University of Michigan
A. Alfred Taubman College of Architecture and Urban Planning

Architecture Program Report

Master of Architecture
M.Arch (non-pre-professional + 93 graduate credits) - 3G
M.Arch (pre-professional + 60 graduate credits) - 2G

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I.1.1 History and Mission

Mission
The mission of the University of Michigan is to serve the people of Michigan and the world through preeminence in creating, communicating, and preserving the application of knowledge and artistic and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.

Institutional Structure
The University of Michigan is governed by eight regents elected at large in the state. Each regent serves for eight years, without compensation, with two chosen at each biennial state election. The President of the University is a non-voting regent. In addition to the President, the executive officers of the University include the Provost and Executive Vice President for Academic Affairs; Executive Vice President and Chief Financial Officer; Vice President and Secretary of the University; Vice President and General Counsel; Vice Presidents for Government Relations, Development, Research, Communications, and Student Affairs; Executive Vice President for Medical Affairs; and Chancellors of the regional campuses at Flint and Dearborn.

On the Ann Arbor campus, each of the 19 schools and colleges is administered by a Dean, who is appointed by the Regents for a term of five years. The Deans report to the Provost and Vice President for Academic Affairs, who is directly responsible to the President of the University. In accordance with the Bylaws of the Board of Regents, all educational matters within each academic unit are the responsibility of the faculty of that unit. Considerable autonomy is granted to each unit in the organization and management of its affairs in fulfilling its educational mission. The University also operates 39 centers, 18 institutes, two bureaus, and nine hospital units in the University of Michigan Medical Center. The University's instructional staff is about 8,400 persons. Total student enrollment in the University is approximately 58,000 with approximately 41,600 on the Ann Arbor campus. Of the students on the Ann Arbor campus: 71% are undergraduates and 29% are graduate/professional; 61% are Michigan residents, 32% are out-of-state residents and 7% are international. Nearly 15,000 degrees are awarded annually. The University alumni body now exceeds 499,000 living persons.

Institutional Vision

As the University of Michigan prepares to embark on its third century, we fully embrace the legacy bestowed upon us by President James B. Angell in our first century. We are proud to offer “an uncommon education for the common man.”

We are a community of learners. We serve our multiple constituents by providing access to and participation in scholarly and creative endeavors on a vast scale. Our academic research enterprise affects the world. The University is defined by a culture of interdisciplinary teaching and research, coupled with academic rigor. We encourage our students, faculty and staff to transcend disciplinary boundaries by tackling complex and vexing challenges facing modern societies at local, national and global levels.

We endorse and promote creativity in its many facets. We recognize the arts as a fundamental human need and a foundation that helps to define our future. We create new knowledge and share the joy of discovery, and we see information technology as a powerful means for broadening access to knowledge and exchanging ideas.

We draw from study and experience to prepare our students for leadership in a wide range of
social endeavors, including government, law, education, medicine and business, reflecting the University’s many roles in contributing to good design and decision making within major domestic and international institutions.

We celebrate and promote diversity in all its forms, seeking the understanding and perspective that distinct life experiences bring. We proclaim ourselves a scholarly community in which ideas may be freely expressed and challenged, and all people are welcomed, respected and nurtured in their academic and social development.

We dedicate ourselves to ethical and responsible stewardship of financial, physical and environmental resources. We look for tools and strategies to create and enhance sustainable practices in all facets of operations and seek to lead in the global quest for a sustainable future.

(Excerpted from President Mary Sue Coleman’s Vision Statement)

Taubman College of Architecture and Urban Planning
The Taubman College of Architecture and Urban Planning is one of 19 colleges on the Ann Arbor campus. As one of the university’s smaller units, with approximately 699 total students (499 in architecture, 147 in urban planning, 14 in urban design, and 39 in the real estate certificate program), we are an intimate learning community within a large university. We benefit from collaborative opportunities with world-renowned programs (Engineering, Business, History of Art, and others) as well as funding initiatives, university-wide events, and the attraction our greater institution holds for potential students from around the world. From individual faculty collaborations to curricular initiatives that structure interdisciplinary experiences for students, the architecture program aims to benefit from the expansive virtues of the university at large while maintaining a student-centered program.

Located in Ann Arbor, a small yet culturally vibrant city, Taubman College has powerful connections to the Great Lakes region, East and West Coasts, and global partners. We also share a binding affiliation with Detroit, a raw and demanding physical environment that serves as an explicit example of America’s rapidly changing cities. As a locus of diverse, vital, ethnic neighborhoods, technical innovation and artistic production, Detroit provides both inspiration and challenges to the work of our faculty and students.

The architecture program at the Taubman College of Architecture and Urban Planning recognizes the diverse and ever-changing nature of the architect’s role, with a program designed to prepare students to perceive the complex relationships between people and their environment and to translate that complexity into meaningful and relevant designs for the enrichment of human experience. Architecture’s agency depends on the depth and breadth of its engagement with contemporary culture. Critical immersion provides the basis for meaningful production and is the foundation for the study of architecture at the University of Michigan.

History of the College
Architecture classes were first taught at the University of Michigan in 1876, and had those courses continued uninterrupted, it would now be the third oldest architecture program in the nation, following MIT and Cornell. Because funding was not renewed, however, it was not until 1906 that architecture was permanently established as a course of study at Michigan, within the engineering school. In 1931, an independent college of architecture and design was established, offering programs in architecture, art, design, and landscape architecture, with the latter discipline migrating to the School of Natural Resources and Environment in 1965. A program in urban planning was added in 1968. The college moved from Central Campus to a new building on North Campus in 1974, the same year that a separate School of Art & Design was established in the same building. The Master of Urban Design degree program was added in 2000. Since the mid-20th century, the college has been headed by Deans Philip N. Yountz (1957–1964), Reginald F. Malcolmson (1964–1974), Robert C. Metcalf (1974–1986), Robert M. Beckley (1987–1997), James C. Snyder (interim 1997–1998), Douglas S. Kelbaugh (1998–2008), and Monica Ponce de Leon (appointed in 2008).
A succinct timeline of historical events can be found on our website:
http://www.taubmancollege.umich.edu/about/the_college/history/

Mission of the College
At Taubman College we recognize that we are a public university with a public mission that changes in response to changing aspects of public life in the state and the nation. We are on the front lines of a shift from the manufacturing economy of the last century to a knowledge-based economy of the present and future. This geographic and economic reality encourages dynamic change, and has affected our educational mission in exciting ways. The architecture program and the Taubman College are taking this challenge head-on, investigating new methods of design and fabrication, and emphasizing the development of new educational products suited to our changing economy and the new roles our students will assume in the world beyond the academy. Because similar changes are occurring in all parts of the globe, with increasingly automated manufacturing driven by knowledge-based economies in varying locations, we feel that the vicissitudes of Michigan's history have equipped us particularly well to function as an international school of architecture. The combination of programs in architecture and urban and regional planning at the Taubman College provides a wider perspective on this change and facilitates a thoughtful, critical response to the transitions required for knowledge-based economies in all parts of the globe.

Addressing these shifting concerns for over 100 years, Taubman College offers students from the state, the country, and around the globe a complement of disciplinary and interdisciplinary degree programs that range from pre-professional to post-professional to Ph.D. Our committed and energetic faculty, staff, and students form a diverse, creative, and collaborative community within the University of Michigan, one of the world's largest and most distinguished research universities.

Taubman College seeks to improve the human condition through thoughtful design and planning for the built environment. Its academic programs prepare graduates for positions of responsibility within a wide spectrum of professions, organizations, and institutions that shape the built environment at scales ranging from local to global. Taubman College conducts innovative design and policy research and serves the community, the state, the nation, and the world through outreach and partnerships.

Taubman College has a long educational tradition that combines design and technology. Today, it continues to foster a broad view of architecture and urban and regional planning in the context of a major research university where interdisciplinary initiatives are encouraged and supported.

The Architecture program pursues its mission through its curriculum (via requirements in history, theory, technology, representation, and design); research; public events (conferences, lectures, exhibitions, installations); and publications and awards. A cultivated sense of community is born of a series of regular events that continually change in their complexion and flavor: exhibitions, conferences, lectures, workshops, biannual public reviews, and an evolving web presence.

Goals of the College
Three intertwined goals provide the focus for our current direction in preparing future leaders of the profession and discipline: to link our legacy of design and technology in new ways to broaden the architect’s role; to examine methods of architectural education by harnessing interdisciplinarity to reaffirm the discipline’s strategic cultural and social roles; and to expand the role of architects in contemporary society; and increase their relevance to world challenges such as energy and economy. These goals underlie the research/creative work undertaken by our constituency (the diversity of faculty, students and staff) and foster connections to a global culture, all of which coalesce to structure our curriculum and realize our mission.
Research:
Taubman College emphasizes research in all areas of its programs and curriculum. As a unit of the University, Taubman has access to a robust program of university research funding through the Office of the Vice President for Research (OVPR). OVPR offers a range of matching grants, and is coordinated with internal grant funding entities such as the Center for Research on Learning and Teaching (CRLT) and the Graduate Research Opportunities for Collaborative Spaces (GROCS). See [http://research.umich.edu/](http://research.umich.edu/)

The College maintains a doctoral program that conducts original research in three areas: Design Studies, History and Theory, and Building Technology. In addition, design faculty can compete for internal research grants in the Research Through Making Program, inaugurated by our Dean in 2009 to advance research in design and fabrication, areas typically lacking in such funding, and to support the research efforts of architects.

Regional Outreach:
As we seek to broaden the core concerns of the architectural profession, our geographic proximity to Detroit offers valuable opportunities for engaging the contemporary world through issues ranging from the challenges of Detroit’s problems with urban poverty and racial segregation, to the benefits of cultural diversity and the city’s emerging successes of urban farming initiatives and small-scale fabrication innovations.

Working with urban and regional planning and urban design, the architecture program has reached out to the region of southeastern Michigan, particularly through the Detroit Community Design Center (DCDC), established in 2005, and through individual faculty efforts in Flint, Michigan. The DCDC program sponsors research in partnership with other funding agencies in the city of Detroit, teaches local high school students (NEA and donor-supported), collaborates on community design projects, and acts as a design resource for various organizations in the city.

Global Outreach:
On the College level, international programs are in place in Beijing, China and Florence, Italy. Discussions are in the works for a relationship with the National University of Singapore and Delft University. Summer travel opportunities rotate, and have included studios in Taiwan, Argentina, Spain, Iceland, Japan, Germany, Ghana, France, and Italy. Taubman College is also a member of International Architecture and Engineering Student Training and Exchange (IAESTE), which places students in international internships and practice.

Dual Degrees:
In addition, our college has embraced the potentials of dual degrees by making it possible for Master of Architecture students to combine their architecture degree with:
- Master of Urban Planning
- Master of Urban Design
- Master of Business Administration
- Master of Engineering
- Master of Science in Design Research

Currently under development (in addition to the two-year-old Master of Science in Design Research) are new Master of Science programs in:
- Historic Preservation/Conservation
- Design + Health
- Digital Fabrication
I.1.2. Learning Culture and Social Equity

The Taubman College demonstrates a strong commitment to social equity through a learning culture that emphasizes diversity and service at multiple scales, from student culture, to minority recruitment of students and faculty, to programs of service learning.

Studio Culture
Students are issued our studio policies and values at the beginning of each academic year in printed form, through a verbal presentation at orientation, and in an ongoing manner via our website. The overall theme of these policies is to promote and reinforce the principle that our community is based upon mutual respect, and it is within communities that citizenship thrives. These guidelines include the following language (Studio Policies handbook will be on display in the team room):

> The architecture program is committed to a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. Key to a healthy and productive learning environment is the establishment of an efficient daily routine that balances the well-being of the individual student with high academic standards. The architecture program encourages students and faculty to appreciate these values as the guiding principles of professional conduct throughout their careers. Studio Policies handbook, Fall 2008, page 2.

Institutional Culture
Taubman College is committed to maintaining a similar policy of respect, engagement and productivity throughout our courses and extracurricular activities. The studio forms a physical spatial core for the institution, embodied in a single space on the top floor of our building. From this vantage point, the studio is accessible to all, and provides additional open space in which other activities can be organized. Open studio crits and more formal juried reviews take place along the perimeter of the designated studio spaces. The broader mantle of studio culture thus extends to many of the support courses, fostering communication among our students and faculty. Impromptu seminars, presentations, and lectures also take place in these perimeter zones. The studio floor is physically accessible to those with disabilities; it is served by an elevator and is on a single level.

One of the most impactful recent changes in studio culture has been the faculty to student ratio, which had long been plateaued at fifteen students per studio. Two years ago Dean Ponce de Leon instituted a maximum of twelve students per studio. This reduction has been transformative, as increased contact time has led to better developed and presented projects.

Multidisciplinary Approaches
We seek to maintain a highly diverse student body, differentiated by students’ individual interests and the extent to which they are able to focus their education on particular research interests and professional preparation. To quote from our Dean’s recent report to the University Advisory Committee at the University of Michigan: “Presently the College prides itself on its heterogeneity and diverse courses of study. There is no single school of thought at Taubman College. Instead, many points of view are presented to the students and many forms of research are pursued. This is the College’s uniqueness and its strength.” Monica Ponce de Leon, Report to the University Advisory Committee, January 22, 2009, page 2.

Faculty Diversity
For architecture, diversity is a broad but instrumental term that applies equally to people and to academics. We are invested in potential dividends when social, racial, economic, geographic and
intellectual diversity are nurtured, and encouraging an atmosphere of interdisciplinary collaboration is central to our college mission.

In partnership with the University program ADVANCE (http://sitemaker.umich.edu/advance/stride), one way Taubman College seeks to improve diversity is through faculty recruitment. Included among several new hires for September 2010 are two African-American faculty members: Assistant Professor Sean Vance, and Martin Curry, Associate Dean of Academic Affairs. Lecturer Teman Evans, also African-American, joined the faculty in 2009.

The architecture program also makes concerted and targeted efforts to diversify our invitations to outside reviewers for the regular semester-end juries. In 2007-08 the College initiated a Diversity Lecture Series that was well attended and integrated into several class activities, and included Majora Carter and Milton Curry among the speakers.

**Mentoring**

Last year the architecture program instituted a new strategy for faculty mentoring, spearheaded by Professor Caroline Constant. While mentoring has always existed, it was previously more ad-hoc and unformalized. Our new procedures include yearly open meetings where strategies regarding tenure procedures, publication venues, and grant opportunities are introduced and discussed. A list of peer-reviewed and other significant publishing venues, as well as potential sources for funding and awards (both scholarly and design-oriented), is distributed and continually updated.

Additionally, the Dean and the Chair meet with all tenure-track faculty immediately following their interim reviews for an extensive discussion of the committee opinion and the report, and the establishment of a plan for the remaining years before applying for tenure. Also new is an annual meeting for each tenure-track faculty member with the Chair and Caroline Constant. For these meetings the faculty member provides an updated resume, a plan for upcoming research/practice during the remaining time to tenure, and, in some cases, a draft of statement of qualifications.

**Student Diversity**

The college works continually to achieve and maintain a diverse student body. Recent and ongoing efforts include our activities to raise the profile of the College in our Detroit Community Design Center, our residential recruitment program ARCSTART (run in conjunction with the larger University community), and the recent National Center for Institutional Diversity grant for the Diversity Lecture series. We have made significant gains in the enrollment of underrepresented minorities, increasing our enrollment from 9.3% in 2004-2005 to 16.5% in 2010-2011. (See figure 01 of the appendix). The Taubman College chapter of the National Organization of Minority Architectural Students (NOMAS) serves the needs of our minority students and also connects them to the parent professional organization, the National Organization of Minority Architects.

A Taubman College Recruiting Strategy was created to address the need for a larger minority population in our professional programs. In the past, faculty, students, and admissions officers have attended graduate fairs and made presentations at other universities to encourage under-represented populations to apply. While this will continue, this year Taubman College has chosen to expand its recruiting efforts by hiring a recruiting officer who will attend additional graduate fairs throughout the country; develop relationships with prospective students and schools; coordinate and involve more faculty, students, and alumni in recruiting efforts; visit high schools in urban areas to educate students about careers in architecture; and increase recruiting within the University of Michigan. This recruitment position was created in response to the Dean’s diversity agenda. In addition to the tasks stated above, the recruiting officer will also strive to connect with students attending HBCUs and other predominantly minority institutions.
Past Recruiting Events:

7/24-26/2009  CIC SROP Conference at Rackham Graduate School
The Committee on Institutional Cooperation (CIC) is an academic consortium of twelve major research and teaching universities. Members collaborate to increase minority student access to graduate education. 400 under-represented minority juniors and seniors attended. Approximately 12 prospective students came to Taubman College on July 24th to speak with faculty and current students.

10/13/2009  Michigan State University Graduate & Professional School Recruitment Fair
10/14/2009  University of Michigan Graduate School Information Fair
10/15/2009  Metro Toronto -10,000 Canadian students interested in architecture
10/20/2009  Connecticut College
10/27/2009  Architecture Open House
Taubman College of Architecture and Urban Planning, Ann Arbor, Michigan
150+ prospective students attended undergraduate architecture, graduate architecture, MSc architecture, and PhD architecture

11/4/2009  University Mentorship Pre-Professional Workshop
3/12/2010  Detroit Service Learning Academy Annual Career Fair
5/6/2010  Nana Adja-Sai (MArch & MUD student) presented at the U.S. Embassy in Accra, Ghana
5/13/2010  College newsletter Portico mailed to incoming students and preferred admits for retention

Future Fall Recruiting Events:

Saturday, October 2, 2010  BSA Architecture/Design College Fair (Boston, MA)
Wednesday, October 6, 2010  Graduate and Professional School Fair at The University of Illinois at Urbana-Champaign
Wednesday, October 6, 2010  Graduate School Fair at University of Michigan - Flint
Thursday, October 7, 2010  Chicago Graduate and Professional School Fair at The University of Illinois at Chicago
Tuesday, October 12, 2010  Graduate School Information Fair, Michigan Union
Wednesday, October 13, 2010  Graduate & Professional School Fair at Michigan State University (Lansing, MI)
Monday, October 18, 2010  Graduate Degree Fair for the Public Good at University of Minnesota
Wednesday, October 20, 2010  Graduate Degree Fair for the Public Good at University of Michigan
October 21 & 22, 2010  Chicago Recruiting Trip (Taubman on the Road)
Thursday, November 4, 2010  Graduate Degree Fair for the Public Good at Savannah College of Art and Design

Social Equity
The School orients its pedagogy to issues of enduring social relevance. The proposed program for our new Comprehensive design studio this fall is Housing, which is inherently laden with social and economic considerations of the public good at a large scale. The Wallenberg Studio, while technically an undergraduate studio, also constitutes an annual semester-long series of events that highlight a designated theme of social and political importance in the spirit of the efforts of Raoul Wallenberg, a graduate of our program. Graduate students and faculty participate in Wallenberg Lectures, studio reviews, and a culminating symposium. The theme for 2009-10 focused on infrastructures in relation to responsible design practices.

This past year, a spirit of social equity inspired a move to redistribute the Wallenberg funds, which are typically earmarked for prizes awarded for student design work. Rather than use all the endowment income for prizes, half was reserved for that purpose, while the other half was distributed among all
students to enable travel for each studio. Our request to the Bernard Maas Foundation (which funds our Wallenberg initiatives) to make this change, was approved with great enthusiasm.

Michigan Road Scholars is a university-wide educational tour, exposing participants to the state’s economy, government and politics, culture, educational systems, health and social issues, history, and geography. Selected participants are chosen through competition to spend a week on the road visiting venues throughout the state. The college has benefited from a regular rhythm of having faculty participate, and in 2010, two architecture faculty members, Lydia Soo and Jen Maigret, were selected. Designed to increase mutual knowledge and understanding between the University and the people and communities of the state, the tour introduces participants to the places that the majority of our students call home, and encourages university service to the public, by suggesting ways in which faculty can help address state issues through research, scholarship and creative activity. In addition, the experience helps to develop beneficial ties and promote interdisciplinary discussion among the touring faculty.

Grievance Policies
Taubman College has an appeal procedure to provide undergraduate and graduate students and faculty with a mechanism for review of student and faculty allegations about matters pertaining to student conduct, performance and status and/or faculty misconduct. The appeal procedure is available to students and faculty members for review of grievances of academic matters, including, but not limited to:

- All aspects of the degree process involving grading, evaluation, or status
- Unjustified denial of student access to data or misappropriation of student data
- Professional misconduct toward students
- Unfair, discriminatory, or intimidating treatment of students, including sexual intimidation and discrimination due to disability
- Discipline or other action taken as a result of allegations or findings of student academic misconduct involving plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts

The policies and procedures are available in the college bulletin and on the college website:
http://taubmancollege.umich.edu/students/academic_policies/student_appeals/

Taubman College follows the Univeristy of Michigan policies and complies with all applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

The policies and procedures are available in the college bulletin and on the college website:
http://taubmancollege.umich.edu/architecture/students/academic_policies/
http://hr.umich.edu/oie/ndpolicy.html

Policies are generated from many facets of the College: including program curricular discussions (Education Program Committee - EPC), student representatives serving on a majority of standing committees, College-wide faculty meetings, and focused meeting of smaller governing bodies, including the Executive Committee. The College rules are revised periodically through a series of motions and votes by the governing faculty.

A mandatory all-day orientation welcomes new students and provides the forum for explaining curricular outlines, institutional policies, studio culture, and educational and extracurricular opportunities at the College and University level. These broad introductions are supplemented with handouts, links to guides on the college website, and links to specific policies (plagiarism, cheating, etc).
The Student Services Committee (Registrar, Program Assistants, Admissions, Career Services) works with the College web designer to facilitate student access to these policies. This committee meets weekly throughout the summer and bi-weekly during the academic year to address cross-training of staff for immediate response to student questions, and to coordinate student orientation sessions and communication about deadlines that students will be facing for matters not specific to classes – such as registration, merit scholarship applications, and jobs available to students (including research assistantships and graduate student instructor positions).

I.1.3. Responses to the Five Perspectives

Overview
The NAAB Five Perspectives [explained in detail below] are integrated and intertwined in our program’s larger goals. As the Dean outlined in changes to the programs and letters to alumni, our student development, professional obligation and research agendas coalesce to form a place of focused debate. We must examine how architecture affects critical issues in the national agenda, the environment, housing, and infrastructure, and begin to chart a course for the future of the discipline. This will require new approaches to cultural engagement in which the disciplines of architecture and urban and regional planning will need to re-write their own rules. These changes need to begin "at home" with our own cultural institutions, namely in architecture and planning schools. At key points in the history of our fields, the academy has been a source of perspectives with which to measure and evaluate our impact upon the world. Because academia provides a lens independent of the demands of the professions, it has the potential to advance the fields in extraordinary ways.

Interdisciplinarity
Current environmental, economic, and societal crises have exposed the limits of conventional notions of specialization as a mode of research and scholarship in every field. Many disciplines are beginning to recognize this and are moving toward an interdisciplinary model of research and education. In no other area does this become more poignant than in the environmental arena. In this first decade of the 21st century, it has become clear that by looking at technological advances in isolation during the 20th century we missed their broader impact. Efficient production methods have led to the proliferation of goods, and it is now clear that our patterns of consumption have led to a disastrous impact on the globe. This is true for architecture as well as planning. In the last century, as we extolled the benefits of new materials and methods of construction in terms of their economic and material efficiency, we overlooked their impact on natural resources. For most of the 20th century we extolled the comfort and convenience of the suburbs while overlooking their impact on a larger network of natural ecosystems. Now we know that there is no easy answer to addressing environmental degradation and that the responsibility falls across many fields. Transgressing the boundaries of various disciplines may be the only way to address the complex challenges of our time.

Because of their history and their intrinsic natures, architecture and planning are best suited to develop an academic model that works across disciplines. After all, unlike most other fields, architecture is an intricate area of study that encompasses distinct fields in the sciences and the humanities, and urban planning is considered to be the first multi-disciplinary profession. It is not surprising that several schools of architecture and planning mention interdisciplinarity in their mission statements. For most institutions, however, this is limited to relationships among architecture, landscape architecture, interior design, and urban planning. Instead, the disciplines of architecture and urban planning need to re-examine their place within a larger body of knowledge that can lead to new pedagogical models. Only through new teaching methods that work across disciplines can we enable future generations to look at design holistically, writing a new chapter in the public missions of architecture and urban planning.

Examples of how pedagogy is evolving at Taubman College:

Integrating expertise from other units on campus into core courses
The architecture program is currently revising its sequence on environmental technology. It will be taught
in teams that include faculty from engineering and the School of Natural Resources (SNRE), as well as Taubman College. Other areas where we see similar opportunities are the history sequence, which could be co-taught with art history faculty, and site planning courses that could involve faculty from SNRE.

Revisiting the relationship between design instruction and the other areas of architectural expertise
This is essential in order to more closely represent contemporary professional practice. In this regard we have identified three strategies:

- Integrating studio work into other required courses. As an example, Construction II students are asked to advance their design studio project from a previous semester by developing it to a high level of technical resolution.
- Integrating various areas of expertise into studio. Studio may no longer be taught exclusively by a studio instructor but also by faculty in other areas of specialization. For instance, we are currently revising the format for the design thesis project so it will be co-taught by two instructors: a designer paired with faculty in another area such as history/theory, structures, environmental technology, or urban planning.
- Coupling design studios with courses in other areas of concentration. In the winter we are launching a pilot program that pairs a studio course with an upper level seminar in Structures. Students who enroll in the studio will be required to also enroll in the seminar. The content of the courses will be coordinated while each faculty will focus on his or her area of expertise.

Taking advantage of the Cluster Hire Presidential Initiative
In 2008, President Mary Sue Coleman launched a call for interdisciplinary cluster hires, promising 100 such positions over a five-year period. Taubman College has competed and successfully secured three of these joint hires. Our first, the Sustainable Built Environment, includes a cluster of Taubman, the School of Natural Resources and the Environment, and Civil Engineering. Professor Lars Junghans will join the architecture program this fall. The other two positions will be searched for during the academic year 2011/12. Those appointments are 1) Mediterranean Perspectives on Global History (Taubman together with Romance Languages, Near Eastern Studies, History of Art, and Anthropology) and 2) Computational Media for Interactive Systems (Taubman together with Electrical Engineering and Computer Science, the School of Music, Theater and Dance, and the School of Art and Design).

Focusing Faculty hires on Design, Environment and Urbanism
Beyond our cluster hires, there have been six tenure-track hires in Design in the last two years. These faculty hires indicate the areas in which the program desires greater depth: linking ecological and environmental issues to design prompted three recent hires of design faculty whose secondary areas of expertise embrace precisely these issues. Jen Maigret, Geoffrey Thun, and Kathy Velikov are engaged in research on topics ranging from water management to façade design to the post carbon highway). The Architecture Program’s relationship to urbanity and access to current issues in the discourse, are now bolstered by the recent hiring of McLain Clutter, Milton Curry and Sean Vance. Professor Clutter develops innovative urban modeling techniques using GIS software. Professor Curry researches the “urban subject,” both philosophically and in terms of engagement with urban policy. Professor Vance specializes in Universal Design. Finally, a joint appointment of Maria Arquero with Urban and Regional Planning enables us to bring Architecture and Planning students together in studios.

Perspective A. Architectural Education and the Academic Community. That faculty, staff and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

The Taubman faculty is a broadly respected and widely published group that regularly participates in worldwide events to share both knowledge and creative endeavors. In the last two years alone, our faculty have won two Progressive Architecture Awards, two National AIA Honor Awards, two
Michigan AIA Honor Awards, two AIA Huron Valley Honor Awards, and seven other design awards (BSA, PRINT, OAA); published eight new books; secured three Graham Foundation grants; juried three international competitions (including Smithsonian’s National Design Awards and US Artists), exhibited their own work in four international and seven national venues; delivered four keynote addresses at conferences; lectured on their own work at twenty five institutions, presented twenty four papers at disciplinary and interdisciplinary conferences; won five fellowships at institutes and centers here and abroad; and were published or cited in design magazines on numerous occasions. Additionally in the past two years, several of our faculty members have been invited to sit on editorial boards of academic journals. Scholarship is a wide and expanding field in which University of Michigan faculty continue to lead and contribute. A complete listing of faculty activities will be available in the Team room.

Whether directly in individual courses, indirectly through course presentations at the start of each semester, or in open house venues, brown bag lectures, local exhibitions, or through wider publication, our students have multiple venues for exposure to the research and design work of Taubman faculty.

Middle_Out, a volume cataloguing the work of our design faculty and edited by Professor Jason Young, was released in 2009. As a compilation, Middle_Out is simultaneously a testament to the strength of the faculty and an affirmation of the bond between Taubman College members present and past. Young describes the book and its goals in his preface to the book:

"The Architecture Program at the University of Michigan is defined, in part, by the creative work done by design faculty through private practice. Inadequate on its own to fully account for the intensity of the school, these practices nevertheless pressurize the collective conversations within the curriculum. Much of the work speaks to recent contexts of economy and geography in southeastern Michigan through small-scale, design+build projects. Simultaneously, there is a strong collection of projects that openly game with digital organization, fabrication, and assembly as it relates to projects of all scales. Pacing these two strands in the book is a third that exemplifies an intellectual preoccupation with representational methods and diverse conceptions of making. Together, these three strands offer a robust approximation of the [Michigan faculty]."

