a generator of form; and the overarching importance of technics, including the materiality of space, structure, and light. Corequisite: [ARCH 2123](#) and [ARCH 2243](#). Prerequisite: [ARCH 2016](#) and [ARCH 2113](#) and [ARCH 2132](#) and [ARCH 2233](#).

**ARCH 2113. Architectural Structures I (Fa). 3 Hours.**

Introduction to statics and strength of materials. Building loads are examined as to their effect on the elements of architectural projects. Simple post and beam structures are the focus of this course. Bending, axial, and shear stress are examined in beams and columns. Materials studied include wood, steel, and concrete. Corequisite: [ARCH 2016](#) and [ARCH 2132](#). Prerequisite: [ARCH 1212](#).

This course is equivalent to ARCH 2114.

**ARCH 2113H. Honors Architectural Structures I (Fa). 3 Hours.**

Introduction to statics and strength of materials. Building loads are examined as to their effect on the elements of architectural projects. Simple post and beam structures are the focus of this course. Bending, axial, and shear stress are examined in beams and columns. Materials studied include wood, steel, and concrete. Corequisite: [ARCH 2016](#) and [ARCH 2132](#). Prerequisite: [ARCH 1212](#).

**ARCH 2123. Architectural Structures II (Sp). 3 Hours.**

Introduction to the basic theories of structures, structural behavior, and the design of simple structural systems capable of resisting gravity and lateral forces. Provides a basic understanding of structural behavior, organization of framing systems and location of lateral force resisting elements for building structures and other technical systems. Corequisite: [ARCH 2026](#). Prerequisite: [ARCH 2113](#) and [ARCH 2132](#).

This course is equivalent to ARCH 2124.

**ARCH 2132. Environmental Technology I (Fa). 2 Hours.**

Introduces theories and concepts of the building thermal, luminous and sonic environments with focus on solar geometry-shading, climate-thermal stresses, natural ventilation, daylight, sound isolation and noise control. The application of these systems to support the design of an environmentally responsive building and its enclosure is addressed. Corequisite: [ARCH 2016](#) and [ARCH 2113](#). Prerequisite: [ARCH 1212](#).

**ARCH 2132H. Honors Environmental Technology I (Fa). 2 Hours.**

Introduces theories and concepts of the building thermal, luminous and sonic environments with focus on solar geometry-shading, climate-thermal stresses, natural ventilation, daylight, sound isolation and noise control. The application of these systems to support the design of an environmentally responsive building and its enclosure is addressed. Corequisite: [ARCH 2016](#) and [ARCH 2113](#). Prerequisite: [ARCH 1212](#).

**ARCH 2233. History of Architecture I (Fa). 3 Hours.**

Critical study and analysis of world architecture from ancient times through the Middle Ages, comprising the ancient Americas, Asia, Mesopotamia, and Egypt; Classical, Byzantine, and Islamic architecture and vernacular design; and the early Christian, Romanesque, and Gothic periods.

**ARCH 2233H. Honors History of Architecture I (Fa). 3 Hours.**

Critical study and analysis of world architecture from ancient times through the Middle Ages, comprising the ancient Americas, Asia, Mesopotamia, and Egypt; Classical, Byzantine, and Islamic architecture and vernacular design; and the early Christian, Romanesque, and Gothic periods. Corequisite: Drill component. Prerequisite: Honors candidacy.

This course is equivalent to [ARCH 2233](#).

**ARCH 2243. History of Architecture II (Sp). 3 Hours.**

Critical study and analysis of world architecture from the fifteenth to the mid-nineteenth centuries. Encompasses early modern Europe (Renaissance, Baroque, and Neoclassical) as well as two or more of the following: colonial New Spain, early modern Japan, and/or early modern Islamic empires in Africa, the Middle East, and Asia. Vernacular American building is surveyed as well as architecture in the nineteenth-century, including Beaux-Arts design and the introduction of industrial materials. Prerequisite for architecture majors only: [ARCH 2233](#).

**ARCH 2243H. Honors History of Architecture II (Sp). 3 Hours.**

Critical study and analysis of world architecture from the fifteenth to the mid-nineteenth centuries. Encompasses early modern Europe (Renaissance, Baroque, and Neoclassical) as well as two or more of the following: colonial New Spain, early modern Japan, and/or early modern Islamic empires in Africa, the Middle East, and Asia. Vernacular American building is surveyed as well as architecture in the nineteenth-century, including Beaux-Arts design and the introduction of industrial materials. Corequisite: Drill component. Prerequisite for architecture majors only: [ARCH 2233](#) and honors candidacy.

