

The Catholic University of America

Interim Progress Report for Year Five

November 30, 2020

Instructions

1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

Interim Progress Report Year 5

The Catholic University of America

School of Architecture and Planning

M. Arch. [pre-professional degree (137 credits) plus 60 graduate credits]

M. Arch. [non-pre-professional degree plus 111 graduate credits]

Year of the previous visit: 2015

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: Mark Ferguson

Title: Dean

Email Address: fergusonma@cua.edu

Physical Address: 620 Michigan Ave, Washington – DC, 20064

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

Mark Ferguson
620 Michigan Ave, Washington, DC, 20064
o12.6 (onsa)Tj EMcad(e,)-2e

Text from the previous VTR and IPR Year 2 Review

funding for the new classical positions, which was external to the school). A further substantial amount of the cut was allocated from our already modest funds for instructors (see below). Smaller amounts were cut from study abroad program costs and from plotting. The change in plotting expenditures resulted in our instituting, for the first time, plotting credit limits for each student (this had not only financial benefits but sustainability benefits, as our free-for-all 'plot-till-you-drop' mentality had encouraged considerable waste). A final change was the asking of tenured faculty to do

these 5 positions. This was accepted, reducing the overage in our school to 4. By the time of the completion of the Academic Renewal, 7 of our faculty had elected to take a plan and either retire or leave the faculty. We exceeded our goal by 3. Across the campus, more faculty elected plans than were necessary, meaning that tenure was never disturbed by the Academic Renewal process. We entered into further negotiations with the central administration given that we were now under-resourced in faculty count. We were immediately offered the opportunity to hire 3 new visiting faculty members (beginning in fall 2019). The candidates selected were members of our existing Instructors at the school. Initially, these positions were set at 75% of full-time. All three were reappointed for the fall of 2020 and were raised to being 100% appointees. It was decided not to initiate tenure-track searches immediately for these positions due to the decision of the current dean to step down at the end of the 2019-2020 academic year. Thus, a dean search was initiated instead. It was felt that the new administrator, once hired, should determine the characteristics of any future searches. The three visitors continue to serve with us as of this writing. A new dean joined us in Summer of 2020, and the prior occupant of that role continued with the school. Therefore, our faculty count (including the new dean) is now actually one higher than recommended in the Kennedy and Co. report. We feel that the Academic Renewal process gave us the opportunity to substantially refresh the faculty. All courses were taught effectively at a count reduced from the original 19 to the final 14 (now 15, if one counts the new dean). However, one faculty person has recently been denied reappointment, so that number would drop back to 14. Still, this is the amount the accountancy report said we should have. The several years since the reduction has occurred has convinced us that the Kennedy and Co. report was sound and had accurately represented our real needs. Relating to NAAB's comment on our disproportionate number of faculty, these changes will in the long term be beneficial in support staffing due to the potential for rebalancing between faculty and staff. When the school was allowed to hire the three new visitors, we felt that the highest priority, given the large number of faculty leaving, had to be placed on faculty immediately. Also, the staffing had been built back up to a reasonable number of 8, anyway, at that time. The ultimate decision about rebalancing and to what degree will be made by the new dean (Ferguson) over the next several years. As further good news to report, the two positions related to the classical concentration (previously funded external to the school) were brought as continuing budget lines into the school as part of the Academic Renewal process. Funding Support for tenure-track travel, adjunct faculty, and core staff: For comments on increases to the school's staff complement, see Financial Resources (1.2.4) above. Regarding concerns about recent reductions in adjunct hiring: this remains a concern, though has been ameliorated somewhat by an additional infusion of approximately \$100,000 added to our instructor budget in the wake of the Academic Renewal. This allowed the hiring back of a number of people from the Washington DC professional community who had not recently been able to teach at the school because of our overage of full-time faculty count. The curriculum is covered effectively and with a larger group of external, professionally-oriented instructors. We remain concerned, however, by continued rises in pay rates for instructors by surrounding universities and the degree to which this is disadvantaging our program comparatively. While at this time we are well-staffed regarding instructors, it still necessitates continued monitoring. The situation with funds for faculty travel has been radically changed, due to the pandemic. Prior to March 2020, we had been able to fulfill most travel request that were made. The precipitous drop-off of travel subsequently does not, of course, relate to any funding situation but to the pandemic. Virtually no requests have been made within the last 6 months. We do feel that we can still support such trips, when they resume.

Long- Range Planning: Enrollment Stress

2015 Visiting Team Assessment :

More assistance is needed from the university to manage enrollment, marketing, and public relations for the school. Assistance in promoting the school's unique aspects will help with future enrollment. The faculty were quite frustrated by the lack of support for providing press releases for events and for handling the acknowledgements received.

