

**UNIVERSITY OF ARKANSAS**

**Interim Progress Report for Year Five**

November 30, 2019

## **Contents**

1. Executive Summary of the Two Most Recent NAAB Visits: 2008 and 2014
2. Template Content
  - a. Progress in Addressing Not-Met Conditions and Student Performance Criteria identified in the review of the Interim Progress Report for Year 2
  - b. Progress in Addressing Causes of Concern
  - c. Changes or Planned Changes in the Program
  - d. Summary of Responses to Changes in the 2014 NAAB Conditions
  - 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; samples of required student work).

## 2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2014 and 2008

### CONDITIONS NOT MET

2014 VTR	2008 VTR
None	4 Social Equity
	5 Physical Resources

### STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR	2008 VTR
A. 4 Technical Documentation	13.25 Construction Cost Control
B. 2 Accessibility	
B. 6 Comprehensive Design	

### CAUSES OF CONCERN

2014 VTR	2008 VTR
Information Resources	Program Response to 1.1 Arch. Edu.& Academic Context
Advising	Public Information
Campus Involvement	Studio Culture
Technology Integration	Human Resource Development
Technology Support	Information Resources
	Financial Resources

# Interim Progress Report Year 5

University of Arkansas

Department of Architecture

**B. Arch [157 undergraduate credit hours]**

*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:**

**Name:** Peter MacKeith  
**Title:** Dean and Professor of Architecture  
**Email Address:** mackeith@uark.edu  
**Physical Address:** Fay Jones School of Architecture and Design  
120 Vol Walker Hall University of Arkansas  
Fayetteville, AR 72701

**Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.**

**Chief academic officer for the Institution:**

**Name:** Dr. Jim Coleman  
**Title:** Provost and Executive Vice Chancellor for Academic Affairs  
**Email Address:** jscolema@uark.edu  
**Physical Address:** Administration 422 University of Arkansas  
Fayetteville, AR 72701

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

### a. Progress in Addressing Not-Met Conditions

N/A

### b. Progress in Addressing Not-Met Student Performance Criteria

**University of Arkansas, 2019 Response:** Satisfied by Two-Year IPR.

## II. Progress in Addressing Causes of Concern

**University of Arkansas, 2019 Response:** Satisfied by Two-Year IPR.

## III. 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 Arkansas, 2019 Response:** [Click here to enter text.](#)

### Changes in Faculty and Administration

The following is a summary of changes that have occurred in faculty composition and departmental administration at the University of Arkansas' Fay Jones School of Architecture and Design. New appointments included in this summary are the result of three competitive search processes, one conducted in the spring of 2017 for a tenure track faculty member in design and fabrication, one conducted in the spring of 2018 for two tenure track faculty in design, and the third in 2019 for a Department Head. Names, ranks, and appointment dates of all new faculty are outlined below:

- John Folan, AIA LEED AP BD+C, Department Head and Professor with tenure, appointed July 1, 2019
- Jessica Colangelo, Assistant Professor, tenure track, appointed August 15, 2018
- Brian Holland, Assistant Professor, tenure track, appointed August 15, 2018
- Emily Baker, Assistant Professor, tenure track, appointed August 15, 2017

In support of a desire to enhance the operational efficacy of the department, The Dean's Office at the Fay Jones School worked with the University Provost's Office in establishing an Associate Department Head position. The newly established position was filled through an internal search process led by the newly appointed Department Head during the summer of 2019. A tenured Associate Professor was selected:

- Frank Jacobus, Associate Department Head, appointed August 15, 2019

The Department of Architecture continues to benefit from a strong relationship between the Dean's Office at the Fay Jones School and upper level University Administration. On January 1, 2016 Dr. Joseph Steinmetz replaced Dr. G. David Gearhart as Chancellor of the University of Arkansas. On January 1, 2017 Dr. Jim Coleman was appointed Provost and Executive Vice Chancellor. Development of the departmental program content, outreach, and research have established the relevance of the academic unit to the university and broader community.

Support from University administration has been, and will continue to be, important to the department as faculty transitions occur. Effective December 31, 2019, tenured Professor David Buege will retire from the Department of Architecture. As a component of his succession plan, and in anticipation of projected departmental enrollment growth, the Department of Architecture will be conducting a competitive search in the spring of 2020 for two new faculty at the rank of Assistant Professor.

## **Changes in Enrollment**

Student enrollment has increased twenty-four percent over the past five years and the school is excited about the desire of students to attend our programs. The addition of the Anthony Timberlands Center for Design and Materials Innovation (discussed below) will address some of these challenges. Additionally, the school and departmental administration currently are assessing enrollment management as well as resource management strategies, including faculty needs, program development, and space allocation.

## **Significant Changes in Educational Approach or Philosophy**

The Fay Jones School of Architecture and Design houses the disciplines of Architecture, Interior Design, and Landscape Architecture. We consider collaboration part of our school's culture and an asset to our department. The Fay Jones School recently completed a two year-long strategic planning process which will be implemented in 2020. Facilitated by a third-party consultant, the process included departmental meetings, all school meetings, as well as a objective-focused study by sub-committees composed of faculty, staff and students that were convened to articulate the plan. The plan asserts five guiding principles:

- We value a range of perspectives across the design disciplines.
- We embrace multiple meanings and potentials in creative practices, research, and scholarship.
- We treat making as a form of thinking that promotes innovation and discovery in the teaching and learning of design.
- We commit to enriching diversity through a culture of respectful collaboration and inclusion within our school, across the campus, and into the community.
- We foster holistic design processes and advocacy as intrinsic components of our land-grant and flagship responsibilities, to address the complex challenges of a world in climate change.