The culture of having students work with, among, and alongside faculty is engrained in the Architecture program, including the Undergraduate Research Opportunities Program sponsored by the University, and, within the College, increasing numbers of graduate research assistants (GSRAs) and graduate student instructors (GSIs), and new positions for doctoral students, the student publication Dimensions, design competitions, and ULI (the Urban Land Institute). These initiatives have expanded with our recent changes in leadership. In particular, Dean Ponce de Leon launched a new research initiative, "Research Through Making," which funds five to six competitively awarded proposals. In turn, faculty awarded these grants have used part of the funding to hire our students to carry out portions of the research and fabrication. This renewed and invigorating atmosphere of research funding is also spurring more grant proposals by our faculty

Research Through Making:
Historically, research and creative practice have been constructed as "opposites." This is not an unusual struggle in architecture schools, particularly in the context of a research university. Moreover, this perceived tension between design and research is indicative of an age-old struggle within the field of architecture to understand its own nature as an "applied art." The boundary between the "art" and its "application" has always been an existential crisis for the field. In some instances, design can be a purely creative activity not unlike creative practices in music and art. In other cases, design can be a purely problem solving activity, not unlike research in engineering and industrial production. The boundaries between these activities are never clear, since their methods and techniques in the context of design are ultimately very similar.
The Research Through Making Faculty Research Grant Program at the University of Michigan seeks to set aside these struggles by acknowledging MAKING as the common denominator that cuts across the imaginary boundaries between design and research.

Faculty from the Taubman College of Architecture and Urban Planning compete for a limited number of grants. Entries are evaluated by a distinguished jury from outside the College that has, in the past, included Sarah Herda Executive – Director of the Graham foundation, Reed Kroloff – Director of the Cranbrook Academy of Art and Art Museum, and Catherine Seavitt-Nordenson – Visiting Professor at Cooper Union.

The recipients of the 2009 Taubman College of Architecture and Urban Planning "Research Through Making Grants", totaling $120,000 were:

**Robert Adams, Assistant Professor.** Project: "Spontaneous Mutations, Genetic Deletions, Adaptive Environments, and Assistive Technology in the Compression of Developmental Time."

**Josh Bard, Lecturer; Steven Mankouche, Assistant Professor; and Tsz Yan Ng, Lecturer.** Project: "Digital Steam Bending." The concept was used as a basis for a project that received a 2010 *Architect Magazine* Fourth Annual R+D Award.

**Karl Daubmann, Associate Professor of Architecture and Art & Design.** Project: "In Search of the (w)hole." Daubmann’s project received a 2010 AIA Small Project Practitioners Design Award and a 2010 *Architect Magazine* 2010 R+D Award.

**Nataly Gattegno and Jason Johnson, 2009-2010 Architecture Fellows.** Project: "Aurora Project." Aurora was an extension of their work as Van Alen Institute 2008-09 New York Prize Fellows.

**Perry Kulper, Associate Professor.** Project: "Spatial Blooms + Here Be Dragons""  

**Keith Mitnick, Associate Professor and Mireille Roddier, Assistant Professor.** Project: "Heterogeneous Constructions."

"Research Through Making" was continued and $100,000 was awarded to faculty for the following project concepts with a scheduled exhibit to occur in winter 2011:

**Craig Borum, Associate Professor.** Project: "Storm Glass"  

**Geoff Thun, Associate Professor, and Kathy Velikov, Assistant Professor.** Project: "Stratus"  

**Maria Arquero, Assistant Architecture and Urban Planning Professor, and Jen Maigret, Assistant Professor.** Project: "WATERSHED (or) Wrapping Sheds with Water"  

**Vivian Lee, Lecture.** Project: "Hair, Spikes, Heather and Sedge: the research of thatch through Making"  
http://taubmancollege.umich.edu/pdfs/rtm/2010_grant_hair_spikes.pdf

**Maciej Kaczyński, Lecturer; Wes McGee, Lecturer; and Dave Pigram, Visiting Professor of Architecture.** Project: "Re-vault: Extending from finding with computation, ecological
Perspective B. Architectural Education and Students. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

Student experience is at the heart of our mission. Students are central to shaping their own educational experience and in turn affecting experiences for future generations through distributed participation in the life of the institution. Students are integrated into every facet of the program, from discussions of curricular reform to serving as committee members for the daily operation of program matters. Designated representatives attend faculty meetings, report to their constituencies, and air concerns.

Student groups are often allocated an annual budget that they must manage. They decide how to distribute resources (for example, offsetting travel costs for all AIAS members or fully funding one or two). The Architectural Representative Committee (ARC) meets with the Chair weekly. This is an elected student group with representatives from each studio section.

As the social, political and environmental issues confronting us have changed considerably in recent times, our program has responded by increasing our efforts in the areas of sustainability and building technology, expanding our travel abroad offerings to sites in Africa and Asia as well as Europe and Scandinavia, and launching innovative courses with our permanent faculty as well as visiting professors, thereby providing experiences with other schools and countries that prepare students to successfully work and live in the world. Along with a robust set of course offerings, the school offers numerous opportunities for students to interact with faculty in different ways, including: Graduate Student Instructor positions, faculty advising, and student representatives on most faculty committees. In each of these settings, students are exposed to different facets of academic life in which they consider and debate the impact of architectural education upon the world. In addition to faculty-student committees, we have a strong culture of participation in numerous student organizations including: ARC, Alpha Rho Chi, NOMAS, and AIAS.

Financial support for students is an important means for helping students to achieve. In addition to student scholarships (funded in large measure by income from the Taubman Endowment), travel subsidies for courses, teaching opportunities and research collaborations with faculty, the school offers numerous yearly competitions in which students have the opportunity to distinguish themselves among their peers and receive monetary support for such things as future projects and travel. These include the Willike Portfolio Competition, the Booth Travelling Fellowship and, most recently, a new writing competition and a design competition for a magazine rack to be created for a new student reading area. Along with these competitions, students have opportunities to broadcast their work publicly through various exhibits and participation in the annual student-run architecture journal Dimensions, or the college-wide student-run newsletter &. Our school also offers a strong set of affiliations with alumni in the form of winter semester internships, competitions and annual events in which former graduates share their experiences of professional practice with current students.

Perspective C: Architectural Education and the Regulatory Environment That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).
The University of Michigan TCAUP exposes architecture students to the culture and structure of the profession’s regulatory environment through a combination of courses, programs and student services. Studios within the school’s sequence, such as our comprehensive design studio, seek to ensure that students are prepared to productively enter the professional environment upon graduation and begin the IDP process. Students are educated in the structure of the profession’s regulatory environment – the role of the registration board and the IDP process – in the school’s Professional Practice course, which is taught by Professor Eric Hill. Professor Hill is also the school’s IDP Educator Coordinator, and is funded to attend the annual IDP Coordinator’s Conference in order stay up to date as a trusted resource for the school about the IDP process. The school also offers a series of programs and services that expose students to the profession, organized by our Student Career Counselor, Beth Berenter. Each year the school sponsors a Spring Break Externship Program, which places students in a one-week unpaid externship in companies and organizations across the country. In 2010, this program placed 165 students in 150 different firms. This experience exposes students to the culture and environment of the profession, and those who participate each year of their education can graduate with exposure to a variety of offices. Throughout the year, the school also offers a series of workshops, alumni brown bag discussions, and career panels to assist students in developing job search skills, preparing for interviews, and exploring career options. Each year the school also hosts a Career and Networking Fair, which draws representatives from offices around the country to meet with and interview our students. Beyond these organized events that are meant to expose students to the profession, the school’s Career Counselor is available to discuss with students the transition from school to the professional environment, and to help in that transition.

(See 1.2.1 for details on our career services and spring break externships)

**Perspective D: Architectural Education and the Profession** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

Changes in the profession are clearly ongoing, but as a program we try to both anticipate and shape those directions from our positions as educators. The architecture program views education as a lifelong process, and likewise we offer several strategies for transitioning to the profession, securing employment, understanding the internship and licensing process, and maintaining an overall positive outlook in a dire economic time.

Studio topics and assignments are widely varied and involve students in focused investigations (of particular places where environmental issues weigh heavily; of phenomena such as the urban perimeter; of community involvement in places such as Detroit and Columbus, Indiana) which require them to work with others (consultants, one another, community institutions and members) in collaborative roles. Interdisciplinary studios, where two or more faculty join classes, are another mechanism for understanding the diverse roles of an architect. We have had planners, engineers, artists, historians, and fabricators, all working with architects in such courses.

Methods of exchange in the studio context – group critiques, desk crits, “cross-checks” (with a roaming critique by students of all work pinned up simultaneously), student led discussions – put students in various roles with respect to their work and the work of their peers.

Our study abroad opportunities continue to develop and expand. This past year two options for semester-long study were offered, our ongoing program in Florence, and a new one at B.A.S.E in
Beijing. Spring travelling electives took students to Japan, Taiwan, Spain, Italy, China, France, and Iceland. Each year, interested faculty propose a new set of destinations. Open presentations are made to students early in the winter semester, after which they ballot for their top choices.

The annual Urban Land Institute Gerald D. Hines Student Urban Design Competition has regularly drawn multiple entries from our college. Planning and Architecture students, together with Landscape Architecture and MBA students, form teams and receive supervision from College faculty members. This past year (winter 2010), our students led nine teams representing the University of Michigan in the challenge of “Transforming the East Village, San Diego, California.”

During our open house, we fly in every admitted student to the graduate program for a visit, and tours of local firms are conducted. In addition to exposing them to the culture of the place, it deepens their understanding of the context in which their education is operating.

The availability of our Real Estate Certificate Program also gives students a chance to deepen their awareness and understanding of the profession in a larger context. With required courses from law to business to design, this program combines skills to position graduates as effective leaders shaping the environment in ways beyond design.

Summary of ways students engage the profession:

Through Architecture Program curriculum:
- Professional Practice course and regional firm analysis
- Fab Lab
- Design/Build summer studios
- Curriculum (pro-practice, etc)
- Interdisciplinary studios (with Environmental Technology, with Structures, and Regional Planning)
- Real Estate Certificate

Through Architecture Program services:
- Governing Board Student Show Jury
- Career Services Office
- Externships
- Career Fair
- Detroit Design Center
- Local office visits (during recruitment)
- Shadow program

Through faculty mentored extra-curricular activities:
- Freedom by Design
- Design/Build competition (class gift)
- AIAS, NOMAS
- ULI/Hines Competition
- ARC

**Perspective E. Architectural Education and the Public Good:** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architects obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.
Taubman College provides students with myriad opportunities to both understand the ethical implications of their professional decisions and nurture a climate of civic engagement. The Architecture Program’s commitment to the public good is demonstrated at various levels throughout the college, both formally and informally. In particular, it can be seen in our commitment to engage the city and metropolitan region of Detroit as a real-world setting for experiential and service learning, research, and outreach corresponding to the mission of the University as a vital public institution; at the same time, similar engagements also extend outwards, to a series of sites across the globe where students are able to learn about and contribute to other communities, peoples and societies.

The establishment of the Detroit Community Design Center in 2005 initiated the Program’s extension of professional design and planning services, as well as educational programs and community outreach to organizations working in the city’s most distressed communities. In undergraduate and graduate option and required studios, students focus on issues and settings crucial to Detroit’s present and future well-being. Our design/build summer studios investigate and address specific public concerns through a hands-on, practical approach. Further afield from our region, the Program actively supports Habitat for Humanity and Architecture for Humanity as key venues for developing a reciprocal understanding among students, teachers and members of non-academic communities who do not ordinarily have access to the skills and resources of architects. In client-based service and experiential learning opportunities such as these, students are invited to learn to reconcile differences between the architect’s obligation to his/her client and the broader public and/civic realms; these experiences also help establish a commitment to professional and public service and leadership early in the students’ careers.

To acquire the knowledge needed to address pressing environmental, social, and economic challenges, students and faculty must also engage the world at large. Knowledge and skills necessary to train effective global leaders are cultivated through a curriculum rich with international content, both in Ann Arbor and abroad; indeed, a large percentage of our students participate in Spring and Summer studios abroad and in our standing semester-long programs in Florence, Italy, and Beijing, China. In recent years, faculty-led studios have also been offered in China, Ghana, India, Japan, Spain, Argentina, Brazil, Iceland, Hong Kong and Italy, among other places. Due in part to the broadening of personal and institutional networks that grow out of our study abroad experiences, the college has seen a substantial increase in applications and enrollment from other countries, something that further enriches our efforts to engage the world around us and to learn and act responsibly in the broadest sense possible. In the end, to be effective globally one must also work where one resides, bringing knowledge about the world back home and apply its principles to the local situation. In courses like “Architects of Culture,” which explores the ethical, social and political realms of practice, as well as those on colonial and post-colonial architecture, post-conflict reconstruction, architecture and violence, and many others, students are invited to become active, engaged citizens and to nurture a climate of professional leadership both here and abroad. In addition, a newly established studio track will focus on politics and culture throughout the series of studios that comprise the Master of Architecture curriculum, allowing students on this track to apply perspectives gained in lecture and seminar classes on social responsibility to design imagination and practice.

I.1.4. Long-Range Planning

New leadership at both the Dean and Chair levels (Dean Monica Ponce de Leon and Chair John McMorrough) since our last accreditation visit coincides with timely self-reflection and opportunities for mapping our future. Looking closely within the program itself (for example, through focused curricular discussion) and from the outside, through orchestration of public debate - including a series of “Futures” conferences that are bringing top thinkers to Michigan (“Future of Technology” this fall, which follows on
the heels of "Future of Design" and "Future of Urbanism") - we are in the process of actively reevaluating our priorities.

Long-range planning is intimately connected to our institutional mission and goals discussed earlier (section I.1.1) and with our response to the Five Perspectives. The architecture program uses several means of identifying objectives and mechanisms for improvement, some with a regular predictable rhythm (faculty meetings, task forces, committees) and others at larger intervals, such as internal and external university assessments. The five perspectives are integrated to varying degrees into our planning, such as the aspiration to weave social justice and sustainability into several courses, if not across the entire curriculum.

Architecture is at a critical point in its history. Environmental issues are bringing into question old modes of thinking and exposing the limits of how these fields were conceived. It is clear that our patterns of consumption have led to a disastrous impact on the globe. Buildings and their proliferation in the landscape have played a critical role in the creation of the problem. Architects must take responsibility and provide leadership if a true solution is to be achieved.

Technological advances are dramatically influencing architecture and urban planning; as a result the fields are poised to undergo dramatic changes over the next decade. Digitization continues to transform the way we imagine space, transfer information, and construct our material reality. Technology is transforming the building industry, and these changes impact the way buildings, sites and cities are conceptualized and developed. Just as the digital revolution of the ‘80s affected the way we represent buildings and sites, digital technology is rapidly changing the way building components are fabricated and assembled.

The diversity of the faculty, its breadth of knowledge and expertise, are fundamental to considering the cultural impact and relevance of our fields. In addition, the university as a whole has a long history of commitment to research and interdisciplinarity, two traditions that will be the key to addressing ongoing transformations in our fields.

During the last two years, faculty have participated in a series of brainstorming sessions to look at the history of academic components, how other schools are currently approaching them, and how each impacts its field. Together we are beginning to formulate answers to the question “can we do better?” Most of the topics for these brainstorming sessions have come out of one-on-one meetings with the faculty and out of conversations with the Chairs prior to the beginning of each term.

Distinct metrics guide our sense of direction and accomplishment. The quality of our faculty and students is our most important asset. Accomplishments of the faculty are submitted through annual faculty activity reports (FARs) that illuminate individual achievement, allowing the program to summarize its collective impact in external publications and media, such as our College website, Portico, ACSA News, and internal publications such as Middle Out, Michigan Fellowships, and the Michigan Architecture Papers (MAP) series.

Evaluating teaching performance each semester takes the primary form of course evaluations. This process has moved to an online response and collection system. Students have a well-publicized time frame to log in and evaluate their teachers, both numerically and qualitatively through prose. Faculty are able to view these evaluations after grades have been submitted for the term. Additionally, college administrators also have reading access and use the University Committee’s data to inform one-on-one mentoring sessions with the Chair, as well as using the information to shape teaching assignments. The data are conveyed in various ways relative to both college-wide and university-wide averages, enabling faculty members to comprehend relative comparisons.
Two years ago when the Dean shared her response to the University assessment of our College, faculty discussed the strategies for addressing concerns and endorsed experimenting with new models of education.

The ratio of faculty to student is another factor that has warranted considerable attention this past year. Studios sizes, for example, have dropped from an average of fifteen or sixteen students to a maximum of twelve. Providing the physical atmosphere and space for optimizing instruction, research, and interaction among constituents and activities is also a priority. This topic was addressed with a thorough report from the space planning committee this year. (see Physical Resources for details)

Each year following the admissions season, the admissions staff compiles a report summarizing details of our applicants, including the standard metrics of test score averages, grade point averages, acceptance rates, and yield rates. More significantly, it includes information concerning those applicants who chose not to attend, why they did not choose Michigan, and in most cases, which institution they did choose. These details enable a more focused comparison of institutional image, curricula, financial aid packages, recruitment efforts, and admissions processes. The report is shared at faculty meetings or in smaller committees whose charge is recruitment.

I.1.5. Self-Assessment Procedures

At the start of each academic year, a faculty meeting provides a context for outlining and reminding faculty of our larger goals, both specific for the year (such as planning two international conferences, fulfilling additional space requirements, or considering the directions of curricular reform by establishing focused topics, such as how drawing integrates across levels of instruction) and with longer term implications (initiating discussions of new programs such as the expanded Master of Science post-professional degrees or ideas about the role of thesis in the graduate program, etc).

In her first year, the Dean established several faculty committees charged with self-assessment, followed by suggestions for improvement. These committees include the Technology Committee, Space Planning Committee, Interdisciplinary Committee and the Detroit Group. These committees included faculty, staff and students. These committees, some of which are ongoing, report to the Dean and Chairs. The technology committee, in particular, generates concrete goals that are being addressed with equipment and software purchases for student and faculty use.

Results of faculty, student and graduate assessment of both our curriculum and the broader context in which we operate are gathered in several ways: 1) Through meetings with external groups, such as the regular board of govenors – the alumni board – who convene twice a year. (These dedicated volunteers, who subsidize their own visit, spend a full day hearing program reports, reviewing and judging student work, and interviewing and meeting with students); and 2) Internally with student groups who meet weekly with the architecture Chair to report concerns with class offerings and suggest specific curricular ideas. We recently launched a series of spring (most institutions call them summer) courses at the repeated request of graduates who wanted the opportunity to bear lighter course loads at thesis time for better concentration and performance.

A comprehensive survey issued to recent graduates (2008 - present) illuminates strengths (and weaknesses) of program preparation in relation to the Five Perspectives. Based upon a fairly high response rate (more than one third of each class responding), we find strengths in preparing students to continue asking questions and examining themselves in relation to their contexts. The responding cohort averages 4.79 out of 5.00 (for 2010 graduates) and 4.66 (2008-2009 graduates) when asked whether they were “well prepared” (5.0), “somewhat prepared” (3.0) or unprepared (1.0) to continue a habit of lifelong learning. (See Appendix 1: Comprehensive Student Survey). Additionally the second and third highest rankings for preparedness in the same survey are “responding to the needs of a diverse and changing world” and “contributing to the growth and development of the profession.” Taken together they
suggest that instilling a love for learning yields increased contributions to and involvement in the profession at large.

Another recent structural mechanism for self-assessment is an end of term internal review of studio work by level, involving the studio faculty and the Chair, with no students present. For example, the third-semester undergraduate studio professors gather and pin up examples of high pass and minimum pass student work. The point is not only to compare head-to-head studio results from across the various sections, but also to revisit objectives, successes, how work is leading to the goals for the next term, and what skills and concepts are missing or need to be reinforced. This review also insures that grades are equitably distributed across the various studios. This is proving to be a charged, energetic session with curricular and personal implications. Teachers seeing themselves directly through the student work and in relation to their peers is immensely revealing, initiating discussion of such issues as proper times to shift scales, how many models should be required, and specific types of drawing and media to be utilized.

This past year we instituted an annual accreditation review retreat, where NAAB criteria are pinned to the wall, faculty indicate where they feel their classes make contributions, and then we discuss each criterion through the lens of all course offerings. This provides faculty members with a valuable overview of their individual roles within the broader curricular structure.

Institutional Assessment
The University of Michigan requires an internal assessment of each of its colleges at least once every ten years. This is a rigorous undertaking staffed and initiated by the Office of the Provost. Our College underwent such an assessment in 2007-08. Two teams (one internal to the University and one external) reviewed our college by reading a comprehensive strategic assessment, conducting a series of interviews with faculty, students, and staff, and by observing design reviews. Each of the final reports offers critical and constructive views of the architecture program with several key comments highlighting their conclusions.

Quoting from the external report dated June 12, 2008 signed by external assessment committee chair, Gary Hack:

The Taubman College of Architecture/Urban Planning at the University of Michigan has made extraordinary progress over the last ten years. It has risen from a capable but undistinguished set of programs in the late 1990s to one of the very top programs of its sort in the country in 2008. By any quantifiable measure the transformation is extremely impressive. Three dozen outstanding tenured and tenure-track personnel have been hired reflecting a 75% turnover in faculty. Faculty are extremely prolific, producing more books and design recognitions in the last decade than in the previous nine decades of the college. Students come into the college with much higher test scores than before and garner more prizes, honors and awards while in their programs than their predecessors. They also receive two and a half times more financial aid than ten years ago.

Following these reviews, we undertook an in-depth self study comparing our curriculum to numerous peer institutions, including graduate architecture programs at Harvard, University of Cincinnati, Columbia, MIT, Yale, Cornell, Washington University in St. Louis, Virginia Tech, and UT Austin. We also gathered information on undergraduate architecture programs at Rice, Cooper Union, UT Austin, University of Arkansas, University of Cincinnati, Penn State, Cornell, USC, RISD, and Syracuse.

Color coding areas such as environmental technology (ET), drawing/representation, design, and history/theory, and marking their places in various curricula, allows a quick scan across both time and institution. In other words, one could quickly surmise that ET enters the graduate radar sooner at institution x, or is scattered throughout three years of study at institution y. In this review, drawing seems to be less emphasized at most institutions, for example.
Embedded in the Space Planning Committee and the Technology Task Force reports are detailed comparisons to our peer institutions. These reports will be available in the team room.

In June 2010 the University of Michigan received renewal of accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools for another 10 years. The HLC report is available online at:
http://www.accreditation.umich.edu/portrait/HLCreport.php

A set of methods for assessing curricular achievement and development remains in place: an annual exhibition of student design work; end of semester reviews by coordinators in consultation with the Chair; course evaluations providing feedback to faculty as well as to Chair, Associate Dean and the Dean; and weekly meetings with ARC (Architecture Representative Council). Through formal and informal discussions, these moments when we look at ourselves through student work bear directly on decisions about coordination of studio topics, methods of carrying out a thesis project, or how both the pre-thesis seminar and the culminating thesis studio are staffed.

Student evaluations indicate a very positive reaction to the inclusion of a civil engineering faculty member on the instruction team for the introductory environmental sequences (Sustainable Systems I and II).

The annual juried student exhibit cuts a swath throughout the entire studio curriculum, enabling cross-referencing and a series of feedback sessions. Faculty meet around the work in teaching teams, the alumni board visits during the exhibition and judges the work publicly, and faculty tour current classes through the exhibit as a set of examples of what to do or not do, as the case may be.

Particular courses offer a fine grain assessment. Conceptual logics that structure design solutions in studio are tested as they are developed in construction courses. Construction II (Arch 427) requires comprehensive development of an earlier studio project. Such simple structural arrangement provokes reflection and interaction among different teaching constituencies and illuminates issues of pacing, for example, how quickly to jump into massing models at the urban scale, or when to address building interiors for consideration of the experiences they might foster.

Results from early experiments:
As mentioned in the overview in I.1.3, last year we tested a new model for teaching a thesis development seminar. A group of four faculty (one history/theory and one technology faculty member paired with two designers) was assigned to teach a group of 24 students, who balloted to participate in the group based on themes and interests presented by the faculty. This model proved too expensive, but a version of this idea, in which two pairs of designers with related interests are paired, remains. Other results from pairing seminar courses with studios were successful according to student course evaluation numbers, and faculty concluded that student work reached greater levels of development in these instances.

Another proposal endorsed by faculty was to increase the college-wide course offerings in order to expand our undergraduate program and make our areas of expertise more accessible to other units. We are accomplishing this with two new offerings: one entirely new course, called Architecture and the City (to be taught on central campus in the winter of 2011) and a second time slot for an already existing course called Understanding Architecture (now taught in both fall and winter semesters instead of only winter).
PART ONE (I): SECTION 2 – RESOURCES

I.2.1. Human Resources & Human Resource Development

Faculty Matrices
(See Appendix 2: Faculty/Staff Term Matrix)

Faculty Resumes
(See IV.2: Faculty Resumes)

Institutional Policies and Procedures:
The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

The University of Michigan is committed to diversity as part of the educational process. This commitment from the University has provided many resources for Taubman College including the Office of Institutional Equity (OIE). The mission of the Office of Institutional Equity is to provide leadership and support on matters relating to equity, diversity, respect and inclusiveness for all members of the University of Michigan community. OIE staff provides guidance, support and delivery of programming, services and educational initiatives to University faculty, staff, and students to support diversity, inclusiveness, equal access, equitable treatment, cultural understanding and the prevention of prohibited discrimination and harassment.

OIE oversees, facilitates and supports the University’s efforts to ensure equal opportunity for all persons regardless of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

The University EEO/AA policy is described on the college website.
http://taubmancollege.umich.edu/students/non-discrimination/

All policies relevant to non-discrimination can be accessed through the website of the OIE (Office of Institutional Equity), as well as the Standard Practice Guide that covers all the policies of the university of Michigan.
http://hr.umich.edu/oie/ndpolicy.html

The University of Michigan Standard Practice Guide
http://spg.umich.edu/

Additional Initiatives for Diversity
Taubman College staff devoted a monthly staff meeting in 2009 to a presentation from the Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE).
http://sitemaker.umich.edu/advance/stride
Other resources related to diversity initiatives that Taubman College uses regularly include:

Employment Diversity Resources
(http://hr.umich.edu/oie/employment.html)

Diversity Matters at Michigan
(http://www.diversity.umich.edu/resources/)

Policy of Human Resources Development
Taubman College has an array of policies and practices intended to enhance research in the College, promote the integral role of research in the multifaceted engagement of design discourse, and allow faculty to remain current in their knowledge. Please note that at Taubman College Research is broadly defined to include the practice of design, historical inquiry, cultural exploration, and technological innovation, among others.

Some of these policies/practices apply only to funded projects (either internally or externally) and others to both funded and non-funded projects. In all cases, a faculty member's record of performance is considered in making these awards.

College Seed Fund: Limited funding is available to support research and other professional development opportunities for tenured and tenure-track faculty and professors of practice. Funds can be used for equipment/software purchases, student research assistants, and travel for research purposes. Design competition fees and expenses also qualify for this fund. Applications for this support are sent to the Associate Dean for Research and include a brief project description, budget, and schedule of completion.

College Dissemination Fund: The College supports the dissemination of completed or substantially completed work including conference participation, exhibitions, and book subvention. These funds are available initially for tenured and tenure-track faculty members and professors of practice, as well as lecturers as there are funds available. For conference travel we target one domestic and one international conference per faculty member per year. Funding covers airfare (coach), ground transportation, registration, and hotel. Per diem for food is not covered by the college. Current target funding is $1500 for domestic trips and $2000 for international trips. Applications for this support are sent to the Associate Dean for Research and include a brief project description and budget (travel documentation should include official invitation, website posting of registration fee and conference hotel rates).

Taubman College also employs a full time Grant Administrator who works with faculty in researching grant opportunities and communicating those to faculty and students, as well as assisting in the submission process. Since 2005 there have been 339 applications for funding and over 50% of these requests have been granted. A detailed outline of the applications and the funders can be found in Appendix 3: Grant Proposal Submissions / Awards.

Many opportunities exist to aid faculty in staying current regarding changing practices and their own professional licensure, including a new initiative in which Taubman College subsidizes faculty AIA membership and fees.

Policies and Procedures for Faculty Appointment, Promotion, and Tenure
The policies, procedures and criteria for faculty appointment, promotion, and tenure are outlined in the College Rules. Requests for the appointment of new faculty or the creation of new faculty positions originates from the programs or may be generated by the Dean and Executive Committee. The program Chair and program governing faculty have primary responsibility for identifying needs, requesting authorization of new appointments, and, if approved, conducting the necessary search and recommending appointments to the Dean and Executive Committee.
Except for authorizing the position and the search, the Executive Committee is not usually involved in the selection process, especially when the appointment is for a non-tenured position. The Executive Committee is responsible for ensuring that appropriate search procedures are used in order to insure equity in the consideration of candidates and to meet the affirmative action goals of the college. Final authority for recommending appointments to the President and the Board of Regents rests with the Dean in consultation with the Executive Committee.