In terms of increasing future enrollment, and possibly integrating the Department of Art, expansion of the physical facility will need to be explored.

The Catholic University of America, 2017 Response: There have been no actual steps to

requested additional scholarship support for our pool of aid in order to make attractive offers to all applicants; those requests were all supported and immediately fulfilled. Communication between then Associate Dean Becker and the central administration were frequent and fruitful. The larger volume was handled without stress. Given the overall headwinds the university may face for several years due to the protracted recession now underway, all we can do is continue to request as much support as possible. The priorities of the entire campus in such a climate will have to ultimately rule. We feel that enrollment will likely remain a stress point for the school and campus for some years to come. Long-Range Planning: Enrollment Stress: The initiative to infuse \$36,000 of central administration funding to dedicated marketing for the school did occur, under the aegis and help of the Busch School of Business. We found that this campaign did drive up inquiries in the program considerably, but this did not actually translate into higher enrollment. Our suspicion is that CUA's high tuition level proved challenging for many of the potential new applicants who did enquire. The university Marketing Office efforts have continued, including additional hires, with expanded and revamped Media Relations efforts. Many aspects of CUA's web presence, for example, were totally revised and updated over the past several years. Over the past six months, the arising of the pandemic and increased enrollment stress across the entire campus has not allowed this concern of NAAB's to be further addressed. We can say that communications with enrolment services is much improved over the past several years, and they continue to work with the school closely on all enrollment issues. The Art Department was, as part of the Academic Renewal, rolled into a new Benjamin T. Rome School of Music, Drama, and Art on campus. Therefore, options of incorporating art into architecture are over.

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,

determined to only allow freshmen back to campus for the fall 2020 semester. All other student remained remote, in online coursework. The new dean, on consultation with the faculty, determined that all architecture coursework would be online—even for freshmen. (Freshmen only take one course—

MARK FERGUSON, PARTNER

Curriculum Vitae

EDUCATION

- 1982 Master of Architecture, Drexel University, Philadelphia, Pennsylvania
- 1978 Bachelor of Architecture, Carnegie Mellon University, Pittsburgh, Pennsylvania

Mark has maintained ties with the School of Architecture at Carnegie Mellon University by serving as an adjunct professor, visiting professor at the School of Architecture to further their study of traditional and classical architecture and by joining the Dean’s Council of the College of Fine Arts in 2019.

PROFESSIONAL REGISTRATION

- 1988 Registered Professional Architect, State of Pennsylvania
- 1983 Registered Professional Architect, Idaho, Illinois, Maine, Massachusetts, Michigan, New York, Ohio, Pennsylvania

PRACTICE

- 1988–present Ferguson & Shamamian Architects, J.J.P., New York, New York; Co-Founder and Partner

Ferguson & Shamamian Architects is a ninety person firm located in New York, with offices in thirty one and twenty three states and five countries. Each year it has approximately fifty projects in design, pre-construction or in construction and completes ten projects. The business is managed by principals two founding partners, eight principal architects and twenty

INTERNATIONAL ORGANIZATIONS

1991— President, American Institute of Architects

1992— President, International Institute for the Study of Classical Architecture; Founding Member

2005— Director, National Board of the Institute of Classical Architecture & Art

As an ongoing commitment to the National Education Committee, Mark has previously served as a member of the National Education Forum. He has regularly participated on the committee of the Alex G. Cairo Prize, the Winter Intensive, and the Summer Intensive (after which he welcomes each Intensive class for a tour of the “cathedral houses”).

Mark has also served on the National Education Committee, the President’s Council on the Strategic Planning Committee, the Advisory Council, and the Advocacy and Outreach Committee.

2014-2016 Chair, National Board of the Institute of Classical Architecture & Art

LECTURES

2019 “The Place of Houses”; ICAA Northwest

2019 “The Art of Practice”; ICAA Northwest

2018 “The Art of Practice”; University of Notre Dame

2016 “Architects Think Differently: Why?”; Northeast Harbor Library, Mount Desert, Maine

2015 “Parish- _____ School of Interior Design”
Panel Discussion

2012 “Inside the Business of Design”; The New School, New York, an Interview with _____

2012 “New Traditional Architecture”; Museum of the City of New York
Spring Symposium

2011 “Moments of Inspiration”; Design Leadership Summit

2011 “What Makes Me Tick?”; Design Leadership Summit, Cambridge, Massachusetts

2011-2014 “New Traditional Architecture”

ICAA New York _____

Design Leaders

2008 "The Personality of a House": University of Miami

RECOGNITION:

AD100 (2006-2010); Mizner Award for Residential Architecture (2018, 2019); Schuler
Award (2016, 2017); Decorator of the Year (2015, 2016); Polaris Award for Architect
Stars of Design (2017); Acanthus Award (2016); Hyland Award for Architectural Design
(2012); Arthur Ross Award for Architecture (2002); Residential Architect Merit Award
(2002); Chicago and Illinois Conventions: Honorable Mentions (2016); Young Architect
Award (1990).

