

# NAAB – Annual Report -- Part I – Statistical Report

## SECTION A. INSTITUTIONAL CHARACTERISTICS

### 1. Program Contact Information:

Name	University of Arkansas
Title	School of Architecture
Office Phone Number	479.575.4705
Fax Number	479.575.7429
Email	wenewman@uark.edu

### 2. Institution Type:

Public

### 3. Carnegie Classification:

<b>a. Basic Classification:</b> research activity)	RU/VH: Research Universities (very high
<b>b. Undergraduate Instructional Program:</b> sciences, high graduate coexistence	Prof+A&S/HGC: Professions plus arts &
<b>c. Graduate Instructional Program:</b> (no medical/veterinary)	CompDoc/NMedVet: Comprehensive doctoral
<b>d. Size and Setting:</b>	L4/R: Large four-year, primarily residential

### 4. Which regional accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

### 5. In which ACSA region is the institution located?

Gulf

### 6. Who has direct administrative responsibility for the architecture program?

Name	Winifred E. Newman, Ph.D
Title	Department Head and Professor
Office Phone Number	479-575-4705
Fax Number	479-575-7429
Email	wenewman@uark.edu

### 7. To whom should inquiries regarding this questionnaire to be addressed?

Name	Winifred E. Newman, Ph.D.
Title	Department Head and Professor
Office Phone Number	479-575-4705
Fax Number	479-575-7429
Email	wenewman@uark.edu

### 8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Gary Gunderman
Title	Director of Institutional Research
Office Phone Number	479-575-5252
Fax Number	479-575-6766
Email	ggunderm@uark.edu

### 9. Institutional Test Scores

#### a. SAT

##### *Critical Reading*

25th percentile SAT score: 500

75th percentile SAT score: 610

##### *Mathematics*

25th percentile SAT score: 510

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75th percentile SAT score: 620  
*Writing*  
 25th percentile SAT score:  
 75th percentile SAT score:

**b. ACT**

25th percentile ACT score: 23  
 75th percentile ACT score: 28

**c. Graduate Record Examination (GRE)**

Verbal: (200-800)  
 Quantitative: (200-800)  
 Analytical: (0.0 – 6.0)

**SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS**

**1. DEGREE PROGRAMS**

**a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year?** (B. Arch, M. Arch, D. Arch)

**Accredited**

B. Architecture

**Candidate**

B. Architecture Cand

**b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?** Yes

<b>Degree Type</b>	<b>Available?</b>	<b>Full Degree Title</b>
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	Bachelor of Science in Architectural Studies
Other	No	

**c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?**

No

<b>Full Degree Title</b>
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**2. Does your institution have plans to initiate any new NAAB-accredited degree programs?**

No

**3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?**

No

**4. What academic year calendar type does your institution have?**

2 Semesters or Trimester

**5. Articulation Agreements**

Does the architecture program have articulation agreements with local community colleges? Yes

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If yes, how many articulation agreements does the program have? 10

Does the articulation agreement include the B. Arch. degree program? Yes

Is the articulation agreement for a four-year preprofessional degree? Yes

**6. Credit Hours for Completion for each program:**

- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:  
B. Architecture: 159
  
- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?  
B. Architecture:  
General Education: 35  
Professional: 94  
Electives: 30

**7. Average credit hours per student per term by degree program?**

B. Architecture: 16

**8. Is your degree program(s) offered in whole, or in part, at more than one campus or location**

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Rome	ITALY	12
Mexico City	MEXICO	9

**SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS**

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”

- a. What were the tuition and fees for the institution for the last fiscal year?  
B. Architecture: Full-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Full-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees); Part-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Part-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees)
  
- b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? Yes
  
- c. Is a summer session required for any portion of your accredited degree program(s)? Yes  
If yes, what is the additional tuition and fees for the summer program? Yes, the rates are as follows: Full-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Full-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees); Part-Time Student (In-State) \$264.00

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(Tuition), \$1616.00 (Fees); Part-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees)

- d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? Yes

**2. Financial Aid:** What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	22%	4002
a. Institution State/Local Grants	32%	3689
a. Institution Institutional Grants	24%	4584
a. Institution Student Loans	41%	7412
b. Architecture Program Federal Grants	23%	4081
b. Architecture Program State/Local Grants	27%	3501
b. Architecture Program Institutional Grants	32%	3946
b. Architecture Program Student Loans	50%	7700

**3. Graduate Assistantships** (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.*

## SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

### 1. Entering Students:

Pre-Professional Total Entering Students:: 4

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
White	1	0	2	0	3	0	3
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	0	0	1	0	1
Black or African American	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0

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TOTAL	2	0	2	0	4	0	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0

B.Architecture Total Entering:: 80

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	1	0	0	0	1	0	1
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	2	0	4	0	4
Hispanic/Latino	4	0	2	0	6	0	6
White	36	0	24	0	60	0	60
Two or more races	1	0	0	0	1	0	1
Nonresident alien	2	0	5	0	7	0	7
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>46</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>80</b>	<b>0</b>	<b>80</b>

**2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.**

«EnrollmentTitle» «EnrollmentTotal»

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	1	0	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	1	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0
White	8	0	7	0	15	0	15
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	2	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>9</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>20</b>

B.Architecture Total Enrollment: 290

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<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	2	0	1	0	3	0	3
Asian	3	0	5	0	8	0	8
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	9	0	6	0	15	0	15
Hispanic/Latino	25	0	13	0	38	0	38
White	114	0	71	0	185	0	185
Two or more races	4	0	3	0	7	0	7
Nonresident alien	12	0	20	0	32	0	32
Race and ethnicity unknown	0	0	2	0	2	0	2
<b>TOTAL</b>	<b>169</b>	<b>0</b>	<b>121</b>	<b>0</b>	<b>290</b>	<b>0</b>	<b>290</b>

**SECTION E -- DEGREES AWARDED**

**1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?**

Degrees Awarded Pre-Professional:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	1	1
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	1	0	1
Hispanic/Latino	2	0	2
White	11	3	14
Two or more races	1	0	1
Nonresident alien	2	0	2
Race and ethnicity unknown	0	1	1
<b>TOTAL</b>	<b>17</b>	<b>5</b>	<b>22</b>