The Promotion and Tenure Committee consists of three tenured members of the College faculty, appointed by the Executive Committee to three-year staggered terms. At least two of these members must be full professors, one of whom is appointed as chair of the committee. For each promotion and tenure review, the Executive Committee appoints an additional member from outside the College, appropriate to the candidate's field of expertise, for the purpose of evaluating that candidate only. The candidate may nominate outside persons (within the University, but outside Taubman College) to the Executive Committee; the Dean selects a person from this list to determine his/her willingness to serve. Also, for each promotion or tenure review, the candidate may submit a list of three members of the College faculty, senior in rank to the candidate, from which the executive committee will appoint one person to the Promotion and Tenure Committee for the purpose of evaluating that candidate only. No member of the Executive Committee or Program Chair may serve concurrently on the Promotion and Tenure Committee. Only members of the Promotion and Tenure Committee who are senior in rank to a candidate shall participate in the review of that candidate.

Beyond the financial and staff support of faculty research is the freedom to take time as needed to focus on research. The College supports faculty members in taking time away from teaching to focus on the many other aspects of their work as a faculty member, both academically and personally. Below is a chart that outlines the leaves that faculty have taken since the last site visit by the NAAB.

**Chart of Supported Faculty Leave**

ADM = Administrative Leave; BK = Banked course; CBO = Contract Buy Out; CR = Course Reduction; DBO = Director Buy-out; DOC = Duty Off Campus; FL = Family Leave; HI = Humanities Institute; MD = Modified Duties; ML = Medical Leave of Absence; NL = Nurturance Leave; OC = Overload Credit Reduction; RBO = Research Buy-out; RL = Reduced Load; FB = Fulbright

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| P    | Kelbaugh             | 12               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Kim                  | 19               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| ap   | Kulper, Amy          | 4                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Kulper, Perry        | 4                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| ap   | Maigret              | 1                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | McCullough           | 10               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| ap   | Mankouche            | 5                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Mitnick              | 9                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Navvab               | 25               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Pachikara            | 8                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Psarra               | 5                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| PP   | Ray                  | 3                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| ap   | Roddier              | 7                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Soo                  | 16               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Strickland           | 9                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| AP   | Thun                 | 1                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| ap   | Trandafirescu        | 2                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| ap   | Velikov              | 1                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
Visting Lecturers Brought to College Since Previous Site Visit:

Winter 2010

01/12/10, Gerald Fung, Harvard University Law School
01/21/10, Christopher Payne, Christopher Payne Photography
01/22/10, Amale Andraos and Dan Wood, WORK Architecture Company
01/26/10, Marion Weiss and Michael Manfredi, Weiss/Manfredi

02/04/10, Bjarke Ingels, Bjarke Ingels Group
02/09/10, Adam Yarinsky, Architecture Research Office LLC
02/12/10, Mark Dorrian, Metis – University of Edinburgh
02/18/10, Michael Kyong-il Kim, University of Illinois at Urbana-Champaign
02/19/10, Keller Easterling, Yale University School of Architecture
02/23/10, Curtis Moody, Moody/Nolan LTD

03/11/10, Dayna Baumeister, Biomimicry Guild
03/11/10, John Ochseendorf, Massachusetts Institute of Technology
03/23/10, Sanjeev Vidvarthi, University of Illinois at Chicago, Urban Planning & Policy

04/01/10, Zevnep Celik Alexander, Columbia University, Department of Art History and Archaeology
04/02/10, Jefferson Han, Perceptive Pixel
04/08/10, Marcy Kaptur, U.S. House of Representatives, Ohio
04/13/10, Alejandro Aravena, ELEMENTAL S.A.

05/19/10, 05/20/10 – Future of Urbanism:
   Nadia Amoroso, Orange + Blue Consulting
   Alan Berger, Massachusetts Institute of Technology
   Christine Boyer, Princeton University
   Benjamin Bratton, California Institute of Telecommunications and Information Technology
   Marshall Brown, Illinois Institute of Technology, College of Architecture
   Teddy Cruz, Estudio Teddy Cruz
   Dana Cuff, UCLA Architecture and Urban Design
   Bryan Finoki, Woodbury University School of Architecture
   Joy Garnett, Winkleman Gallery
   Laurent Gutierrez, MAP Office
   Jonathan Levine, University of Michigan Taubman College
   Bart Lootsma, Leopold-Franzens University
   Myron Orfield, University of Minnesota, Institute on Race and Poverty
Christine Outram, Massachusetts Institute of Technology SENSEable City Laboratory
Valerie Portefaix, MAP Office
Michaele Pride, University of Cincinnati School of Architecture, Design
Chris Reed, Harvard University Graduate School of Design
Saskia Sassen, Columbia University
Edward Soja, UCLA Architecture and Urban Design
Kazys Varnelis, Columbia University GSAAP
Alex Wall, UMNet
Jay Williams, Mayor – Youngstown, Ohio
Mabel Wilson, Columbia University GSAAP
Dr. Jianfei Zhu, University of Melbourne

Fall 2009

09/10/09, Mia Fuller, University of California, Berkley
09/17/09, Farshid Moussavi, Foreign Office Architects
09/22/09, George L. Legendre, Architectural Association School of Architecture
10/01/10, Rodolfo Machado, Machado and Silvetti Associates
10/08/10, Daniel Monk, Colgate University
10/08/09, Bernard Khoury, DW5 Office
10/13/09, Henco Bekkering, TU Delft
10/15/09, Ben Nicholson, Illinois Institute of Technology, College of Architecture
10/15/09, Julian Bleecker, Near Future Laboratory
10/27/09, Cecil Balmond, Arup
11/05/09, Russell Thomesen and Eric Kahn, Southern California Institute of Architecture
11/10/09, Robert Levit and Rodolphe el-Khoury, Khoury Levit Fong
12/01/09, Nikos Georgiadis, Anamorphosis Architects
12/03/09, George C. Galster, Wayne State University
12/08/09, Michael Blier, Harvard University Graduate School of Design
10/09/09, 10/10/09 – Future of Design:
   Stan Allen, Stan Allen Architect
   Ila Berman, California College of the Arts, Architecture Program
   Laurene Leon Boym, Boym Partners
   Will Bruder, Will Bruder Partners
   Steven Burks, Ready Made Projects Inc.
   Shane Coen, Coen + Partners
   Maurice Cox, University of Virginia School of Architecture
   Nicola Delon, Encore Heureux
   Timur Galen, Goldman Sachs
   Margaret Gould, Youtube
   Gary Smith Herman, Herman Miller Inc.
   Greg Lynn, Greg Lynn Form
   John McMorrough, The Ohio State University
   Sigi Moeslinger, Antenna Design New York Inc.
   Bryan Rogers, University of Michigan, School of Art and Design
   Hilary Sample, MOS
   Michael Speaks, University of Kentucky, College of Design
   Susan Szenasy, Metropolis Magazine
   Marc Tsurmaki, LTL Architects
   Sarah Whiting, Rice University School of Architecture
   Adam Yarinsky, Architectural Research Office
   Meejin Yoon, Howeler+Yoon Architecture/MY Studio
Winter 2009

01/13/09, Laura Kurgan, Columbia University, GSAAP
01/29/09, Marie Sester, Marie Sester
02/04/09, Jean-Louis Cohen, New York University Institute of Fine Arts
02/05/09, David Leatherbarrow, University of Pennsylvania School of Design
02/10/09, Nicola Delon and Julien Choppin, Encore Heureux
02/16/09, Loic Wacquant, University of California, Berkeley
02/19/09, Cheryl Durst, International Interior Design Association
03/03/09, Mark Jenkins, Mark Jenkins
03/11/09, Julie Bargmann, D.I.R.T. (Design Investigations Reclaiming Terrain)
03/12/09, Julia Czernjak, CLEAR
03/16/09, Srjan Jovanovic Weiss, Normal Architecture Office
03/20/09, Douglas Farr, Farr Associates
03/24/09, Frank Matero, University of Pennsylvania, Architectural Conservation Laboratory
04/02/09, John Fetterman, Mayor of Braddock Pennsylvania
04/09/09, Nancy Stieber, University of Massachusetts Boston, Arts Department
04/15/09, Brad Cloepfil, Allied Works Architecture
04/16/09, Conversations with Brad Cloepfil and James Steward, Allied Works Architecture

Fall 2008

09/24/08, Herbert Dreiseitl, Atelier Dreiseitl
10/03/08, Jorge M. Perez, The Related Group
10/06/08, Matthais Sauerbruch, Sauerbruch Hutton Architects
10/13/08, Eric Schuldenfrei and Marisa Yui, eskyiu
10/24/08, David Erdman and Clover Lee, davidclovers
11/03/08, 11/14/08, Sarah Dunn, UrbanLab
11/17/08, James Chaffers, University of Michigan Taubman College
11/17/08, Steven Burks, Ready Made Projects Inc
11/24/08, Michael Bell, Columbia University, GSAAP
12/01/08, Meejin Yoon and Erik Howler, Howeler+Yoon Architecture/MY Studio

Winter 2008

01/09/08, Felicity Scott, Columbia University, GSAAP
01/23/08, Milton Curry, University of Michigan Taubman College
02/08/08, Johnathan Rose, Johnathan Rose Companies
02/08/08, Catherine Seavitt and Guy Nordenson, Seavitt Studio; Guy Nordenson and Associates
02/13/08, Jonathan Hill, University College London, Bartlett School of Architecture
02/18/08, Li Hu, OPEN architecture studio
02/20/08, Liu Yuyang, atelier Liu Yuyang Architects
04/03/08, Mimi Hoang, nARCHITECTS
04/07/08, David Zach, Northwestern Mutual
04/10/08, Kadambari Baxi, Martin/Baxi Architects
04/12/08, Giovanna Borasi, Canadian Center for Architecture, Quebec
04/17/08, Coy Howard, Southern California Institute of Architecture
04/28/08, Reinhold Matin, Martin/Baxi Architects
04/31/08 Douglas Kelbaugh, University of Michigan Taubman College
Fall 2007

09/17/07, Neil Spiller, Middle_out
10/03/07, William McKibben, Environmentalist Author
10/08/07, Majora Carter, Majora Carter Group
10/12/07, Joseph M. Valerio, FAIA, Valerio Dewalt Train Associates
10/22/07, Teddy Cruz, Estudio Teddy Cruz
10/29/07, Robert Yaro, Regional Plan Association
11/11/07, Steven Moore, University of Texas at Austin, School of Architecture
11/19/07, Yolande Daniels and Sunil Bald, SUMO
11/19/07, Robert Somol, University of Illinois at Chicago, School of Architecture
11/26/07, Jason Young, Jerry Herron, Dan Pitera, University of Michigan, Wayne State University, and University of Detroit Mercy
11/28/07, Ignasi Pèerez Arnal, Silvestre Castellani, Jan van Schaik, Universitat Internacional de Catalunya, Escola Tècnica Superior d'Arquitectura
12/05/07, Senhiko Nanada, Elodie Nourrigat, Migayi University

Winter 2007

01/15/07, Lee Bay, City of Chicago – Chief of Staff for Planning and Design
01/16/07, Emily Talen, Arizona State University, School of Geographical Sciences and Urban Planning
01/17/07, Marshall Purnell, Devrouax+Purnell Architects and Planners PC
01/18/07, Michael Kelly, Temple University, Tyler School of Art
01/19/07, Alison Williams, Perkins + Will
02/09/07, Philip Enquist, Skidmore, Owings & Merrill LLP
02/16/07, Joshua Clover, UC Davis Department of English
03/05/07, Joshua Clover and Ira Katznelson, UC Davis; Columbia University
03/19/07, Ray Manning, NASA
03/26/07, Daniel Solomon, Solomon E.T.C.
03/29/07, Franz John, Franz John photographer
04/09/07, Larry Scarpa, Pugh Scarpa Architects
04/11/07, François Wunschel and Philipe Rizzotti, The EXYZT collective

Visiting Critics Brought the the College Since Previous Site Visit:

In fall 2007 the following guest critics particpated in reviews: Andrew Zago, Bob Macinalty, Brendan Moran, Daphne Brown, Eric Olsen, Geoffery Thün, Hilary Sample, Humberto Marinho, Jason Johnson, Ekaterina Velikov, Kevin Daly, Klaus Mayer, Leslie Van Duzer, Mary Lou Lobsinger, Nataly Gattegno, Patricia Kucker, Penelope Dean, Robert Levit and Sung Ho Kim.


In fall 2008 the following guest critics particpated in reviews: Andrew Holder, Douglas Gauthier, Erin Putalik, Gary Paige, Karen Fairbanks, Kelly Hutzel, Kenneth Cameron, Lauren Mitchell, Marshall Brown, Mason White, Michael Filisky, Pierre Belanger, Sean Vance and Terry Boling.

In winter 2009 the following guest critics particpated in reviews: Adrian Blackwell, Alicia Imperiale, Annie Lebel, Bill Arbizu, Boris Beahre, Brendan Moran, Casey Jones, Charles Eldred, Christian Stayner, David


In winter 2010 the following guest critics participated in reviews: Barrett Feldman, Ben Nicholson, Benjamin Bratton, Brennan Buck, Britt Eversole, Christopher Reynolds, Clare Lyster, Derek Hoeferlin, Emily Fisher, Jason Long, Jesse Vogler, John Shnier, Joyce Hwang, Kelly Doran, Lola Sheppard, Marc Kushner, Nathaniel Chard, Paul Coughlin, Roger Sherman, Ryan Link, Sandro Marpillero, Sean Lally, Sean Vance, Teran Evans, Terry Boling, William Sherman and Alex Lehnerer.

Description of Applicant Evaluation
Admissions process is faculty led and orchestrated by admissions coordinators, Meghan Lee and Anne Schoen. Student applicants submit essays, transcripts, letters of recommendation, and portfolios as well as completing an on-line application process. Faculty reviewers seek overall achievement in applicants, as well as promise and potential. Capacity for thinking critically and creatively typically outweighs technical prowess.

Once a 2G Master of Architecture (pre-professional) student is admitted, admissions counselors review the applicant’s transcript for architecture course deficiencies. In their admission letters, 2G admitted students are notified of any course deficiencies, which deficiencies need to be completed beyond the 60 credit-hour requirement, and those that should be completed as early as possible in the program. The process of course waivers and the evaluation of pre-professional work follows in Part II.3 of the APR.

3G Master of Architecture (non-pre-professional) admitted students’ transcripts are reviewed for the following prerequisite courses: two studio art courses (three credit hours each), one calculus course (three to four credit hours), and one physics course with a lab (four credit hours). The courses must be completed at an accredited institution; online courses are not accepted. If a student is missing both studio art courses, the Admissions Committee determines if the applicant is still eligible for admission. If a 3G admitted student is missing a prerequisite course, he/she is notified in his/her admission letter and advised that the course must be completed in addition to the 105 credit hour program.

Student Support Services
Student support services come in a variety of forms and from a variety of people. In the summer of 2008 the staff who have the most contact with students in all of the programs, formed the Student Services Team. This group includes the Admissions Counselors, the Registrar, the Programs Assistants, the Recruitment Specialist and the Career Counselor. This team will include a new position, Student Counselor/Advisor, in the fall of 2010.

The Student Services Team workspaces are in one location, which has allowed formal and informal cross training. The stated purpose of this team is to provide “one stop shopping for students”, ensuring that students will never approach the administrative offices and be told there is no one available to answer their questions. Each team member can answer general questions about each program, and while they may refer the student to a specialist in a particular area, they can provide enough information for the student or prospective student to move forward. As an example, a call from an international student asking about the admissions process for the 2G M.Arch program may be answered by a programs assistant who can explain the application process, the TOEFL scores needed, and the relevant deadlines.
The majority of information requested by current or prospective students is on the Taubman College website, but Student Services members provide a friendly guide to any individual who may be unsure how to access the information or may need reassurance that he or she has found the correct information. These types of contact have also led the Student Services Team to discuss what information should be foregrounded on the website and work with the web designer to regularly point out areas of confusion.

The formation of the Student Services Team began with implementation of the Business Continuity Plan created during the H1N1 epidemic. This plan established a distribution of roles that provides for each vital task in the College to have at least three people able to cover that task, including student support (See Appendix 4: Critical Functions and Staff Assignments).

The Undergraduate Research Opportunity Program (VROP) is a university-wide program that encourages undergraduates to participate in research with faculty, and is considered a model for such programs nationwide. Many students also participate in research activities as support to and in collaboration with faculty in Research Through Making grants.

Student Organizations, External Experiences, and Research Opportunities
Taubman College Career Services offers a variety of programs, services and resources to assist students in exploring careers and securing internships and full time positions. Employers of Taubman College graduates include public, private, and nonprofit organizations in the U.S. and abroad. There is a full time staff position of Career Counselor available to students.

Services available include: Programs and workshops - a series of workshops, alumni brown bag discussions, and career panels are offered to assist students in developing job search skills, preparing for interviews, and exploring career options in architecture, design and planning.

Spring Break Connections Externship Program: We are active in preparing students for the professional world by helping them gain experience. Each year we coordinate a one-week unpaid externship during spring break for students interested in learning more about their intended profession. Students are hosted by companies and organizations across the country. The externship program allows students to gain experience in a work environment while developing marketable real-world skills. Gaining hands-on experience in the student's specific field gives them a deeper understanding of their intended profession.

This program is held during the week of spring break and is open to currently enrolled University of Michigan architecture, urban design and urban planning students. It provides a wonderful opportunity for students to shadow Michigan alumni or other professionals in the workplace, allowing them to apply their coursework and studio learning to a real life setting. This knowledge helps prepare students for the transition from school to career.

More than 160 Taubman College students spent their 2010 spring break observing and working with professionals during the first week of March. One-hundred thirty-three architecture, twenty-four urban planning and eight urban design students were hosted at 150 firms or organizations in 27 cities in 17 states.

Career and Networking Fair: The reputation of our programs attracts employers to visit Ann Arbor to meet our excellent students. Employers may attend the Career & Networking Fair or schedule an individual visit to meet, interview and/or discuss career options with students from all degree programs. The annual Taubman College Career Fair was held on Thursday, March 11, 2010. Thirty one representatives from 16 firms from around the corner and around the country attended the fair. Nineteen of the recruiters were Michigan Taubman College alumni.
Job Search Skill Development: Information and resources are provided to assist students in their job search including cover letter and resume writing, networking, interviewing, evaluating job offers, and accessing job opportunities. We have a job opportunities email group [both students and alumni may subscribe to receive job opportunity notices that come in from various sources, including alumni]. We also host a Taubman College group on LinkedIn so alumni and students can network online.

Individual Career Counseling: Students may make an appointment to meet one-on-one with staff to assist in exploring career options available with their degree, map out a plan for identifying and securing a job or internship, and improve their job search strategies and skills.

There are several student organizations within Taubman College. Each of these organizations has a mailbox near the faculty/staff lounge on the Art and Architecture Building's second floor. The Career Counselor also assists student groups in the use of tools the University provides, including CTools, mblog, and Sitemaker. In the Fall 2010 semester Taubman College will host a Student Groups open house that will be part of our annual welcome picnic. This event will serve as an opportunity to reach out to new and current students, highlighting the various programs and ways to get involved in the Taubman College community.

The most prominent and active of the architecture students groups at Taubman College include the following:

Architectural Representative Committee (ARC) is an independent student advisory board that supports and encourages active participation in the architecture community. The committee aims to inspire students in the architecture program to diversify, enrich, and strengthen all academic experiences by creating a recognizable channel through which they can express and act upon their academic, social, and global interests. Elected members of this student organization earn one (1) course credit and can take a role on one of ARC's 11 different committees.

Members of ARC are included on the Educational Program Committee (EPC) as well as the Faculty and Fellowship search committees each year. This group meets weekly with the Architecture Chair to discuss student concerns or activities. This group is often charged by the Chair to collect student reactions to changes or events within the program.

The National Organization of Minority Architecture Students (NOMAS) strives to build a strong foundation from which the organization can thrive. Through service and the contribution of time and other efforts from its dedicated members, they are building strong individuals and a local chapter that eagerly seeks out relationships with other chapters as well as members and mentors of NOMA, the professional organization. NOMAS attempts to create a community environment in which students feel comfortable as valuable members of the larger University of Michigan Architecture community. NOMAS acquires strength through grappling with issues and concerns that affect our college and community.

NOMAS provides academic as well as non-academic support to its members, offering opportunities for peer project reviews in addition to reviews by professional architects and members of NOMA. Through this, students' design capabilities are cultivated, and they are given confidence and the assurance to continue pursuing a career in a field in which minorities are poorly represented. As an organization, we aspire to create a foundation from which strong, passionate leaders and designers can go forth and impact a positive change in our local community, as well as in the larger community.

Alpha Rho Chi (APX) is the national co-educational fraternity for students and professionals of architecture and the allied arts. The fraternity recognizes the importance of meeting today's challenges and tomorrow's opportunities. The fraternity was founded with the objective "to
organize and unite architecture students, the allied arts in the universities and colleges of America, and fraternity alumni, for educational and professional development purposes to promote the artistic, scientific, and practical proficiency of its membership and profession."

APX also sponsors a lecture in the winter semester. With the support of the architecture chair they select, invite and host a guest lecture that is open to the public. They recently invited the artist Mark Jenkins, known for street installations, and the futurist David Zach.

The American Institute of Architecture Students (AIAS) is composed of a national office and member chapters from all of the architecture colleges in the United States and one in Canada. The purpose of AIAS is to organize architecture students and combine their efforts to advance the science and art of architecture. The mission of AIAS is to promote excellence in architectural education, training, and practice, and to foster an appreciation of architecture and related disciplines among all persons.

AIAS undertakes a variety of programs and services each year to achieve these goals by providing students with the opportunities to communicate and interact with each other about topics concerning education and professional design. The AIAS Technology Tutorial Series also known as "Walk-in Wednesdays" were organized by two students, Kyle Reich and Briena MacDonald, who hosted weekly tutorials on Rhino, rendering, and related topics, on Wednesdays in Fall 2009.

AIAS representatives from Taubman College attend the annual Form, a national convention held the week of Thanksgiving vacation in a host city. Representatives from every AIAS chapter in the United States are present for a week of education, lectures, sightseeing, and fun. The Chair of the architecture program allocates funds to support representatives from AIAS in attending both the Forum and the summer event "Grassroots".

The University of Michigan Division of Student Affairs (DSA) is also a resource for students who are seeking involvement outside of the college. The DSA consists of many critical services that support students and help them to get the most out of their time at the University. The Office of the Vice President for Student Affairs (OVPSA) houses the central location for DSA, which is committed to preparing students to live lives of dignity and purpose, to channel new knowledge to humane ends, and to promote the public good. Many students at Taubman College are members of some of the over a thousand student-run organizations across campus.

Numerous opportunities and resources allow for student travel, including the AIAS Forum, studio trips, and spring and summer study tours. The Taubman Endowment earmarks $1000 per graduate student for overseas study during the course of their graduate education.

The Taubman College Florence Study Abroad Program involves a full semester of academic coursework and travel education open to graduate architecture students in their final year of study. The program is located in Villa Corsi-Salviati, a privately owned national monument in Sesto Fiorentino, a factory town just outside the city of Florence, Italy. Based on the model of a residential college, a maximum of 14 Taubman College students live, study and eat together as part of a larger group of 60 students from one of three American Universities: University of Michigan, Duke University and University of Wisconsin. Together, these three universities form a consortium that is responsible for the day-to-day operation of the Villa as well as program administration. A Resident Director has the responsibility of developing a curriculum of courses attractive and challenging to both faculty and the student body and keyed to the special possibilities of the Florentine context. Taubman College works closely with this director to ensure the needs of the architecture program are specifically accommodated and integrated into the overall experience.
All classes are conducted in English and are taught by professors from the consortium universities as well as Italian resident instructors. Taubman College participants are specifically required to take a full course load of four classes: a design studio course (6 credits), thesis seminar (3 credits), Italian for Architects (3 credits) plus one additional art history or cultural theory free elective (3 credits). The studio and thesis seminar classes are structured and taught exclusively by Taubman College faculty and are only open to Taubman College graduate architecture students.

The 15th century villa has been modernized and adapted to include dedicated seminar rooms, a lecture hall, design studios, communal dining facilities, faculty offices and the provision of wireless internet. Additionally, a 3,000 volume library specializing in art history and Italian culture with minor collections in Architecture and Urban studies is available 24 hours a day for the exclusive use of the faculty and students. Taubman College has recently established a separate collection (150 volumes) of contemporary architectural and cultural resources that are geared specifically toward servicing the pedagogy of thesis and comprehensive studio design.
I.2.2. Administrative Structure & Governance

University of Michigan Organizational Chart:
This is the official document available through the Provost's office at the University of Michigan. It is currently out of date, and will be updated by the Provost's office, to incorporate the following changes: Architecture Chair – John McMorrough; Urban and Regional Planning Chair – Richard Norton.

List of Other Degree Programs Offered in the Taubman College of Architecture and Urban Planning:

Bachelor of Science in Architecture
Master of Science in Architecture
Ph.D.
Master of Urban Planning

The Rules of the Taubman College of Architecture and Urban Planning (which will be available in the team room) operate by a principle of faculty governance. In essence, the College operates by a set of rules, and changes to those rules are only achieved by a faculty vote. The Dean and Chairs form the committees in which proposed changes are developed, to be voted on by the faculty. The committee meetings are typically public, or their results are publicized, and historically, membership on any given committee has been open to any interested faculty member.
1.2.3. Physical Resources

Building Plan of Physical Plant

(See Appendix 5: Building Plan)

General Description of Physical Plant

The Art and Architecture Building provides nearly 240,000 square feet of space equally divided between two academic units of the University: Taubman College and the School of Art & Design. Opened in 1974, the building includes a range of excellent facilities, including generous studio space, galleries, classrooms, well-equipped laboratories, a 140-seat lecture hall, conference and seminar rooms, faculty and administrative offices and extensive workshops arranged around a central courtyard. The design studio, three-fourths of an acre in area, is the largest in the country. The building conforms to all barrier-free design regulations, and handicap parking is available.

The adjacent Duderstadt Center provides additional computers, 2D and 3D printing, and video editing equipment, and houses the library collections for art, architecture, urban planning, and engineering; state-of-the-art laboratories for visualization, virtual reality, video, music, and dance; and an exhibit gallery.

The acquisition of Liberty Lofts, a 25,000-sqft one-story warehouse space three miles from Taubman College has expanded Taubman College's exhibition and faculty office facilities, as well as introducing a new presence in downtown Ann Arbor.

Class + Seminar Rooms: The Art and Architecture Building contains two large classrooms (Rooms 2216-19 and 1227) and eight smaller classrooms. These rooms are used for regularly scheduled classes, juries, and other activities and events. Most rooms are equipped with a computer for teaching and LCD projector and sound amplification. The two larger classrooms provide overflow space for evening lecture events where sound and video is simulcast. Regular use of classrooms is scheduled each term in collaboration with Art & Design, Architecture and Planning.

Three small conference rooms on the second floor may be scheduled for group discussions. In addition, movable seats and tables in all the classrooms allow them to be reconfigured for seminar discussions as needed.

Lecture Rooms: The Art and Architecture Building contains one lecture hall (Room 2104) with a seating capacity of 140. This room was recently renovated to upgrade technological equipment and acoustical performance, and a projection room was added at the rear of the room. It is used regularly for large lecture courses, film screenings, evening lectures and other public events. Chrysler Auditorium, which is located in the Chrysler Center building opposite the College, is also available to the College, and has a seating capacity of 210.

Faculty Offices: There are 54 Architecture and Planning faculty offices located throughout the building. Eleven are located on the first floor in the research areas, ten are located on the second floor, and thirty-five are located on the third floor. Each faculty office is equipped with a computer and an ethernet connection to the Internet. The recent acquisition of Liberty Lofts, a 25,000-sqft warehouse will provide accommodations for 16-20 faculty members located less than three miles from Taubman College.

Adjacent to the College Gallery is the Faculty-Staff Lounge, designed and built by a faculty member and students, and completed in 2001. This space consists of café-type seating, a kitchen, faculty and staff mailboxes, and an informal lounge area. In addition to accommodating frequent daily use, this space services special events taking place in the gallery (connected by an oversized door). It is also used for informal meetings and as a gathering place for coffee and lunch.
Administrative Offices: The administrative and support offices of the Dean, Architecture Program, and Urban and Regional Planning Program are located on the second floor. These offices are used for reception, development, research administration, business operations and accounting, student services, course scheduling, student registration, and general administration and communications. All administrative and support staff have computers which are connected to the College’s switched ethernet network. Many faculty access the same file servers and printers as the administrative staff, allowing the exchange of electronic files. Proposed renovations for Fall 2010 include new office furniture and a revised layout to facilitate dialogue, provide comfort, and sharing of resources.

The information technology staff offices, offering computer support for faculty and staff, total 600 sq ft and are located behind the walk-up Help Desk. The Help Desk is accessible from the hallway and is staffed every weekday.