With the arrival of a new Department Head, and looking forward to our reaccreditation visit in 2022, the architecture faculty is engaged actively in reviewing, assessing, and strategically evolving the Bachelor of Architecture curriculum. As we look to the future, and as mentioned above, the school is in the process of implementing a new strategic plan. In addition, our department has begun reviewing our curriculum to find places for advancement and refinement based on the university's guiding priorities, the school's strategic plan, and the latest NAAB conditions for accreditation. We intend to develop and deliver a comprehensive, holistic design curriculum that integrates global perspectives and understanding with opportunities to contribute to designing solutions to wicked problems, across disciplines. We will provide collaborative, interdisciplinary education that equips our graduates to address, through design, the most urgent issues of our time – climate crisis, inequality, urbanization, individual and collective well-being.

The school recently has created a post-professional Master of Design Studies program. 2019 saw the commencement of the Retail and Hospitality concentration. Focus areas in Integrated Wood Design and Resiliency are to commence in the 2020-2021 academic year. In addition, the School expects to initiate new concentrations in Preservation Design and Housing Design in the 2021-2022 academic year.

The school's Summer Design Camp established in 2008, has expanded significantly over the past five years, reaching over two-hundred thirty students in 2019. We've seen approximately 40 students go on to study in our Bachelor of Architecture program since 2016. The Summer Design Camp has also expanded beyond the Fayetteville campus into other areas of the state to assist underserved populations. In 2014 the school began camps in Hot Springs and Little Rock, Arkansas. In 2015 the camp expanded further to include Wilson, Arkansas. Most recently, last year a new camp was created in El Dorado, Arkansas.

## **New Opportunities for Collaboration / Changes in Financial Resources**

One of the guiding priorities of the University of Arkansas is to Build a Collaborative and Innovative Campus. In this effort, the Chancellor's office created the Chancellor's Fund for Innovation and Collaboration in 2016, which awards \$1 million in seed money for bold interdisciplinary projects annually. The following projects including faculty members from the Fay Jones School have been awarded money from this fund over the past three years:

*Mid-Century Modern: Fay Jones and the American House*  
(Associate Professor Greg Herman)

*Advancing Sustainable Wood Design and Technologies through Collaborative Engagement*  
(Associate Professors Tahar Messadi and Frank Jacobus)

*Arkansas Stories of Place and Belonging*  
(Associate Professor Kim Sexton)

In 2014, the Fay Jones School Dean's Office created funding opportunities within the school that aid faculty research, with a specific effort to incentivize collaboration between the three programs housed within the school. Each year, the Fay Jones School Grant for Creative Research and Practice awards up to three faculty teams or individuals as much as \$4,000 in "seed" funding to develop research over the course of a year.

The Fay Jones School also recently has received three million dollars in gifts for the construction of the Whipple Environmental Education Center and associated exhibition content at Garvan Woodland Gardens, our outreach center in Hot Springs, Arkansas. This will be a state of the art, 5,000 sf facility designed and constructed by faculty and students at the Fay Jones School as part of a multi-semester design-build effort.

As identified earlier in this report - our school is fortunate to have its three disciplines (Architecture, Interior Design, and Landscape Architecture) all housed in one building. To take advantage of this, and in the spirit of the university's goal of collaboration and innovation, the school has also created a collaborative advanced studio sequence in which all upper level (fourth and fifth year) studios are a shared, interdisciplinary experience. Several advanced studios also included students from disciplines outside of the school. Most recently we've had advanced studios collaborate with art and civil engineering students. We continue to explore interdisciplinary opportunities at all levels of the curriculum and anticipate growth in this area with potential to positively influence both learning experiences and design scholarship/research.

### **Changes in Physical Resources**

On January 15, 2016 the Fay Jones School of Architecture and Design opened a new Fabrication Laboratory in the Windgate Art and Design District, approximately one mile south of the main campus. The district, which will include new facilities for art and design classrooms, labs, studios, and public gallery space is intended to create a central hub for all creative endeavors of student and faculty artist and designers at the university of Arkansas and beyond. This school's new Fabrication Laboratory at Windgate provides 7,000 sf of additional space for our students, houses design-build equipment, a new 3-axis CNC, a plasma cutter, welding center, two ceramics printers, and numerous woodworking tools. In addition to this, the fabrication spaces at the school's main campus location in Vol Walker Hall has an upgraded 3d printing and laser cutting center and a new model building laboratory.

Since 2018, the Fay Jones School has benefitted from the establishment of centralized plotting and printing for students in our Vol Walker Hall Media Center.

The University of Arkansas Community Design Center (UACDC) continues to provide opportunities for students in downtown Fayetteville. In 2017 the provost's office allocated \$750,000.00 to renovate 3,500 sf of space in the Pryor Center, located on the Fayetteville historic square. In 2019 the UACDC was expanded with the addition of the newly formed Resiliency Center. This project was supported with \$150,000.00 in funding from the Provost's office.

In 2018 the school received a \$7.5 million gift, matched with \$7.5million from the Chancellor's office, to construct the Anthony Timberlands Center for Design and Materials Innovation. This new facility will be in the Windgate Art and Design District, and will be completed in 2022. This center is a fully funded project which will provide 50,000 SF of additional construction/fabrication space, material laboratories, an auditorium, and faculty offices for the school.

The school has invested in new fabrication equipment over the past five years to ensure the relevancy and currency of experiences and education delivered to our students. The following is a summary list of significant equipment purchased and implemented at the Vol Walker (on campus) and Windgate sites.