Degrees Awarded B. Architecture:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	1	0	1
Hispanic/Latino	3	0	3
White	20	6	26
Two or more races	1	0	1
Nonresident alien	2	2	4
Race and ethnicity unknown	0	0	0
<b>TOTAL</b>	<b>27</b>	<b>8</b>	<b>35</b>

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**2. Time to Completion/Graduation**

**a. Time to completion equals the total number of semesters/quarters to complete the degree:**

B. Architecture 10

**b. Percentage of students that graduate in “normal time to completion”:**

B. Architecture 85%

**3. Graduation rate for B. Arch programs**

Graduation rate for Institution: 62

Graduation rate for B. Architecture programs: 52

**SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS**

**1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?**

Main Campus 183

Other Locations 45

**2. Are your students required to have a laptop computer?**

Yes

**3. Any portion of the program offered online? (NAAB accredited program only)**

No

If yes, how many credit hours

**4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s).**

<b>Resource Type</b>	<b>Available?</b>
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	Yes
Photo Studio/Darkroom	No

If other resources are available, please describe:

University of Arkansas Community Design Center, Garvan Woodland Gardens, Crystal Bridges

**5. Financial Resources**

**a. Total Revenue from all sources \$2408535**

**b. Expenditures**

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- i. Instruction \$1985334
- ii. Capital \$197930
- iii. Overhead \$225271

**c. Per Student Expenditure:** What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*  
**Instruction + Overhead / FTE Enrollment: 7945**

**SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)**

**1. Credit Hours Taught** (needs definition and perhaps example)

- a. Total credit hours taught by full time faculty: 301
- b. Total credit hours taught by part time faculty: 0
- c. Total credit hours taught by adjunct faculty: 6

**2. Instructional Faculty**

**a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):**

**FullTime Professor**

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	1	0	0	0	0	0	1	1
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	6	1	0	0	0	0	6	1	7
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>8</b>

**FullTime Associate Professor**

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	3	2	0	0	0	0	3	2	5
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>5</b>

**FullTime Assistant Professor**

Race	Tenured Male	Tenured Female	Tenure-Track	Tenure-Track	Non-Tenure-	Non-Tenure-	TOTAL Male	TOTAL Female	GRAND TOTAL
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**PartTime Assistant Professor**

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	5	2	5	2	7
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	5	2	5	2	7

**c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):**

Race	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	1	0	1
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
<b>TOTAL</b>	1	0	1

**3. Faculty Credentials:**

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
B. Arch. (accredited)	0	0	0	0	0	0			0
M. Arch. (accredited)	6	0	2	1	0	0			14
D. Arch. (accredited)	0	0	0	0	0	0			0
Ph.D. in architecture	0	2	1	1	0	0			4
Ph.D. in other discipline	0	0	0	0	0	0			0
Post-professional graduate degree in architecture	0	0	0	0	0	0			0
Other degrees	0	0	0	0	0	0			0
Registered in U.S. Jurisdiction	0	0	0	0	0	0			0
<b>TOTAL</b>	6	2	3	2	0	0			18

**4. Salaries**

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
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Professor	8	95221	118040	150000	115400
Associate Professor	5	74636	78036	85001	80400
Assistant Professor	0	60000	70774	81548	76500
Instructor	5	60000	60000	60000	40067

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## SECTION A. INSTITUTIONAL CHARACTERISTICS

### 1. Program Contact Information:

Name	University of Arkansas
Title	School of Architecture
Office Phone Number	479.575.4705
Fax Number	479.575.7429
Email	wenewman@uark.edu

### 2. Institution Type:

Public

### 3. Carnegie Classification:

<b>a. Basic Classification:</b> research activity)	RU/VH: Research Universities (very high
<b>b. Undergraduate Instructional Program:</b> sciences, high graduate coexistence	Prof+A&S/HGC: Professions plus arts &
<b>c. Graduate Instructional Program:</b> (no medical/veterinary)	CompDoc/NMedVet: Comprehensive doctoral
<b>d. Size and Setting:</b>	L4/R: Large four-year, primarily residential

### 4. Which regional accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

### 5. In which ACSA region is the institution located?

Gulf

### 6. Who has direct administrative responsibility for the architecture program?

Name	Winifred E. Newman, Ph.D
Title	Department Head and Professor
Office Phone Number	479-575-4705
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Office Phone Number	479-575-4705
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### 8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Gary Gunderman
Title	Director of Institutional Research
Office Phone Number	479-575-5252
Fax Number	479-575-6766
Email	ggunderm@uark.edu

### 9. Institutional Test Scores

#### a. SAT

##### *Critical Reading*

25th percentile SAT score: 500

75th percentile SAT score: 610

##### *Mathematics*

25th percentile SAT score: 510

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75th percentile SAT score: 620

*Writing*

25th percentile SAT score:

75th percentile SAT score:

**b. ACT**

25th percentile ACT score: 23

75th percentile ACT score: 28

**c. Graduate Record Examination (GRE)**

Verbal: (200-800)

Quantitative: (200-800)

Analytical: (0.0 – 6.0)

**SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS**

**1. DEGREE PROGRAMS**

**a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year?** (B. Arch, M. Arch, D. Arch)

**Accredited**

B. Architecture

**Candidate**

B. Architecture Cand

**b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?** Yes

Degree Type	Available?	Full Degree Title
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**c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?**

No

Full Degree Title
-------------------

**2. Does your institution have plans to initiate any new NAAB-accredited degree programs?**

No

**3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?**

No

**4. What academic year calendar type does your institution have?**

2 Semesters or Trimester

**5. Articulation Agreements**

Does the architecture program have articulation agreements with local community colleges? Yes

If yes, how many articulation agreements does the program have? 10

Does the articulation agreement include the B. Arch. degree program? Yes

Is the articulation agreement for a four-year preprofessional degree? Yes

**6. Credit Hours for Completion for each program:**

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- c. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
  - B. Architecture: 159
  
- d. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
  - B. Architecture:
    - General Education: 35
    - Professional: 94
    - Electives: 30

**7. Average credit hours per student per term by degree program?**

B. Architecture: 16

**8. Is your degree program(s) offered in whole, or in part, at more than one campus or location**

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
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**SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS**

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”

e. What were the tuition and fees for the institution for the last fiscal year?