Studio Space: The Architecture/Planning studio is located in a 90’ x 360’ space housing all undergraduate and graduate studios for architecture and urban design. It also contains public computers and printers for student use, two student lounge areas, and pair of laser cutters. These systems are available for use by authorized users on a weekly signup basis (in addition to the two laser cutters in the Woodshop). Rooms 3104 and 3105, formerly classrooms, have been opened on the north side and provide supplemental design studio space as necessary per semester. They are also used for Urban Design studios, independent study courses, and auxiliary review space.

Each student electing a studio course is assigned a workstation for the term. Currently there are 40 studio clusters on the third floor, comprised of 420 stations. Graduate design studios are located at the western half of this space with undergraduate studios at the east. Each station consists of a 33” x 66” table with lockable storage, task lamp, metal stool and a large storage credenza/horizontal work surface, which is shared with another student. All tables and storage units are movable in order to permit easy adaptation to a variety of class sizes, projects, and methods of instruction — a programming exercise that is completed as required before each academic year. Taubman College offers two wireless networks available to all students, as well as LAN line connections by request. A recent feasibility study has been executed in order to implement an overhead power grid (projected completion: Summer 2011) that will remove existing power poles to increase flexibility of layout while providing increased power service.

Exhibit Areas: The Art and Architecture Building contains both formal and informal exhibit space. Informal exhibit space, used primarily by the architecture program, includes approximately 500 linear feet of pinup surface along the second floor corridors plus extensive pinup surfaces in the third floor design studio area. This daylit space, known as the CMYK Gallery, offers a 25ft wide sidebar for formal/informal/peer reviews in conjunction with the main studio. Additionally, the space provides students the opportunities for ‘break-out’ workspaces when no scheduled events are in progress.

The College Gallery located on the second floor is our primary formal exhibit space for regular exhibitions of architecture and urban planning. The space measures approximately 36’ x 24’, with 100 linear feet of wall space and informal seating. It serves as a venue for the Taubman College exhibition series, ‘breakout’ events in conjunction with lectures in the adjacent hall, presentations, and gallery talks.

The summer 2010 acquisition of Liberty Lofts has expanded Taubman College’s exhibition facilities, and provides ample space in a stunning setting for graduate student thesis reviews and exhibitions which are held at the end of each Winter Term, and draw the attention of significant educators from around the world to the work of the program.

In addition to the College Gallery, the 3,600-sqft Jean Paul Slusser Gallery is used primarily by the School of Art but is available to the College for special events and exhibitions.

Review Spaces: The CMYK Gallery allows for extensive formal and informal review space adjacent to the design studios. For larger reviews the studio galleries and East and West review spaces are used. Each
of the linear studio galleries provides approximately 60 linear feet of pin-up space running along the east-west direction, and the East and West review spaces are three-sided with approximately 70 linear feet each. For smaller or more informal reviews, the Far east and Far west galleries are used, each of which is 60 linear feet, as well as the pinup space along the north-south corridors. In total, there are 540 linear feet of pinup space on the studio floor, most of which has been augmented with new lighting.

Although some classrooms and the College Gallery are occasionally used for studio reviews, the third floor provides a highly accessible, public venue for discussions of student work. The open format encourages students to attend reviews of other studios or those of other levels of the program. Students and faculty alike are exposed to work from other studios on a daily basis. In addition, the annual fall student show takes place in these galleries, during which work from nearly every design, structures, technology, construction, and study abroad course is exhibited.

Wood Shop: A 4,187-sqft Woodshop located on the first floor is available to students and faculty of Taubman College and the School of Art and Design for curricular work and research. The facility is well equipped for working in wood and wood products with some metal- and plastic-working equipment. The technology ranges from simple hand tools to laser cutters. An orientation session is required prior to use.

Digital Fabrication Lab (FABLab): The newly renovated Digital Fabrication Lab (FABLab) leverages state-of-the-art industrial technology to perform architectural fabrication research. Its presence marks Taubman College as one of few select academic institutions around the world utilizing robotic automation to perform both subtractive and additive manufacturing processes. The technologies have existed in the aerospace and automotive industries for some time, but have just recently infiltrated the architectural-fabrication industry. The Fab Lab operates numerous computer-numerical-controlled (CNC) machines, allowing students and faculty to work with virtually any material.

Two large 3-axis CNC routers process plywood or plastics, in addition to 3D surfacing wood and foam. One 3-axis abrasive water jet cutter can perform 2D cuts in any material up to 1” steel and 2” stone to five one thousandths of an inch (005") tolerance. A smaller 3-axis bed mill can perform full 3D cuts in metals like aluminum and stainless steel.

The largest machine in the lab is the 7-axis Kuka Robot, with a 30’x10’x8’ work volume. The robot is one of the largest in the world at an architectural institution. The system has been laser calibrated to achieve accuracies approaching that of CNC machines. The robot can load either a milling head for cutting wood and foam, or a water jet cutting nozzle for full 3D cutting of any material. The robot also utilizes a gripper for material forming or assembly processes.

The lab also makes use of four rapid prototyping machines for on-demand 3D printing of student models, and four laser cutters for rapid production of sketch models from chipboard or acrylic. Two of the rapid prototyping machines are located within the architecture studios making it easier for students in studio to access the equipment, 24 hours a day.

A fully outfitted wood and metal shop supports the digital lab, allowing secondary processes such as bending and welding on the digitally cut components.
Description of any changes under construction, funded, or proposed:

Since the last accreditation visit there have been several physical improvements and major purchases of equipment in conjunction with the vision set forward by Dean Ponce de Leon and faculty to wed technology, digital fabrication, and architecture. These projects are as follows:

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<td></td>
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<td>31,000</td>
<td>101,739</td>
</tr>
</tbody>
</table>

Total: 464,735 395,292 45,097 1,451,042 494,526 2,367,780
Description of computer resources available institution-wide to students and faculty

Taubman College maintains an environment in which information technology is easily accessible and available to the community. We manage several high-end technology enhanced classrooms, digital fabrication labs, a statistical analysis lab, various computer clusters with high-end Windows workstations, public printers, high-end plotters, scanners, wireless and wired networks, and various state-of-the-art software packages, including Adobe CS4, ArcGIS, SPSS, AutoCAD 2010, and Rhino 4.0. Various IT services are provided to students, staff and faculty. Our goal is to provide a computing environment that supports learning, design, planning, and research at every level.

Each student in the architecture program is strongly encouraged to bring his/her own computer and each studio desk is wired for computer use. We provide 16 computers in the studio space for general use. The building and environmental technology lab has 20 computers with specialized software for student use, and a new 24-seat computer lab has been completed, equipped for instruction. For public online material, visit:
For labs: http://taubmancollege.umich.edu/digital_tech/computing/lab_resources/
For software: http://taubmancollege.umich.edu/digital_tech/computing/software/

Media Center: The Media Center is located on the second floor of in the southwest corner of the building, with a total of 2400 square feet of production, storage, retail, and multi-use space. It is a full-service retail digital printing, plotting and copying center specially-equipped to cater to the needs of students, faculty and staff as well as to clients from around the University.

Services include color copying and printing, large format digital output up to 42 inches wide, and black and white copying and digital printing. The Media Center also provides a wide array of handwork services such as collating, folding, cutting, stapling, binding and laminating.

In 2008 the Media Center added self-serve options for plotting. These were given a trial run during the week before reviews, and were so successful that they were kept as a permanent addition. Self-serve options are available for three media types: 36” plain bond is available 24 hours a day on the HP800 plotter outside the Media Center in the south hallway; and 36” heavyweight bond and 36” mylar are available for self-serve overnight plotting after the Media Center is closed. These plotters remain inside the Media Center -- self-serve jobs are plotted unattended overnight and available shortly after the Media Center re-opens. Jobs can be sent and paid for at any time.

The website for the Media Center includes advice on plotting, printing from a variety of programs and a variety of frequently asked questions. These are maintained to give students access to the expertise of the Media Center staff at any time of day, and to help them avoid costly printing errors. Media Center staff assists customers with UPS, DHL and other carriers for ground and overnight shipments and can assist with copyright clearance. Students and faculty may also reserve and check out audiovisual equipment.

The Media Center produces and sells course packs, college publications, copy cards, postage, and a large selection of office, art, drafting, mailing, and computer supplies, in addition to beverages and snack foods.

All major credit cards, cash, checks, and university accounts are accepted, and the pricing philosophy recovers operating costs only. The hours extend into the evenings and weekends for the convenience of the students, and these hours are further extended during the weeks leading up to final reviews each semester.

Building Technology Laboratory: The Building Technology Laboratory (BTL) includes 6500 square feet of interior space and a large area for outdoor projects. This unique facility serves as a resource for class
use in group assignments or demonstrations, for individual investigation by students or faculty, and for research in teaching methods in the area of building technology.

ITCS Sites Lab: The University of Michigan Sites Lab provides a new computer-teaching classroom providing up to 25 computers and all necessary auxiliary equipment for teaching computer-based applications in a working-lecture format. When not reserved for coursework, this classroom is available as a public computing site with key-card access for students institution-wide.

Public Printing: Students are allocated 400 pages of free printing per semester provided by the University and available either via the web, by using mprint (http://mprint.umich.edu/), or directly from college lab computers.

Additional Computing Sites: Computer labs and clusters service all three floors of the Art and Architecture Building. For additional or more in-depth information about a particular resource, please refer to the Taubman College resources site at: http://taubmancollege.umich.edu/digital_tech/computing/

Directory of In-House Computing Sites:
- 3rd Floor East Cluster
- 3rd Floor West Cluster
- SAND-NC, Room 2207
- A&A Campus Computing Site, Room 2109
- Doctoral Computing Lab, 2nd Floor Pack
- M.U.P. Lab, 1st Floor
- BT Lab, 1st Floor
- FAB Lab, 1st Floor

Computing Assistance Services (Institution-wide):
- Computer Showcase (discount software and hardware retailer)
- Computer Security Consultation (available at Help Desk)
- Computing Help Desk (available for troubleshooting)
- Virtual Sites (A platform for accessing University owned software on personal computers)
- Duderstadt GroundWorks Media Conversion Lab
- Duderstadt UM3D Lab
- Computer recommendations for incoming students
- University of Michigan resources for incoming students

Identification of any significant problems that impact the operation or services:

With the 2008 appointment of Monica Ponce de Leon as Dean of the Taubman College of Architecture and Urban Planning, significant advances in the assessment of physical resources have been set in motion in the form of two task forces. The Space Planning Task Force and the Architecture and Technology Task Force, born from prior initiatives by former Dean D. Kelbaugh and Chair T. Buresch, have been reinvigorated; meeting monthly to conduct a critical assessment of current resources in the context of other accredited programs across the nation, to disseminate the availability and exposure of these resources, and to consider any transformations or acquisitions which might further facilitate the work of both students and faculty. The most recent reports from each of these task forces will be available in the Team Room.

In addition to these task forces, our communications department, which manages branding, graphics, and web design, actively maintains a newly renovated Taubman College website, insuring greater accessibility to our resources with helpful content, helpful information, and a well designed navigation system. For additional or more in-depth information about a particular resource, please refer to the Taubman College resources site at: (http://taubmancollege.umich.edu/resources/overview/)
I.2.4. Financial Resources

(See Appendix 6: Financial Statements)

Pending reductions or increases in enrollment and plans for addressing these changes.

The strategic plans for Taubman College relative to enrollment embrace a slow and steady growth approach that balances resources with the appropriate program mixes. Resource considerations balance physical (space), financial and human resources necessary to support a quality educational experience for matriculants. Targeted enrollment growth in programs and emerging subjects where appropriate resources are available to provide comprehensive support has resulted in strengthened cohorts. For example, a strategic initiative to increase undergraduate enrollment resulted from a decision made by the Architecture Program to increase competition/selectivity in the graduate program by decreasing the graduate population. A cascading effect for Michigan residents is that undergraduate architectural education is made available to a larger population. In order to achieve these goals the College is investing more resources in student support activities for recruiting and retaining students.

Pending reductions or increases in funding and plans for addressing these changes.

The national and state economies have had an impact on the funding for the University and we have been fortunate that the conservative financial policies of the University of Michigan have protected our financial integrity.

Funding allocations for Taubman College are derived from tuition revenues, a portion of the state appropriation to the University as determined by the Provost, and indirect cost returns on research, earnings from endowment investments and gifts. There are no pending reductions or increases of significance for daily operational needs planned at this time. An expansion to our physical plant to accommodate research and technology needs of our College is under investigation. As we develop those plans the College has leased ~20,000 square feet of research space to accommodate our faculty’s needs which we have begun to occupy during the Fall 2010 term.

The provost’s office has been instrumental in helping the College with funding for targeted faculty recruitment and retention cases, facilities maintenance, and technology expansion. Increased activity in development and research administration is expected to provide additional funding flexibility for future College initiatives.

Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes.

The University of Michigan has not instituted significant changes in funding models since the last accreditation visit and continues to use a model, which distributes all revenues and expenses attributable to College activities. In addition, the Provost’s Office provides supplemental base and one-time funding for highest priority needs and initiatives.

Any other financial issues the program and/or the institution may be facing.

The impact of current economic conditions on the stability of state funding remains a significant concern for all higher education institutions as does the changing availability of research funding for architecture related studies. The University of Michigan has maintained strong and stable financial management practices from which we benefit. The College is highly dependent on tuition for its financial base, with the earnings from endowment funds providing the second greatest stable source of support for student and faculty activities. Diversification of resources by way of sponsored and donor activity is engaged by a strong development team staff for fundraising as well as a proactive research administrator who works closely with our business manager to assure active support of these initiatives.
I.2.5. Information Resources

University Libraries
The University of Michigan Library System is expansive and includes departmental libraries, historical libraries, and independent libraries, as well as resource centers on the UM Ann Arbor campus. The total University holdings number more than 5,500,000 volumes. The Gerald R. Ford Presidential Library is located on the North Campus adjacent to the Bentley Library. Additionally, the Duderstadt Center opened on North Campus in 1996 and has a wide range of resources available to facilitate its mission of bringing together the creative aspects of all campus disciplines ranging from art, architecture, and music, to medicine, engineering, and the humanities. The Media Union Library bridges art and technology and houses collections in art, architecture, design, and engineering.

Other UM Libraries of particular interest to Taubman College students and faculty include:
- Askwith Media Library
- Bentley Historical Library
- Fine Arts Library
- Hatcher Graduate Library
- History of Art Visual Resources Collections
- Knowledge Navigation Center, a center for learning about technology
- Map Library
- Special Collections Library

Other Libraries and Museums in Southeastern Michigan:
- Arab American Museum
- Benson Ford Research Center at the Henry Ford Museum, Dearborn
- Burton Historical Collection at the Detroit Public Library
- Cranbrook Art Museum
- Detroit Institute of Arts
- Detroit Public Library
- Toledo Museum of Art
- UM Museum of Art
- Walter P. Reuther Library at Wayne State University

The Art, Architecture & Engineering Library (AAEL), the largest satellite library of the University of Michigan Library system, serves the needs of the Taubman College of Architecture & Urban Planning, the School of Art & Design, and the College of Engineering. The library is in the Duderstadt Center, a building that also houses extensive multi-media production and conversion labs, modeling and animation labs, computer and wireless access, and learning technology resources for the University community. In the past year, these labs and learning resource units have been brought under the direction of the University Library, thus allowing for a seamless integration of technology, resources, and services to the University community. The Duderstadt Center is an easy one-minute walk from the Art & Architecture Building.

A staff of six librarians, along with technical support staff and access services staff, serve the library. Of the six librarians, four are assigned to Engineering subject areas, one is responsible for Art & Design and one is responsible for serving the Architecture and Urban Planning faculty and students. The Architecture and Urban Planning librarian is also responsible for the AAEL Visual Resources Center. AAEL is open 24 hours a day during the fall, winter, and spring semesters, and from 7:30 am to midnight during the summer semester. The head of the Art, Architecture & Engineering Library is also head of the cluster of libraries including AAEL, the Science Library, and the Askwith Media Library.

The Art, Architecture & Engineering Library acquires and manages information resources in all formats: books, journals, slides, digital images, digital and tape videos, photographs, microforms, and software.
AAEL also provides access to a broad variety of web-based and other electronic information resources. In addition the library has a collection of rare books to introduce students to primary research materials and to enhance the historical research of scholars.

The architecture collection of AAEL is the result of decades of careful selection tailored to the needs of the Taubman College of Architecture & Urban Planning. The collection, which had its beginnings within the College of Engineering, recently marked its 100th anniversary. These holdings are supplemented by the holdings of the University Library, one of the premier research libraries in the United States.

Subject Coverage
The overall coverage of the architecture collection is strong. Historically the strengths of the collection have focused on individual architects, design, theory, and criticism. The focus on building technology and practice, sustainability, and green technologies has intensified in the past decade in response to changing needs of the College. Collecting in the area of architectural history is shared with the Fine Arts Library on central campus. The combined holdings of AAEL and the University Library in the areas of architecture taught at the College are all collected at the research level.

The holdings of AAEL are augmented by the six million plus volume holdings of the University Library. There are several subject areas, tangential to architectural studies, for which AAEL relies on other libraries in the University Library system. Particularly relevant and useful to TCAUP is the Fine Arts Library, which collects in the area of art and architectural history and archaeology. The Harlan Hatcher Graduate Library collects in the areas of humanities and social sciences. The Science Library collects in the area of environmental studies. The Clements Library of Americana has a collection of early imprints in the field of architecture, and the Bentley Historical Archives and Library has an archival collection which includes papers and original drawings of many Michigan architects, particularly of former faculty of the College. A Library-to-Library delivery service allows faculty and students to request that books from the Central campus libraries be delivered to AAEL.

Number of Volumes
AAEL holds over 100,000 titles in NA and NA-related subject areas. Other libraries across campus (notably the Fine Arts Library and the Graduate Library) hold another 330,000 titles in NA and NA-related subject areas.

Serials
The architecture serials collection at AAEL includes all the core titles and most of the supplementary titles as outlined by the Association of Architecture School Librarians (AASL) for supporting a first professional degree in Architecture. In addition to these titles, AAEL subscribes to another 75+ titles bringing current information on international architecture, building technology, landscape architecture, and environmental studies. Because AAEL also has collection activities in urban planning and a broad range of engineering fields, there are many additional related titles in construction, engineering, urban issues, and environmental studies in our collection.

In recent years a concerted effort has been made to acquire journals in building construction and technology. In addition many international architectural serials titles have been added to address both the international focus of architecture and the international student body and curricular focus of TCAUP.

The AASL core and supplementary serial titles are maintained in print and online, whenever possible, and AAEL has retrospective holdings dating back to early volumes, often to volume one. Nonetheless, in light of increasing costs, as journal titles are available online and in cases where the librarian has evaluated the online content to be equal to the print content, the print subscription is cancelled and library provides access to the online content only. AAEL subscribes to most major monographic series, such as the GA series including the Document Extra Editions and Special Editions, the A+U series including supplements and special issues, El Croquis, and Architectural Monographs.
Access to the journal collection and to citation indexes is provided via all the major indexes and databases. The University Library subscribes to the Avery Index, ArtBibliographies Modern, Art Full Text and Art Retrospective, Design and Applied Arts Index, as well as hundreds of databases relating to humanities, the social sciences, pure sciences, and engineering.

Visual Resources and Non-Book Resources
AAEL houses a Visual Resources Center, which serves both TCAUP and the School of Art & Design, and increasingly other programs and individual faculty across campus. The VRC provides access to over 75,000 online images created from the local (curriculum-driven) 35mm slide collection and faculty gifts. In addition, the University community has access to several million images provided via various subscriptions to online image databases (e.g., ARTstor, AP Images, Archivision). The VRC also includes close to 2,000 videos and dvds, and several hundred cd-roms, as well as blueprints of many campus buildings. The VRC also serves as a service point offering tutorials in print and digital image management and teaching and presenting with images. The Visual Resources librarian oversees these operations.

The library is on the forefront of providing access to digital content in the form of ebooks and online publishing. A founding partner in the Google Books digitization project, a project that has transformed into the HathiTrust, the University Library now offers a vast collection of digitized content from CIC libraries, the California Digital Library and other academic libraries across the U.S.

The librarian for architecture materials collects at the research level in these areas: design & design methods, history of architecture (post-1870), theory of architecture, construction & materials, architectural engineering, computers in architecture, environmental technology, and sustainable architecture; and at the instructional level in these areas: general reference & introduction to architecture, history (pre-1870), environment & behavior, management, practice, historic preservation, and interior design. The librarian keeps an eye on changing curricular needs and works directly with faculty to make certain that all necessary topics are covered completely. In the past two to three years the focus of the program has shifted toward architectural technology and its effect on architectural education and practice, in addition to a heightened attention to architectural sustainability and social justice. The librarian develops the collection to address these changing foci whether through direct purchases or by working with librarian colleagues to ensure that relevant resources are purchased and made available to students and faculty.

The architectural holdings (funding, size and growth rate) of AAEL compare favorably with University of Michigan peer institutions. Attesting to the University Library’s commitment to excellence in its collection, the architecture materials budget has grown steadily over the last several years, despite the poor economic climate. This has been possible because of the strong support of the University Provost’s office and the University’s understanding of the central role of the Library in the mission of the University. The budget for architectural materials has risen approximately 41% since the 2005-2006 academic year. The largest increase to funds has been in the area of serials and electronic resources.

The Collections Manager of the Art, Architecture, Science & Engineering Libraries cluster manages the materials budget for AAEL, but sole responsibility for selecting architectural monographs, serials, multi-media and electronic resources is held by the Architecture & Urban Planning librarian. In addition, the Architecture & Urban Planning librarian takes responsibility for serving the image needs of the faculty and students. The librarian is considered the primary library liaison to TCAUP and does her best to anticipate student and faculty needs. Students and faculty are encouraged to communicate their priorities and suggestions to the librarian.

The University Library is continually seeking ways to anticipate and address the research and teaching needs of the academic community. Each year new services are added with the goal of increasing the accessibility of the collection. In the past five years the library has added a library-to-library delivery service in which, at a patron’s request, a book is sent from one campus library to another for convenient pick-up. In addition, the library provides a service to faculty and graduate students whereby they can
request that an article from a print journal in any campus library be sent to them electronically. The library works to incorporate library resources as seamlessly as possible into the university’s courseware so that students can access resources at the point of need. Library staff work to be familiar with software and online tools so that they can help faculty and students not only find, but also use the resources they require.

As the library redefines its role in the changing academic world, we find ourselves providing not only resources but also a place for work. By reassigning space in the library, AAEL has added numerous group and individual study rooms for student use. In addition task lighting and comfortable furniture have been added to improve the quality and usability of the space. Two summers ago AAEL redesigned the current journal reading area with more seating, lighting and space, thereby encouraging more browsing of journals. This past summer AAEL undertook a complete re-shelving of its collection so that the books and bound journals are integrated and ultimately more easily accessible to students and faculty.

Over the past two years the Architecture librarian has instituted an outreach reference service specifically for Architecture (and Urban Planning) students and faculty. With the idea of bringing the library to the students, the librarian has open office hours in a central place in the Architecture building several times each week during the Fall and Winter semesters. The service has addressed approximately 100 questions each semester and has been received well by the Taubman College students.

The AAEL Visual Resources Collection includes over 100,000 35mm slides, videos, and blueprints.

The Duderstadt Center also includes:
- 3D Lab: GeoWall, 3D printer, render farm and an Onyx-driven CAVE environment
- Learning Technology Lab: for help with CTools and website development
- Collaborative Technology Lab: developing web-based instructional and research tools
- Digital Media Tools Lab: includes the Digital Asset Management System (DAMS) Living Lab for exploring existing and emerging digital asset management technologies
- Smart Studios: video, audio, and electronic music recording studios, a media conversion facility, and digital video editing suites

During the academic year, the Duderstadt Center is open 24 hours a day, 7 days a week.
PART ONE (I): SECTION 3 - INSTITUTIONAL & PROGRAM CHARACTERISTICS

I.3.1. Statistical Reports

Statistical Reports have been generated by our staff from comprehensive data provided by the University. Each can be found in the following APR Appendices:

Appendix 7: 2006 Statistical Report
Appendix 8: 2007 Statistical Report

Statistical Reports for 2008 and 2009 were completed using NAAB’s online submission system, and will be provided as outlined in the APR Resources Binder.

Current Faculty (14) holding active Professional Licensure:

Borum, Craig: MI., NJ., OH., PA.
Daubmann, Karl: MI., NY.
Graebner, Lars: Germany
Harris, Melissa: CA
Hill, Eric: MI., NY., CT., MA., IA., WI., IL.
Kennedy, Michael: TX.
Kulper, Perry: CA.
McMorrough, John: NY.
Mankouche, Steven: CO.
Moon, David: Holland
Robinson, Neal: GA., MI.
Schmidt, Joel: MI.
Trandafirescu, Anca: NY.
Velikov, Kathy: Canada
Von Buelow, Peter: Germany

I.3.2. Annual Reports

For Annual Reports, see the following Appendices:

Appendix 9: NAAB 2006 Annual Report
Appendix 10: NAAB 2007 Annual Report
Appendix 11: NAAB 2008 Annual Report
Appendix 12: NAAB 2009 Annual Report
Appendix 13: Statistical Data Reporting Letter

I.3.3. Faculty Credentials

Faculty credentials are cross-referenced with I.2.1
Faculty resumes are to be found in IV.4.2
PART ONE (I): SECTION 4 – POLICY REVIEW

The following is a list of the documents to be placed in the visiting team room:

Studio Culture Policy

Self-Assessment Policies and Objectives

New Student Orientation Packet

Personnel Policies including:
  Position descriptions for all faculty and staff
  Rank, Tenure, & Promotion
  Reappointment
  EEO/AA
  Diversity and special hiring initiatives
  Faculty Development, including research, scholarship, creative activities
  New Faculty Orientation Packet
  Rules of the Taubman College of Architecture and Urban Planning

Student/Faculty Ratios

Square feet per student for space designated for studio-based learning

Square feet per faculty member for space designated for support of all faculty activities and responsibilities

Admissions Requirements

Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs.

Policies on use and integration of digital media in architecture curriculum

Policies on Academic Integrity for students

Policies on library and information resources collection development

A description of the information literacy program and how it is integrated with the curriculum

Course Binders for all Required Courses (primary SPC courses)

Course Binders for all Selective Courses (secondary SPC courses)

Student Publications, 2006-2010
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PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

II.1.1 Student Performance Criteria

The Architecture Program Degrees
University of Michigan’s Taubman College graduate program in architecture is open to students who have already earned undergraduate degrees in architecture (2G Option) as well as those who received undergraduate degrees from other disciplines (3G Option). Both options culminate in a Master of Architecture (M.Arch.) degree.

Curriculum

All graduate students (both the 2G and 3G tracks) take a design studio each semester coupled with an array of required, elective and selective courses. The required courses for all graduate students are Site Operations (Arch 589, formerly Site Planning); Sustainable Systems I and II (Arch 315/425); Representation (Arch 516); Theory (Arch 572); Professional Practice (Arch 583); Building Systems (Arch 527 – for 3Gs and deficient 2Gs); Thesis Development Seminar (Arch 660); and Thesis Studio (Arch 662). All graduate students must have a 3.0 average or better to graduate.

“Selectives” are courses from a prescribed list reflecting the curricular divisions of the school (History/Theory, Sustainable Systems, Structures, and in some cases Design or Design Fundamentals). Electives are typically courses that do not fit squarely into one of the previous categories. The origin of the term “selective” dates to a time when the University of Michigan required graduate students to declare an “area of concentration” or emphasis. Upcoming agenda items for the program include revisiting this terminology; at this moment, however, it remains on our printed materials and advising documents and effectively insures breadth in graduate course selection.

Master of Architecture

Our graduate program prepares students to engage the world of architecture through design, building, and writing. Beyond their careers in architecture we also hope our students live engaged lives, loving their work and what they are doing, asking what more they can offer, and in what ways they can lead.

Questions, and sometimes answers, are the trading currency at Taubman College. Framing them with clear logic and aim is a collective objective. Asking good questions requires knowledge (specific and general), skill, and experience. We engage questions through the medium of building, but also, using similar tools – installations, exhibitions, writing, publishing, and curation. While thematically diverse, our interests coalesce around the intersection of technology and culture.

Over the past academic year, faculty, staff and administration have discussed and mapped exciting changes to our graduate curriculum. At the moment of writing this APR some of what is described lies ahead. Most impacted by change in the curriculum is the design studio sequence. In the fall of 2010 we are launching a new version of the Comprehensive Design studio with a coordinated approach across nine sections. This will become a regular component of the fall semester, running in parallel with the Thresholds Studio, which is offered to all entering 2G students and returning second-year 3G students. Thresholds will also be a coordinated nine-section collective effort.

A required thesis remains a key structural means of engaging students in shaping their education through course selection and in shouldering the responsibility for framing their individual interests. Each student ballots to work with two faculty members in one of four topic areas: Ecological, Social/Political, Digital, or Material Culture during the fall semester of preparatory work in a thesis seminar. Later in that semester the students ballot for an individual studio instructor to work with during the winter term design component of the thesis. We are reframing, and in some cases focusing more explicitly, on topics embedded in a deep history of place-making, material fabrication, and the social and political processes that contribute to
form making. How economic, ecological, social and political issues are considered remains a central interest. These topic areas will vary from year to year according to faculty expertise and interests.