This course is equivalent to [ARCH 2243](#).

**ARCH 2993. Art and Culture in Italy (Sp, Fa). 3 Hours.**

The evolution of culture and aesthetics and their immediate relationship with the creation of Italy's masterpieces in art and architecture. Includes site visits and lectures. Offered in the Rome study abroad semester.

**ARCH 3016. Architectural Design V (Fa). 6 Hours.**

Emphasis on issues of design process, exploration of internal and external determinants of form and the integration of appropriate technologies in design solutions. Corequisite: [ARCH 3134](#) and [ARCH 4433](#). Prerequisite: [ARCH 2026](#) and [ARCH 2123](#) and [ARCH 2243](#).

This course is equivalent to ARCH 301.

**ARCH 3026. Architectural Design VI (Sp). 6 Hours.**

Studio-based analysis and design of structural and enclosure systems for buildings with particular emphasis on systems interface and application within the context of design exercises. Investigations of the appropriate use of materials and assemblies for varied programmatic and environmental criteria. Twelve hours of studio each week. Corequisite: [ARCH 4523](#). Prerequisite: [ARCH 3016](#) and [ARCH 3134](#).

**ARCH 303V. Special Projects (Irregular). 1-6 Hour.**

Individual or group investigation in research, visual communication, history, or design concerning special interests of student or faculty. May be repeated for degree credit.

This course is equivalent to ARCH 303.

**ARCH 303VH. Honors Special Projects (Irregular). 1-6 Hour.**

Individual or group investigation in research, visual communication, history, or design concerning special interests of student or faculty. Prerequisite: Honors candidacy. May be repeated for degree credit.

This course is equivalent to ARCH 303.

**ARCH 3134. Building Materials and Assemblies (Fa). 4 Hours.**

Focuses in depth on building materials: their history, properties, configuration and use - both traditional and contemporary, in the service of architectural construction; their impact on the expression and form of both the structure and envelope of buildings and spaces. Corequisite: [ARCH 3016](#). Prerequisite: [ARCH 2123](#).

**ARCH 3743. Furniture Design (Irregular). 3 Hours.**

Design concepts and techniques to acquaint the student with the design of furniture; analysis of function, development of design and construction of small pieces of furniture.

**ARCH 4016. Comprehensive Studio (Fa). 6 Hours.**

Emphasis on issues of typology, context and technological suitability as sources of theoretical and developmental responses. Corequisite: [ARCH 4154](#). Prerequisite: [ARCH 3026](#) or [ARCH 4126](#).

**ARCH 4023. Advanced Architectural Studies (Sp, Fa). 3 Hours.**

Advanced seminars in subjects to special interest to students and faculty. May be repeated for degree credit.

**ARCH 4023H. Honors Advanced Architectural Studies (Sp, Fa). 3 Hours.**

Advanced seminars in subjects to special interest to students and faculty. Prerequisite: Honors candidacy. May be repeated for degree credit.

This course is equivalent to [ARCH 4023](#).

**ARCH 4026. Comprehensive Studio (Sp). 6 Hours.**

Continuation of Architectural Design VII. Corequisite: [ARCH 4154](#). Prerequisite: [ARCH 4016](#) or [ARCH 4116](#) or [ARCH 4126](#).

**ARCH 4116. Architectural Design - Rome (Sp, Fa). 6 Hours.**

Investigation of complex design problems in the context of the city of Rome, utilizing advanced issues in architectural design and planning. Prerequisite: [ARCH 3026](#) or [ARCH 4016](#).

**ARCH 4126. Architectural Design Latin America (Su). 6 Hours.**

Introduces a complex social and physical urban condition through a process of formal analysis and design executed in a designated country augmented by an intense graphic investigation of urban form encountered through related field trips to the distinct cultural and geographic regions. Prerequisite: [ARCH 3026](#) or [ARCH 4016](#) or [ARCH 4026](#).

**ARCH 4154. Environmental Technology II and Building Systems (Sp, Fa). 4 Hours.**

Theories and concepts of a variety of building environmental controls featuring mechanical systems with related duct layout and controls, indoor air quality, electric lighting, fire safety, transportation, communication, water and waste. Integration of these systems into the overall building design and how systems selection affects building design and energy consumption. Corequisite: [ARCH 4016](#) or [ARCH 4026](#). Prerequisite: [ARCH 3134](#).

