

University of Arkansas

Interim Progress Report for 2016

Instructions and Template

November 30, 2016

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's progress in addressing not-met Conditions, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (kabdul@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

¹ The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

2. EXECUTIVE SUMMARY OF 2014 NAAB VISIT

CONDITIONS NOT MET

2014 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR
A. 4 Technical Documentation
B. 2 Accessibility
B.6 Comprehensive Design

CAUSES OF CONCERN

2014 VTR
Information Resources
Advising
Campus Involvement
Technology Integration
Technology Support

3. TEMPLATE

Interim Progress Report
University of Arkansas
Department of Architecture, Fay Jones School of Architecture and Design
B. Arch.

Last APR submission: September 23, 2013
Year of the previous visit: 2014

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Peter MacKeith, Dean

Provost: James Coleman, Ph.D.

President of the institution: Joseph Steinmetz, Ph.D.

Individual submitting the Interim Progress Report: Winifred E. Newman, Ph.D., Department Head

Name of individual(s) to whom questions should be directed: Winifred E. Newman, Ph.D.

Current term of accreditation: 8 year

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

A.4 Technical Documentation

2014 Visiting Team Assessment: ARCH 3026 Architectural Design VI, Exploded axons and larger scale sections are effective as technical drawings. Models are well used to address building assembly. Cross-sections and longitudinal sections less so as evidence of ability in this area. ARCH 3134 Building Materials and Assemblies, uses drawing exercises, quizzes, and a final exam, effectively; however, outline specs do not show up in ARCH 5314 Professional Practice and there is no other place where the ability to make an outline spec as part of a building design appears.

University of AR, 2016 Response: Pursuant to team comments the department addressed technical integration in the curriculum. The sequence and content of required technical courses was revised. The current course sequence satisfies student performance criteria in A.4: ARCH 2132 Environmental Technology I (new), ARCH 3143 Building Materials and Assemblies, ARCH 3253 Environmental Technology II (new), and ARCH 4016 Comprehensive Design as evidenced in the course syllabi. Advanced studios in design/build, assembly and fabrication augment student learning in technology at the upper levels. A new instructor for ARCH 5314 Professional Practice required reconstitution of the syllabus for this course. The revised syllabus (Appendix A) includes a section on construction documents including their preparation, format and management. The outline specification is included in this section. We continue to seek opportunities to advance student learning in this area. Distinguished visiting professor William Massie will teach an advanced studio in Spring 2017 exploring the conditions of design-build projects concentrating on building components, assemblies, and products looking at the processes related to materials and fabrication including automation and additive manufacturing.

B.2 Accessibility

2014 Visiting Team Assessment: While evidence was found for the inclusion of some design accommodations for mobility impairment in the studio work for ARCH 2026 and subsequent studios, there was no evidence of the incorporation of sensory or cognitive disability accommodations.

University of AR, 2016 Response: Mobility impairment was added to the first semester of second year design studios, ARCH 2016 Des III as we can evidence through presentation of the course syllabus (Appendix A). Recognizing that professional seminars will not satisfy student performance criteria we nonetheless additionally offer a professional seminar, ARCH 4023 Objects of Interest: Industrial Design and Spatial Syntax (Appendix A) addressing cognitive and sensory disability, universal design, and user experiences. The course is co-taught by an architecture faculty with a faculty consultant in occupational therapy.

B.6 Comprehensive Design

2014 Visiting Team Assessment: While the High Pass evidence satisfactorily covers the required content, with the exception of preparation of an outline specification (integral to A4 Technical Documentation), the Low Pass projects do not achieve at the required level. In general, the work was much less complete, e.g., failing to provide labeling for spaces and detail elements; lack of site plan detail; lack of accessibility detail; lack of indications of sustainability strategy incorporation and lack of clarity in the incorporation of HVAC systems.