In April, thesis faculty make presentations to the following year’s thesis students. Students ballot for their Thesis Development Seminar Instructors at the end of their first year (2G) or second year (3G), in order to take advantage of the summer prior to their final year to embark on their research, with knowledge of their general topic area and the range of interests of their thesis seminar and thesis studio professors. Thesis faculty assign readings, group meetings, and introductory assignments during the summer period.

2G: Two-Year Master of Architecture Track
A two-year Master of Architecture degree is offered for incoming students who hold a four-year undergraduate degree in architecture.

Applicants with the pre-professional Bachelor of Science degree in architecture from the University of Michigan, or its equivalent from other programs, may apply to the two-year graduate degree (2G) option. This is a professional Master of Architecture degree and is comprised of 60 credit hours of graduate level
courses; it offers students considerable freedom in planning a program of intensive study. While a curriculum of professional coursework forms the basis for the two-year program, the College recognizes the perspectives gained from cross-department collaborations and encourages students to utilize the resources available at this top-ranked research institution. One of the mechanisms in place to facilitate this interdisciplinary endeavor is the non-architecture cognate, a two course (6 credit) requirement in departments outside of the architecture program for all 2G candidates.

3G: Three+ Year Master of Architecture Track
A three and one-half year Master of Architecture degree is offered for incoming students who hold a Bachelor's degree in fields other than architecture.

Prospective students with a Bachelor's degree in a field other than architecture may apply to the three and one-half year graduate degree (3G) option. This is a professional Master of Architecture degree, comprised of 105 credit hours, including those architecture courses required in the Bachelor of Science and 2G Master of Architecture. The first year of the 3G curriculum introduces the new architecture majors to aspects of the discipline through tailored courses that combine design fundamentals, historical overviews, and technology immersion, which are offered only to 3G students. During their second academic year the 3G students join with the 2G students for the remainder of their required courses and studios. Coursework for the 3G program begins during the summer half term.
The Student Performance Criteria established by the NAAB is fulfilled in both 2G and 3G tracks by a combination of 18 required courses, as well as 2 Construction courses, which satisfy the requirement for both 3G candidates and 2G students with deficiencies in Construction. Selective courses play a secondary role in fulfilling Student Performance Criteria; this is at the discretion of individual faculty members, who can opt to use the SPC criteria as grounding for course objectives, learning goals, and production.

(See Appendix 14: Student Performance Criteria)
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1. Regional Accreditation

Visit (http://www.accreditation.umich.edu/portrait/HLCreport.php) to view the HLC NCACS accreditation review report.

II.2.2. Professional Degrees and Curriculum

Master of Architecture Degree: 2G Option (Pre-professional + 2 Year Graduate)

Applicants with a Bachelor of Science in Architecture degree from the University of Michigan or its equivalent who desire a professional degree must apply to the 2G Option of the Graduate Program. All architecture courses shown in the chart below are required (39 credit hours, in addition to selective courses in history, environmental technology and structures). To be eligible for the Master of Architecture degree 2G Option, a student must have completed an undergraduate degree in architecture or related fields.

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<td>516 Representation</td>
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<td>3</td>
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<tr>
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<td>*H, ET, S, (S)elective</td>
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<td>662 Thesis Studio</td>
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<td>15</td>
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</table>

*History of Architecture, Environmental Technology, or Structures Required elective, or general architecture elective or cognate.
Master of Architecture Degree: 3G Option (Non-pre-professional + 3-1/2 Year Graduate)

Prospective students with a Bachelor's degree in a field other than architecture must apply to the 3G Option, which is the three and one-half year graduate degree option. This professional Master of Architecture degree is comprised of 105 credit hours, including those architecture courses required in the Bachelor of Science and 2G Master of Architecture options.

First Year

<table>
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<tr>
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<td>314 Structures I</td>
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<td>589 Site Planning</td>
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<td>315 Sustainable Systems I</td>
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<td>425 Sustainable Systems II</td>
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<td>516 Arch Representation</td>
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<td>572 Arch Theory/Criticism</td>
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*History of Architecture, Design Fundamentals, Environmental Technology, or Structures Required elective or general architecture elective

Note: 3G students must elect 6 additional credit hours outside the regularly scheduled terms to meet the 105 minimum credit hours needed for graduation. Students may elect to take spring/summer courses (listed above as optional) or register for 18 credit hours for two semesters to receive the additional 6 credit hours.
Opportunities to pursue Concentrations or Minors
While currently there exists no formal structure to complete a minor in the graduate architecture program, there are multiple avenues for students to curate their individual educational goals and to pursue area concentrations. The College offers a rich number of electives each term, including those cross-referenced with the College of Art and Design, Urban and Regional Planning, Engineering, and Urban Design. The Thesis Seminar and Thesis studio offer a distinct opportunity for students to shape the research agenda and final design project of their degree program. Additionally, many students choose to pursue a dual degree within the College, typically undergoing two semesters of additional coursework to achieve a joint Master’s degree in Urban and Regional Planning, Urban Design, and Master of Science (several tracks). Further opportunities to extend areas of research exist in independent research opportunities (either for credit or not for credit) with faculty formed through proposals by a student, work-study research positions on faculty projects, or study abroad programs during the spring. Options for joint degrees with other programs in the University also exist: dual degree in Master of Engineering and Master of Business Administration. These are the formally structured dual degree opportunities; however, if a student chooses, they may craft a student-initiated dual degree with any other degree program offered at the University of Michigan.

II.2.3. Curriculum Review and Development

The Educational Programs Committee (EPC)
The EPC is an annually appointed assessment, review, and development committee comprised of tenure-track and tenured faculty, the program Chair, and one to two student representatives from the student elected Architecture Representative Council (ARC). The EPC was founded in order to establish a vehicle for faculty and the Chair to address the program’s pedagogy as it relates to its vision statement and to optimize potential means to foreground resources – including the diversity of faculty talents and interests, emerging issues in the discipline, and the College’s physical resources – in its curricular offerings. At the beginning of each term, the EPC crafts a topical agenda. Throughout the academic year, the EPC meets weekly or bi-weekly, inviting faculty to participate in meetings with a specific curricular focus. Meeting minutes are rigorously maintained by elected student representatives, who are encouraged to provide input that injects practical perspective into the dialogue.

Curricular reform is actualized through motions drafted by members of the EPC and presented to the architecture faculty as a whole in official faculty meetings. Motions are either upheld, denied or tabled for further discussion. Precise language of each motion is shared prior to the designated meeting, as is all supporting data (course descriptions, evaluations, handout/syllabi). In some cases, faculty make presentations to clarify their motions, for example, securing a permanent course number, or changing a course name.

In the past year, major topics undertaken by the EPC include significant revisions to the graduate studio sequence. The first studio, now called “Thresholds,” will become more coordinated and address particular performance criteria. In the fall of 2010 we are unveiling a new required Comprehensive Design studio. Other key topics discussed by the EPC in the past year include the role of drawing in the curriculum, and making Construction waivers more stringent, therefore increasing the number of 2G students enrolled in Building Systems, Arch 527.

Arch 527 focuses on building systems as a catalyst for design, rather than as an appendage overlaid on the results of a conceptual design process. The course fosters the technical agility required to develop an architectural proposal beyond the abstract implications of the diagram or building layout into the complex material organizations that ultimately produce architectural space. Students seek inspiration in the role architectural production plays in mediating climate, building systems, construction methods and the safety and welfare of building occupants. These issues are often covered in relatively dry technical support courses, but in this case the lectures and assignments gravitate toward examples where the solutions exceed or amplify certain environmental conditions, engaging the effects of design beyond the optimal satisfaction of environmental comfort.
Curriculum Committee Membership - also referred to as EPC: Architectural Educational Program Committee
(with notation of licensed architects)

2009-10
Harry Giles
Jong-Jin Kim
Perry Kulper – Registered in California
Amy Kulper
Glenn Wilcox
Neal Robinson – Registered in Georgia and Michigan
Dawn Gilpin

2008-09
Craig Borum – Registered in Michigan
Harry Gilles
Perry Kulper – Registered in California
Keith Mitnick
Robert Adams

2007-2008
Craig Borum – Registered in Michigan
Robert Adams
Amy Kulper
PART TWO (II): SECTION 3 - EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION

Admissions review is a faculty-driven process and is described in detail under Part II.2.1.

Pre-requisite review process
Transcripts submitted to Taubman College as part of a graduate application are reviewed for pre-requisite courses during the admissions process. For the 3G Master of Architecture program the prerequisite courses counselors look for include; two studio art courses (three credit hours each), one Calculus course (three to four credit hours), and one Physics course with a lab (four credit hours). The pre-requisite courses must be completed at an accredited institution and online courses are not accepted. The counselors complete a cursory review of the transcripts and provide the admissions committee with a “pre-requisite course” sheet. If the admissions committee determines that a student is lacking pre-requisite courses, they will determine eligibility for admission and identify course “deficiencies”.

For the 2G Master of Architecture program, counselors review the applicant’s transcript for four architecture studios (five to six credit hours each), two courses in Design Fundamentals (three credit hours each), two courses in Environmental Technology/Sustainable Systems (three credit hours each), two courses in Construction (three credit hours each), two courses in Structures (three credit hours each), and two History of Architecture courses (three credit hours each). The review of pre-requisite coursework is based upon the undergraduate architecture curriculum at Taubman College. If applicants with undergraduate degrees in architecture have not fulfilled what our own undergraduates are required to complete, they are listed with “deficiencies.”

Those students whose course review revealed course deficiencies are notified of those deficiencies which must be completed (in addition to the 60 credit hour requirement for 2G or 105 credit hour requirement for 3G) in their admission letter. 2G students are advised to elect any outstanding deficiencies as early as possible in the program and 3G students generally fulfill deficiencies in the summer term following the first year of study. If an admitted student is currently enrolled in and finishing up undergraduate coursework at the time of admission, their outstanding deficiencies will be modified once an official transcript is received by Taubman College.

Admission counselors create and annually update a spreadsheet that lists equivalent courses from other institutions, which are used as a guide in determining comparable coursework. Determining comparable coursework involves not only reviewing online course descriptions, but consulting with administrators at other institutions via phone and/or email as well as through discussions with faculty members at Taubman College that teach equivalent courses. We have a standing track record with several institutions that traditionally feed our graduate program and are very familiar with the undergraduate curriculums and requirements at these schools. They include (but are not limited to) University of Virginia, University of Illinois Champagne Urbana, Ball State University, Bowling Green University, Lawrence Technological University, and Tsinghua University (China).

Of specific focus during the admission review for 2G applicants are Construction courses. Because our graduate Construction courses carry so many SPC, we have shifted the burden of evaluation from the admissions process (more staff-based with guidance from faculty) to the course waiver process (specialized faculty-based). Currently, it is rare that incoming 2G students are waived from the second Construction course. More often they take Building Systems (Arch 527), which is designed to build on foundational knowledge, but requires significant development of integrated systems, responding to varying environmental situations. Because so many schools integrate these various areas, it is challenging to tease out the precise content and thus the expected student performance criteria.

All 2G students, having received credit for particular courses in Structures, Environmental Technology, History, etc., as part of their undergraduate study still must go on to take advanced courses in each of these areas as part of the 2G curriculum. These advanced courses (our selectives – again, those
electives that are circumscribed by topic) are required for graduation and clearly build upon the SPC covered by the pre-requisites.

Course Waivers for Deficiencies
Once a student is admitted and enrolled, he/she has an opportunity to request a course waiver for courses completed during their undergraduate curriculum if they feel the content qualifies and will satisfy the “deficiency”. It is the student’s responsibility to seek a course waiver if they feel they have completed a deficiency, by contacting the professor at Taubman College that teaches the course for which they are requesting a waiver. The professor reviews the course materials provided by the student (to demonstrate their knowledge of the material) and then determines if the course can be waived. In the case of a Construction course, students are advised to bring projects/drawings that have been completed as supporting evidence for a waiver request. If the faculty member agrees that the student has sufficient knowledge in the deficient area, the course will be waived and the deficiency lifted. The student is then able to take another course in place of the waived course to avoid redundancy, but no credit is granted toward the degree for a waiver. We always default to the most conservative approach (not awarding the waiver) and rely on student initiative for the waiver process.

Advanced Standing
Some undergraduate institutions that feed our graduate program offer curriculums structured so that determining eligibility for the 2G or 3G programs can be tricky. They include (but are not limited to) Clemson University, Washington University, University of California, Berkeley, and the University of Minnesota. When applicants from these schools apply to either the 2G or 3G program, the file is reviewed closely by the faculty Admissions Committee to determine which program the student is eligible for and the files are compared with other applicants from those schools to ensure consistent treatment of the applicants. If a 2G student is determined to be deficient in 5 or more non studio courses (3 credits each) or one or more design studios (five to six credit hours) it would be impossible to complete the curriculum in two years with the current course sequencing. Therefore, they are usually switched to the 3G program and considered for advanced standing.

For students with significant backgrounds in studio who are lacking in other areas, the Admissions Committee may consider admitting the student to the 3G program with advanced standing. Advanced standing is recognition that a student possesses some prior knowledge of architecture (but not enough to be eligible for the 2G program) and is therefore exempt from some required core courses in the 3G program. Typically, students with previous studio backgrounds are waived from the summer half term of the 3G program (granting them 9 credit hours toward their graduation totals). This is the only type of course waiver that provides course credit to an incoming student.

Course Waivers from other coursework
No transfer credit is given for coursework taken as part of an undergraduate program or for work completed at another graduate program; only waivers may be granted. A course waiver provides the student with a chance to take a different elective in the place of the required course so as not to repeat course material. A student may seek a course waiver for any non-studio course offered in the Master of Architecture program, and the responsibility for initiating the waiver process falls completely on the student.
PART TWO (II): SECTION 4 - PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees and Access to NAAB Conditions and Procedures

Information about the NAAB and Accreditation is found on our website, as well is in our college bulletin.

http://taubmancollege.umich.edu/architecture/about/the_program/accreditation/

http://taubmancollege.umich.edu/students/academic_policies/

II.4.2 Access to NAAB Conditions and Procedures

II.4.3 Access to Career Development Information

http://taubmancollege.umich.edu/students/career_services/career_resources/

II.4.4 Public Access to APRs and VTRs

http://taubmancollege.umich.edu/architecture/about/the_program/accreditation

II.4.5 ARE Pass Rates

http://taubmancollege.umich.edu/architecture/students/licensure/
Part Three (III): Progress Since Last Site Visit

III.1. Summary of Responses to the Team Findings [2007]

Memorandum To: NAAB Board
From Wayne Drummond & Doug Steidl

RE University of Michigan - Request for Extension of Term
Taubman College of Architecture + Planning
Date: February 20th, 2007

The visiting team conducted a site visit to the University of Michigan February 18th-20th, 2007 and found substantial progress regarding the resolution of the seven Student Performance Criteria cited in the 2005 Visiting Team Report. In addition, the faculty and administration has focused on the development of the collective long-term visions and strategic plans for the program. The team found the administration and faculty actively and thoughtfully engaged in discussions of the issues cited and their relationship to the entire curriculum. With the exception of only two Student Performance Criteria all other issues have been met. Therefore, in recognition of the collaborative interaction and commitment to continue to focus on the development of the program, the team recommends the extension of the term of accreditation to the full six years. - End Quote

While our last official accreditation visit was in 2005, we had a re-visit in 2007 when the outstanding deficiencies were addressed and our term of accreditation was extended. The response below focuses on the most recent visit, but also refers to some lingering issues from the past. The quotes cited are from the most recent Visiting Team Report, dated 2007.

III.1.a. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met. Statement of Condition from 2004 Conditions for Accreditation – quote in full.

Comment from previous VTR [2007] 12.26 Building Economics and Cost Control
Although references are made to this criterion in several course outlines, such as the construction sequences and professional practice, there was not sufficient evidence provided in student exhibits in the M Arch (4+2) and the M Arch (3.5) to demonstrate that the criterion has been met at the level of “understanding,” as opposed to “awareness”. There was a single student exercise that required a cost estimate of the materials and labor involved in the fabrication and construction of a designed object to be constructed by the student. There is a need to extend this exercise to apply to the issues of building economics and cost control.

10. Response from Program [2010]: In his 2007 Memorandum, Tom Buresh submitted that Criterion 26 was satisfied by two undergraduate courses (A317 Con 1, and A427 Con 2), which are no longer eligible under the new NAAB format and criteria, while A583 Professional Practice was submitted as a “secondary responsibility”. Assuming that this SPC is now identified with “B.7 Financial Considerations”, we note that it is importantly placed in the context of “Realm B, Integrated Building Practices, Technical Skills and Knowledge” – i.e., with emphasis on “integrated”. We further note that the new NAAB criterion now extends to the level of “understanding”. This criterion is now shared by Arch 583 Professional Practice and Arch 527 Building Systems for 2G and 3G students and is additionally covered for 3G students by their Construction course, Arch 417. Professional Practice addresses project financing, funding, feasibility, and some fundamentals of building costs; and Building Systems includes life cycle cost accounting and construction estimating. All of these criteria are handled through lectures, assignments, and project requirements.
Comment from previous VTR [2007] 12.29 Comprehensive Design
There has been significant progress in this area, and this criterion has been considered very thoughtfully by the faculty as a total curriculum model. This innovative and more challenging model requires a full and explicit integration of both design and core courses beyond the simple requirement that comprehensive design be met in a single design course or thesis capstone course. The faculty must be commended for their vision and development of this curriculum model. However, these efforts are just beginning to emerge, and the curriculum must be considered in transition. Therefore, given the emphasis and direction of this effort, it must be recognized that the student work exhibited in the M-Arch (4+2) and the M-Arch (3.5) was not sufficient at the level of “ability,” nor has the student work achieved the stated goals of the faculty for the demonstration of comprehensive design within student work throughout the curriculum.

11. Response from Program [2010]: This upcoming fall semester will mark the launch of our new Comprehensive Design Studio format. Coordinated by Professor Karl Daubmann, nine sections of graduate studios (second-year for the 2G students and third-year for the 3G students) will coalesce around a common schedule and a similarly sized building project. At the writing of this report, Housing will provide the common thread. Weekly lectures on relevant topics (historic precedents, building safety, façade systems, environmental impact, cost analysis, structures, etc.) are planned for all nine sections. Coordination of topics with invited outside consultants is also anticipated.

In the past this criterion has been addressed through a choreographed combination of courses. (a UG3 studio project carried forward into a Construction course, where detailed development occurred). However this combination was offered at the senior undergraduate level. We are not straying from this model for our undergraduates, as we feel this gives them deep experience in seeing their own projects through to another level of integration and resolution. But at the same time we are introducing our new graduate studio course, which we feel will strengthen our program while meeting NAAB requirements for Comprehensive Design. At the Graduate level, we initiated a new course (2009), Arch 527 Building Systems, to address the comprehensive design requirement for the three-year graduate students as well as the two-year students who have a construction deficiency upon enrollment. With the initiation of the new Comprehensive Design Studio in the Fall of 2010, the Building Systems course will shift to a support role for the course. Students will be required to take the Building Systems course in the term prior to the Comprehensive Design Studio in the Fall.

III.1.b. Responses to Causes of Concern

There were no official causes of concern in the 2007 VTR however we have addressed some of our own.

Lingering Causes for Concern:
In the 2005 VTR there were a number of overarching causes of concern that linked previous concerns in 1999 to similar concerns in 2005. We continue to monitor these concerns, although not specifically raised again by NAAB in the interim review in 2007.

Assessment Process
Please see the section on self-assessment, as this represents one of our more important concentrations this past year. Many structural changes are underway or already in place for addressing this key dimension of our program.

Breadth versus Depth in the Curriculum
“Too much breadth can come at the expense of depth.” Current revisions to the graduate curriculum address this concern at the scale of individual courses. The array of required courses (theory, site operations, professional practice, building systems, representation, etc.) is not only broad, but also deep in terms of skill acquisition and content within each topic.
Student Advising
Several new mechanisms are in place to insure that each student feels he/she is being adequately advised. Advising takes multiple forms, ranging from tracking student progress through the curricular requirements, to scheduling those courses, counseling students on elective options, and guiding career and life decisions.

The majority of faculty are now advisors. This includes virtually all design faculty, most of the building technology faculty, and a number of history/theory faculty. The College Registrar creates an advisee/advisor list in Wolverine Access (our University-wide program for all academic business, including student registration) that pairs each student with an advisor prior to the start of classes each fall. Likewise, each faculty member receives a list of advisees prior to the start of school.

A mandatory meeting of all advisors with the Chair during the first week of classes orients them toward their obligations, which include posting regular office hours for student visits during the term, announcing a group meeting at the start of each term, scheduling individual meetings with advisees, and explaining updates/changes to the program planning forms that advisors must sign for each student at the end of every term to insure satisfactory progress toward graduation.

Additionally, the college is adding a new staff position titled Academic Advisor/Counselor, for which there is a search currently underway. This represents a major shift to embrace a more holistic view of “advising,” including overall well-being, time management issues, career options and opportunities to discuss any other struggles. The intention is to create a consistent, visible presence so students know there is always a trained professional with whom to talk. This is a permanent position and represents a serious move to address prior concerns regarding student advising. Specifically, the duties of this individual will include:

As a member of the Student Services Team, Faculty and Student Advising:

- Counsel students with academic and/or personal issues;
- Advise enrolled students and faculty and disseminate information regarding academic requirements and procedures;
- Review and counsel students on possible changes in status, such as leaves of absence, withdrawals or a reduction to part-time status;
- Facilitate communication when necessary with academic departments and other University resources such as University Health Services, CAPS, etc.;
- Serve as initial contact for the grade appeal process;
- Work with the Registrar to track students making unsatisfactory progress, report to academic program chairs and develop plans for mitigation;
- Serve as the Taubman College local student disability coordinator and work with students with disabilities, including receiving documentation, advising students about UM resources and functioning as a liaison for those resources, liaison with Taubman instructors to develop appropriate accommodations, work with University Disability Office, and track students’ progress.

III.2 Summary of Responses to Changes in the NAAB Conditions

The new requirement taking pre-professional work off the table has radically shuffled our earlier matrix wherein many SPC were met through a combination of undergraduate and graduate courses. This change inspired some of our most productive conversations of the past year and in turn prompted a restructuring of our graduate studio sequence. For many this shift is a welcome revision, where a skeletal structure is more explicit, and objectives from year to year are more evident and consistent, thus enabling cumulative development for students. The most major adjustment in responding to these changes is how we are addressing the comprehensive design requirement. Where previously this took shape in our
undergraduate curriculum, now the new comprehensive design studio is becoming a gateway into thesis for all graduate students.

New levels of achievement, shifting from awareness to understanding, are also prompting change: all professors of the required courses are revising their syllabi to insure a greater depth (particularly with respect to evidence) of material coverage. In some cases this might simply mean that, rather than only esposing students to the topic through a PowerPoint lecture, now a response paper or test is required. In other words, “understanding” requires more hands-on student involvement with the learning objectives. New criteria are being distributed into course work through our year-end retreat.

A5 Investigative Skills
This new criteria is clearly linked with A6 (Fundamental Design Skills) and in fact, those are already addressed in the prevailing studio culture that emphasizes thoughtful, reasoned action at every scale and level of study. The program envisions analyzing, assessing and applying relevant information as most related to studio instruction; however, it will also be covered in the required Theory course (arch 572) and Thesis Seminar (arch 660) which is also required.

C9 Community and Social Responsibility
Thresholds design studio (ARCH 552), the first studio for all entering 2G students (and returning second-year 3G students) will be the primary home for this new criteria. Partial responsibility will be distributed to the Professional Practice course (ARCH 583).

Consolidation of student performance criteria into realms encourages a holistic conceptualization of “coverage.” This change facilitates building relationships between various courses.
PART FOUR (IV): SUPPLEMENTAL INFORMATION

Part Four (IV): Section 1 - Course Descriptions
(Course Descriptions begin on the following page)
Course Description

ARCH 662: Thesis Studio (6 credits awarded)

Course Description:
Required Studio wherein students develop their thesis research and design interests towards a thorough and complete spatial project. The thesis option is comprised of two components: a three-credit-hour seminar in the fall term and a six-credit-hour thesis studio in the winter term. The thesis option is an independent study opportunity for those students who are sufficiently mature and self-motivated to benefit from self-directed creative work.

Course Goals & Objectives:
- Students will focus on the development and production of a self-initiated design thesis consisting of original visual and physical design work, a written thesis statement that clearly positions the work, and preparation of a verbal presentation that locates the work in a disciplinary framework referring to both cultural precedents, and projective design implications for the work.
- Explore appropriate representational techniques to communicate and expose design intent.
- Demonstrate design and communications ability.

Student Performance Criteria addressed:
A.2 Design Thinking Skills
A.5 Investigative Skills
A.10 Cultural Diversity
A.11 Applied Research

Topical Outline:
Applied Design Research and Creative Work (85%)
Theoretical and Historical Research (15%)

Prerequisites:
2G4, 3G8 graduate standing, Permission of Thesis Committee, Completion of ARCH 660

Textbooks/Learning Resources
NOTE: varies with faculty assigned. See Course Binders

Offered:
Winter term, annually

Faculty Assigned:
NOTE: varies each academic year.
Course Description

ARCH 660: Thesis Development Seminar (3 credits awarded)

Course Description:
Required Seminar wherein students develop their thesis interests and conduct research towards their thesis studio projects. The prospective thesis student must present a statement of intent along with portfolio examples to a thesis committee for review and acceptance into the thesis option.

Course Goals & Objectives:
- Students take a critical/important position within the discipline of architecture and substantiate that position with both precedent study and research into the implications of their claims.
- Students develop and initiate a design studio project that frames discourse and debate around a set of disciplinary concerns.
- Students advance their design thinking and facility for critical investigation.

Student Performance Criteria addressed:
A. 1. Communication Skills,
A. 2. Design Thinking Skills
A. 5. Investigative Skills,
A.11. Applied Research,
B. 1. Pre-Design,
C. 1. Collaboration,
C. 3. Client Role in Architecture

Topical Outline:
Cultural Perspectives, History, Theory and Criticism (50%)
Preliminary Design / Design Research (50%)

Prerequisites:
2G3/3G6 graduate standing

Textbooks/Learning Resources
NOTE: varies with faculty assigned. See Course Binders

Offered:
Winter term; annually

Faculty Assigned:
NOTE: varies each academic year.
ARCH 633: Renaissance and Baroque Architecture (3 credits awarded)

Course Description:
The seminar examines a particular topic in Renaissance and/or Baroque architecture. This seminar examines the curvilinear forms and theatrical spaces of Baroque architecture in terms of vision and mathematics.

Course Goals & Objectives:
- Baroque forms and spaces are examined in terms of vision—formal, aesthetic, and symbolic goals driven by certain cultural values
- Baroque forms and spaces are examined in terms of mathematics—geometrical methods, carried out using a straight edge and compass, in order to achieve the goals of vision
- Focusing on Bernini and Borromini and their followers in and outside of Italy, the cultural context in which they worked (political, social, religious) and the technical means available to them (drawing techniques, materials, construction methods) are considered
- The nature of proportion and geometry in architecture and their primacy in the making of buildings, particularly in the classical, medieval, and Renaissance periods, are investigated as a basis for understanding the phenomenon of Baroque form and the complex geometries found in today’s architecture

Student Performance Criterion/a addressed:
A. 9. Historical Traditions and Global Culture
C. 9. Ethics and Professional Judgment

Topical:
Introduction: Renaissance to Baroque: continuities and changes (10%)
What is the “Baroque”? Basic Geometrical Exercises (10%)
Vision: Theatricality and Practicality in Baroque Church Design (10%)
Mathematics: proportion and geometry in architecture (10%)
Classical Greece and Rome (10%)
Stereotomy; The Middle Ages (10%)
The Renaissance; Palladio (10%)
The Baroque: Bernini (10%)
The Baroque: Borromini (20%)

Prerequisites:
Arch 313 and 323 or permission of instructor

Textbooks/Learning Resources:
Heydenreich, Ludwig, Architecture in Italy 1400-1500, revised ed., New Haven, Yale UP, 1996
Lotz, Wolfgang, Architecture in Italy 1500-1600, revised ed., New Haven, Yale UP, 1995
Arch 633 CTools site

Offered (semester and year):
Alternating Winter terms

Faculty assigned:
Lydia M. Soo, F/T
ARCH 605: Environmental Design Simulation (3 credits awarded)

Course Description:
A new set of capabilities in creating virtual space with accurate stimulus-sensation or full-scale architectural spaces is used toward environmental design simulation studies. The environmental design issues are introduced through well-documented case studies followed by lecture presentation and hands-on experience within the computer & full-scale simulation and or virtual simulation techniques in planning and design.

Course Goals & Objectives:
- Environmental design simulation combines design experiences with technical assumptions.
- The rapid feedback on design alternatives.