**ARCH 4154H. Honors Environmental Technology II and Building Systems (Sp, Fa). 4 Hours.**

Theories and concepts of a variety of building environmental controls featuring mechanical systems with related duct layout and controls, indoor air quality, electric lighting, fire safety, transportation, communication, water and waste. Integration of these systems into the overall building design and how systems selection affects building design and energy consumption. Corequisite: [ARCH 4016](#) or [ARCH 4026](#). Prerequisite: [ARCH 3134](#).

This course is equivalent to [ARCH 4154](#).

**ARCH 4433. History of Architecture III (Fa). 3 Hours.**

Critical study and analysis of the history and theories of modern architecture from the mid-nineteenth century to the present. Prerequisite: [ARCH 2233](#) and [ARCH 2243](#) or [IDES 2883](#).

**ARCH 4433H. Honors History of Architecture III (Fa). 3 Hours.**

Critical study and analysis of the history and theories of modern architecture from the mid-nineteenth century to the present. Prerequisite: [ARCH 2233](#), [ARCH 2243](#) and honors candidacy. Corequisite: Drill component.

This course is equivalent to [ARCH 4433](#).

**ARCH 4483. Architecture of the Americas (Irregular). 3 Hours.**

Study of the development of architecture in the Americas from the Pre-Columbian cultures to the present day.

Lecture and slides 3 hours per week.

**ARCH 4483H. Honors Architecture of the Americas (Irregular). 3 Hours.**

Study of the development of architecture in the Americas from the Pre-Columbian cultures to the present day. Lecture and slides 3 hours per week. Prerequisite: Honors candidacy.

**ARCH 4523. Architectural Theory (Sp). 3 Hours.**

Introduction to architectural theories and their relationship to modern historiography. Case studies are employed for the critical evaluation of significant texts and the discernment of concepts embedded in textual structures. Reading theory through established historical categories establishes critical insight to the original deployment, negation and resurfacing of architectural theories. Prerequisite: [ARCH 2233](#), [ARCH 2243](#), and [ARCH 4433](#).

**ARCH 4553. Modern Architecture in Mexico (Su). 3 Hours.**

Overview of the emergence, growth and trends that define the ongoing evolution of modern architecture in Mexico from the first decades of the 20th century to contemporary practice. Offered in the Mexico study abroad semester.

**ARCH 4553H. Honors Modern Architecture in Mexico (Su). 3 Hours.**

Overview of the emergence, growth and trends that define the ongoing evolution of modern architecture in Mexico from the first decades of the 20th century to contemporary practice. Offered in the Mexico study abroad semester.

**ARCH 4610. Architecture Cooperative Education I (Irregular). 0 Hours.**

A practicum which introduces and engages the student in the practice and application of the profession. Prerequisite: completion of all third year program requirements, 2.5 minimum GPA and permission of the faculty.

**ARCH 4643. Principles of Sustainable Design (Sp, Fa). 3 Hours.**

In collaboration with the Green Building Council Italia. Provides a basic understanding of key aspects of sustainable design in architecture with particular reference to the experiences and methods developed in Italy and Europe.

**ARCH 4653. Architecture of the City (Sp, Fa). 3 Hours.**

Analysis of Rome's urban form and historical and theoretical information in support of the students' experience. Includes site visits and lectures. Offered in the Rome study abroad semester.

**ARCH 4673. Modern and Contemporary Rome (Sp, Fa). 3 Hours.**

Explores different local conditions that determine main architectural changes that have taken place in Rome during the last century of its urban history. Important works, leading figures and major concepts in contemporary European architecture will be described to introduce examples of modern and contemporary architecture in Rome.

**ARCH 4723H. Honors Architectural Research Methods (Fa). 3 Hours.**

Investigation into the practical, theoretical, and methodological strategies necessary for embarking upon architectural inquiry and discourse at a sophisticated level, for instance, in the form of a year-long thesis or independent project. Practical issues of method, such as research skills, literature review, and argument analysis are examined. The classic range of tools for interpreting architecture are surveyed from single-cause explanations (e.g., formalism) to more recent multi-causal theories (e.g., Semiotics, Deconstruction, Post-colonial theory, etc.)

for architectural design. Prerequisite: [ARCH 2233](#), [ARCH 2243](#), and [ARCH 4433](#) and honors candidacy.