EXHIBITIONS:

Books:

New Traditional Architecture: Ferguson and Shamamian Architects, City and Country
Residences. Mark Ferguson and Omar Shamamian with Joseph Giannini. Rizzoli 2011.

The Parish-Tree of Life: An Intimate History of the Landmark Danvers First Church
Chapter by Mark Ferguson in *Mark Harris* by Mark Harris. Abrams 2011.

Robin Z. Puttock, AIA, LEED AP BD+C, WELL AP

puttock@cua.edu

703.967.0428

Overview	A practicing architect with twenty years of professional, national award-winning, sustainable design experience and four years of academic teaching and research experience, currently a Visiting Assistant Professor and Interim Assistant Dean of Undergraduate Studies at The Catholic University of America. The project architect of eleven LEED certified buildings, including Gold, and a US Department of Education Green Ribbon School.	
Education	Master of Architecture summa cum laude Virginia Tech Washington Alexandria Architecture Center	2016
	Bachelor of Architecture, Minor Industrial Design, magna cum laude Virginia Tech 5 th Year at Washington Alexandria Architecture Center 4 th Year Semester abroad in Europe	1999
Certifications	Registered Architect in Virginia Registered Architect in Maryland U.S. Green Building Council (USGBC) LEED AP	2002- present 2013- present

Teaching
Experience
(cont.)

Thesis II Faculty Advisor Online Course

Fall 2020, continued

Thesis II is the second semester of a year long Master of Architecture Thesis sequence. This first semester consists mainly of research and the second semester consists mainly of design. This semester, I am the faculty thesis advisor for two students:

Julia Pryor: Maoming's New Home for Children

Thesis Statement: To design a sanctuary in Maoming, China that will heal through the creation of space that improves well-being with an evidence based design approach considering biophilic and active design research.

Bridget Tweedy: Refugee Healing Center, Burlington, Vermont

Teaching
Experience
(cont.)

Thesis I Faculty Advisor

Spring 2020 (cont.)

Thesis I is the first semester of a yearlong Master of Architecture
Thesis sequence. This first semester consists mainly of research and
I am the faculty thesis advisor for the two students listed above.

Net Zero Sustainable Design Vertical Studio Course Creator

Fall 2019

Student Team won CUA Competition Top Honors of 53 entries

Student Team Poster Finalist in CUA Research Day First Architecture team Finalist

NZSD Vertical Studio is a credit 4th

Teaching
Experience
(cont.)

Architectural Design II

Fall 2018

Architectural Design II is a 6 credit 3rd year design studio focusing on civic architecture specifically the programmatic needs and site constraints. Techniques in site analysis are covered including not only the physical and environmental factors that affect building design but also the social factors that must be considered in order for the building to be a good citizen and neighbor in the city. Pre-design analysis is an important component of this studio. The needs of diverse client interests (the building owner, the tenants etc.) are evaluated as well as that of the larger "stakeholder" contingent of those occupants of the neighborhood and the city and regional governments.

Sustainable Strategies and Synergies in Building Assessments

Sustainable Strategies and Synergies in Building Assessments is a 3 credit course which builds on Environmental Design I passive design topics and localizes their inherent synergies, and assesses their impact on building performance through diagrams and third party assessment.

Comprehensive Building Design Studio & Supplement

Spring 2018

Student team won 2nd place of 13 competing teams

Comprehensive Design Studio & Supplement is a 6 credit 4th year undergraduate and first year graduate studio which explores comprehensive design and team management, simulating architectural practice. Students are challenged to include conceptual and technical aspects of architectural form and the integration of various building assemblies and systems. My studio had a focus on sustainable design and we teamed with ZGF Architects.

Architectural Foundations II: Design Tools

Architectural Foundations II: Design Tools is a 6 credit design studio (Co-2 (o)- (a)- (I)-s6 (1Eo)-162 (o)- (

Teaching
Experience
(cont.)

Environmental Design I

Spring 2017

This course explores principles and passive design strategies for achieving thermal and visual comfort as well as energy and water conservation. Students learn to analyze climatic and site conditions for the development of massing, design for daylighting, solar shading, natural ventilation, thermally efficient wall sections, photovoltaic arrays, and water capture and retention systems. Lecture concepts are reinforced with labs that prepare students for the assignments. Selected student assignments are directly implemented into the student's current studio project.