Student Performance Criteria addressed:
B.8 Environmental Systems

Topical Outline:
Homework (20%)
Lab participation (30%)
Final Project (50%)

Prerequisites:
Permission of the Instructor

Textbooks/Learning Resources

Offered:
Each winter term

Faculty Assigned:
Mojtab Navvab, F/T
**Course Description**

ARCH 603: Tools of the Trade (3 credits awarded)

**Course Description:**
Tools of the Trade seeks both to extend this logic and examine theories that are native to architectural instruments, while at the same time inverting this logic and considering architecture's appropriation and absorption of both the instruments and instrumentalities of other disciplines.

**Course Goals & Objectives:**
- To consider the philosophy of technology from an historical vantage point
- To create an awareness of the propensities and biases of the tools we use in the design and construction of architecture
- To examine a philosophy of tools that extends beyond our disciplinary boundaries, that might become the territory for meaningful interdisciplinary exchange
- To problematize the methodological assumptions of the tools we use as architects
- To generate an understanding of the differences between productive knowledge and creative knowledge, and to situate both epistemologies within the discipline of architecture.

**Student Performance Criteria addressed:**
A.1 Communication skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.7 Use of precedents
A.11 Applied research
C.1 Collaboration

**Topical Outline:**
- Philosophy of tools (10%)
- History of linear perspective (10%)
- Tools for imitating and copying (10%)
- Tools for distancing and penetrating (10%)
- Tools for framing and classifying (10%)
- Tools for totalizing and fragmenting (10%)
- Tools for disciplining and institutionalizing (10%)
- Tools for distorting and amplifying (10%)
- Tools for drawing and imaging (10%)

**Prerequisites:**
None

**Textbooks/Learning Resources**
Readings available on a course website

**Offered:**
Winter 2009

**Faculty Assigned:**
Amy Catania Kulper, F/T
Course Description

ARCH 603: Atmospheres, Environments, + Ecologies (3 credits awarded)

Course Description:
Is it possible to design an atmosphere? What are the constituent factors of an environment? How can we describe ecologies in spatial terms, or spaces in ecological terms? Contemporary architectural discourse frequently alludes to the nebulous spatial analogs of atmosphere, environment and ecology for inspiration, but rarely questions their appropriateness for this task nor provides an historical account of their relevance to spatial production. This seminar will address both of these issues. It will examine how each of these terms was forged in a scientific milieu, and it will consider the various historical contexts in which architectural discourse absorbed these amorphous and ineffable spatial paradigms into its rhetoric of production. The seminar will focus on three historical moments critical to the telling of this story: the context of nineteenth century biology in which these terms were first formulated; the context of the 1960’s in which the discipline of architecture made them its own; and the contemporary context in which architectural discourse has systematically emptied these terms of their original meanings and utilizes them as mere strategies for containment. This seminar will burst the bubble of ingrained disciplinary habits and conventional thinking about atmospheres, environments, and ecologies and attempt to carve out more robust roles for these analogous conditions within architectural discourse.

Course Goals & Objectives:

• To historically ground contemporary interests in atmospheres, environments, and ecologies in critical precedents from the late 19th century, and the 1960s
• To examine how the conceptualization of atmospheres, environments and ecologies has operated metaphorically and analogically on contemporary thinking about the enclosure and envelopment of space
• To contemplate alternative technological histories, like the history of building systems, as a critical precedent to contemporary theories of space making
• To produce a more robust context for contemporary debates on sustainability and green architecture by considering the milieus – philosophical, political, aesthetic – in which they operate

Student Performance Criteria addressed (not primary):
A.1 Communication skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.7 Use of precedents
A.11 Applied research
B.8 Environmental Systems
B.10 Building Envelope Systems
C1. Collaboration

Topical Outline:
Atmospheres (33%)
Environments (33%)
Ecologies (33%)

Textbooks/Learning Resources
Readings available on a course website

Offered:
Winter 2010, Winter 2007

Faculty Assigned:
Amy Catania Kulper, F/T
Course Description

ARCH 603: Less is Morph: Biologism, Blobs, and Emergent Morphologies (3 credits awarded)

Course Description:
This course will look beyond these interdisciplinary formal borrowings, and question what values, instrumental biases, generative strategies, and potential meaning structures they engender. The organic, the mechanical, the amorphous, the dynamic, the fluid, and the animate will no longer be viewed as mere formal propositions, but as formal territories which bring with them their own histories, conceptual frameworks, possibilities, predispositions, and styles of thinking. We will explore directly how these formal territories challenged and shaped the emerging discourse of Modernism.

Course Goals & Objectives:
• To consider the roles of biology and morphology in contemporary debates over form finding, and to provide a cogent historical context to these debates, both in biology and in architecture.
• If morphology considers the change in forms, then it introduces certain temporal dimensions to architectural discourse. Students will consider how temporality manifests itself at the level of formal production, at the level of technology, and at the level of representation.
• To situate the contemporary feeding frenzy on biomorphic forms, and to understand what is happening, both culturally and within the discipline of architecture, to facilitate it.

Student Performance Criteria addressed (not primary):
A.1 Communication skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.7 Use of precedents
A.11 Applied research
C.1 Collaboration

Topical Outline:
Morphology (10%)
Biologism (10%)
Evolution (10%)
Typology (10%)
Animation (10%)
Morphological instruments (10%)
Biomorphic aesthetics (10%)
Linguistic morphology (10%)
Topography and topology (10%)
Emergence (10%)

Textbooks/Learning Resources:
See Course Binder

Offered:

Faculty Assigned:
Amy Catania Kulper, F/T
Course Description

ARCH 603: Technologies of Memory: Heritage, Monument, Museum (3 credits awarded)

Course Description:
This course is an introduction to collective memory via three of its major technologies: heritage, monuments and museums. This introduction proceeds through both theoretical investigation and analysis of contemporary case studies.

Course Goals & Objectives:
- Students will develop an understanding of key scholarly debates and public issues related to collective memory.
- Students will develop a critical understanding of historic preservation, building conservation and other architectural practices of collective memorialization.
- Students will develop an ability to pursue further research on issues related to heritage, monuments, museums, and related technologies of collective memory.

Student Performance Criteria addressed (not primary):
A.7. Use of Precedents.
A.9. Historical Traditions and Global Culture.
A.10 Cultural Diversity

Topical Outline:
Theories of Collective Memory (10%)
Heritage (30%)
Monuments (30%)
Museums (30%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:
Course readings are drawn from a range of disciplinary and interdisciplinary contexts, including memory studies, heritage studies, museum studies, cultural studies, geography, anthropology, history, art history, architecture and literature; readings are supplemented by films and other visual material.

Offered:
2009, 2011

Faculty Assigned:
Andrew Herscher, F/T
Course Description

ARCH 603: Industrialization and Acceleration in Modern Building Culture (3 credits awarded)

Course Description:
Course introduces students to a range of historical topics concerned with developing building technologies, specifically forms of prefabrication.

Course Goals & Objectives:
- Students gain an understanding of how technology evolved in relation to other social and historical developments over the 19th and 20th centuries.
- Students learn to do primary research in selected topics connected to industrialization and prefabrication
- Students present historical arguments in oral reports, visual presentations, and written texts
- Students read complex texts closely and analyze their content; they learn to “deconstruct” texts to discover the foundations of arguments and historical position

Student Performance Criteria addressed (not primary):
A.1. Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents
A. 8. Ordering Systems
C. 2. Human Behavior
C. 3 Research
C. 4. Client Role in Architecture

Topical Outline:
Historical Topics (50%)
Individual Research Topics (20%)
Final Project (30%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
There is no textbook for the class; many articles, and individual research programs for each student are worked out in conjunction with their choice of topic.

Offered:
Alternating years (projected)

Faculty Assigned:
Claire Zimmerman
Course Description

ARCH 597: Detailing (3 credits awarded)

Course Description:
The seminar exposes detailing as an integral part of the design process through the nature and assembly of parts developing the relationship between design intentions and the language and methods of construction communication. The seminar explores the use of Building Informational Modeling software to reexamine the relationship between architectural graphics, specification texts and detailing in what is typically considered Construction Documentation.

Course Goals & Objectives:
• Develop knowledge through practice in understanding the role of the architectural detail as a catalyst to an overall design process.
• Demonstrate the understanding of how the nature and assembly of parts can be informed by or can inform the larger issues of building design.
• Through performance demonstrate the ability to make clear translations from design speculations and construction practices.
• Demonstrate the ability to understand and employ graphic and textual standards of construction documentation.
• Understand the organization of construction specification standards, performance standards and references, CSI specification formatting.
• Ability to utilize building information modeling software to develop architectural details from overall schematic design development.
• Investigate construction materials and assembly methods, as they are able to define and contribute to the making of buildings.
• Understand limits and constraints of various assemblies either dimensionally or because of time-based or trade-based procedures.
• Understand the role of material dimensions and assembly tolerances in the design, fabrication and construction of architectural details.
• Advance the design thinking in studio because of students experience with materials and assembly principles.

Student Performance Criteria addressed (not primary):
NOTE: Not a primary SPC course

Topical Outline:
Architectural Details: Overview and Case Studies (14%)
Evolutions and Translations from Drawing to Building (14%)
Construction Documentation, CSI Specifications (14%)
Introduction to Building Information Modeling Software (14%)
BIM Case Studies (14%)
BIM Detailing (14%)
Coordinating Specifications and BIM Structures (14%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
Detail Magazine; Peggy Deamer, Detail: The Subject of the Object
Robin Evans, Translations from Drawing to Building

Offered: Each fall term

Faculty Assigned:
M. Kennedy, F/T
Course Description

ARCH 592: Architectural Study Abroad (3 credits awarded)

Course Description:
Situated in Florence, Italy, this course challenges students to risk their design assumptions and to demonstrate accumulated skill in an international and historically significant geography.

Course Goals & Objectives:
- To facilitate spatial understanding through research, analysis and direct experience of historical and contemporary precedents.
- To facilitate the development of a students own set of values and intentions
- To facilitate the development of critical communication, leadership and design skills.
- To facilitate the understanding of architecture as both a practice and a discipline.
- To facilitate the understanding of architecture as a product of specific geographies + cultures.

Student Performance Criteria addressed (not primary):
A.9 Historical Traditions and Global Culture

Topical Outline:
Florence and Tuscany (25%)
Palladio, Scarpa & the Veneto (25%)
Swiss Modern (25%)
Rome (25%)

Prerequisites:
3G5 or 2G2 Design studio.

Textbooks/Learning Resources
Short History of Florence:
Brunellshi’s Dome:
CTools Course website

Offered:
Each fall term (09, 10)

Faculty Assigned:
Neal Robinson (coord.) F/T
Course Description

ARCH 591: Generative Design Computing (3 credits awarded)

Course Description: Adaptation or creation of specialized tools able to process or generate form within the digital environment. Course applies thinking to simple to complex design projects.

Course Goals & Objectives:
- The primary objective of this seminar is to introduce students to and further their knowledge of parametric modeling tools.
- Importance is placed on the implementation of one’s understanding of the tools through specific design problems – with particular focus on 3 dimensional physical fabrication through 3D printing or laser cutting.
- Development of images and drawing documents to explain and express parametric logics of projects.

Student Performance Criterion/a addressed:
A.4: Technical Documentation

Topical Outline:
3D Max (33%)
Rhino w/grasshopper (33%)
Final Project (33%)

Prerequisites:
A421 or equivalent

Textbooks/Learning Resources:
Course/Faculty Blog: GenerativeDesignComputing.Net
Inside 3D Studio Max
Grasshopper Primer
Rhinoceros Manuals
Rhinoceros: Paneling Tools Manual
Rhinoceros: Rhinoscript
Rhinoceros: vbScript | Rhinoscript
Algorithmic Modeling with Grasshopper

Offered (semester and year):
Winter 2009
Fall 2009
Winter 2010

Faculty Assigned:
K. Daubmann, F/T
G. Wilcox, F/T
Course Description

ARCH 589: Site Operations (3 credits awarded)

Course Description:
Course introduces students to a range of technical, conceptual, instrumental and design techniques and technologies to enable both an understanding of, and applied capacity to develop sustainable site designs across a range of scales.

Course Goals & Objectives:
- Students will develop a position regarding the conception of architectural praxis in the expanded field of culture, site and environment.
- Students will develop capacity to operate on the conditions of a given site through the manipulation of grade, site hydrology, accessible surfaces, soil strata, and vegetal strategies.
- Students will develop an understanding of ecological approaches to the apprehension of complex situations and conditions.
- Students will develop an understanding of remedial processes and resources to manage and adjust the biochemical circumstances of sites affected by previous occupations.
- Students will develop an awareness of contemporary perspectives on the relation between built and unbuilt landscapes.
- Students will develop representational skills that expose and represent process based design proposals.
- Students will develop the ability to deploy performative and operational approaches to the circumstances of complex project situations.

Student Performance Criteria addressed:
A.7. Use of Precedents
A.9. Historic Conditions and Global Culture
B. 2. Accessibility
B. 3. Sustainable Design
B. 4. Site Design
C. 2. Human Behavior

Topical Outline:
Technical Aspects of Site Design (50%)
Cultural Perspectives, History and Theory (20%)
Case Study / Applied Design (30%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources

Offered:
Each winter term

Faculty Assigned:
G. Thün F/T
Course Description

ARCH 585: Advanced Building Technology (3 credits awarded)

Course Description:
This course examines innovations in environmental technology. Advancements in façade, lighting and HVAC technologies are discussed, and their ramifications for shaping new architecture are explored.

Course Goals & Objectives:
- Understanding of recent innovations in building technologies
- Ability to design innovative building thermal (HVAC) systems.
- Ability to design sustainable building façade systems.
- Ability to design buildings that utilize natural light and ventilation.

Student Performance Criteria addressed (not primary):
B.8. Environmental Systems

Topical Outline:
Innovation in building technologies (25%)
Building thermal systems (25%)
Building façade (25%)
Daylighting and lighting technologies (25%)

Prerequisites:
Arch 315 and Arch 425

Textbooks/Learning Resources
Collection of reading materials by Instructor

Offered:
Each winter term

Faculty Assigned:
J.J. Kim, F/T
Course Description

ARCH 583: Professional Practice (3 credits awarded)

Course Description:
This lecture/case study course explores fundamentals of architectural practices.

Course Goals & Objectives:
- Ethics and Professional Judgment: understanding of applied ethics in the practices of architecture and the building enterprise
- Practice Management: understanding of basic principles of architectural practice management
- Project Procurement, Team Building and Management: understanding methods of competing for commissions, assembling teams, and recommending project delivery methods
- Client Role: understanding responsibilities of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, as well as public and community domains
- Leadership: techniques and skills architects use to work collaboratively in building design and construction
- Legal Responsibilities: understanding the architect's responsibilities to the public and clients in the contexts of civil and contract law, regulations and related norms

Student Performance Criteria addressed:
A.10. Cultural Diversity – (related, emphasis on gender, personal style preference)
B.7. Financial Considerations – (related, partial)
C.1. Collaboration – (related, selective team research project)
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline:
Overview of Architectural Practices, the Profession, Societal Responsibilities (6%)
Practice Leadership and Professional Responsibilities (9%)
Organizational Design and Management (9%)
Practice Strategic Planning and Management (18%)
Practice Case Study – Small, Specialist (4%)
Practice Marketing, Business Ethics and Professional Judgment (9%)
Project Organization, Management and Leadership (9%)
Practice Case Study – Large, Multidisciplinary, Generalist (4%)
Diverse Roles of Project Team, Client Relations and Collaboration (9%)
Legal and Community Responsibilities, Negotiating and Contracting (9%)
Construction Delivery Methods and Business of Building (14%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources
AIA, The Architecture Student's Handbook of Professional Practice

Offered:
Typically each winter term.

Faculty Assigned:
E. Hill P/T
Course Description

ARCH 582: Alternative Practices (3 credits awarded)

Course Description:
This course offers students the opportunity to investigate the range of career roles in architecture and allied fields both within and outside of “traditional” practice.

Course Goals & Objectives:
- Take charge of one’s own career trajectory
- Learn skills for assessing match between personal values/ skills/ motivations and organizational context
- Understand changing context of the architectural discipline and practice
- Be able to evaluate and develop an articulate assessment for pursuing a particular “alternative” practice

Student Performance Criteria addressed:
A.1 Communication Skills
A.2 Design Thinking Skills
A.5 Investigative Skills
C.3 Research
C.4 Client Role in Architecture
C.7 Leadership

Topical Outline:
Assessing Your Motivations, Personality & Skills (7%)
Changing Context of Architectural Practice (7%)
Inside/Outside Roles (7%)
Aligning Personal and Organizational Values (7%)
Clients, Teams, and Collaboration (7%)
New Models and Strategies for Practice and Education (7%)
Exploring Alternative Practices with External Speakers (46%)
Student Presentations (7%)

Prerequisites:
None

Textbooks/Learning Resources
CTools course readings assembled from: Professional magazine articles, Book chapters and segments & Academic journals

Offered:
Winter term, 09
Fall term, 09 [due to sabbatical schedule]

Faculty Assigned:
Linda N. Groat, Professor of architecture F/T
Course Description

ARCH 575: Building Ecology (3 credits awarded)

Course Description:
This course introduces resource economy, life cycle design and ecological design, and explores design strategies for increasing resource efficiency and environmental sustainability in buildings.

Course Goals & Objectives:
- Understanding of resource economy, life-cycle design, and humane design.
- Understanding of design strategies for increasing resource efficiency and environmental sustainability.
- Ability to design dynamic, energy-producing and ecological facades and buildings.

Student Performance Criteria addressed:
B.3. Sustainable Design
B.7. Financial Consideration
B.10. Building Envelope Systems

Topical Outline:
- Green Innovation (25%)
- Building Ecosystem (25%)
- Energy Production in Buildings (25%)
- Building Façade (25%)

Prerequisites:
Arch 315 and Arch 425

Textbooks/Learning Resources
Collection of reading materials

Offered:
Each fall term

Faculty Assigned:
J.J. Kim, F/T
Course Description

ARCH 572: Silent Partners + Short Circuits: Theories in Contemporary Architecture (3 credits awarded)

Course Description:
What is the role of theory in contemporary architectural discourse? Does architectural theory legitimize architectural production? Does it provide a ground, methodologies and resistances to our creative impulses? In this sense, is it merely a form of pre- or post-rationalization? Does architectural theory produce cultural critique, or does architecture itself produce forms of cultural critique that theory merely gives voice to? Is it even appropriate to speak of architectural theory as if it is a single hegemonic entity, or should we refer, rather, to theories of architecture?

Course Goals & Objectives:
- Students will develop critical skills that will help them unpack disparate points of view within the discipline, assessing their values, propensities and biases, and therefore situating and grounding them in a larger history of ideas
- Students will hone their visual acuity, learning to see through architectural projects to the rich cultural milieu that they embody
- Students will be exposed to a broad range of contemporary developments within architectural discourse, and will be encouraged to consider the ideational lineage of current disciplinary interests
- Students will engage in both traditional and projective research, refining their investigative skills and exploring the connection between disciplined research and informed speculation
- Students will experiment in the visual representation of theoretical ideas, a practice that may provide a springboard for thesis preparation

Student Performance Criteria addressed:
A1 – Communication skills
A3 – Visual Communication Skills
A5 – Investigative Skills
A7 – Use of precedents
A11 – Applied research
C1 – collaboration

Topical Outline:
Formation of architecture’s critical project (10%)
Theories of the Avant-garde and Neo-avant-garde (10%)
Atmospheres, Environments, and Ecologies (10%)
The postmodern collage (10%)
Semiotics, Structuralism, Post-Structuralism + Deconstruction (10%)
Operative criticism + critical regionalism (10%)
Diagrammatic practices (10%)
Landscape Urbanism (10%)
Design as research (10%)
The post-critical project (10%)

Textbooks/Learning Resources
Readings available on a course website

Offered:

Faculty Assigned:
Amy Catania Kulper, F/T
Course Description

ARCH 571-002: Robotic Fabrication (3 credits awarded)

Course Description:
This course serves as a hands-on introduction to robotic fabrication techniques, scripted fabrication methodologies, and algorithmic design.

Course Goals & Objectives:
- Introduction to robotics
- Introduction to scripted fabrication methodologies
- Development of large scale prototypes

Student Performance Criteria addressed:
A.3
A.4
A.7
C.1

Topical Outline:
Introduction to robotics (20%)
Programming (30%)
Digital Fabrication Processes (30%)
Construction Methods and Detailing (20%)

Prerequisites:
3d modeling proficiency

Textbooks/Learning Resources:
Digital Materiality in Architecture [Fabio Gramazio and Matthias Kohler]
Architecture in the Digital Age: Design and Manufacturing [Branko Kolarevic]
Designing for a Digital World [Neil Leach]
From Control to Design: Parametric/Algorithmic Architecture [Michael Merridith]

Offered:
Every Term

Faculty Assigned:
Wes Mcgee F/T
Course Description

ARCH 571-001: Digital Fabrication, Digital Craft (3 credits awarded)

Course Description:
Arch 571 exists primarily as a practical, hands-on introduction to material fabrication and construction through the use of digital tools. More specifically, the course serves as a platform to familiarize students with existing techniques of digital fabrication while fostering an environment dedicated to advanced material studies and experimentation.

Course Goals & Objectives:
- Introduce the conceptual process, history as well as constraints of digital fabrication.
- Promote a psyche of iterative experimental learning and material exploration.
- Construct elaborate, large scale models, which demonstrate a mastery of the digital tools and an integral understanding of the subject material.
- Support projects and material explorations with drawings and diagrams illustrating assembly.

Student Performance Criteria addressed:
A.4. Technical Documentation:

Topical Outline:
Technical Documentation: 80%

Prerequisites:
Proficiency with 3d modeling software

Textbooks/Learning Resources:
http://taubmancollege.umich.edu/digital_tech/tutorials/
http://www.generativedesigncomputing.net/
http://paramod.net/

Offered:
Fall 2009, Winter 2010

Faculty Assigned:
Maciej P. Kaczynski, Fall 2009 – present, F/T
Wes McGee, Winter 2009, F/T
Glenn Wilcox, Fall 2008, F/T
**Course Description**

**ARCH 565: Research in Environmental Technology** (3 credits awarded)

**Course Description:**
This course focuses on the application of research tools for a better understanding of the use of technology in building design, to explore and examine the impact of technology in buildings, in some cases by "hands on" exercises. An understanding of particular technology-related issues including both passive and active building systems will be developed.

**Course Goals & Objectives:**
- Design Alternatives: This area permits the students to study their own or proposed design project in order to investigate the implication of each design solution.
- Evaluation of Existing Design Solutions: This area provides students an opportunity to explore and examine existing architectural design awarded buildings.
- Design for Environment: This area brings students to apply and test the application of new technology.

**Student Performance Criteria addressed:**
Homework (20%)
Lab participation (30%)
Final Project (50%)

**Topical Outline:**
Participants will learn how to use and develop methods for an in-depth study of a problem chosen. This study may consist of real buildings evaluation (design awarded buildings), computer simulations, laboratory experiments, physical modeling, or combinations of these research methods.

**Prerequisites:**
Permission of the Instructor

**Textbooks/Learning Resources**
Lighting Education, (IESNA ED-100) & (IESNA ED-150) by www.IESNA.org
Mechanical and Electrical Equipment for Buildings, Stein,B.,Etl, 2000, 9th Ed.

**Offered:**
Each fall term

**Faculty Assigned:**
Mojtab Navvab, F/T
Course Description

ARCH 564: Advanced Materials Structures (3 credits awarded)

Course Description:
This course introduces the application and design of alternative structural materials such as glass, fabrics, aluminum; metal alloys, fiber composites and laminates used architectural construction.

Course Goals & Objectives:
- To provide a contemporary state-of-the-art survey and history of building structures
- To introduce students to a range of new materials properties, understand fundamental difference through quantified metrics.
- Design integration with and electronic analytical tools and rapid prototyping technologies.
- To practice optimal materials choices for particular applications based on merit indices, used in materials science methodology.
- To provide laboratory prototyping and develop an understanding of how to apply these principles to building typologies in architecture.

Student Performance Criteria addressed:
A.7 Use of Precedents
A11. Applied Research
B.3 Sustainability
B.7 Financial Considerations
B.8 Structural Systems
B.12 Building Materials and Assemblies
C1. Collaboration

Topical Outline:
Introduction and survey (10%)
Understanding of relative properties and applications (20%)
Design integration using digital methods (20%)
Design optimization methods (20%)
Prototyping laboratory projects (30%)

Prerequisites:
ARCH 324

Textbooks/Learning Resources
J.E. Gordon "Structures – Or why things don’t fall down"
A. Beukers and E. van Hinte “Lightness”
CES Materials Software, Ansys FEM analysis software

Offered:
Each fall term

Faculty Assigned:
H. Giles, F/T
Course Description

ARCH 562: Architectural Design: The (i)Deal City (6 credits awarded)

Course Description:
This studio challenged participants to understand cities as registrations of cultural and material economies, ecologies and flows. Architect-planner teams were asked to design the relationship between urbanism and a single urban ecology in the redesign of an entire city.

Course Goals & Objectives:
- Understand relationships between architecture and urbanism.
- Understand and operate on the city as a condensation of urban ecologies.
- Build interdisciplinary skills between architects and urban planners.

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering System Skills
A.9. Historic Traditions and Global Culture
B.3. Sustainable Design; B.4. Site Design
B.7. Financial Considerations
C.1. Collaboration
C.2. Human Behavior
C.3. Research

Topical Outline:
Researching and analyzing historic ideal cities (30%)
Designing and collaborating amongst groups (70%)

Prerequisites:
2G2/3G6 graduate standing, having completed Arch 552

Offered:
Winter 2010

Faculty Assigned:
M. Clutter F/T
Course Description

ARCH 562: Architectural Design: American Acropolis and the Aesthetics of Ruin (6 credits awarded)

Course Description:
This studio will turn an investigative lens into the importance of ruins in the individual and universal human experience.

Course Goals & Objectives:
- Understand the term culture in various connotations and argue for a specific and appropriate employment of one for their work
- Take a position on the appropriateness of kind of areas that historically or presently are depicted as ghettos are now being preserved for the purposes of tourism.
- Deal with the specific charge to invigorate, if not create, a space that speaks to the past and future in a city that has seen its share of balkanization
- What is an appropriate aesthetic form to convey a response to both the commissioning community as well as the city at large

Student Performance Criteria addressed:
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 10. Cultural Diversity
A. 11. Applied Research
B. 1. Pre-Design
B. 2. Accessibility
C. 8. Ethics and Professional Judgment
C. 9. Community and Social Responsibility

Topical Outline:
Phase I - Map the city of Detroit in terms of your own definition of "ruins." (20%)
Phase II - Construct a poem that speaks to your experience of ruin (20%).
Phase III - After a trip to visit an ancient ruins site, employ your poem as the central organizing design concept for their intervention in Detroit. (20%)

Prerequisites:
2G2/3G6 graduate standing, having completed Arch 552.

Textbooks/Learning Resources
Reading and research material provided online via C-Tools as needed.

Offered:
Winter 2009

Faculty Assigned:
C. Wilkins
Course Description

ARCH 562: Architectural Design: Activist Architecture (6 credits awarded)

Course Description:
This studio will be exploring a world where architects skills address some of society’s most pressing problems for both their and their clients benefit.

Course Goals & Objectives:
Students will be able to:
• Outline a specific built environmental concern identified through independent research
• Define a market to be addressed
• Devise a socially responsible and economically profitable solution
• Develop a prototype or model for production, and
• Prepare to promote the solution/prototype to the targeted market as well as additional outlets as a way to establish, sustain and grow a practice.

Student Performance Criteria addressed:
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 10. Cultural Diversity
A. 11. Applied Research
B. 1. Pre-Design
B. 2. Accessibility
C. 8. Ethics and Professional Judgment
C. 9. Community and Social Responsibility

Topical Outline:
Phase I - Identify a problem and/or market and devise a product, system (20%)
Phase II - Develop a conceptual design of the product, system or planned intervention (20%)
Phase III - Develop the design solution and creating a business and marketing plan (40%)
Phase IV - Prepare complete package for final round of comments prior to the final presentation (20%)

Prerequisites:
2G2/3G6 graduate standing, having completed Arch 552.

Textbooks/Learning Resources:
Reading and research material provided online via C-Tools as needed.

Offered:
Winter 2010

Faculty Assigned:
C. Wilkins, F/T
Course Description

ARCH 555: Building Systems and Energy Conservation (3 credits awarded)

Course Description:
This course evaluates all building systems and services with regard to their influence on design. Of particular interest are: response to climatic factors and internal functions

Course Goals & Objectives:
- Study the influence or impact on design due to integration of building fabric and environmental controls, choice of materials and construction processes
- systems operation and energy consumption
- energy conservation and management
- first costs versus life-cycle costs

Student Performance Criteria addressed:
Homework (20%)
Lab participation (30%)
Final Project (50%)

Topical Outline:
The environmental control systems (25%)
The building services on their design (25%)
The building envelope (25%)
Basic calculations for sizing the systems (25%)

Prerequisites:
Permission of the Instructor

Textbooks/Learning Resources:
Lighting Education, (IESNA ED-100) & (IESNA ED-150) by www.IESNA.org
Mechanical and Electrical Equipment for Buildings, Stein,B.,Etl, 2000, 9th Ed.