University of AR, 2016 Response: Our response to the concerns raised regarding Comprehensive Studio were a primary catalyst for the revisions of the technology sequence previously referenced. The material in these courses explicitly foregrounds the material needed for students to fulfill all aspects of ARCH 4016 Comprehensive Studio including technical documentation. ARCH 4016 Comprehensive

Design (Appendix A) content was evaluated and changed as evidenced in the syllabus to address completeness issues listed in the assessment (Appendix A). Changes made in the general curriculum clarified the role of comprehensive studio as a hinge between the core professional program and advanced design studios offered in the last three semesters. Comprehensive studio is now offered only in the fall semester to ensure continuity for student learning in workshops offered by visitors targeting domain specific topics. This distributes resources equitably for all students. We see improvement in performance with continued attention to elevating the performance of all students.

b. Plans for/Progress in Addressing Causes of Concern

- **Information Resources**

2014 Visiting Team Comments: **Planning Library Growth:** Planning for future growth of the department as a graduate school and efforts to increase research will require new funding streams. Library space and resources will also need to be expanded given the addition of the landscape architecture and interior design departments.

Library Acquisition Planning: The team believes that the department needs to strengthen its system for choosing new library acquisitions for both the history and studio programs.

University of AR, 2016 Response: While the university and consequently the school were subject to a flat budget from state allocations for the past three fiscal years we continue to work with the library to creatively address how to improve acquisition and delivery of materials to students. The library system is constructing a new archive building to facilitate storage and retrieval of older items and the librarians employ interlibrary loans and digital delivery of materials. Three tenured faculties with research scholarship in history and theory and one faculty representing design work with the fine arts librarian on acquisition lists. We maximize our options by combining selections with related programs. The department has representation on the University Library Committee and the Research Deans group both influencing our information and library acquisition needs.

- **Advising**

2014 Visiting Team Comments: While students in their third through fifth years are assigned to faculty advisers, the first- and second-year students share a single advisor. Even though students commented that the student services staff members are miracle workers, the team is concerned that the workload is significant and will only continue to grow. Visual and sound privacy is lacking in advising rooms.

University of AR, 2016 Response: Recognizing and acting on team comments a new space allocation plan was developed and student advising was moved to the Dean's suite. The newly located advising offices offer privacy and confidentiality.

- **Campus Involvement**

2014 Visiting Team Comments: It is always difficult for architecture students to be fully involved throughout campus, but students would benefit from a conscious effort to encourage them to take advantage of the rich opportunities for extracurricular activities of the university at large.

University of AR, 2016 Response: Extracurricular involvement and learning is addressed through the UNIV 1001 University Perspectives required of all freshman students in the school (Appendix A). Students are required to document participation in activities across campus. Additional efforts to address student involvement include securing placement of student research assistants in two laboratories: the Center for Advanced Spatial Technologies and Tesseract, a center for advanced visualization and gaming. In 2015 the school started a chapter of the National Organization of Minority Architecture Students (NOMAS). This student organization along with the existing chapter of

the AIAS continues to engage students in outreach events on campus. The school of architecture and design facility includes recently added public monitors with a constant stream of ongoing and future events readily visible to all students.

- **Technology Integration**

2014 Visiting Team Comments: The addition of new technologies appears to lack a plan for cohesive curricular integration.

University of AR, 2016 Response: In the 2015-16 academic year faculty addressed technology integration in studio and support courses across the curriculum. The year focused on assessing integration of digital and physical tools and requisite support software. The department formulated an approach to technology integrating physical and digital tools along a continuum based on use and appropriateness. Workshops were instituted to supplement digital and physical tools skills needed to enhance learning outcomes in studios. Ongoing analysis includes revising course content to support new learning models and delivery methods. Complementing our efforts the school Technology Committee developed a three-tiered approach to technology education for tool use and learning methods for new digital and physical tools. The three-tier system integrates online tutorials (Lynda.com) at the lower level of instruction with targeted tutorials for specific tools and staff support for advanced studies using new tools. Currently under examination are the design of learning methods to facilitate early acquisition and iterative application of CAD programs, digital modeling tools, and the physical tools (laser printers, 3D printers) to which they coordinate. The Fay Jones School has a 3- and 5-axis CNC, robotic arm, digital loom, 3-d printers, laser cutters and full complement of wood and metal working tools in addition to head-mounted displays and immersive visualization devices. Our remote Government Center facility includes additional space for large-scale fabrication, the robotic arm and the 5-axis CNC. This equipment is being moved to new quarters in existing university space offering better climate control, access to WIFI and student safety. Creating an integrated education plan teaching students how to ideate, design and materialize architectures using these tools in the foundations and the core program is currently under examination.

- **Technology Support**

2014 Visiting Team Comments: The lack of adequate funding for staff is detrimental to the IT Department and more full-time staff support is needed.