B. Architecture: Full-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Full-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees); Part-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Part-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees)

f. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? Yes

g. Is a summer session required for any portion of your accredited degree program(s)? Yes  
If yes, what is the additional tuition and fees for the summer program? Yes, the rates are as follows: Full-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Full-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees); Part-Time Student (In-State) \$264.00 (Tuition), \$1616.00 (Fees); Part-Time Student (Out-of-State) \$790.00 (Tuition), \$1616.00 (Fees)

h. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? Yes

**2. Financial Aid:** What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and*

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*unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
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**3. Graduate Assistantships** (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.*

**SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS**

**1. Entering Students:**

**2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.**

**SECTION E -- DEGREES AWARDED**

**1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?**

**2. Time to Completion/Graduation**

**NAAB – Annual Report -- Part I – Statistical Report**

**a. Time to completion equals the total number of semesters/quarters to complete the degree:**

B. Architecture 10

**b. Percentage of students that graduate in “normal time to completion”:**

B. Architecture 85%

**3. Graduation rate for B. Arch programs**

Graduation rate for Institution: 62

Graduation rate for B. Architecture programs: 52

**SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS**

**1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?**

Main Campus 183

Other Locations 45

**2. Are your students required to have a laptop computer?**

Yes

**3. Any portion of the program offered online? (NAAB accredited program only)**

No

If yes, how many credit hours

**4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s).**

Resource Type	Available?
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If other resources are available, please describe:

University of Arkansas Community Design Center, Garvan Woodland Gardens, Crystal Bridges

**5. Financial Resources**

**a. Total Revenue from all sources \$2408535**

**b. Expenditures**

i. Instruction \$1985334

ii. Capital \$197930

iii. Overhead \$225271

**c. Per Student Expenditure:** What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*

**Instruction + Overhead / FTE Enrollment: 7945**

**SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)**

**1. Credit Hours Taught** (needs definition and perhaps example)

a. Total credit hours taught by full time faculty: 301

b. Total credit hours taught by part time faculty: 0

c. Total credit hours taught by adjunct faculty: 6

**2. Instructional Faculty**

**a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):**



**NAAB – Annual Report -- Part I – Statistical Report**

**b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).**

**c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):**

Race	TOTAL Male	TOTAL Female	GRAND TOTAL
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**3. Faculty Credentials:**

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
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**4. Salaries**

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
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**University of Arkansas**

**Interim Progress Report for 2016**

**Instructions and Template**

November 30, 2016

## **Contents**

1. Instructions and Template Guidelines
2. Executive Summary of the Most Recent Visit
3. Template
  - a. Progress in Addressing Not-Met Conditions and Student Performance Criteria
  - b. Plans/Progress in Addressing Causes of Concern
  - c. Changes or Planned Changes in the Program
  - d. Summary of Responses to Changes in the NAAB Conditions (NOTE: Only required if Conditions have changed since the previous visit)
  - 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)

# 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.<sup>1</sup> 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](mailto: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.

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<sup>1</sup> 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

<b>2014 VTR</b>
None

### STUDENT PERFORMANCE CRITERIA NOT MET

<b>2014 VTR</b>
A. 4 Technical Documentation
B. 2 Accessibility
B.6 Comprehensive Design

### CAUSES OF CONCERN

<b>2014 VTR</b>
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

University of Arkansas  
Department of Architecture  
Interim Progress Report for 2016  
National Architectural Accrediting Board

## Appendix A

FAY

**ARCH 2016****ARCHITECTURE DESIGN III****Credits:**

6 credits

**Contact Time:**

12 hours/week for 15-week session

**Type of Course:**

Studio

**Prerequisites:**

Arch. Design II

**Textbooks/Learning Resources:***Drawing for Architects*, Julia McMorrough**Offered (semester and year):**

Fall (every year)

**Faculty Assigned:**Frank Jacobus (coordinator), Marc Manack, Jon Boelkins,  
Lynn Fitzpatrick, Santiago Perez, Angie Carpenter, Rich Brya

- 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**
- The conceptual armature for the studio sequence consists of a series of projects that introduce students to a range of scales, contexts (sites), and programmatic approaches within the discipline. Students are expected to:
- Objectives:**
- Contend with the difficulty and uncertainty that designers have in the initial stages of the process of developing a project;
  - Develop a basic vocabulary of architectural and design terms throughout the semester;
  - Understand and experiment with multiple types of architectural space will be introduced. The choreography of spatial sequences is addressed at the scale of the individual building and at the scale of the city. How buildings are entered and how they meet the ground will be introduced as well as fundamental formal and spatial principles and typologies;
  - Basic life safety and accessibility requirements (ADA) will be introduced in studio discussions and individually at the desk, and should be illustrated in the specific context of your projects,
  - Be introduced to numerous representational approaches and specifically to the way representation can be affected or influenced by the particular project idea.

**Student  
Performance  
Criteria:**

A.2 – Design Thinking Skills

A.5 – Investigative Skills

B.2 – Accessibility

**Topical  
Outline:**

Precedent Research (10%)

Basic Programming (10%)

Schematic Design (50%)

Accessibility (5%)

Life Safety (5%)

Architectural Representation (20%)

**ARCH 2026****ARCHITECTURE DESIGN IV**

**Credits:** 6 credits  
**Contact Time:** 12 hours/week for 15-week session

**Type of Course:** Studio  
**Prerequisites:** Arch. Design III  
**Textbooks/Learning Resources:** *Drawing for Architects*, Julia McMorrough  
**Offered (semester and year):** Spring (every year)  
**Faculty Assigned:** Frank Jacobus (coordinator), Marc Manack, Angie Carpenter, Rich Brya, Lynn Fitzpatrick, Santiago Perez, Jonathan Boelkins

**Description:** The second year studio sequence introduces students to the broad range of issues and instruments that are foundational for the discipline of architecture.