### **Fay Fabrication Labs Tool Investment (Last 5 years)**

(3)- Afinibot A31 3D Printer: <i>Print dimensions 11.5"x 11.5"x 15.5"</i>	\$3,000
(4)- Prusa MK3 3D Printers: <i>Print dimensions 9.5"x 8.25"x 8.25"</i>	\$2,400
Stratasys Uprint SE Plus 3D Printer: <i>Print dimensions 8"x 6"x 6"</i>	\$30,000
(2) 12" x 24" VLS 3.50 Universal Laser Cutters	\$30,000
Roland CAMM-1 GS 24 Vinyl Cutter	\$2,000
18" x 24" SHOPBOT Desktop CNC Router	\$2,500
60" x 120" Onsrud M-Series CNC Router	\$120,000
Shaper Origin Handheld CNC Router	\$2,500
3D Potter Super 7 Ceramic Printer w/ small kiln	\$6,500
Next Engine 3D Scanner	\$5,000
Wet saw (glass/tile/stone)	\$300
50" Drum Sander	\$5,000
Bench Top Mortiser	\$500
3D Potterbot – XLS-2 Scara Printer	\$17,000
Pocket NC – 5 Axis CNC with a Google Chromebook	\$6,500
Prusa – 3D Printer	\$1,200
Small woodworking and metalworking tools for a Model Building Lab	\$5,000
VR headsets	\$1,200 (grant funded)
Augmented Reality Sandbox	\$1,000
Monitors for Every Desk	\$180,000+/-

#### **IV. Summary of Responses to Changes in the [2014 NAAB Conditions](#)**

**University of Arkansas, 2019 Response:** [Click here to enter text.](#)

There have been two new conditions of accreditation identified in the 2014 NAAB Conditions of Accreditation, I1.3 Social Equity, and I1.4 Defining Perspectives. The Department of Architecture at the Fay Jones School has been addressing both conditions attentively through different mechanisms, both cultural and practical.

Condition I1.3 Social Equity is informed by a broader culture at the University of Arkansas. The current University Strategic Plan implemented by current Chancellor Dr. Joseph Steinmetz in 2017 provides a framework organized around eight guiding priorities for all academic units (<https://www.uark.edu/strategic-plan/>). One of the guiding priorities, Enriching Campus Diversity and Inclusion, clearly articulates a commitment “to diversify along many dimensions our faculty, staff and students and at the same time continue to foster a culture that is welcoming to all.”

Actions Identified:

- Diversify campus demographics through recruitment and retention of underserved student populations in Arkansas.
- Implement and complete the diversity planning process for all university departments.
- Improve recruitment and retention of diverse faculty by strategic allocation of resources.
- Create IDEALS Institute to provide leadership in research, development and delivery of educational and training services and outreach and engagement efforts to entities statewide; opened in fall 2019.

Evidence of success in the implementation of these Actions is provided by:

- Vice Chancellor for Diversity and Inclusion hired fall 2017, with strategic plan currently in development.
- Diversity and Inclusion research fellow working with faculty to secure funding focused on increasing recruitment and retention of diverse and underserved students. New enrollment hires made focusing on Spanish-speaking students.
- Focus made to recruit underrepresented minority faculty in recruiting processes.
- University level metrics published through the Metrics dashboard website (<https://www.uark.edu/strategic-plan/dashboard.php>)



The Office for Diversity and Inclusion (<https://diversity.uark.edu/>) led by Vice Chancellor Dr. Yvette Murphy-Erby and Assistant Vice Chancellor Angela Mosley Monts provides training to every new employee of the Fay Jones School of Architecture and Design; administration, faculty, and staff. All Fay Jones School administration, faculty and staff must complete diversity and inclusion training, including Title IX and OEOC on a three-year cycle.

On February 20, 2020 the Fay Jones School will be submitting a diversity planning document to upper level university administration as required by the Office of Diversity and Inclusion. This document will reflect focused School level and departmental level initiatives, including curriculum, outlined in the recently completed Strategic Plan document under review by the Provost's office. Diversity and inclusion remain a focus in establishing social equity in the Department of Architecture; it is an ever-evolving process and requires vigilance that will be informed through future metrics, pending approval of the school's strategic plan, and close work with the University administration.

Condition 11.4 Defining Perspectives is similarly biased, with the Department of Architecture benefiting from the broader perspectives of the University and School as contexts.

A. Collaboration and Leadership:

Our school is fortunate to have its three disciplines (Architecture, Interior Design, and Landscape Architecture) all housed in one building. To take advantage of this, and in the spirit of the university's goal of collaboration and innovation, the school has also created a collaborative advanced studio sequence in which all studios are a shared, interdisciplinary experience. Several advanced studios also included students from disciplines outside of the school. Most recently we've had advanced studios collaborate with art and civil engineering students. We continue to explore interdisciplinary opportunities at all levels of the curriculum and anticipate growth in this area.

In 2014, the Fay Jones School Dean's Office created funding opportunities within the school that aid faculty research, with a specific effort to incentivize collaboration between the three programs housed within the school. Each year, the Fay Jones School Grant for Creative Research and Practice awards up to three faculty teams or individuals as much as \$4,000 in "seed" funding to develop research over the course of a year. The school is committed to these opportunities as both a promotion of collaboration and as developmental mechanisms for research leadership.

One of the five guiding principles of the Fay Jones School of Architecture and Design's strategic plan is the commitment to enriching diversity through a culture of respectful collaboration and inclusion within our school, across the campus, and into the community.