Offered:
Each fall term

Faculty Assigned:
Mojtab Navvab, F/T
Course Description

ARCH 554: Steel Structures (3 credits awarded)

Course Description:
This course covers constructional steel in architectural structures including its properties in the design, manufacture and erection of typical elements including composite design.

Course Goals & Objectives:
- To expose students to the application of steelwork as a structural material as it is used in building forms through case studies and historical precedent studies.
- To demonstrate applications for steel as a fundamental constructional material for major structural systems
- To introduce students to the fundamentals of structural behavior and practice steelwork structural analysis and design concepts.
- To provide laboratory prototyping and develop an understanding of how to apply these principles to building typologies in architecture.

Topical Outline:
A.7 Use of precedents
B.8 Structural Systems
B.7 Financial Considerations
B.12 Building Materials and Assemblies
C1. Collaboration

Topical Outline:
Introduction and survey (10%)
Application exercises (20%)
Application of analysis and design (40%)
Prototyping laboratory projects (30%)

Prerequisites:
Arch 324

Textbooks/Learning Resources:
D.L. Schodek “Structures”
Salmon & Johnson “Steel Structures Design and Behaviour
Dr. Frame 3D analysis software, Staad Analysis and Design Software

Offered:
Each winter term

Faculty Assigned:
H. Giles, F/T
Course Description

ARCH 553: American Architecture (3 credits awarded)

Course Description:
How the settlement of a continent gave rise to a particular concept and experience of “American space” that in turn has shaped American architecture.

Course Goals & Objectives:
- Students will develop a knowledge of the “America in 1491,” i.e., America before the European conquest, and be able to compare the native American’s understanding and use of the land with that of the Europeans.
- Students will develop a knowledge of Thomas Jefferson’s “Continental Grid” and how this massive project to survey the whole country has shaped American space, urbanism, and architecture.
- Students will struggle to understand (as I continue to struggle with this issue) the relationship the American city to the agrarian settlement of the land.
- Students will research in depth the life and work of Frank Lloyd Wright as the master-architect of American space.
- Students will research Library of Congress’s on-line collection of 19th century panoramic maps as fascinating and important primary sources for understanding “American space.”
- Students will research the American conservation movement as it culminated in the New Deal’s farm and land reclamation projects (and the photo archive that recorded such projects), again as vital primary evidence for the deep structure of American space.

Student Performance Criteria addressed:
A.9. Historical Traditions and Global Culture.
A. 10. Cultural Diversity,

Topical Outline:
Early settlement and the Continental Grid (50%)
City and Country, Chicago and Wright (25%)
Conservation Crisis, New Deal Response (25%)

Prerequisites:
Graduate Standing

Textbooks and Learning Resources:

Offered:
Each Winter term

Faculty assigned:
Robert Fishman, F/T
Course Description

ARCH 552: Architectural Design V: 2G1/3G4 (6 credits awarded)

Course Description:
These graduate-level studio design courses, characterized by architectural problems of increasing scale and complexity, usually one semester in length, require solutions that are thorough in their conception, development, and execution. Approximately twelve studio sections are offered in each regular term, each with a unique focus, but all dedicated to comprehensive architectural design. Examples include: aesthetic and symbolic issues, comprehensive building design, facilities planning, housing, community design, urban design, historic preservation and conservation, the architect as developer, structure, energy systems and conservation, professional practice and management, computer applications to design, and honors studio.

Course Goals & Objectives:
- Critical, analytical, representational and verbal skills needed to formulate, develop, and articulate a position on a situation and to articulate a design proposal.
- Research, analysis and representation of networks, systems, logistics and practices that impact contemporary landscapes and ex-urban architectures.
- Ability to develop an architectural proposal + program based on research, analysis and observation.
- Ability to establish, translate and maintain a clear and creative conceptual framework in space, form and images.
- Thorough investigation of conceptual framework through iterative research, drawings and models.
- Development of visual and verbal communications skills.

Student Performance Criteria addressed:
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
B.1. Pre-Design
C. 1. Collaboration

Topical Outline:
Project 1.0 documentation, site visits, photography and visualization (14%)
Project 2.0 information research, data collection (28%)
Project 3.0 program definition, schematic design, systems complexity (58%)

Textbooks and Learning Resources:
Sample, varies per instructor

Offered: Each Fall Term

Faculty assigned:
Fall 2008: Glenn Wilcox (F/T), Nataly Gattegno(adj), Lars Grabner(adj), Danelle Guthrie (adj), Coleman Jordan(F/T), Malcolm McCollough(F/T), Jason Young(F/T). Fall 2009: Glenn Wilcox (F/T), McLain Clutter(F/T), Jen Maigret(F/T), Dawn Gilpin(adj), Robert Adams(F/T), Steven Mankouche(F/T), Sophia Psarra(F/T), Kathy Velikov(F/T).
Course Description

ARCH 545: Advanced Lighting Design (3 credits awarded)

Course Description:
Development of selected advanced, comprehensive lighting design techniques are offered Seminars relating to new lighting design and methods with emphasis on lighting design, spatial aspects of the luminous environment using computer models and / or physical models (scale and full scale). Individual or team study in design, research and application on one of the selected advanced topics using the latest version of computer lighting simulation used by lighting designers.

Course Goals & Objectives:
- The application of the theory, principles and lighting design techniques acquired in pre-requisite courses.
- The development of selected advanced and more comprehensive lighting design techniques.
- The integration and implementation of this knowledge into the building design process.

Student Performance Criteria addressed:
B.8 Environmental Systems

Topical Outline:
Homework (20%)
Lab participation (30%)
Final Project 50%

Prerequisites:
Permission of the Instructor

Textbooks/Learning Resources:
Lighting Education, (IESNA ED-100) & (IESNA ED-150)
Mechanical and Electrical Equipment for Buildings, Stein,B.,Etl, 2000, 9th Ed.

Offered:
Each winter term

Faculty Assigned:
Mojtab Navvab, F/T
Course Description

ARCH 544: Wood Structures (3 credits awarded)

Course Description:
This course provides an understanding of the behavior and strength of wood structures. It covers analysis and design using the National Design Specification (NDS)

Course Goals & Objectives:
- Loading conditions from ASCE - 7
- Wood material characteristics
- Analysis and design of sawn lumber beams and columns
- Analysis and design of Glulam members
- Engineered wood products (e.g. LVL, PSL, I-joists, etc)
- Lateral load resisting systems (shear walls)
- Composite systems

Student Performance Criteria addressed:
B.8 Structural Systems

Topical Outline:
Load condition calculation (15%)
Sawm lumber members (calculation) (20%)
Glulam members (calculation) (15%)
Composite lumber members (calculation) (15%)
I-Joists and Sturd-I-Floor systems (10%)
Horizontal and vertical diaphragms (10%)
Physical testing / case studies (15%)

Prerequisites:
Arch 324

Textbooks/Learning Resources:
Web site: http://www.umich.edu/~arch544

Offered:
Each fall term

Faculty Assigned:
Dr.-Ing. Peter von Buelow, F/T
Course Description

ARCH 543: 20th Century Architecture (3 credits)

Course Description:
This course explores buildings, projects, and theories within global modernism’s “long 20th century,” from the latter half of the 19th century to the present. In so doing, the course examines the relationship of architectural modernism to such historical processes as colonialism and post-colonialism; industrialization and post-industrialization; capitalism; nationalism; and various forms of globalization.

Course Goals & Objectives:
- Students will develop an understanding of architectural history’s critical interpretive procedures, methods and possibilities.
- Students will develop an understanding of received narratives of architectural modernism and alternative versions of that narrative.
- Students will develop an understanding of 20th century architecture’s key themes, historical dynamics, and major buildings and projects.

Student Performance Criteria addressed:
A.7. Use of Precedents.
A.9. Historical Traditions and Global Culture.

Topical Outline:
Theories of Architectural History (10%)
Modernism, Modernization, Modernity (40%)
Postmodernism and Postmodernity (30%)
Late Modernism and Late Modernity (20%)

Prerequisites:
Graduate Standing and Arch 413 for 3Gs

Textbooks/Learning Resources:

Offered:
Annually

Faculty Assigned:
Andrew Herscher
**Course Description**

**ARCH 536: SUB: situation.urbanism.bigbox** (3 credits awarded)

**Course Description:**
Elective Seminar wherein students explore the cultural logic and material assemblies of post-city American urbanism with a particular interest in experimenting with the reality of American urbanism as opposed to simply dismissing it in favor of easier urban formations.

**Course Goals & Objectives:**
- Students are to give credit to the conditions of American urbanism as they find them and in a manner that does not reduce them to over-simplified “problems.”
- Students are asked to research the cultural logic and material formations within post-city urbanism (sprawl).
- Research projects are meant to advance the terms of the discussions, which are guided by a series of weekly readings.

**Student Performance Criteria addressed:**
A.9 – Historic Traditions and Global Culture
A.8 – Cultural Diversity

**Topical Outline:**
Seminar discussions (70%)
Case Study / Applied Research (30%)

**Prerequisites:**
Graduate Standing

**Textbooks/Learning Resources:**
Course Readings provided through CTools.

**Offered:**
Each winter term

**Faculty Assigned:**
Jason Young F/T
Course Description

ARCH 535: Case Studies in Sustainable Systems (3 credits awarded)

Course Description:
In this course several buildings are studied with regard to the influence of building environmental control systems and building services on their design. The course participants develop the building envelope, environmental control systems, and building services for a given project. Basic calculations for sizing the systems and services are performed.

Course Goals & Objectives:
- The environmental control systems
- The building services on their design.
- The building envelope,
- Basic calculations for sizing the systems

Student Performance Criteria addressed:
Homework (20%)
Lab participation (30%)
Final Project (50%)

Topical Outline:
The environmental control systems (25%)
The building services on their design (25%)
The building envelope (25%)
Basic calculations for sizing the systems (25%)

Prerequisites:
Permission of the Instructor

Textbooks/Learning Resources:

Offered:
Each winter term

Faculty Assigned:
Mojtab Navvab, F/T
Course Description

ARCH 534: Concrete Structures (3 credits awarded)

Course Description:
This course covers reinforced concrete in architectural structures including its properties in the design, manufacture and erection of typical elements including frames, foundations and precast.

Course Goals & Objectives:
- To expose students to the application of concrete as a structural material as it is used in building forms through case studies and historical precedent studies.
- To demonstrate applications for concrete as a fundamental constructional material for major structural systems in buildings.
- To introduce students to the fundamentals of structural behavior and practice concrete structural analysis and design concepts.
- To provide laboratory prototyping and develop an understating of how to apply these principles to building typologies in architecture.

Student Performance Criteria addressed:
A.7 Use of precedents
B.7 Financial Considerations
B.8 Structural Systems
B.12 Building Materials and Assemblies
C1. Collaboration

Topical Outline:
Introduction and survey (10%)
Applications exercises (20%)
Application of analysis and design (40%)
Prototyping laboratory projects (30%)

Prerequisites:
ARCH 324

Textbooks/Learning Resources:
D.L. Schodek “Structures"
E.G. Nawy “Reinforced Concrete a Fundamental Approach”
Dr. Frame 3D analysis software, Staad Analysis and Design Software

Offered:
Each fall term

Faculty Assigned:
H. Giles, F/T
Course Description

ARCH 531: Networked Cities (3 credits awarded)

Course Description:
A transdisciplinary graduate seminar on urban informatics.

Course Goals & Objectives:
- Understanding infrastructure and its interfaces as subject matter for design work
- Abilities to make sense of rapid developments in social and situated information technology
- Commitment to concise, critical conversation among peers on these topics.
- Conceptual overview of developments in urban informatics, locative media, and Interaction design
- Develop processes for identification, comparison, and critique of well-known media installations
- Ability to identify, study, and emphasize users
- Abilities in concise visual communication of complex situations
- Ability to explain design proposals from both social and technical perspectives

Student Performance Criteria addressed:
A.1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A.10. Cultural Diversity
A.11. Applied Research
B. 3. Sustainability
C.1. Collaboration
C. 2. Human Behavior
C.9. Community and Social Responsibility

Topical Outline:
Weekly discussion of readings (20-40 pages) 40%
Three short projects historical, comparative critique of recent work, and a proposal (40%)
Bi-weekly presentations or workshops for ongoing projects (10%)
Bi-weekly lectures (10%)

Prerequisites:
Consent of instructor: Class make-up is highly multidisciplinary, including architects, urban designers, artists, information scientists, interface designers, and infrastructure planners.

Textbooks/Learning Resources:
The course has a reader, which has evolved over the years.

Offered:
Each winter term (except when taught in fall 09)

Faculty Assigned:
M. McCullough, FT
Course Description

ARCH 528: Baroque Architecture (3 credits awarded)

Course Description:
The course examines the architecture of the Baroque period—the buildings and cities of the late 16th to the mid-18th centuries in Italy, France, England, and Central Europe.

Course Goals & Objectives:
- To understand the architecture of the Baroque period—the physical form of the buildings and cities
- To understand this architecture in relationship to contemporary theoretical writings, addressing issues of function, structure, and beauty
- To understand this architecture in relationship to the cultural context of the Renaissance, including philosophical, religious, political, economic, and environmental factors.

Student Performance Criterion/a addressed:
A. 9. Historical Traditions and Global Culture
C. 9. Ethics and Professional Judgment:

Topical Outline:
Introduction: the Renaissance in Italy (5%)
Early Baroque in Italy (ca. 1580-ca. 1625) (15%)
High Baroque Architecture in Italy (ca. 1625-ca. 1625) (25%)
Introduction: the Renaissance in France (ca. 1500-ca. 1590) (5%)
French Baroque Architecture from Henry IV to Louis XIII (ca. 1590-ca. 1650) (15%)
French Baroque Architecture under Louis XIV (ca. 1650-ca. 1710) (15%)
Late Baroque and Rococo Architecture under Louis XV (ca. 1715-ca. 1755) (5%)
Late Baroque in 18th Century Italy (5%)
Central European Architecture in the 18th Century (5%)
The Baroque in England (1660-ca. 1720) (5%)

Prerequisites: ARCH 313 and 323 or permission of instructor

Textbooks/Learning Resources:
Arch 528 CTools site

Offered (semester and year):
Alternating Fall terms.

Faculty assigned: Lydia M. Soo, F/T
Course Description

ARCH 527: Building Systems: Building Anatomies (3 credit hours)

Course Description:
This course addresses the role architectural production plays in mediating climate, building systems, construction methods and the safety and welfare of building occupants.

Course Goals & Objectives:
- Develop an ability to produce a comprehensive architectural project based on a building program and site.
- Demonstration of an understanding of structural and environmental systems, building envelope systems, life safety provisions.
- Development of wall sections and building assemblies and the principles of sustainability.

Student Performance Criteria addressed:
A.4 Technical Documentation
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainable Design
B.5 Life Safety
B.6 Comprehensive Design [A.2, A.4, A.5, A.8, A.9, B.2, B.4, B.5, B.8, B.9]
B.8 Structural Systems
B.9 Environmental Systems Integration
B.10 Building Envelope Systems
B.11 Building Systems Integration
B.12 Building Materials and Assembly Integration
C.1 Collaboration

Topical Outline:
Case Studies (45%)
Schematic Design (10%)
Design Development (45%)

Prerequisites:
Arch 314 Structures I, Arch 315 Environmental Technology I, Arch 417 3G Construction

Textbooks/Learning Resources:
Readings, Lecture slides and Handouts from instructors posted to Ctools.

Offered:
Each winter term
(Taught as Arch 507 in Winter 2009)

Faculty Assigned:
Fall 2008: Craig Borum (coordinator), Neal Robinson (all F/T)
Fall 2009: Craig Borum (coordinator), Neal Robinson (all F/T)
Winter 2009: Craig Borum (coordinator), Neal Robinson (all F/T)
Winter 2010: Craig Borum (coordinator), Neal Robinson (all F/T)
Course Description

ARCH 525: Computer Applications in Environmental Technology (3 credit hours)

Course Description:
The focus of this course is the application of computers in building technology design. The course provides an understanding of environmental design methods through the use of commercial and newly developed computer programs. State-of-the-art thermal, lighting and acoustical analysis models are introduced. The application of these models in environmental system design is explored through case studies.

Course Goals & Objectives:
- The application of computers in the environmental system design of buildings.
- To provide an understanding of E.T. design techniques through the use of computers

Student Performance Criteria addressed:
Home work (20%)
Lab participation (30%)
Final Project (50%)

Topical Outline:
Daylighting and electrical lighting systems (40%)
Building acoustics (20%)
Building Energy performance (20%)
Code requirements for energy conservation (20%)

Prerequisites:
Permission of the Instructor

Textbooks/Learning Resources:

Offered:
Each fall term

Faculty Assigned:
Mojtab Navvab, F/T
Course Description

ARCH 524: Surface Structures (3 credits awarded)

Course Description:
This course provides an understanding of the behavior and strength of continuous surface structures such as plates, grids and shells, including an introduction to fabric structures.

Course Goals & Objectives:
- Provide a contemporary state-of-the-art survey and history of building structures in this topic area.
- Define the relationship between properties of material and form, conceptualization using digital methods and software applications.
- Introduce students to modern structural concepts related to large volumetric skin structural surfaces such as fabric membranes, continuous shell, and lattice gridshell using analytical simulation methods.
- To provide laboratory prototyping and develop an understating of how to apply these principles to building typologies in architecture.

Student Performance Criteria addressed:
A.7 Use of precedents
A11. Applied Research
B.8 Structural Systems
B.10 Building Envelope Systems
C.1. Collaboration

Topical Outline:
Introduction and survey (10%)
Properties and Concepts (20%)
Concepts and simulation methods (40%)
Prototyping laboratory projects (30%)

Prerequisites:
Arch 324

Textbooks/Learning Resources:
D.L. Schodek “Structures”
Mills “Building Structures”
Fuller Moore “Understanding Structures”
Ansys FEM analysis software, Rhino Membrane Analysis software, Patterner fabric software

Offered:
Each winter term

Faculty Assigned:
Harry Giles, F/T
Course Description

ARCH 518: Renaissance Architecture (3 credits awarded)

Course Description:
The course examines the architecture of the Renaissance—the buildings and cities of the 15th and 16th centuries in Italy, France, and England.

Course Goals & Objectives:
- To understand the architecture of the Renaissance—the physical form of the buildings and cities
- To understand this architecture in relationship to contemporary theoretical writings, addressing issues of function, structure, and beauty
- To understand this architecture in relationship to the cultural context of the Renaissance, including philosophical, religious, political, economic, and environmental factors.

Student Performance Criterion/a addressed:
A. 9. Historical Traditions and Global Culture
C. 9. Ethics and Professional Judgment:

Topical Outline:
The Early Renaissance (30%)
The High Renaissance (30%)
Renaissance Architecture after 1527 (30%)
Diffusion of the Renaissance: France (05%)
Diffusion of the Renaissance: England (05%)

Prerequisites:
Arch 313 and 323 or permission of instructor

Textbooks/Learning Resources:
Heydenreich, Ludwig, Architecture in Italy 1400-1500, revised ed., New Haven, Yale UP, 1996
Lotz, Wolfgang, Architecture in Italy 1500-1600, revised ed., New Haven, Yale UP, 1995
Arch 518 CTools site

Offered:
Alternating Fall terms

Faculty assigned:
Lydia M. Soo, F/T
Course Description

ARCH 517: Architect as Developer (3 credits awarded)

Course Description:
This seminar/workshop focuses on knowledge and skills associated with the architect/planner working as, or with, a real estate developer, in the United States, with an emphasis on the integration of planning, site analysis, development regulation, and financial analysis with site design. The objective of the course is to develop an understanding of the processes and parameters that, in addition to design considerations, determine our built environment. The course seeks to enable architects and planners to become more active participants in real estate development through a fuller understanding of these processes, and ultimately, professionals who are better able impact the shape of our environment.

Course Goals & Objectives:
• Students will develop an understanding of the developer’s roles, objectives and priorities in the decision-making process that determines what get built, and where.
• Students will develop an understanding of the public sector’s roles, objectives, and priorities in regulating the built environment, prioritizing capital expenditures, and participating in public/private partnerships in development projects.
• Students will develop an understanding of the financial sector’s roles, objectives, and priorities in determining what projects are financed and how construction and development budgets are allocated.
• Students will develop an understanding of the design professional’s role and explore opportunities to expand the role of design in the development process.
• Students will develop an understanding of basic financial concepts and analysis.

Student Performance Criteria addressed:
A.1. Communication Skills
B.3. Sustainable Design
B.7. Financial Considerations
C.2. Human Behavior
C.3. Client Role in Architecture
C.6. Leadership,
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline:
The Development Process (20%)
Social/Cultural Perspectives and Critiques (20%)
Finance and Financial Analysis (20%)
Public Sector Regulation and Participation (20%)
Case Study / Applied Design (20%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
Selected Readings (varies)
Urban Land Institute

Offered:
Each winter term

Faculty Assigned:
K. McCullough, F/T
Course Description

ARCH 516: Representation (3 credits awarded)

Course Description:
A required gateway course, with elective sections, in media arts. Emphasis on clarity and integrity of visual communication in an age of information overload. This course focuses on the development and techniques of architectural representation as a means to constructing architectural propositions. This course examines the relationship between drawing, model, and architectural intention.

Course Goals & Objectives:
- Understanding the importance of visual literacy as the basis for a discipline
- Identifying and developing your particular expertise in media arts, and understanding bias of medium.
- Reviewing fundamental principles in spatial information design
- Recognizing the contribution of visual culture theory
  (Partly in preparation for the theory course that follows this one)
- Capacity to shift among: poetics/rhetoric; artifacts/documents, map/territory, form/content.
- Participating in networked social production

Student Performance Criteria addressed:
A.1. Communication Skills
A. 3. Visual Communication Skills
A. 8. Ordering Systems Skills

Topical Outline:
Weekly plenary lectures (15%)
Weekly exercises (30%)
Specialized tutorials and discussions (15%)
Section projects (40%)

Prerequisites: None

Textbooks/Learning Resources:
CTools: Standard university course tools
Edward Tufte, Envisioning Information
Lev Manovich, Language of New Media
Robin Evans, The Projective Cast

Offered:
Each Fall term

Faculty Assigned:
F09: Malcolm McCullough# (coord.), Christian Unverzagt, TszYnNg, Cathlyn Newell*, Ellie Abrons*, Rosalyn Shieh*

All others P/T lecturer (This course has been a model for coordinated teaching that complements strictly defined plenary/compulsory exercises with uniquely themed longer section projects. This has allowed the course to function as a platform for the Michigan Architecture Fellows. It also provides a base for choices in further pursuits in following semesters, among the many courses here in media arts and fabrication.)
Course Description

ARCH 514: Frame Structures (3 credits awarded)

Course Description:
This course provides an understanding of the behavior and strength of portal frames, arches, trusses and grids as well as an introduction to non-linear behavior.

Course Goals & Objectives:
- Loading conditions from ASCE - 7
- Determinate vs. indeterminate systems
- Basic hand calculation methods
- Finite element analysis method
- Framed systems
- Form determination methods (physical models)
- Form optimization / exploration

Student Performance Criteria addressed:
B.8 Structural Systems

Topical Outline:
Load condition calculation (10%)
Determinate systems (calculation) (10%)
Indeterminate systems (calculation) (10%)
Finite element method (15%)
Prestressing (15%)
Form finding (physical model methods) (20%)
Form optimization (FEA/GA methods) (20%)

Prerequisites:
Arch 324

Textbooks/Learning Resources:
Structure Systems, by H. Engel.
Web site: http://www.umich.edu/~arch514

Offered: Each Fall term

Faculty Assigned: Dr.-Ing. Peter von Buelow  F/T
Course Description

ARCH 509 (experimental): Architects of Culture (3 credits awarded)

Course Description:
This course explores the symbiotic relationship between the design professions and society, specifically the reciprocal relationships between behavior, knowledge, and social order and built environment design.

Course Goals & Objectives:
- Describe, analyze and interpret places within our own culture relative to the images and institutions they represent;
- Interpret designed places from several frames of reference (e.g. anthropological, psychological, biological, construction-oriented economic, political);
- Identify some of the particularities and limitations of one’s own cultural and personal perspective as reflected in ethnicity, race, religion and gender and;
- Construct a critical position with respect to ethical and moral actions of the professional and the citizen in the built environment.

Student Performance Criteria addressed:
A. 2. Design Thinking Skills
A. 7. Use of Precedents
C. 2 Human Behavior
C. 3. Client Role in Architecture
C. 8. Ethics and Professional Judgment
C. 9. Community and Social Responsibility

Topical Outline:
Culture (25%)
Culture Shaping Architecture (25%)
Architecture Shaping Culture (25%)
Ethics (20%)
Student Perspectives (10%)

Textbooks/Learning Resources:
Reading list provided via C-Tools

Offered:
Fall 2008, Fall 2009

Faulty Assigned:
Craig L. Wilkins, F/T
Course Description

ARCH 509(experimental): Who Teaches The Teachers? (3 credits awarded)

Course Description:
Focusing on the role of the studio instructor, this class is designed for those interested in exploring the educational role of and in architecture.

Course Goals & Objectives:
- Understand of the nature of architecture in an effort to identify the critical elements required of design education.
- Discuss, compare and critique several pedagogical approaches to design education – their differing goals, objectives and methods of communication, delivery and effectiveness.
- Develop their own pedagogical position, methods of instruction and create specific curriculum for teaching design studio

Student Performance Criteria addressed:
A. 2. Design Thinking Skills
A. 7. Use of Precedents
C. 2. Human Behavior
C. 3 Client Role in Architecture
C. 8. Ethics and Professional Judgment
C. 9. Community and Social Responsibility

Topical Outline:
Historical Context (20%)
Current Context (30%)
Practicum (50%)

Prerequisites:
Graduate standing, approval of instructor

Textbooks/Learning Resources:
Reading list provided via C-Tools

Offered:
Spring 2008

Faculty Assigned:
C. Wilkins, F/T
Course Description

ARCH 509 (experimental): Video Installation (3 credits awarded)

Course Description:
In this interdisciplinary course, students explore the marriage of video projection and environmental space. Video projectors are considered complex lamps used to create spatial definition.

Course Goals & Objectives:
- Become comfortable integrating rules of film/video and architecture
- Develop means in-progress means of modeling/notating space- and time-based attributes of a video installation
- Learn to use Final Cut Pro to edit video
- Learn to use projectors, cameras, generators to develop works in situ
- Become aware of the historical precedents from video installation and other spatiotemporal disciplines

Student Performance Criteria addressed:
A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8, A.9, A.10, B.1, B.4, C.1, C.2

Topical Outline:
Use of technology (cameras, editors and projectors, etc) (30%)
Use of design principles in Video Installation (developing work using models and other notation) (30%)
Critical analysis and historical background (developing means to evaluate “good” work) (20%)
Interdisciplinary Synthesis (20%)

Textbooks/Learning Resources:
Film Art; Video Installation reader; Videos

Offered:
Fall 2008
Fall 2009

Faculty Assigned:
Cynthia Pachuca, F/T
Course Description

ARCH 509 (experimental): The Long Drawn Out (3 credits awarded)

Course Description:
The Long Drawn Out looked at a variety of ways to image, visualize and draw, contextualizing the discussions and by making work.

Course Goals & Objectives:
- Exposing a variety of ways to visualize, image and draw through talks, research and work.
- Contextualizing, theorizing and making claims about the roles that varied forms of visualization play in the education of the architect.
- Making work that works in the communicative possibilities of relational imaging through talks, research and presentations exposing a variety of ways to image, visualize and draw.
- The ethics of imagining, visualizing and drawing.
- Distances and proximities of the architect, drawing and architecture. The temporality of drawing and its reminiscent and speculative potential.
- The dimensions of experience and conceptualization that elude the conventions of imaging, visualizing and drawing.
- How to visualize that which is not headed for the ‘picturing’ of architecture and forms of visualization as things in and of themselves.

Textbooks/Learning Resources:
Research of approximately 50 architects and their drawings.
Exposure (through PowerPoint presentations by me) of varied kinds of drawings - from diagrams and indexical visualizations, to projections to sections, plans and perspectives.

Offered:
Winter, 2010

Faculty Assigned:
Perry Kulper, F/T
Course Description

ARCH 509/409 (experimental): Borrowing Light (3 credits awarded)

Course Description:
Borrowing Light is a studio/seminar course that attempts to situate the study of light through direct experimentation as well as through research and discussion.

Course Goals & Objectives:
- Students will expand their studio practice through the understanding of light.
- Students will develop analytical skills through experimentations that will contribute to discussion and production.
- Students will develop visualizing skills that build correspondence between projections in lived space with architectural representations and intentions.
- Students will explore related practices of various disciplines and integrate into their own creative productions.