**Pedagogic**

**Objectives:** The conceptual armature for the studio sequence consists of a series of projects that introduce students to a range of scales, contexts (sites), and programmatic approaches within the discipline. Students are expected to:

- Develop a greater awareness and understanding of architecture as social practice and material culture, manifest in the physical and social structures of cities, and realized as an increment of urban configurations.
- Contend with the difficulty and uncertainty that designers have in the initial stages of the process of developing a project.
- Learn a basic vocabulary of architectural and design terms throughout the semester.
- Understand and experiment with multiple types of architectural space will be introduced. The choreography of spatial sequences is addressed at the scale of the individual building and at the scale of the city. How buildings are entered and how they meet the ground will be introduced as well as fundamental formal and spatial principles and typologies.
- Learn the basic life safety and accessibility requirements (ADA) that will be introduced in studio discussions and individually at the desk, and should be illustrated in the specific context of projects.

**Student Performance Criteria Addressed:**

A.6 – Fundamental Design Skills  
B.2 – Accessibility  
B.5 – Life Safety

**Topical Outline:**

Precedent Research (10%)  
Basic Programming (10%)  
Schematic Design (35%)  
Accessibility (15%)  
Life Safety (15%)  
Architectural Representation (15%)

**ARCH 2132 ENVIRONMENTAL TECHNOLOGY I**  
(Required course for all second year students)

**Credits:** 2  
**Contact Time:** 2.5 hours/week for entire semester  
**Type of Course:** Lecture

**Instructors:** Alison Turner  
**Prerequisites:** ARCH 1212  
**Co-requisites:** ARCH 2016, ARCH 2113|2113H

**Description:** This course introduces theories and concepts of the building thermal and luminous environments with focus on solar geometry, shading, climate-thermal stresses, natural ventilation, daylight, and site design and the application of these systems to support the design of environmentally responsive buildings.

- Pedagogic Objectives:**
- Learn about the site-specific implications of natural forces- sun, wind, and light.
  - Learn about the primary climate regions and how climate affects building design.
  - Understand the principles of solar geometry and how this can be an effective tool.
  - Understand psychometrics and thermal comfort.
  - Understand passive solar design, as well as solar shading, and passive cooling.
  - Develop an understanding of daylighting concepts and their integration into building design.
  - Understand basic principles of how buildings consume energy and how through responsive design we can reduce building energy needs.

- Completion Requirements:**
- Attend all class lectures, presentations and tours.
  - Complete all of the required course reading.
  - Complete three assignments: 1) Solar Geometry, 2) Climate Case Study, 3) Site Design.
  - Complete three examinations to test the student's knowledge of the material.

**Required Textbooks**

Lechner, Norbert, *Heating, Cooling, Lighting: Sustainable Design Methods for Architects*, 4th ed., New York: Wiley, 20014. ISBN# 978-1118582428

Heschong, Lisa, *Thermal Delight in Architecture*, Cambridge, MA: MIT Press, 1993 / 1979. ISBN# 978-0262580397

Jun'ichiro Tanizaki, *In Praise of Shadows*, Stony Creek, CT: Leete's Island Books, 1977. ISBN# 978-0918172020

<b>Course Outline:</b>	Principles of heat transfer and thermal comfort	15%
	Sustainability	15%
	Solar Geometry	10%
	Passive Environmental Strategies	20%
	Passive Solar	
	Solar Shading	
	Passive Cooling	
	Daylighting	
	Design for Climate	20%
	Site Design	20%

## ARCH 3143

## BUILDING MATERIALS AND ASSEMBLIES

**Credits:** 3 credits  
**Prerequisites:** ARCH 2132 – Environmental Technology I  
ARCH 2113 – Architectural Structures I  
ARCH 2123 – Architectural Structures II

**Textbooks/Learning Resources:** Edward Allen and Joseph Iano, *Fundamentals of Building Construction, 6<sup>th</sup> Ed.* (Wiley, 2014)  
*DETAIL Review of Architecture* (magazine), various issues and projects, Christian Schittich, publ.

**Offered (semester and year):** Fall (every year)  
**Faculty Assigned:** Chuck Rotolo

**Description:** Introduction and survey of building materials and methods of assembly: history, properties, use and configuration - both traditional and contemporary - in the service of building construction, primarily 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 survey the historical development and contemporary manufacturing processes of specific building materials - Wood, Masonry, Concrete, Metals & Glass;
- to broaden students' technical aptitude through application of material principles and concepts in assigned drawing exercises;
- to develop technical documentation skills through application of digital tools in assigned drawing exercises.

### **Student Performance Criteria Addressed:**

A.4 – Technical Documentation  
B.3 – Sustainability – primarily materials and resources  
B.10 – Building Envelope Systems  
B.12 – Building Materials and Assemblies

### **Topical Outline:**

Content is organized and sequenced within five major material categories: Wood, Masonry, Concrete, Metals & Glass:

**stereotomic:** spatial potential and material components of mass structural form as defined by masonry, stone and concrete bearing wall systems. (20%)

**tectonic:** spatial potential and material components of frame structural form as defined by wood, concrete, and steel frame systems. (25%)

**textile:** the building envelope – functional concepts, performance criteria, and systemic components - as defined by masonry, precast, wood, metal and glass cladding systems.(45%)