In addition to the above school and departmental initiatives, one of the eight guiding priorities of the University of Arkansas is to Build a Collaborative and Innovative Campus. In this effort, the Chancellor's office created the Chancellor's Fund for Innovation and Collaboration in 2016, which awards \$1 million in seed money for bold interdisciplinary projects annually. The following projects including faculty members from the Department of Architecture have been awarded money from this fund over the past three years:

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## B. Design:

The Architecture Department develops graduates who understand design as a multidimensional process involving problem resolution and the discovery of new opportunities that create value by providing students with a diverse mix of core courses in addition to a wide array of professional elective offerings whose subject matter centers on the expertise of individual faculty members. The professional electives include courses in architectural history/theory, visualization/drawing, furniture design and construction, detailing, and many other topics. In 2016, we introduced a minor in History of Architecture and Design (HARD) to cultivate critical thinking and foster appreciation of the culture of design.

In addition to the wide array of professional electives, the school's 5<sup>th</sup> year studio sequence consists of collaborative interdisciplinary studios that take on research topics based on important contemporary social, cultural, and environmental issues. A few examples from this sequence of advanced studio offerings are as follows:

The Historical American Buildings Survey (HABS) studios and seminars wherein numerous historic structures have been drawn, modeled, and otherwise recorded and preserved.

Advanced fabrication studios that have explored contemporary fabrication techniques and potential construction futures using emerging full-scale 3d printing technologies.

Interdisciplinary studios that research Net-Zero building principles and their impact on design and construction.

As we look to the future, and as mentioned above, the school is in the process of completing a new strategic plan. In addition, our department has begun reviewing our curriculum to find places for advancement and refinement based on the university's guiding priorities, the school's strategic plan, and the latest NAAB conditions for accreditation. We intend to develop and deliver a comprehensive, holistic design curriculum that integrates global perspectives and understanding with opportunities to contribute to designing solutions to wicked problems, across disciplines. We will provide collaborative, interdisciplinary education that equips our graduates to address, through design, the most urgent issues of our time – climate crisis, inequality, urbanization, individual and collective well-being.

## C. Professional Opportunity:

The school has recently partnered with the university's career development office and created a full-time Career Development Specialist position. The school's Career Development Specialist coordinates the annual firm fair, tracks internship opportunities for students, coordinates portfolio workshops, coordinates resume workshops, provides networking opportunities, and develops a monthly newsletter to guide students in their career pursuits.

The school also has an Architecture Experience Program (AXP) coordinator who guides students on the important steps toward licensure and manages the continuing education credits given as part of the Fay Jones School's lecture series.

## D. Stewardship of the Environment:

The University of Arkansas Community Design Center (UACDC) continues to provide Fay Jones School students opportunities throughout advanced studios to study issues vital in combating the global climate crisis. To acknowledge and expand these efforts, in 2017 the provost's office allocated \$750,000.00 to renovate 3,500 sf of space in the Pryor Center. In 2019 the UACDC was expanded with the addition of the newly formed Resiliency Center. This project was supported with \$150,000.00 in funding from the Provost's office. This support, along with the continued award-winning work of these entities is evidence of the commitment to environmental issues by our school and by the university. (<http://uacdc.uark.edu/>)

In 2018 the school received a \$7.5 million gift, matched with \$7.5 million of funding from the Chancellor's Office, to construct the Anthony Timberlands Center for Design and Materials Innovation. This new facility will be completed in 2022, and will emerge through an international design competition being adjudicated in February of 2020. This fully funded project which will provide 50,000 SF of additional construction/fabrication space, material laboratories, an auditorium, and faculty offices for the school. Much of the work in this new facility will be dedicated to research into today's most pressing environmental questions and will allow the school to take a leadership role with respect to these issues.

In addition, the sustainability minor is now housed within the Fay Jones School and has become one of the most popular minors among Fay Jones' students.

The school's timber initiatives, which have included a symposium, and multiple national exhibits on wood as a sustainable building material, have brought students into a locally relevant and urgent dialogue about resources and the land. In addition, advocacy of best practices in timber by the school have resulted in precedent setting designs for the recently completed Library Storage Archive and a 750 room dormitory/living learning community on campus. (<https://www.timberdesignexcellence.org/symposium/>)

Lastly, collaboration with campus-wide Razorback Recycling has brought recycling initiatives within the school to the foreground.

#### E. Community and Social Responsibility:

Over the past five years the school has created multiple initiatives that will expand the Fay Jones community and spotlight educational initiatives that deal directly with social responsibility. In 2018, the school led the **Housing Northwest Arkansas** initiative, made possible by a grant from the Walton Family Foundation. Housing Northwest Arkansas included a design studio, a regional symposium, and a professional design competition. Each of these three components added to the in-depth exploration of national and regional housing issues of design, zoning, finance, city planning, community development, and community education and engagement.

Beginning in 2017 the UACDC has been working with Kevin Fitzpatrick, a sociology professor at the University of Arkansas, to develop New Beginnings, a housing community for the homeless. This project expands emergency/transitional housing for unsheltered homeless persons living in Fayetteville.

The school has recently created a post-professional Master of Design Studies program. 2019 saw the commencement of the Retail and Hospitality concentration. Focus areas in Integrated Wood Design and Resiliency are to commence in the 2020-2021 academic year. In addition, the School expects to initiate additional concentrations in Preservation Design and Housing Design in the 2021-2022 academic year.

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## **University of Arkansas Strategic Plan**

<https://www.uark.edu/strategic-plan/>

## **Office of Diversity and Inclusion**

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

## **University of Arkansas Metrics Dashboard**

<https://www.uark.edu/strategic-plan/dashboard.php>

## **Housing Northwest Arkansas**

<https://www.housingnwa.org/>

## **Timber Initiatives**

<https://www.timberdesignexcellence.org/symposium/>

## **Design Camp**

<https://fayjones.uark.edu/news-and-events/design-camp.php>

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

<http://uacdc.uark.edu/>

There have been two significant changes in student performance criteria from the 2009 NAAB Conditions of Accreditation and 2014 NAAB Conditions of Accreditation.