Lecture "Architecture for Wellbeing: The Theory and Evidence-based Design of Neuroarchitecture" October 2020

A guest lecture at The Catholic University of America, Foundations of Architecture I

Associate Dean/Visiting Assistant Professor Tonya Ohnstad

A presentation exploring the role that architecture plays in human health and well-being

Teaching
Experience
(cont.)

Lecture "Codes of Sustainability from Option to Mandate: Implementation of Sustainability from Concept to Metering" November 2017, 2016

A guest lecture at The Catholic University of America, Introduction to Sustainability

Professor Patricia Andrasik

A presentation of the role that codes play in the design of sustainable public projects. An exploration of how green mandates encourage design thinking and creativity.

Lecture "Sustainable Public Design: A Case Study of Silver Spring Library" November 2016

A guest lecture at Virginia Tech, Ideas Concepts & Representations
Professor Meredith Sattler

A presentation of the Silver Spring Library design as both a signature public building and as a sustainable design. A critical analysis of the successes and challenges of accomplishing both using both the LEED rating system and the Living Building Challenge as metrics.

Lecture "Rosslyn Sector Plan"

October 2016

A guest lecture at Virginia Tech, Theory of Urban Form

Professor David Lever

A presentation of the 50 year history of planning in Rosslyn, Virginia including my 20 years of experience as both an architect and a community member.

Lecture "Empathetic Design: How Elementary School Environments

September 2016

Designed to Reduce Stress Can Foster Inclusion of High Functioning Autistic Children"

A guest lecture at Virginia Tech, Architecture and Urbanism Seminar

Professor Susan Piedmonte Palladino

A presentation of my Graduate Thesis Research: An exploration of learning theory, autism spectrum disorder diagnostic criteria, current mainstream environmental research and historic building type analysis

culminating in a presentation at the 2016 LEED Green Building Conference in Washington, DC

Teaching
Experience
(cont.)

Architecture Studio Review Juror, University of Maryland	2017 -present
Architecture Studio Review Juror, Catholic University of America	2014 -2017
Architecture Studio Review Juror, Virginia Tech	2014 -present
Curriculum Committee, The Catholic University of America	2019
City Vision Volunteer Faculty Member National Building Museum, Washington, D.C.	1998 -1999
Teacher's Assistant, Statics, Virginia Tech	1996 -1997
Middle School and High School Church Youth Group Leader, Arlington, VA	2013 -present

Academic
Research

Presentations Association of Collegiate Schools of Architecture (ACSA) 109th Annual Meeting; Expanding the View, Special Session, Abstract Approval September 2020

"Pedagogical Pipecg Gec PTw 6.96 0 0 682 0 6Ag6-7.8 5153.96 0 0 6Ag6-7.hoBDCw 2.7 PTw 6.9 /TT1 1
M i d l - 1 5 0 4 5 - 0 x s

Academic
Research
Presentations
(cont.)

Association of Collegiate Schools of Architecture (ACSA) Annual Meeting; Expanding the View, Special Session Pending Approval August 2020
“Pedagogical Pivot: Designing Student Spaces for Emotional Health and Wellbeing”

Scholarship of Design Submission to The Journal of Architecture Education February 2020 Issue “Othering” Submitted 2019
“Empathetic Design: How Sketches by Autistic Children Can Inform the Design of Educational Environments and Foster Inclusion”

Graduate Written Thesis, “Empathetic Design: How Elementary School Environments Designed to Reduce Stress Can Foster Inclusion of High Functioning Autistic Children” 2016
A three-volume thesis presentation of the theory of Empathetic Design. An exploration of learning theory, autism spectrum disorder diagnostic criteria, current mainstream environmental research and historic building type analysis culminating in fundamentals derived from an empathetic understanding of the designed inclusive educational environment. Goal is to publish conclusions resulting from a partnership with a psychology professional in an effort to secure funding for additional research.

Professional
Experience(cont.)