**documentation:** relevant concepts related to construction documents and specifications. (10%)



<b>ARCH 3253-H</b>	<b>ENVIRONMENTAL TECHNOLOGY 2</b>
<b>Credits</b>	3 credit hours
<b>Contact Time</b>	3 Hours/week for 15 weeks
<b>Type of Course</b>	Lecture
<b>Instructor</b>	Tahar Messadi
<b>Prerequisites</b>	ARCH 2132, ARCH 2113, ARCH 2123, ARCH 3134
<b>Co-requisites</b>	None
<b>Course Description</b>	<p>Environmental Technology II is the second course of the Environmental Technology sequence. A larger and larger percentage of building construction cost is being devoted to the environmental control systems. Recent environmental problems have been traced to the energy use in buildings, as well as the waste products gathered from these buildings. Such environmental problems make it imperative that architects be familiar with those systems which affect building energy use, and be acquainted with disposal practices to preserve the quality of our environment.</p> <p>ARCH 3253 – H covers a variety of building environmental controls featuring <b>mechanical systems</b> with related duct layout and components, <b>indoor air quality</b>, <b>electric lighting</b>, <b>fire safety and egress</b>, <b>water and waste</b>. First, the theoretical foundations and applications of these systems are introduced, and second, their integration through conceptual frameworks are explored through a series of small projects. The integration of these systems into the overall building and how the system's selection affects the building design and energy consumption is examined in this course. Students learn that building design and mechanical systems' impact on the overall building efficiency is a result of not only the efficiency of the individual components, but also of their integration. In addition, students become familiar with <b>electric lighting</b> systems and their integration into the building design. Students also become familiar with <b>acoustical procedures</b> to provide an adequate indoor sonic comfort for human performance.</p> <p>With the increase in building height, it has become imperative that buildings contain their own means for handling fires and protecting the occupants. Students are introduced to <b>basics of fire safety</b>. They also become familiar with vertical transportation systems and learn how architects may affect the usable space of buildings through proper placement of elevators and escalators. Water supply and waste systems are discussed.</p>
<b>Objectives</b>	<p>To make student aware of different types of HVAC systems and to understand their integration to the building fabric.</p> <p>To develop an understanding of lighting systems and their design integration.</p> <p>To comprehend acoustical techniques developed for better hearing and communication between people, and for sound isolation of noise.</p> <p>To understand water-sewer, fire safety, transportation, and ways to integrate them.</p>
<b>Course Completion</b>	1) Attend lectures; 2) complete three exams and 3) complete Design Integration Project
<b>NAAB Criteria</b>	<p>B. 8. Environmental Systems</p> <p>B.11 Building Service Systems</p> <p>B. 3 Sustainability</p>
<b>Textbooks</b>	Mechanical and Electrical Equipment for Buildings, 11th. Ed., Stein & S. Reynolds, 2010 Handouts-Environmental Technology 2 Class Notes
<b>Offered</b>	Spring

**ARCH 4016 H                    COMPREHENSIVE DESIGN STUDIO**

**Credits:**                    6 credit hours  
**Contact Time:**            12 Hours/Week for 15 weeks

**Type of Course:**           Studio

**Instructor:**                Tahar Messadi  
**Prerequisites:**            ARCH 1016, ARCH 1026, ARCH 2016, ARCH 2026, ARCH 3016, ARCH 3026  
**Co-requisites:**            ARCH 4152 – Building Systems Integration

**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.

- Objectives:**
- To 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.
  - To 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.
  - To 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.
  - To document the design project at multiple scales via analytical diagrams, physical models, digital|hand drawing techniques, and other products.
  - To demonstrate competency to communicate through representation the resolution of building systems and their integration.

**Course Completion:**      1) Attend all studio sessions 2) Produce comprehensive and multi-scalar design resolutions of the studio project, including technical aspects.

- NAAB Criteria:**
- B. 8. Environmental Systems
  - B. 9. Comprehensive Design
  - B.11 Building Service Systems
  - B.10 Building Envelope Systems
  - B. 3 Sustainability
  - A 11 Applied Research

**Textbooks/Learning Resources:**  
Topical materials provided throughout the semester

**Offered:**  
Fall

**ARCH 4152-H BUILDING SYSTEMS INTEGRATION**

**Credits:** 2 credit hours  
**Contact Time:** 2 Hours/Week for 15 weeks

**Type of Course:** Lecture  
**Instructor:** Tahar Messadi  
**Prerequisites:** ARCH 2132, ARCH 2113, ARCH 2123, ARCH 3134, ARCH 3253  
**Co-requisites:** ARCH 4016 – Comprehensive Design Studio

**Course Description:** The integration of systems and technologies as a means toward a disciplined approach to achieve comprehensive resolutions, implemented locally (skin) and globally (building+site), is the purpose of this course. At its core, the course promotes the synthesis of building technologies, system selection, systems integration, and construction methods appropriate for the concurrent comprehensive studio project. The skillful application of these technological systems is extended to the intertwining parts of an architectural design, not only as the assemblage of physical items, but also as a deeper understanding of the values and concepts that architecture may convey. The overall goal is to document a demonstrated knowledge of construct-ability and to explore the language of building systems and assemblies such that representations of these systems can supplement and expand both the experiential and conceptual dimensions of the studio design project. Hence, the art of documentation is developed through exposure to the power of representation, the character of information design, and the execution of a set of drawings. Additionally, this course cultivates an understanding of materials and processes by relying on an assortment of digital design and fabrication technologies with non-digital techniques. The emphasis is on the application of materials and tools in the design process using laser-cut and machine milled material as primary components. Digital technologies are exploited for rapid development of prototypes.

**Objectives:**

- To comprehend the relevancy of precedents and related research aimed at systems.
- To learn to produce sound proposals integrating in a sustainable way the mechanical, structural and material systems for the comprehensive design project
- To emerge with a comprehensive understanding of the building envelope assembly to respond to gravity, prevent water and humidity penetration, and mediate the environmental elements.

**Course Completion:** 1) Attend Studio Sessions 2) Achieve design studio project with high technical resolutions.

**NAAB Criteria:**

- B. 8. Environmental Systems
- B. 9 Comprehensive Design
- B.11 Building Service Systems
- B.10 Building Envelope Systems
- B. 3 Sustainability
- A. 11 Applied Research

**Textbooks:** Mechanical and Electrical Equipment for Buildings, 11th. Ed., Stein & S. Reynolds, 2010  
Articles of relevance

**Offered:** Fall

**ARCH 4303****OBJECTS OF INTEREST: INDUSTRIAL DESIGN AND SPATIAL SYNTAX**

**Credits:** 3  
**Contact Time:** 3 hours/week for 15-week session

**Type of Course:** Professional Seminar  
**Instructors:** Newman and Kinsuk Maitra (Occupational Therapy)  
**Prerequisites:** Advanced Standing  
**Co-requisites:** None

**Description:** This course focuses on the problems of product design for particular user groups. Students in architecture and interior design will work together to understand the functional needs of people with a variety of neurological and physical challenges and propose to improve upon or design new devices based on a rigorous analysis of patient needs, therapeutic outcomes and potential patent development. Students will learn to document and analyze findings, prepare and make material samples of propositions, and present work and findings to a professional organization. Topics covered include spatial syntax, isovist analysis, ergonomics, functionality, aesthetics, and usability (user-interface) of objects.