1. "A.6 Fundamental Design Skills" (2009) has been changed and expanded to "A.4 Architectural Design Skills" (2014)
2. "A.11 Applied Research" (2009) has been changed and expanded to "C.1 Research, C.2 Integrated Evaluations and Decision-Making Design Process, and C.3 Integrative Design".

A.4 is now addressed in Arch2026 and Arch3016. As demonstrated in the Course Syllabus provided, Arch2026 addresses this condition by introducing students to the broad range of issues and instruments that are foundational for the discipline of architecture such as the influence of structural systems, articulation of the vertical section, and exterior expression as well as the role of site and environmental principles as generators of form. Arch3016 addresses this condition through the iterative study of formal, organizational, and environmental principles using multiple scales and types of architectural representation. In this course, students learn to approach design systemically, using precedents to understand basic design principles. In addition, the students develop techniques for conceptualizing form, space, and performance based on an awareness of environmental principles.

C.1-C.3 are now addressed in Arch4016. As demonstrated in the course syllabus provided, this course emphasizes performance through consideration of typology, context, program and technology (environmental/ structural/ constructional) to accomplish substantive, cohesive design solutions. It uses architectural precedents and contextual research as an applied part of an integrated design process. The students are asked to respond to contextual conditions in a unified and seamless way and thereby gain the ability to implement design solutions which are the result of the integration of environmental, technical, physiological, structural, and material systems.

**V. 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. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or if there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.*)

**University of Arkansas, 2019 update:** [Click here to enter text and graphics.](#)

University of Arkansas  
Department of Architecture  
Interim Progress Report for 2019  
National Architectural Accrediting Board

## Appendix A

FAY

**ARCH 2026****ARCHITECTURE DESIGN IV****Credits:**

6 credits

**Contact Time:**

12 hours/week for 15-week session

**Type of Course:**

Studio

**Prerequisites:**

Arch2016, Arch2113, Arch 2132, Arch2233

**Textbooks/Learning Resources:**

Supplemental Readings Assigned Topically

**Offered (semester and year):**

Spring (annually)

**Faculty Assigned:**2017 Laura Terry, Russell Rudzinski, Rich Brya, Lisa Skiles  
2018 Jessica Colangelo, Greg Herman, Russell Rudzinski,  
Lynn Fitzpatrick, Rachel Smith-Loerts**Description:**

- The second-year studio sequence will introduce students to the broad range of issues and instruments that are foundational for the discipline of architecture.

**Pedagogic**

- 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.

**Objectives:**

- Perform design work as a process of iteration, feedback and repetition guided by form, organization, and environmental concerns. This process is often non-linear and requires study through multiple scales and types of architectural representation.
- Represent three-dimensional space through plan, section and physical models with a high degree of accuracy and craft.
- Articulate the conceptual and disciplinary basis behind your design intentions through written, visual and oral presentation.
- Analyze a complex building program through quantitative and qualitative design guidelines including codes and regulations.
- Develop a design proposal utilizing approaches that negotiate the overlap between space, program, structure and context.
- Analyze an architectural precedent and reference important historical and contemporary architecture.
- Integrating basic life-safety requirements and accessibility regulations into your building design.
- Understanding the relationship between architecture and the city, the built object and its urban context.

**Student Performance Criteria:**A.4 – Architectural Design Skills  
B.3 – Codes and Regulations  
B.2 – Site Design**Topical Outline:**Precedent Research (10%)  
Basic Programming (10%)  
Schematic Design (50%)  
Accessibility (5%)  
Life Safety (5%)  
Architectural Representation (20%)



**ARCH 3016****ARCHITECTURE DESIGN V****Credits:**

6 credits

**Contact Time:**

12 hours/week for 15-week session

**Type of Course:**

Studio

**Prerequisites:**

Arch2026, Arch2123, Arch2243

**Textbooks/Learning Resources:**

Supplemental Readings Assigned Topically

**Offered (semester and year):**

Fall (annually)

**Faculty Assigned:**2018 David Buege, Brian Holland, Alison Turner  
2019 Brian Holland, Jeff Shannon, Tahar Messadi, Charles Sharpless

- Description:**
- Emphasis on issues of design process, exploration of internal and external determinants of form and the integration of appropriate technologies in design solutions.
- Pedagogic**
- Specific emphasis is given to the exploration of architectural space-making at the scale of dwelling; interior-to-exterior, part-to-whole, and figure-ground relationships; strategies for circulation and structure; and systems of organization and composition within the context of rigorous, iterative design exercises. Investigations and research into the historical/ social/ disciplinary contexts of architectural design are undertaken, as well as comparative typological analyses and transformation studies.
- Objectives:**
- Students continue developing greater self-knowledge and self-reliance as a designer.
  - Students develop the ability to approach design systemically,
  - Ability to use precedents to understand basic design principles
  - Continue developing skills for modeling/constructing assemblies from physical materials.
  - Cultivate an appreciation of craft and technique (both physical and digital).
  - Develop techniques for conceptualizing form, space, and performance based on an awareness of environmental principles.
  - Cultivate a critical relationship between technique and expression.
  - Understand the relationship between architectural media and form.
  - Develop skills in collaboration, consensus building, and teamwork.
  - Ability to develop sophisticated design responses drawn from specific questions related to site.
- Student Performance Criteria:**
- A.4 – Architectural Design Skills
  - A.6 – Use of Precedents
  - B.2 – Site Design
- Topical Outline:**
- Precedent Research (10%)
  - Basic Programming (10%)
  - Schematic Design (50%)
  - Site Design (15%)
  - Life Safety (5%)
  - Architectural Representation (10%)