University of AR, 2016 Response: The appointment of Dean MacKeith in fiscal year 2015 instigated examination of all budget protocols including those governing technology support. The new structure gives IT a discrete budget and centralized service efforts for faculty, students, and staff for purchasing, maintaining, and upgrading equipment. The new Director of IT, Scott Zemke, was appointed with two support staff and a complement of part-time student assistants for after-hours support. Specific improvements include a new online help-desk, unlimited and encrypted storage space through a dedicated server available to all faculty and staff, and a new school-wide Technology Committee charged to assess and recommend changes to address emerging needs.

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of AR, 2016 Response: The following changes in administration are noted: Peter MacKeith, Dean and Professor of Architecture, appointed in 2014; Dr. Winifred E. Newman, Professor and Head of the Department of Architecture; Ken McCown, Professor and Head of Department of Landscape Architecture; Scott Zemke, Director of IT; Dr. James Coleman, Provost, Dr. Joseph

Steinmetz, Chancellor. The departure of Assistant Professor Mark Manack and Assistant Professor Santiago Perez was tempered with the appointment of Visiting Assistant Professor Christopher Meyer and Lecturer Jeff Quantz (Appendix B). Visiting Assistant Professor Alison Turner was appointed as Clinical Assistant Professor and Jonathan Boelkins was retained as full-time Instructor. We are currently conducting a search for a tenure-track faculty and additionally will hire a new Visiting Assistant Professor in the 2017-18 academic year. The program actively is addressing recruitment, retention, and curriculum to respond to Chancellor Steinmetz '8 Challenges' including interdisciplinary collaboration, increased research and creative projects, diversity, and community outreach. Changes to the program include 1) the introduction of an interdisciplinary foundations studio, 2) formalizing the last three semesters of the program as advanced studies including our study abroad studios and 3) promoting these as interdisciplinary studios. Advanced studios are charged to address 'wicked problems' or those representing significant challenges in a given domain. Examples include studios working on preservation and adaptation in coordination with local and regional cities through an EPA-sponsored program, sustainable growth in urban and suburban communities, housing, and building in extreme conditions. Studios 'cluster' with seminars and workshops at the advanced level. Cluster courses share similar themes or scholarship and promote a synergy of learning opportunities for students across the advanced study curriculum. The school is advancing discussion of a post-professional Master of Design degree and the addition of two minors, in preservation design and history of architecture and design respectively.

Since 2009, the School of Architecture is honored to bear the name of its most renowned graduate, Fay Jones (1921-2004), and in July 2015, the Board of Trustees granted the school's request to change its name to the Fay Jones School of Architecture and Design in recognition of the diversity of design education it offers and the value it places on collaborative education, research, and practice among the design disciplines.

d. Summary of Activities in Response to Changes in the NAAB Conditions [2014 NAAB Conditions](#)

University of AR, 2016 update: The following constitute specific changes made in response to 2014 NAAB Conditions for Accreditation.

I.1.3 Social Equity: The school is developing a comprehensive plan to expand and develop diversity. One of the first steps was establishment of National Organization of Minority Architects Student chapter in 2014.

I.1.4 Defining Perspectives: The following changes to the program address the five new perspectives:

- Institution of interdisciplinary advanced studios (A, B)
- Advanced studio focus on significant challenges: building sustainability, sustainable communities, university engagement with underserved communities, automation and fabrication effecting professional practice, mixed reality and visualization, adaptation and preservation (B, C, D, E)
- The Office of the Dean hired a full-time Career Development Specialist in 2016 (C)
- Continuing support of the Career Fair annually in the spring semester (C)
- Development of undergraduate research (A, B)
- Faculty assessing optional internship and or residency program (B, C)
- Continued growth of the Certificate in Sustainability (D)
- Appointment of faculty as new Director of Community Education (E)
- Faculty and students working with EPA-based CUPP program to develop projects in underserved regional communities (A, B, D, E)

Realm A: A.4 - Faculty reviewing curriculum for integration of expanded critical thinking and representational skills in core program.

Realm D: D.1-D.5 - ARCH 5314 Professional Practice curriculum revised.

II.4.6 Admissions and Advising. School is revising admissions and advising documents to comply with diversity initiatives.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

University of AR, 2016 update: Appendix A: Course Descriptions, Appendix B: Vitae