The goal of the course is to engage in 1) developing an understanding of spatial syntax, 2) the function-based design of medical and human-use devices used in the field of occupational therapy, and 2) apply the same analytical approach to the design of everyday objects. Students learn how to prepare materials for a patent application, develop a methodology for modify or re-designing existing devices, consider the context and environment in which devices are used to aid human occupations operate, and present their work in the context of the health sciences.

**Pedagogic Objectives:**

- To gain a better understanding of the physical and cognitive disabilities for designers
- To learn how to prepare a patent
- To learn how to work with a client and develop professionalism with client interactions
- To cultivate inter- and intra- disciplinary collaboration
- To cultivate leadership skills.
- To teach students spatial syntax in environment analysis
- To develop a methodology for cataloging and understanding the user experience
- To develop analytical observation and documentation in the design of assistive devices

**ARCH 5314****PROFESSIONAL PRACTICE**  
**(Required course for all fifth year students)**

<b>Credits:</b>	4
<b>Contact Time:</b>	3 hours/week for 16-week semester
<b>Type of Course:</b>	Lecture
<b>Instructor:</b>	Boelkins
<b>Prerequisites:</b>	ARCH 4026 or ARCH 4116 or ARCH 4126
<b>Co-requisites:</b>	None

**Description:** 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.

**Pedagogic Objectives:** The aim of this course is to elucidate for students the transition from academia to professional practice and the process of turning designs into buildings. Students will be exposed to 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

**Completion Requirements:**

- Attend and participate in all class lectures (25 %);
- Complete quizzes on subject material from readings and lectures (25 %);
- Complete 'Design: Practiced' semester project including 12 individual assignments (50 %).

**UNIV 1001**

**UNIVERSITY PERSPECTIVES: LEADERSHIP BY DESIGN**  
(Required course for all first year students)

**Credits:** 1  
**Contact Time:** 2 hours/week for 8-week session

**Type of Course:** Lecture  
**Instructors:** Goodstein-Murphree and MacKeith

**Prerequisites:** Admission to the Fay Jones School of Architecture and Design  
**Co-requisites:** None

**Description:** Design education differs from traditional educational models. The primary purpose of this course is to begin your design education with tools to help you succeed in your area of study, to provide strategies for dealing with stress and time management, to learn about the academic expectations and opportunities of the design disciplines, and, most importantly, to connect with upper-level peer mentors who have been in your shoes. In particular, you will explore what the practices of architecture, landscape architecture, and interior design really are all about, and you will discover related areas of endeavor—urban design and planning, historic preservation, history and theory of design, environmental law, and furniture design to name just a few—that will put your design education, and the choices you make in pursuing it, in new and inspiring perspectives. Leadership by Design begins with a set of values: Self-Care and Self-Awareness; Optimism, Perseverance, and Confidence; Communication, Collaboration, and Empathy; Professionalism and Integrity; and Life-long Learning. To these ends, this semester will be devoted to four categories of knowledge: 1. Design Thinking; 2. The “Work/Life” Balance; 3. Professionalism and Entrepreneurship ; and 4. Leadership, Community, and the Future

**Pedagogic Objectives:**

- To gain a better understanding of the design disciplines, and how your undergraduate learning experiences are the foundation for your future endeavors.
- To facilitate a positive and well-informed transition to your new role as a student in the Fay Jones School of Architecture + Design and in the University of Arkansas.
- To understand and inculcate both the synergy among and the differences between the design disciplines: Interior Design, Landscape Architecture, and Architecture.
- To appreciate design thinking as a fundamental way of problem solving and innovation.
- To cultivate leadership skills.
- To value civic engagement through design praxis.
- To respect diversity as an intrinsic part of creating and understanding the made-environment.
- To undertake all work in a positive spirit of collaboration.

**Completion Requirements:**

- Attend all class lectures and mentor group sessions.
- Attend, and document, three presentations of the Fay Jones School lecture series.
- Attend, and document, a cultural event that extends your vision of architecture, the fine arts, and design (i.e. a lecture in another school, a concert or theater performance; a museum of gallery exhibit).

University of Arkansas  
Department of Architecture  
Interim Progress Report for 2016  
National Architectural Accrediting Board

## Appendix B

FAY

**Peter MacKeith****Dean and Professor****Courses Taught:**

Arch 4023H: Contemporary Nordic Architecture Summer Study  
Arch 4023: Kahn and Aalto  
Arch 4023: Contemporary Nordic Architecture  
Univ 1001: University Perspectives

**Educational Credentials:**

B.A. (English and International Relations), University of Virginia, 1981  
M.Arch., Yale School of Architecture, Yale University, 1985

**Teaching Experience:**

Dean, University of Arkansas, Fay Jones School of Architecture and Design, 2014 - present  
Professor of Architecture, Washington University in St. Louis, 2013 - 2014  
Associate Dean/Associate Professor, Washington University in St. Louis, 2004 - 2013  
Assistant Dean/Affiliate Associate Professor, Washington University in St. Louis, 1999 - 2001  
Director of Studies, Helsinki University of Technology, Finland, Department of Architecture, 1995 - 1999  
Assistant Professor, University of Virginia, School of Architecture, 1993 - 1996

**Professional Experience:**

Design Principal, Studio Finn Design, 2012 - 2014  
Design Consultant, Behnisch Architekten/Jan Gehl Architects Design Team, St. Louis, 2010  
Design Consultant, Peter Rose/ARO/Michael Van Valkenburgh Design Team, Helsinki, Finland, 2009  
Designer, Juhani Pallasmaa Architects, Helsinki, Finland, 1990 - 1995