**ARCH 4016****ARCHITECTURE DESIGN VII****Credits:**

6 credits

**Contact Time:**

12 hours/week for 15-week session

**Type of Course:**

Studio

**Prerequisites:**

Arch3026

**Textbooks/Learning Resources:**

Supplemental Readings Assigned Topically

**Offered (semester and year):**

Fall (annually)

**Faculty Assigned:**

2018 Marlon Blackwell, Emily Baker, Jon Boelkins, Charles Sharpless

2019 Marlon Blackwell, Emily Baker, Jon Boelkins

**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.

**Pedagogic**

- This semester provides students the opportunity to focus on typological transformation and integration of design and technology, and the relationship between precedent, speculation, and invention in order to identify, produce, and develop a series of tectonically rich elements, structures, and urban figures in the ruins of an industrial fabric to re-purpose and extend the DNA of buildings that have lost their intended function...to instill a new language that may provide the past with a future.

**Objectives:**

- Uses architectural precedents and contextual research as an applied part of an integrated design process
- Iteratively assesses design decisions based on expanding knowledge of building systems and material details
- Focuses on typological transformation and integration of design and technology
- Responds to environmental conditions in an integrated and seamless way
- Provides (design) adaptive re-inventions for historic industrial structures
- Documents existing conditions while working directly with a project stakeholder to develop building programs
- Students gain ability to effectively use a clearly demonstrable process of evaluation and decision-making within their design process
- Students gain ability to implement design solutions which are the result of the integration of environmental, technical, physiological, structural, and material systems.

**Student Performance Criteria:**

C.1 – Research

C.2 – Integrated Evaluations and Decision-Making Design Process

C.3 – Integrative Design

**Topical Outline:**

HVAC Systems (20%)

Electric Lighting (20%)

Acoustics (15%)

Water and Waste, Fire Protection, Transportation (15%)

Sustainability (15%)

Building Systems Integration and Architectural Detailing (15%)

University of Arkansas  
Department of Architecture  
Interim Progress Report for 2019  
National Architectural Accrediting Board

## Appendix B

FAY

**John Folan AIA LEED AP**

**Department Head and Professor**

**Courses Taught:**

ARC 48.381 Ethics and Practice, 12CU (2008-2019)  
ARC 48.500 Urban Design Build Studio (UDBS); Advanced Studio Option, 18CU (2008-2018)  
ARC 48.510 Urban Design Build Studio (UDBS); Advanced Studio Option, 18CU (2009-2019)  
ARC 48.494 Beyond Patronage, Public Interest Design Elective, 12CU (2011-2019)  
ARC 48.559 UDBS Reality Computing (Co-taught with Thomas Corbett), 18CU (2015-2019)

**Educational Credentials:**

Master of Architecture, University of Pennsylvania, (Henry Adams Medal) 1993  
Bachelor of Science in Architecture, University of Illinois, Urbana/Champaign, 1990

**Teaching Experience:**

2019-Present University of Arkansas, Fay Jones School of Architecture and Design  
Department Head and Professor  
2008-Present Carnegie Mellon University, CFA, School of Architecture  
Courtesy Appointment 2019-Present; T. David Fitz-Gibbon Chair and Professor 2016-2019; T. David Fitz-Gibbon Chair and Associate Professor 2016-2009; T. David Fitz-Gibbon Chair and Visiting Associate Professor 2008-2009; Director, UDBS 2008-2019  
2001-2009 University of Arizona, CAPLA; School of Architecture  
Associate Professor 2008-2009, Assistant Professor 2002-2008, Visiting Assistant Professor 2001-2002; Co-Director DDBC 2003-2009

**Professional Experience:**

2001-Present FolAN, Principal  
1997-2001 Hellmuth Obata + Kassabaum Architects, PC, Washington, DC, Principal  
1995-1997 Al/Boggs Architects, LLC, Washington, DC, Associate  
1994-1995 Hartman Cox Architects, Washington, D.C.  
1993-1994 Venturi Scott-Brown Associates Inc., Philadelphia, PA

**Licenses/Registration:**

1995-Present Architectural Registration, DC #6191, PA #RA405452, AZ #44292  
2012-Present SEED Accredited Professional  
2009-Present LEED Accredited Professional

**Selected Publications and Recent Research:**

2019 Folan, John "*NavADAPT LAB: Inclusivity and Technology*" solicited, peer reviewed chapter included in forthcoming book *All Inclusive Engagement in Architecture*, Routledge, Taylor and Francis Group, New York and London; Ferdous, Farhana and Bell, Bryan editors.  
2018 Folan, John and Kim, Julie J, Editors *INTERSECTIONS: DESIGN AND RESILIENCE*, Published proceedings from the 2018 AIA/ACSA Intersections Symposium New York, NY; Association of Collegiate Schools of Architecture, Washington, D.C.  
2018 Folan, John "*The Edge Effect: PROJECT RE\_*" solicited, peer reviewed chapter included in *The PUBLIC INTEREST DESIGN EDUCATION GUIDEBOOK*, Routledge, Taylor and Francis Group, New York and London; Abendroth, Lisa and Bell, Bryan editors.  
2017 Folan, John and Kim, Julie J, Editors *Intersections Between the Academy and Practice: Collaborations in Technology, Research, and Practice*, Published proceedings from the 2017 AIA/ACSA Intersections Symposium Orlando, FL; Association of Collegiate Schools of Architecture, Washington, D.C.