**ARCH 4843. Medieval Architecture (Irregular). 3 Hours.**

This course traces the history of architecture in Western Europe from c. 300 - 1400. Sites studied include: the early Christian basilicas in Rome, the towered churches of Carolingian emperors, synagogues and mosques of Al-Andalus (Spain), Romanesque monasteries, and Gothic cathedrals. Prerequisite: [ARCH 4433](#).

This course is cross-listed with [ARHS 4743](#).

**ARCH 4853. Renaissance and Baroque Architecture (Irregular). 3 Hours.**

Study of Renaissance and Baroque architecture in Europe and the New World from 1400 to 1700. With reference to an array of texts, drawings, and the edifices themselves, this course charts the evolution of a commanding Western architectural tradition. Renaissance and Baroque -- with close attention to the social, humanistic, and religious contexts that produced it. Prerequisite: [ARCH 4433](#).

This course is cross-listed with [ARHS 4753](#).

**ARCH 4933. Introduction to Historic Preservation (Sp, Fa). 3 Hours.**

Introduces theoretical, methodological and practical issues of architectural preservation in Europe and, more specifically, in Italy. Addresses history and theory of restoration, basic principles of architectural preservation and methodology in the study and praxis of preservation applied to architecture and the issues posed by the preservation of modern architecture.

**ARCH 5016. Option Studio I (Sp). 6 Hours.**

Project development dependent upon the synthesis of knowledge and application of critical thinking addressing architectural issues at multiple scales. Prerequisite: [ARCH 4016](#) or [ARCH 4026](#) or [ARCH 4116](#) or [ARCH 4126](#).

**ARCH 5016H. Honors Thesis Project I (Sp, Fa). 6 Hours.**

Degree project development dependent upon the synthesis of knowledge and application of critical thinking addressing architectural issues at multiple scales. Prerequisite: Honors candidacy.

This course is equivalent to [ARCH 5016](#).

**ARCH 5026. Option Studio II (Su). 6 Hours.**

Project resolution including demonstrated skill in generating design ideas supported by clear understanding of issues resulting in comprehensive development and presentation of architectural issues at multiple scales. Prerequisite: [ARCH 5016](#).

**ARCH 5026H. Honors Thesis Project II (Sp, Fa). 6 Hours.**

Degree project resolution including demonstrated skill in generating design ideas supported by clear understanding of issues resulting in comprehensive development and presentation of architectural issues at multiple scales. Prerequisite: Honors candidacy.

This course is equivalent to [ARCH 5026](#).

**ARCH 5253. Architectural Structures Seminar (Irregular). 3 Hours.**

Advanced discussion, investigation, design, and analysis of structural systems, forms, and materials as determinants of architectural design. May be repeated for up to 6 hours of degree credit.

**ARCH 5314. Architectural Professional Practice (Fa). 4 Hours.**

Study of role and responsibility of the architect, owner, and contractor relationships; professional ethics; organization of the architect's office; contracts and other documents; risk management strategies; and the preparation of the technical specifications and bidding documents of the Project Manual. Prerequisite: [ARCH 4026](#) or [ARCH 4116](#) or [ARCH 4126](#).

**ARCH 5493. History of Urban Form (Irregular). 3 Hours.**

The city is explored as the primary context for design practice and theory. A few themes, e.g., the struggle between internal and external determinants of form, will frame the examination of exemplary urban projects. Primary focus on Classical through Baroque periods, tracing precedents from these periods into contemporary practice. Prerequisite: [ARCH 2233](#) and [ARCH 2243](#) and [ARCH 4433](#).

**ARCH 5493H. Honors History of Urban Form (Irregular). 3 Hours.**

The city is explored as the primary context for design practice and theory. A few themes, e.g., the struggle between internal and external determinants of form, will frame the examination of exemplary urban projects. Primary focus on Classical through Baroque periods, tracing precedents from these periods into contemporary practice. Prerequisite: [ARCH 2233](#) and [ARCH 2243](#) and [ARCH 4433](#).

**ARCH 5933. Preservation and Restoration (Irregular). 3 Hours.**

History of the preservation and restoration movement in Europe and the U.S.; its relation to the contemporary urban planning and renewal. Modern economic and administrative techniques of preservation. Participation in history surveys at regional and state levels. Prerequisite: [ARCH 2233](#), [ARCH 2243](#), and [ARCH 4433](#).

© 2013-14 University of Arkansas

[University of Arkansas Home](#)

[Catalog Home](#)

[University Police](#)

[Fraud Prevention](#)