**Licenses/Registration:**

N/A

**Selected Publications and Recent Research:**

"From Forest to Campus: The Innovative Timber University" / United States Department of Agriculture Wood Innovations Grant. (\$250,000) 2016 - 2018  
*Lahdelma & Mahlamäki Architects: Works* / Editor / Rakennustieto, Building Information Ltd. 2015  
*The SOM Journal, number 9* / Editor / Editorial board: R. Duffy, K. Frampton, L. F. Galliano, J. Ockman, J. Pallasmaa / Hatje Cantz Publishers, 2014  
*The SOM Journal, number 8* / Editor / Editorial board: R. Duffy, K. Frampton, L. F. Galliano, J. Ockman, J. Pallasmaa / Hatje Cantz Publishers, 2013  
*Encounters II: Architectural Essays* (by Juhani Pallasmaa) / Editor / Rakennustieto, Building Information Ltd. 2012  
*Archipelago: Essays on Architecture* / Editor and Author / Rakennustieto: Building Information, Ltd. 2006  
*Encounters: Architectural Essays* (by Juhani Pallasmaa) / Editor / Rakennustieto, Building Information Ltd. 2005

**Professional Memberships:**

The American Institute of Architects (AIA Arkansas Board, Ex Officio, 2014 - present), Associate AIA



## **Jonathan Boelkins**

### **Courses Taught**

See "Teaching Experience"

### **Educational Credentials**

Master of Science in Advanced Architectural Design – Washington University, St. Louis – 2015

Bachelor of Architecture – University of Arkansas – 2004

Bachelor of Science in Business Administration – Geneva College – 1996

### **Teaching Experience**

2016 – University of Arkansas Design V (Arch 3016), Professional Elective

2015 – University of Arkansas Design III (Arch 2016), Professional Elective

Washington University in St. Louis, Metropolitan Design Elements (MUD 713) Teaching Assistant for  
Susannah Drake, Visiting Professor

2014 – Washington University in St. Louis, Architectural Design VI (ARCH 512) Teaching Assistant for  
David Ruy, Visiting Professor

2013 – University of Arkansas Design IX (Arch 5016)

2011 – University of Arkansas Design V (Arch 3016)

1997 – Community College of Beaver County Aviation Sciences, Aircraft Systems (AVIP 238)

Beaver Aviation Services, FAA Part 141 Flight and Ground Instruction, Airplane SEL, practical portion of  
Private Pilot (AVIP 106) Instrument Flight (AVIP 232) and Commercial Flight I&II (AVIP 230 & 231)

1996 – Community College of Beaver County Aviation Sciences, Commercial Pilot Theory (AVIP 140)

### **Professional Experience**

2015 - Present – Jonathan Boelkins Architect Fayetteville, AR – Principal

Orchard House Boyne City, MI (Design Development)

'Icons and the Everyday' Exhibition, Finnish Embassy, Washington D.C. with Peter MacKeith  
(Schematic Design)

Lola & The Independent Retail Stores, Bentonville, AR

2007 - 2014 – Marlon Blackwell Architect Fayetteville, AR – Studio Director + Project Architect

2005 - 2006 – Cooper Architects Fayetteville, AR – Designer + Project Manager

2003 - 2004 – Resource Design Rogers, AR – Designer + Project Manager

### **Licenses/Registration**

Licensed Architect, Arkansas: License #4785

NCARB #109616

### **Selected Publications and Recent Research**

2016 – National Council of Beginning Design Student

- "Maison Recette" with Frank Jacobus, Marc Manack, Allison Turner

- "The Reconaedicule" with Frank Jacobus, Marc Manack, Allison Turner

2015 – APPROACH The Sam Fox School of Design & Visual Arts Journal, 2015:

- Four Freedoms Study and Visitor Center design studio project

- 'Referential Modernism' research paper

- 'Nomad, No Mind' collage studies

2004 – INQUIRY The University of Arkansas Journal of Undergraduate Research

"The Vietnam Memorial: A Postmodern Reflection" with Prof. Kory Smith

### **Professional Memberships**

American Institute of Architects

## **Christopher Michael Meyer, AIA**

### **Courses Taught**

University of Arkansas [Spring 2017] – Core VI Architecture Studio, [re]Interpreting 1946 FSW Seminar  
University of Arkansas [Fall 2016] – Core V Architecture Studio, Workshops: Material Characteristics & Properties  
'Metal C Z B CT SS,' Carbon & Glass Fibre 'Two Fibres One Surface,' Wood '[re]Interpreting Folding Screen Wall'  
Harvard GSD – [w/ Florian Idenburg] Practice as Project Seminar  
Wentworth Institute of Technology – Core III Architecture Studio  
University of Minnesota – Furniture as a Human Apparatus Design Course, Fundamentally Sustained Design Course

### **Educational Credentials**

Master of Architecture II – Graduate School of Design (GSD) – Harvard University – 2014 - 2016  
Bachelor of Architecture – University of Arkansas - 2005

### **Teaching Experience**

Fall 2016 - Present – Visiting Professor – Fay Jones School of Architecture + Design – University of Arkansas  
Spring 2016 – Teaching Assistant, Florian Idenburg Practice as Project Seminar – GSD – Harvard University  
Fall 2015 – Teaching Assistant, Achim Menges Fibrous Tectonics Option Studio – GSD – Harvard University;  
Teaching Assistant, Salmaan Craig, Construction Lab Seminar, GSD – Harvard University  
Summer 2015 – Core Studio III Instructor – Wentworth Institute of Technology  
2014 - 2016 – Teaching Assistant, FABlab, CNC Milling & Wood Shop Monitor – GSD – Harvard University  
2008 - 2010 – Adjunct Instructor College of Design University of Minnesota College of Design

### **Professional Experience**

Summer 2015 – Design Consultant – LaDallman Milwaukee LakeFront Gateway Competition – Cambridge, MA  
2005 - 2014 – Associate – SALA Architects, Inc. – Minneapolis, MN  
Practicing at SALA, a leading residential design firm, provided the opportunity for me to participate in all aspects of design while working under the premise that architecture should embrace site and community. My philosophy is that built artifacts shape the lives of the user and client, allowing spaces to coax out a youthful exuberance. The exploration of climate, terrain, regional influences, vernacular forms and local inhabitants inform the architecture. These qualities were integrated into a collaborative process with each client, and resulted in environmentally sensitive and thoughtful architecture  
2010 - Current – Co-Founding Principal – P C D – Minneapolis, MN / Boston, MA  
PCD is a workshop focused on the study of people | the study of place. Trained as builders, craftsmen, and designers, PCD values all explorations of material, site, and culture. The continued exploration of vernacular influences through site and material research helps to guide all PCD workshop endeavors ranging from simple graphic expression to custom furniture design and built installations