**Professional Memberships:**

1995-Present American Institute of Architects  
2001-Present ACSA Faculty Member

**Frank Jacobus**

**Associate Department Head and Associate Professor**

**Courses Taught:**

ARCH1003 Beginning Course in the Arts:Architecture, 3 credits (2012-2019)  
ARCH4023 Furniture Design and Construction, 3 credits (2016, 2017, 2018)  
ARCH4023 Multiple Visualization Seminars Taught, 3 credits (2013, 2014, 2015)  
Design Studios As Teaching Faculty 1015, 1025, 5 credits (2012, 2013, 2014, 2015)  
Design Studios As Teaching Faculty and Studio Coordinator 2016/26, 3016/26, 5016/26, 6 credits (2014-2019)

**Educational Credentials:**

Master of Architecture II (Post-Professional), University of Texas at Austin, 2007  
Bachelor of Architecture, The Cooper Union for the Advancement of Science and Art, 1998

**Teaching Experience:**

2019-Present University of Arkansas, Fay Jones School of Architecture and Design  
Associate Department Head  
21st Century Chair of Construction and Technology 2016-2019; Associate Professor 2015-2019;  
Assistant Professor 2012-2015  
2007-2012 Assistant Professor, University of Idaho, College of Art and Architecture

**Professional Experience:**

2014-Present SILO AR+D, Fayetteville, Arkansas / Charlotte, North Carolina, Principal  
2005-2014 Citycraft Design Collaborative, Austin, Texas / Moscow, Idaho, Principal  
1998-2005 Nader Design Group, Fort Worth, Texas, Project Architect

**Licenses/Registration:**

2004-Present Architectural Registration, State of Texas, No. 18831

**Selected Publications and Recent Research:**

2019 Jacobus, Frank, Quantz, Jeff, "**The Type Chair: Optimizing 3d Printing Using Everyday Economics**", ARCC International Conference, Toronto, ON, June 2019 (Refereed) (equal co-author)  
2018 Jacobus, F., "Toward the Immaterial" in **Interior Architecture Theory Reader**, Gregory Marinic [Editor]  
2018 Jacobus, Frank, Manack, Marc, "**An Architect's Cookbook: The Culinary Arts as a Process Model**", ACSA International Conference, Madrid, Spain, June 2018 (Refereed) (equal co-author)  
2018 Jacobus, Frank, Manack, Marc, "**Remote Control: The Natural Language of Architecture**", ACSA International Conference, Madrid, Spain, June 2018 (Refereed) (equal co-author)  
2017 Jacobus, Frank, Manack, Marc, "**Good|Fast|Cheap: Inventive Project Delivery Methods that Expand Audiences for Design-Build**", Architecture Connects, the AAE, Oxford Brookes University, 6-9 September (Refereed) (equal co-author)  
2017 Jacobus, Frank, Manack, Marc, "**Big Data and Small Architecture: How Data Can Inform Design**", The Analytics Frontiers Conference, Charlotte, N.C. (Refereed) (equal co-author)  
2017 Jacobus, F., **The Visual Biography of Color**, Oro Editions, Published, March.  
2015 Jacobus, F., **Archi-Graphic**, Laurence King Publishers, Published, October.

**Professional Memberships:**

2016-Present American Institute of Architects  
1998-2002 American Institute of Architects, Associate Member

**Brian Holland**

**Assistant Professor**

**Courses Taught:**

ARCH 3016-3026 Studio Coordinator, 6 credits (2019)  
ARCH4023 Urbanisms, Professional Elective, 3 credits (2019)  
FJAD 3153/3153H Methods of Inquiry, 3 credits (2018-2019)

**Educational Credentials:**

Master of Architecture II (Post-Professional), University of Pennsylvania  
Bachelor of Architecture, Magna Cum Laude, California State Polytechnic University, Pomona, 1999

**Teaching Experience:**

2018-Present University of Arkansas, Fay Jones School of Architecture and Design  
Assistant Professor  
2017-2018 Sarah Lawrence College, Visual and Studio Arts Department  
Guest Faculty  
2015-2018 New Jersey Institute of Technology, College of Architecture and Design  
Adjunct Faculty  
2011-2018 New York Institute for Architecture and Urban Studies  
Assistant Director

**Professional Experience:**

2015-Present Open Set, (2018-Present) Fayetteville, Arkansas / (2015-2018) Brooklyn, New York (Principal)  
2012-2015 Ohlhausen DuBois Architects (now Studio Dubois), New York, New York (Project Architect)  
2010-2011 SAMOO Architecture, New York, New York (Design Consultant)  
2006-2008 Archi-tectonics / Winka Dubbeldam, New York, New York (Project Leader / Senior Design Architect)  
2003-2005 Semple Brown Design, Denver, Colorado (Project Designer / Architect)  
2000, 2002 Naga Studio, Los Angeles, California (Designer, Researcher)  
1999-2002 Michael W. Folonis Architects, Santa Monica, California (Project Designer, Architect)

**Licenses/Registration:**

2011-Present Architectural Registration, State of California  
2019-Present NCARB Certification

**Selected Publications and Recent Research:**

2019 "Finding Opportunity in Complexity: A Case for Tackling More, Not Less, in Beginning Design Studio" (peer-reviewed) In conference proceedings: *Less Talk|More Action: Conscious Shifts in Architectural Education*, ACSA 2019 Fall Conference, (forthcoming)  
2019 "It's My Party Wall: A Space-Sharing Chronicle" (juried), lead author w/ Andrew Bruno, John Vogt, In Bracket [On Sharing], eds. Neeraj Bhatia & Maya Przyblyski, Actar (forthcoming) (Jury: Neeraj Bhatia, Andrés Jaque, Mitch McEwen, Markus Miessen, Ana Miljacki, Maya Przyblyski, Anna Puigjaner, Jeremy Till)  
2019 "Architecture in the World: The Study and Transformation of Context in Beginning Design Studio" (peer-reviewed) In conference proceedings: *Constructing Context: Situating Beginning Design*, 35th National Conference on the Beginning Design Student, (forthcoming)  
2018 The LeFevre Fellowship 2000-2017, Research and design work featured in a monograph on the LeFevre Fellowship at the Ohio State University, ed. Benjamin Wilke, New York: Applied Research + Design Publishing, 2018