Francis Scott Key Middle School, Silver Spring, MD
New 145,000 SF middle school
Achieved LEED Gold NC2.2, Green Ribbon School, US Department of Education
Project Architect and Manager, LEED Administrator

Artisphere, Arlington, VA
65,000 SF three story interior fit-out of previous Newseum space in Rosslyn
Achieved Certified LEED CI 2009
Project Architect and Manager, LEED Administrator

England Run Library, Stafford, VA
New 30,000 SF one story library with a retail design focus
Project Architect and Manager

Arlington Branch Library and School Facility, Arlington, VA
New 45,000 SF two story library and school facility
Project Architect and Manager, LEED Administrator

Westover Branch Library, Arlington, VA
New 15,000 SF one story library
Project Architect and Manager, LEED Administrator

Bealeton Branch Library, Bealeton, VA
New 10,000 SF one story library
Project Architect and Manager

Downcounty Consortium Capacity Study I
Montgomery County Public Schools, Rockville, MD
Capacity Study for the southernmost section of the county
Project Architect and Manager

Downcounty Consortium Capacity Study II
Montgomery County Public Schools, Rockville, MD
Capacity Study for the middle section of the county
Project Architect and Manager

Building 233 Renovation, Ft. Myer, Arlington, VA
10,000 SF renovation of the horse stables
Project Architect and Manager

Silver Spring International Middle School
Montgomery County Public Schools, Rockville, MD
Feasibility Study for a renovation and addition to the existing 250,000 SF building
Project Architect and Manager

Olney Library, Olney, MD
New 25,000 SF one story library
Achieved LEED Gold NC2.2
LEED Administrator

Professional
Experience(cont.)

Bioscience Education Center, Montgomery College, Germantown, MD
New 130,000 SF three story college classroom building
Achieved LEED Gold NC2.2
LEED Administrator

Charles Houston Recreation Center, Alexandria, VA
New 35,000 SF one story community center
Achieved LEED Gold NC2.2
LEED Administrator

Pentagon Athletic Center, Phase II, Arlington, VA
10,000 SF two story renovation
LEED Manager

Arøla Elementary School, Silver Spring, MD
New 77,000 SF two story elementary school
Project Architect

Waters Landing Elementary School, Germantown, MD
12,000 SF two story addition
Project Manager

Harmony Hills Elementary School, Silver Spring, MD
29,000 SF one story addition
Project Manager

Additional Project Experience

Odenton Regional Library, Odenton, MD
New 40,000 SF two story library
Achieved LEED Certified NC2.0
Project team member

Montgomery Village Middle School, Montgomery Village, MD
50,000 SF two story addition and 100,000 SF renovation
Project team member

Academic Building and Conference Center, College of Southern Maryland, Leonardtown, MD
New 48,000 SF three story classroom building
Project team member

Rosslyn Esplanade Study, Arlington, VA
Multi-block urban design study
Project team member

Kate Waller Barrett Library, Alexandria, VA
4,000 SF interior renovation
Project team member

Germantown Library, Germantown, MD
New 44,000 SF two story library
Project team member

Professional
Experience
(cont.)

Intern, Gensler, Washington, D.C. 1998-1999

As an architecture studio team member, I attended client design meetings, prepared client presentation boards and models, and contributed to all phases of design. Projects included St. Paul Community Centre in Capitol Heights, MD and the Headquarters Building of Armstrong Industries.

Intern, Appel Design Group, Union, NJ 1997-1998

As a member of the design team, I assisted in the design of the new headquarters building for the company. The building is a 10-story, 1.2 million square foot structure located in Union, NJ. I was responsible for preparing presentation boards and models, and assisting in the design of the building's facade. The building was completed in 1998.

Practice

Awards(cont.) 2016 Design Excellence Award Montgomery County, Maryland Silver Spring Library
Building of America Gold Medal England Run Library
2017 Better Together Award, Virginia Public Library Director's Association England Run Library
Library Design Showcase 2012, American Libraries Magazine England Run Library
USGBC National Capital Region Chapter 2010 LEED for Schools Runbe-FSK Middle School
USGBC Baltimore Chapter Green Leadership Award Odenton Regional Library
American City and County Excellence Award Charles Houston Recreation Center
Craftsmanship Award, National Building Congress Germantown Library
National AIA Continuing Education Small Firm Award 2010

Professional

Research

Downcounty Consortium Capacity Study Lower Downcounty Area

June 2015

P

Pr

Community Service	Pastor Nominating Committee Secretary	2017-2018
	Board of Trustees, Little Falls Presbyterian Church, Arlington, VA Building Committee Chair Leader of Pro Bono projects including nursery renovation and youth building renovation	2011-2015
	Youth Group Leader, Little Falls Presbyterian Church, Arlington, VA Middle and High School Groups	2013-present
	Vacation Bible Camp Leader, Little Falls Presbyterian Church, Arlington, VA Preschool and Elementary School Children	2012-present

References Available upon request

721 < \$ 2 + 167 \$ ' \$, \$ 1 & \$ 5 %

'81/23 67 & +(9 < & + \$ 6 (0 '
RKQVWDG#FXD HGX