### **Licenses/Registration**

NCARB Certified, Licensed Minnesota and Wisconsin, LEED AP

### **Selected Publications and Recent Research**

Pamphlet Architecture 36 Competition Winner 2016, Buoyant Clarity, Princeton Architectural Press  
Material Performance Fibrous Tectonics & Architectural Morphology 2013-2015, Achim Menges  
ACSA 2016 International Conference, Santiago Chile, "Buoyant Clarity," co-author Shawna Meyer [future]  
Harvard GSD Spring 2016 – All that is Solid: Symposium in Architecture, "Interior Matters"  
ACSA 2015 Fall Conference Syracuse New York, "Between the Autonomous & Contingent Object," Co-Author  
Shawna Meyer, AIA – Associate at KVA [Kennedy & Violich Architects]  
"GSD Platform 8," Achim Menges Studio Group Project  
"Edge House," Wood Design & Building, volume 19 issue 63, Summer 2013  
"In the Details," Trends, Renovation & Kitchen, Volume 28 no 11, 2013

### **Professional Memberships**

American Institute of Architects, Association of Collegiate Schools of Architecture

**Winifred E Newman, Ph.D.**

**Courses Taught (See “Teaching Experience”)**

**Educational Credentials**

Doctorate of Philosophy in Architecture, Urban Design, Planning, Landscape Architecture – Harvard University – 2010  
Master of Philosophy – Harvard University – 2008  
Master of Architecture – Harvard University – 1998  
Bachelor of Science – University of Texas at Austin – 1990  
Bachelor of Architecture – University of Texas at Austin - 1989  
Bachelor of Fine Arts (Candidate) – University of Texas at Austin – 1989

**Teaching Experience**

2015 - present – University of Arkansas Design IX (Arch 5016), Professional Elective (Arch 4023), Research Methods (Arch 4723)  
2011 - 15 - Florida International University, Architecture History III (Arch 5744), Advanced Theory (Arch 5205), Design 10 (Arch 6960), Applied Mapping (Arch 5936), Research Methods (Arch 6947), Professional Elective (Arch 5933), Master Project (Arch 6970)  
2010 - 2011 – Washington University in St. Louis  
2008 - 2009 – Max-Planck Institute, Berlin – Research Fellow  
2004 - 2008 – Harvard University – Teaching Fellow, Instructor  
2000 - 2003 – Washington University in St. Louis, Visiting Assistant Professor  
1999 - 2000 – University of Tennessee, Visiting Assistant Professor

**Professional Experience (selected)**

2005 - Present – FieldOffice, LLC, Fayetteville, AR – Principal and Co-Founder  
Cementland, St. Louis, MO  
Casilly Residence, St. Louis, MO, renovation  
Kronin Residence, St. Louis, MO, renovation  
Washington Dulles International Airport, Signage  
Tangerine Restaurant, St. Louis, MO  
1993 - 2003 – Hellmuth, Obata & Kassabaum – Senior Designer  
Central Park Square Office Building, St. Louis, MO  
Bryant Family Winery, Napa Valley  
Spitzer Residence, St. Louis, MO  
Missouri Historical Society Building, St. Louis, MO  
Japanese American National Museum, Los Angeles, CA  
1992 - 1994 – DiStefano + Partners – Technical Designer

**Selected Publications and Recent Research**

2016 – *Data Visualization for Designers: Applied Mapping*, Routledge, release 2017  
2015 – Newman, W.E. and Shahin Vassigh (2016) What Would Vitruvius Do? Re-thinking Architecture Education for the 21<sup>st</sup> Century University, *Journal of Civil Engineering and Architecture* 10, 166-174  
2015 – Vassigh S, Newman W.E., Mostafavi A, Behzadan A (2015) Hybrid Technologies for Interdisciplinary Education. *J Civil Environ Eng* 5: 201.doi: 10.4172/2165-784X.1000201  
2014 – NSF-IUSE-Exploration, Strategies for Learning: Augmented Reality and Collaborative Problem-Solving for Building Science, Shahin Vassigh, PI; W. E. Newman (PI, Arkansas), Ali Mostafavi, Amir Behzadan (PI, Mississippi State), Co-PIs, Total Budget: \$217,695, *ongoing*

**Professional Memberships (selected)**

American Institute of Architects, Associate  
American Society of Landscape Architects, Associate  
Association of American Geographers  
Building Technology Educators Society

## **Jeffrey Quantz**

**Courses Taught** (4 semesters prior to current visit)

### **Educational Credentials**

Master of Architecture – Texas A&M University, College Station, Texas

Bachelor of Science in Architecture – University of Utah, Salt Lake City, Utah

### **Teaching Experience**

### **Professional Experience**

#### **SHoP, New York, NY**

*Designer*, January 2015 - September 2015

—Confidential: Member of the design team from SD to CD on a basketball arena renovation.

Worked on a wide range of elements including enclosure design and civil coordination to insure tight deadlines were met.

—Barclays Arena: Developed the addition of a green roof for the Barclays Arena in Brooklyn, NY. Provided construction administration to ensure roofing subcontractor maintained green roof geometry.

#### **SHoP Construction, New York, NY**

*Virtual Design and Construction Engineer*, June 2013 - December 2014

—SRR3: Worked with a small team on the enclosure design and detailing of a building utilizing lift slab construction from schematic design to construction documents.

—City Point: Produced shop drawings and fabrication deliverables for a pre-fabricated facade system. Generated a 3D model to provide quantity take-offs for accurate material orders.

#### **THEVERYMANY, New York, NY**

*Designer*, June 2010 - May 2013

—Louis Vuitton Concept Store: Member of the design team for an award winning high-end retail store interior. Created the pattern on the carbon-fiber shell to achieve required aesthetic while maintaining the structural requirements.

—Mathern Residence: Worked directly with the principal designing and documenting a high-end private residence from initial concept through design development.

### **Licenses/Registration**

Licensed Architect, Utah: License #9515449-0301; Texas: License #25448; Arkansas: License #9141

### **Selected Publications and Recent Research:**

### **Professional Memberships**

American Institute of Architects

ARE 5.0 Cut Score Task Force