**Professional Memberships:**

2012-2015 American Institute of Architects

**Jessica Colangelo**

**Assistant Professor**

**Courses Taught:**

ARCH2016/2026      Studio Coordinator, 6 credits (2018-2019)  
ARCH1222            Design Thinking in History, 3 credits (2018-2019)  
ARCH4023            Professional Elective, 3 credits (2019)

**Educational Credentials:**

Master of Architecture, Princeton University, 2017  
Bachelor of Architecture, Rice University, 2010

**Teaching Experience:**

2018-Present      University of Arkansas, Fay Jones School of Architecture and Design  
Assistant Professor  
2017                Texas Tech University, College of Architecture  
Assistant Professor

**Professional Experience:**

2017-Present      Somewhere Studio, Fayetteville, Arkansas (Principal)  
2012-2015        Lorcan O'Herlihy Architects, Los Angeles, California (Architectural Designer)  
2008-2009        Office dA, Boston, Massachusetts (Rice University Preceptor)  
2007-2008        Carlos Jimenez Studio, Houston, Texas (Architectural Intern)  
2006                Taft Architects, Houston, Texas (Architectural Intern)

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

2019                Colangelo, Jessica and Charles Sharpless (Co-Author). "The Aesthetics of Infrastructure: Reflections on the Scale Models of the TVA." Architectural Research Centers Consortium (ARCC) International Conference. Ryerson University, Toronto, Canada.  
2019                Colangelo, Jessica. "Pipes, Levers, Walls, Rocks and Water: The Architecture of Niagara Falls." Association of Collegiate Schools (ACSA) of Architecture 107th Annual Meeting. Black Box: Articulating Architecture's Core in the Post-Digital Era/Paper Session: What's the Matter with Climate Change? Carnegie Mellon University, Pittsburgh, PA.  
2019                Colangelo, Jessica. "Analysis and Appropriation: Establishing Disciplinary Context in Foundation Design Studio." National Conference on the Beginning Design Student: Constructing Context. University of Denver, Denver, CO.  
2018                Colangelo, Jessica. "Pattern Practice: Beyond the Floral in Venturi Rauch and Scott Brown's Best Showroom," *Room One Thousand*, Issue 6: Work, 92-104.  
2017                Colangelo, Jessica. "Manufacturing the Sublime at Niagara Falls," *Pidgin Magazine*, Issue 22, 38-45.

**Professional Memberships:**

None

**Emily Baker**

**Assistant Professor**

**Courses Taught:**

ARCH5026      Advanced Studio, 6 credits (2019)  
ARCH4016      Integrated Design Studio, 6 credits (2017-2019)  
ARCH2213      Structures II, 3 credits (2018-2019)  
ARCH4152      Integrated Building Systems, 3 credits (2018-2019)  
ARCH4023      Digital Fabrication Theory: Digital Steel, 3 credits (2018)

**Educational Credentials:**

Master of Architecture, Cranbrook Academy of Art, 2012  
Bachelor of Architecture, University of Arkansas, Summa Cum Laude, 2005

**Teaching Experience:**

2017-Present      University of Arkansas, Fay Jones School of Architecture and Design  
Assistant Professor  
2015-2017      Tulane University, School of Architecture  
Assistant Professor  
2012-2015      American University of Sharjah, College of Architecture, Art, and Design  
Assistant Professor

**Professional Experience:**

2010      Cooke Douglas Farr Lemons Architects and Engineers (Project Architect)  
2009      Seabold Architectural Studio, PC (Project Architect)  
2005-2008      Duval Decker Architects, PA (Intern Architect)

**Licenses/Registration:**

2015-Present      Architectural Registration, State of Mississippi  
2015-Present      National Council of Architectural Registration Boards

**Selected Publications and Recent Research:**

2019      Sherrow-Groves, Nick and Emily Baker. "Structural finite-element analysis of steel kirigami space frame to characterize global behavior." IASS 2019: *Form and Force* symposium proceedings. Barcelona, Spain.  
2019      "Experimental and Analytical Investigation of the Spin-Valence Kirigami Space Frame." IASS 2019: *Form and Force* symposium proceedings. Barcelona, Spain. (with Sahuc, Julien, Gordana Herning)  
2019      "Potemkin Fabrications: Administrative gymnastics, messy boundaries, and the alternative facts that enable Design-Build Pedagogy." ACSA Fall Conference *Less Talk | More Action*. Stanford University, 2019. *pending publication* (with Michael Hughes, Michael, Rick Sommerfield and Mo Zell)  
2018      "Spin-Valence: Kirigami Space Frame." IASS 2018: *Creativity in Structural Design* annual symposium. MIT, Cambridge, MA.  
2018      "Boundary Problems: Reclaiming Thought-Space in the Attention Economy." Proceedings of ACSA International Conference 2018, *New Instrumentalities*. June.  
2016      "Keswa: An Uncovering." *Journal of Architectural Education (JAE)* 70.1 (2016).  
"Search for a Rooted Aesthetic: Study in Spin-Valence." In *Fabricate: Negotiating Design & Making*, edited by Fabio Gramazio, Mathias Kohler and Silke Langenberg, 128-135. Zurich, Switzerland: gta Verlag.

**Professional Memberships:**

2015-Present      American Institute of Architects  
2015-Present      International Association for Shell and Spatial Structures  
2015-Present      Building Technology Educators Society  
2015-Present      American Institute of Steel Construction