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
C.2. Human Behavior

Topical Outline:
Research and precedents, sketchbook and blog (http://borrowinglight.blogspot.com/) (40%)
Mechanisms for capturing/casting light, projections in representation-light sources (15%)
Light reception, control and manipulation-reception surfaces + materiality (15%)
Sensation, perception, and time awareness-phenomenal experiences (20%)
Discussion & presentations (10%)

Prerequisites:
None

Textbooks/Learning Resources:
Various sources, See Course Binder

Offered:
Winter 2010 only

Faculty Assigned:
Cynthia Pachikara (F/T), Tsz Yan Ng (adjunct)
Course Description

ARCH 509: The Architecture of Objects (3 credits awarded)

Course Description:
The Architecture of Objects Studio encourages advanced students in architecture to work as both designers and the makers of things — of products as well as places. The course is structured to develop an awareness of how products are conceived as well as fabricated, and to enhance students' hands-on working knowledge of a diverse pallet of materials and processes including plastic molding, metal forming, welding, fabric construction and coatings. Increasingly, emerging digital fabrication technologies are employed, with a disciplined focus on utilizing these technologies to enhance, rather than replace, traditional craft based design and fabrication methodologies. A strong emphasis is placed on the relationships between the materials used in the designs and the details employed in bringing those materials together to create functional objects.

Course Goals & Objectives:
• Students will develop an enhanced ability to design and fabricate fully resolved functional artifacts at a scale that demands attention to detail and addresses the accountability that results from designing and executing all aspects of a full scale functional object.
• Students will explore, often for the first time, a number of traditional and emerging fabrication methodologies.
• Students will be responsible for the design and creation of an exhibit showcasing and contextualizing the body of work coming out of the class.
• Students will be responsible for the creation and production of all of the graphic support material that will be used in the exhibit.

Student Performance Criteria addressed:
A.2. Design Thinking skills
A.6. Fundamental Design Skills
A.4 Technical Documentation
A.9 Historical Traditions and Global Culture
A.7. Use of Precedents
B. 3. Sustainable Design

Topical Outline:
Technical Aspects of Product Design (30%)
History and Theory (10%)
Applied Design (50%)
Exhibit / Graphic Design (10%)

Prerequisites:
Graduate Standing

Offered:
Each winter term

Faculty Assigned:
Shaun Jackson
Course Description

ARCH 507: Sustainable Material Practices (3 credits awarded)

Course Description:
Course focuses on the field implementation of investigative construction practices related to the sustainable use of construction materials. The objective of this seminar is to discover new uses for industrial byproducts in building construction by researching locally manufactured materials.

Course Goals & Objectives:
- Develop sustainable architectural solutions to material waste by researching specific manufacturing processes.
- Understand and experience the ways materials come into being.
- Develop connections between materials and tectonic methods.
- Explore limits and constraints of different materials.
- Understand that new materials and methods are an extension of long held principles of conventional practices.
- Practice and refine the fundamentals of craft in relation to specific materials.
- Make connections between conceptual ideas and construction practices.
- Consider the performance of materials and methods as a means to make buildings more economical and sustainable.

Student Performance Criteria addressed:
A.1. Communication Skills
A.4. Technical Documentation
A.6. Fundamental Design Skills
A.7. Use of Precedents
B. 3. Sustainable Design
B. 9. Environmental Systems Integration
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies Integration
C. 1. Collaboration
C. 7. Leadership

Topical Outline:
Building Envelope Systems (10%)
Case Study / Applied Design (15%)
Building Materials and Assemblies (25%)
Sustainable Design (50%)

Prerequisites:
Graduate Standing; ARCH 417 - 3G Construction or equivalent

Textbooks/Learning Resources:
Paul Hawken, Natural Capitalism, Creating the Next Industrial Revolution, (Boston : Little, Brown and Co., 1999)

Offered: Winter term

Faculty Assigned:
S. Mankouche F/T
Course Description

ARCH 506/409: Architecture Design Abroad (6 credits awarded)

Course Description:
This studio intends to address questions about longevity, equity, sustainability, health, reduction of energy consumption, and affordability, in the international comparison. Focal areas are western European Cities and Regions in and around Berlin, Germany; Amsterdam, The Netherlands; Vorarlberg, Austria and Zurich, Switzerland.

Course Goals & Objectives:
• Gain in depth knowledge in significant buildings and cities, important in architectural history
• Gain the ability to evaluate and critique the built environment
• Meet and converse with renown architects and urban designers in person
• Understand integrated designs in building construction
• Thoroughly investigate aspects in building construction, urbanism and public transport
• Understand cultural differences and similarities and gain the ability to extrapolate from these
• Gain knowledge in sustainable practice in architecture and urban planning and urban design

Student Performance Criteria addressed:
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.3. Sustainable Design
B.7. Financial Considerations
B.8. Structural Systems
B.9. Environmental Systems Integration
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies Integration
C.1. Collaboration
C.2. Human Behavior
C.4. Client Role in Architecture
C.7. Leadership

Topical Outline:
Site visits (70%)
Architect Interviews (20%)
Composition of a Research/Documentation topic for a Publication (10%)

Prerequisites:
Undergraduate/Graduate standing, approval of instructor

Textbooks/Learning Resources:
On site material, information brochures and publications

Offered: Spring 2009

Faculty Assigned:
L. Gräbner (coord), F/T
Course Description

ARCH 506/409: Beijing China Study Abroad (3 credits awarded)

Course Description:
Course provides a direct experience of issues and mechanisms of historical and contemporary Chinese art, architecture and urbanism.

Course Goals & Objectives:
- Students will develop an ability to deeply understand, through observation and documentation, real life mechanisms of urbanism in a real life setting
- Students will develop capacity to operate on the conditions of a place outside the setting of the studio setting
- Students will develop responses to what they are experiencing through the production of designs, photographs, drawings and artifacts
- Students will design and realize a public exhibition in the 6,000 square foot space in Beijing at the conclusion of the study abroad period

Student Performance Criteria addressed:
A.1. Communication Skills,
A.2. Design Thinking Skills,
A.3. Visual Communication Skills,
A.5. Investigative Skills,
A.9. Historical Traditions and Global Culture,
A.10. Cultural Diversity,

Topical Outline:
Observation, Investigation, Documentation (50%)
Analysis and Representation (50%)

Prerequisites:
Graduate or Undergraduate Standing

Textbooks/Learning Resources:
Ray, Mary-Ann and Mangurian, Robert New Socialist Village Compendium
Adams, Robert, Ray, Mary-Ann and Mangurian, Robert Beijing Compendium

Offered:
Each spring term

Faculty Assigned:
Mary-Ann Ray, alternatively or additionally: Robert Adams
Course Description

ARCH 506: China Inside Out (6 credits awarded)

Course Description:
Course introduces students to a range of issues surrounding the urban and rural conditions in contemporary China, especially as seen through the municipality of Beijing.

Course Goals & Objectives:
- Students will develop an understanding of the history of Chinese Architecture and Urbanism.
- Students will develop an understanding and conceptual grasp of current cultural conditions in China as related to real estate, art, cinema, culture, politics, media, and architecture and urbanism.
- Students will develop well considered responses to the content of the course and will develop methods for effectively communicating these responses visually and verbally.

Student Performance Criteria addressed:
A.3. Visual Communication Skills,
A.5. Investigative Skills,
A.9. Historical Traditions and Global Culture,
A. 10. Cultural Diversity,

Topical Outline:
Investigative and Analytical Work with the Course Content (70%)
Visual and Verbal Communication of Investigative/Analytical Work (30%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:
Ray, Mary-Ann and Mangurian, Robert *New Socialist Village Compendium*
Adams, Robert, Ray, Mary-Ann and Mangurian, Robert *Beijing Compendium*

Offered:
Each fall term

Faculty Assigned:
Mary-Ann Ray, F/T
Course Description

ARCH 506 (experimental): Outlooks in Contemporary Criticism (3 credits awarded)

Course Description:
This seminar examines contemporary architecture’s relationship to larger arenas of cultural theory and criticism.

Course Goals & Objectives:
- To promote thoughtful debate and prepare students to relate positions in architecture to broader cultural themes.
- To provide a framework for discussions about such topics as representation, abstraction, “realness” and “fakeness”, autonomy and the rise of new models of inter-disciplinary thinking and practice.
- To allow students to explore different types of writing, and other narrative forms, as a means of creatively responding to the course material.
- Questions what “criticism” is, and consider what relevance it may have for architecture.
- Examines how some genres of work come to be associated with certain critical trends and representational styles.
- Questions how new forms of critical writing may provide alternative readings of existing work and inform new approaches to design.

Student Performance Criteria addressed:
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Meaning and Architecture (7%)
Social Dimensions of Architecture (7%)
Perception vs. Abstraction (7%)
Theories of Authenticity (7%)
Constructing Reality (7%)
The Architecture of Immediacy (7%)
Architectural Representation: Drawing, Photography, etc. (21%)
Writing about Architecture (7%)
Student Project Conferences (10%)
Student Project Presentations (20%)

Prerequisites:
Graduate standing, approval of instructor

Textbooks/Learning Resources:
Reader compiled by professor

Offered:
Winter 2008, 2009

Faculty Assigned:
K. Mitnick, F/T
Course Description

ARCH 506 (experimental): Distinguishing Difference in Contemporary Form, Formalism and Formalistics (3 credits awarded)

Course Description:
This seminar presented students with a series of readings in aesthetic formalism from Immanuel Kant to Colin Rowe to Robert Somol. A final assignment asked students to design a series of objects and write short passages relating their work to theories of formalism discussed in class.

Course Goals & Objectives:
- Introduce students to a series of theories of formalism.
- Understand precise historic definitions of formalism.
- Increase student’s critical awareness of their own design work.

Student Performance Criteria addressed:
A.1. Communication Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
C.3. Research

Topical Outline:
Reading and discussion (80%)
Designing and Critiquing (20%)

Prerequisites:
Graduate standing, approval of instructor

Textbooks/Learning Resources:
Reader compiled by professor

Offered:
Winter, 2010.

Faculty Assigned:
M. Clutter, F/T
Course Description

ARCH 506 (experimental): Civic Friche (3 credits awarded)

Course Description:
This travel course focuses on the French government’s tactical reappropriation of marginal architectural sites for public function.

Course Goals & Objectives:
- To provide in-depth experience in urban site analysis.
- To develop greater understanding of the relationship between architecture, politics, finance, and culture.
- To gain further insight into the issues of history and contextualism in design.
- To learn tools and methodologies for the representation of spatial and demographic data.
- To develop familiarity with the theory and techniques of architectural photography.
- To acquire insights on expanded forms of architectural practice.
- To reinforce skills in all aspects of design communications.

Student Performance Criteria addressed:
A.3 Visual Communication Skills
A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
C.2 Human Behavior
C.3 Research
C.4 Client Role in Architecture

Topical Outline:
Civic Friche: Theory and historical background (5%)
On-site research and documentation (25%)
Architectural photography (lectures and pin-ups) (20%)
Interviews with architects, clients, and user groups (20%)
Contextual analysis, demographic research, graphic design and mapping (desk crits, pin-ups) (30%)

Prerequisites:
None

Textbooks/Learning Resources:
None (readings made available on course web site)

Offered:
Spring 2010

Faculty Assigned:
Steven Christensen, F/T
Anya Sirota, F/T
Course Description

ARCH 506 (experimental): Launching Successful Design Practices (3 credits awarded)

Course Description:
An entrepreneurial “seminar/design workshop” for developing practice startups in realistic contexts of place, time, opportunities, and constraints, and leading to the preparation of individualized “Startup Portfolios”.

Course Goals & Objectives:
- Opportunities and Constraints: understanding of fundamentals inherent in business formation
- Entrepreneurism: develop “entrepreneurial intelligence” and business self-confidence
- Practice Design: develop understandings and abilities in designing a design firm, comprising such areas as market research, strategic and business planning, promotion, selling, etc.
- Communication: develop abilities in oral, written and graphic communication
- Collaboration: develop abilities in collaboration in a constructive workshop environment
- “Startup Portfolio”: ability to assemble a comprehensive architectural practice startup plan

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual communication Skills
C.1. Collaboration – (related, collaborative workshop experience)
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities

Topical Outline:
Introductions: case studies of exemplary practices (4%)
Founding: making meaning, practice “big idea” (8%)
Positioning: industry research, profile markets, and develop practice/business niche (8%)
Branding: create company identity, brand, logo and preliminary “pitch” (8%)
Planning: develop strategic market profile and preliminary business plan (8%)
Forming: legal and practice formations (8%)
Designing: develop basic practice methodology and corresponding physical setting (8%)
Budgeting: money matters – revenues, expenses, profits (8%)
Marketing: preliminary marketing plan (8%)
Packaging: explore options for reaching markets and prepare promotional mockup (8%)
Broadcasting: design website with relevant content previously developed (8%)
Proposing: prepare and preliminarily present written project design services proposal (8%)
Launching: final presentation of firm profile, qualifications and service proposal (8%)

Textbooks/Learning Resources:
Kawasaki, Guy, The Art of the Start, Penguin Group, 2004
Abrams, Rhonda, Six Week Start-Up, The Planning Shop, 2004

Prerequisites:
Graduate standing, approval of instructor

Offered:
Fall 2009, Fall 2010

Faculty Assigned:
Eric J. Hill, P/T
Course Description

ARCH 506: Architecture and Urbanism in Film (3 credits awarded)

Course Description:
This course uses narrative films toward analyzing and visualizing architecture and urbanism. Students’ assignments include making storyboards or animations for studio or planning projects.

Course Goals & Objectives:
• Analyze relationships between film narratives and their architectural and urban settings
• Analyze architecture and urbanism as depicted in narrative film
• Analyze human and social behavior in relationship to architecture and urbanism as depicted in narrative film
• Enable students to analyze and visualize architectural and planning projects through storyboards, animations or short films.

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.9. Historical Traditions and Global Culture
A.10 Cultural Diversity
C.2. Human Behavior

Topical Outline:
Film viewing: 66% of class time
Discussion of films and class assignments: 33% of class time
Midterm and final assignments: 100% of extra-class time

Textbooks/Learning Resources:
Films viewed during class time, including: Naked City, Do the Right Thing, Rear Window, Far From Heaven, The Last Laugh, The Fallen Idol, Elephant, Big Night, Metropolis, Triumph of the Will and Blade Runner.

Prerequisites:
Graduate standing, approval of instructor

Offered:
Winter 2010

Faculty Assigned:
Roy Strickland, F/T
Course Description

ARCH 506: Theorizing Place (3 credits awarded)

Course Description:
This seminar focuses on how a theory of PLACE experience can inform the design and planning of three important environments in everyday life—home, neighborhood, and community.

Course Goals & Objectives:
- Employ this course as a framework for exploring PLACE experience for thesis, dissertation, or personal research interest
- Understand multiple models of PLACE across architecture and allied disciplines
- Be able to analyze specific designs and/or design theories in relations to research on PLACE experience
- Understand similarities and differences of PLACE experience across the scale of home to urban and landscape design
- Understand how to employ an understanding and analysis place experience in the design process

Student Performance Criteria addressed:
A.1 Communication Skills
A.2 Design Thinking
A.5 Investigative Skills
A.10 Cultural Diversity
C.2 Human Behavior
C.3 Research
C.4 Client Role in Architecture
C.7 Leadership

Topical Outline:
Experience and Theories of Place (16%)
The Home as Place (25%)
The Neighborhood and Community as Place (41%)
Student Presentations (16%)

Prerequisites:
Graduate standing, approval of instructor

Textbooks/Learning Resources:
CTools course reading package

Offered:
Winter term, 09

Faculty Assigned:
Linda N. Groat, Professor of Architecture F/T
Course Description

ARCH 506/409: Special Topics Japan Study Abroad (3 credits awarded)

Course Description:
Exploration of spatial communication through experimental documentation of Japan’s extensive architectural contributions as the manipulation of architecture through creative writing and graphics.

Course Goals & Objectives:
- To manipulate and contribute to design through critical writing
- The role of narration in architecture, both fictional and empirical.
- Experimental documentation and expression.
- Observational skills

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Fiction (60%)
Technical Documentation (20%)
Graphical Accompaniment (20%)

Textbooks/Learning Resources:
Easterling, Keller. Some True Stories
Mishima, Yukio. The Temple of the Golden Pavilion
Perec, George. Species of Spaces and Other Pieces.
Princen, Bas. Artifical Arcadia.
Rendell, Jane. Site Writing
Wood, James. How Fiction Works

Offered:
Spring 2010

Faculty Assigned:
Newell, Cathlyn, F/T
Course Description

ARCH 506: Theoretical Investigations of Space (3 credits)

Course Description:
Course introduces students to a range of contemporary theories on space, in architectural theory, social theory, geography and literary studies to enable an understanding of both architecture and urban design as instruments in the development of society across a range of scales.

Course Goals & Objectives:
• Students will develop an in-depth knowledge of theoretical approaches to the built environment and its functions considered as conceptual, physical and social system.
• Students will acquire a high level of skill in research and analysis of the built environment and its functions in support of better and more creative design.
• Students will develop skills to communicate their ideas creatively through clarity of argument and written expression.
• Students will develop skills in managing their intellectual advancement, setting attainable goals in pursuit of individual research interests and questions in the context of the course material.

Student Performance Criteria addressed:
A.1 Communication Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
A.11 Applied Research
A.7. Use of Precedents
C. 2. Human Behavior
C.9 Community and Social Responsibility

Topical Outline:
Historical and Theoretical Aspects of Design (50%)
Urban and social geography, sociology, literary studies and philosophy (40%)
Case Study / Applied Design (10%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:

Offered:
Each Fall term

Faculty Assigned:
S.Psarra, F/T
Course Description

ARCH 505 (experimental): Interconnected & Technologically Enhanced Seminar (3 credits awarded)

Course Description:
A seminar on critical perspectives and instrumental approaches on current ecological and technological paradigms including complex systems, sustainable design, construction ecology, integrated technologies and responsive systems.

Course Goals & Objectives:
- To explore theories of science that seeks a synthesis between biological and mechanical agents as complex adaptive systems.
- Synopsis of the literature on complex systems, emergence, thermodynamics, industrial ecology, responsive environments, the post-human, biomimesis, intelligent systems, and networked urbanities, as they relate to an understanding of sustainability that looks beyond models of efficiency to a wider understanding of ecological processes and their interactions with buildings and humans.
- To interrogate the premise that an understanding of ecology as a complex system with dynamic feedback loops is essential to knowingly, responsibly and positively participate in the ecological transformation of the planet, positing that any sustainable future will involve a complex techno-biological life support system for ourselves and the biosphere, and exploring our relationships with these technologies and what they might mean in terms of built form, urbanization and society.

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
B.3. Sustainable Design
B. 9. Environmental Systems Integration
B. 12. Building Materials and Assemblies Integration
C. 1. Collaboration
C.3. Research.

Topical Outline:
Complex Systems and Feedback Loops (15%)
Industrial and Construction Ecologies (10%)
Bio Engineering and Architectural Environments (10%)
Embedded Technologies, Responsiveness and Intelligence (20%)
Cybernetics and the Post Human (10%)
Interconnected Technologies at the Urban & Domestic Scale (20%)
Research and Case Studies (15%)

Prerequisites:
Graduate standing, approval of instructor

Textbooks/Learning Resources:
Reader compiled by professor

Offered:
Winter 2010

Faculty Assigned:
Kathy Velikov, F/T
Course Description

ARCH 503 (experimental): Special Topics in Architecture History (3 credits awarded)

Course Description:
This course aims at introducing contemporary Chinese artists’ works that involve applying both historical and modern architectural methodologies to express their feelings towards Chinese traditions and a rampant drive towards modernization.

Course Goals & Objectives:
- Mapping the history of contemporary Chinese art
- Directing students towards some seminal art works and artist
- Associating art with Chinese social development in terms of society, politics, movements and figures
- Enlightening students with Chinese artists’ creativity, who use construction modes in production.
- Giving students chances to hear about other voices, including social commentators, art critics, musicians, writers and architects
- Bringing students to artists’ studios to see their art-making and have direct conversation
- Showing films to introduce how other people look at Chinese artists and how they relate to the bigger arena in Chinese social transformation era.

Topical Outline:
Class hours: Each week, three hours for lecturing+ discussing/ screening.

Prerequisites:
Graduate standing, approval of instructor. Knowledge of Chinese history and contemporary politics preferred.

Textbooks/Learning Resources:
Performance art in China
Chinese artists Texts and Interviews
Touch the stone: China Art Now
New China, New Art
The Real Thing
New World Order
The Concrete Dragon
China Art Book
The Double Screen
798: A photographic journal by Zhu Yan
Wang Qingsong monograph
He Yunchang monograph
Ai Weiwei monograph

Offered: Summer 2010

Faculty Assigned:
Valerie, Zhang Fang, F/T
Course Description

ARCH 503 (experimental): The Modern Architectural Landscape (3 credits awarded)

Course Description:
Investigate premise that landscape design was salient to the formulation of modern architecture and probe the implications of this idea for current architectural discourse.

Course Goals & Objectives:
- Foster rigorous critical thought
- Strengthen reading comprehension through class discussion
- Formulate and carry out independent research project
- Make PowerPoint presentations of research findings
- Demonstrate/strengthen writing skills

Student Performance Criteria addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Lectures (25%)
Class discussion (50%)
Student PowerPoint presentations (15%)
Final research paper (10%)

Prerequisites:
Graduate standing, approval of instructor

Textbooks/Learning Resources:
Weekly reading assignments; no textbook

Offered:
Each fall term

Faculty Assigned:
Caroline Constant (F/T)
Course Description

ARCH 503: History of Suburbia (3 credits awarded)

Course Description:
The evolution of the middle class residential suburb from the 18th century to the present, and its future prospects.

Course Goals & Objectives:
- Students will develop a knowledge of suburban development as it relates both to the cultural history of the (now global) middle class and to the evolving metropolis.
- Students will develop a knowledge of the evolution of a suburban "design language and its meaning both as a cultural ideal and a "landscape of exclusion."
- Students will research in depth the history of an individual "streetcar suburb" from the period 1890-1930.
- Students will understand the transformation of the suburb in the automobile age.
- Students will develop a knowledge of "global suburbs," i.e., American-style "suburbs of privilege as they have emerged in the cities of the developing world.
- Students will research the issue of "suburban retrofits" and suggest their own retrofit strategies.

Student Performance Criteria addressed:
A.9. Historical Traditions and Global Culture.
A. 10. Cultural Diversity

Topical Outline:
Historical origins and evolution of suburbia (50%)
Comparative Global Suburb (25%)
Suburban Retrofit (25%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:

Offered:
Each winter term

Faculty Assigned:
Robert Fishman, F/T.
Course Description

ARCH 476: Modeling Space and Marking Time (3 credits awarded)

Course Description:
In this course, students use video as a generative medium for representing complex spatial conditions of 3D objects, environments, and/or events over time.

Course Goals & Objectives:
- Become comfortable using video as a spatial (rather than narrative) tool
- Develop means in-progress means of modeling/notating space- and time-based aspects of an object, environment, or event
- Learn to use Final Cut Pro to edit video
- Become aware of critical historical precedents for spatiotemporal representation in video art and other creative disciplines

Student Performance Criteria addressed:
A.1
A.2
A.3
A.4
A.5
A.6
A.7
A.8
A.9
A.10
B.1

Topical Outline:
Use of technology (editors and cameras) (35%)
Synthesis of design principles from film, video, 3D art and architecture (35%)
Critical analysis and historical background (developing means to evaluate “good” work) (30%)

Prerequisites: None

Textbooks/Learning Resources:
Film Art; MSMT reader; Videos

Offered: Fall 2008, Fall 2009

Faculty Assigned: Cynthia Pachikara, F/T
Course Description

ARCH 466: Dimensions Student Publication (1+3 credits awarded)

Course Description:
The goal of this course is to introduce students to the inter-dependent relationships between form and content as they relate to the publishing of works of architecture, essays, student projects and lectures. The workshop will study the means and methods of book production via printing, typography, and the working of image and text as a commingled practice of editing and design. These subjects will be tested through the design and production of Dimensions—the annual journal of architecture at Michigan.

Course Goals & Objectives:
• Students will the skills of working with the “real-world” demands of a budget and deadline to realize a project.
• Students will develop the design and editing skills necessary to effectively communicate—in text and image—the work of others.
• Students will develop the capacity to think critically about the production of a journal of scholarly and design work.
• Students will develop an understanding of and the skills to working on a collaborative group project.

Topical Outline:
Principles of graphic design (50%)
Design as an editing process (20%)
Printing and book production (20%)
Strategies for working as a group (10%)

Prerequisites:
Graduate Standing, or undergraduates with instructor approval.

Textbooks/Learning Resources:

Offered:
Each fall term for 1 credit followed by the winter term for 3 credits.

Faculty Assigned:
C. Unverzagt F/T
Course Description

ARCH 443: History of Urban Form (3 credits awarded)

Course Description:
The evolution of urban form from the earliest cities to the present.

Course Goals & Objectives:
- Students will develop a knowledge of the stages of urban development from the ancient Near East through the global spread of the "urban revolution" to the industrial cities of the 19th and 20th centuries to the megacities of today.
- Students will develop a comparative understanding of cities as they developed in the Near East, South and East Asia, Europe, sub-Saharan Africa, and the Americas.
- Students will understand the differences among the organic, gridded, and "grand manner" cities.
- Students will research the history of a particular city in depth, emphasizing the interaction of plan, fabric, and monuments/public spaces as defining the uniqueness of each city.

Student Performance Criteria addressed:
A.9. Historical Traditions and Global Culture.

Topical Outline:
Evolution of the “City in History” (50%)
Comparative Global Cities (35%)
Plan, Fabric, Monument (15%)

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:

Offered:
Each Fall term

Faculty Assigned:
Robert Fishman, F/T.
Course Description

ARCH 427: Construction II (3 credits awarded)

Course Description:
Construction II is the culminating course of the two-part series introducing students to materials and methods of building construction. The objective of this course is to expand the student's understanding of construction materials, to demonstrate that modern construction practice requires the assembly of many independent components, and to illustrate the relationship of the act of building to design intentions.

Course Goals & Objectives:
- Expand student's understanding of construction materials
- Demonstrate that modern construction practice requires the integration of multiple systems and components and explain how those issues can be synthesized with design
- Focus on three sections: steel and concrete, enclosure materials and systems, and building case studies
- Develop the ability for students to synthesize building and environmental systems within their own design through a series of targeted exercises.

Student Performance Criteria addressed:
A.4 Technical Documentation
A.9 Historic Traditions and Global Culture (shared)
B.2 Accessibility
B.3 Sustainable Design
B.5 Life Safety
B.8 Environmental Systems
B.9 Environmental Systems Integration
B.10 Building Envelope Systems
B.11 Building Service Systems Integration
B.12 Building Materials and Assemblies Integration
C.1 Collaboration
C.7 Leadership

Topical Outline:
Building Codes and Occupancies (6.5%)
Life Safety and Egress (13%)
Building Costs and Financial Considerations (6.5%)
Building Structures (13%)
Plumbing and Electrical Systems Integration (6.5%)
HVAC Systems Integration (13.5%)
Building Enclosure Systems (13.5%)
Comprehensive Building Integration (19%)
Cost Controls (6.5%)

Prerequisites: ARCH 317

Textbooks/Learning Resources:

Offered:
Each winter term

Faculty Assigned:
Winter 09,10 (all full-time): K. Daubmann, L. Graebner, M. Kennedy, J. Schmidt, T. Patterson, Sirota, A. Fure, Lee
Course Description

ARCH 425: Sustainable Systems II (3 credits awarded)

Course Description:
This course examines daylighting and lighting design methods, sustainable resource management, occupant comfort, water efficiency and waste management, and renewable energy alternatives.

Course Goals & Objectives:
- Understanding of physics of light, photometry, and daylighting and lighting design methods.
- Ability to design buildings and building envelopes that utilize natural light.
- Understanding of resource management through building and system design.
- Ability to design buildings and building systems to enhance environmental sustainability.

Student Performance Criteria addressed:
B.3. Sustainable Design
B.9. Environmental System Integration
B.10 Building Envelope System
B.11 Building Service Systems Integration

Topical Outline:
Lighting and Daylighting: (50%)
Resource Management: (50%)

Prerequisites:
ARCH 317

Textbooks/Learning Resources:
Collection of reading materials available to students via cTools site

Offered:
Each fall term

Faculty Assigned:
J.J. Kim, F/T, L. Junghans, M. Navvab, F/T
Course Description

ARCH 422: Architectural Design 3G3 (6 credits awarded)

Course Description: Focus on urban conditions, building typology, materiality and making. Builds on the knowledge of construction methods and conventions as gained from the construction class.

Course Goals & Objectives:

- Designing a public building within a dense urban context – which will focus the development of projects in terms of volume, space and section – in relation to the larger public context.
- Reading and analyzing the genealogical development of a building type through precedent research. Interpretation and development of a building program and proposal in relation to this research.
- Understanding and advancing skills in the diagrammatic development of a project from and ultimately the manipulation of space, form, and material – in particular notions of positive and negative space – as the fundamental material of the architect – will be thoroughly investigated.
- Further development of the tectonic aspects of architecture through consideration of structure and material.

Student Performance Criteria addressed:
A.1: Communication Skills
A.2: Design Thinking Skills
A.5: Investigative Skills
A.6: Fundamental Design Skills
A.7: Use of Precedents
B.1: Pre-Design
B.2: Accessibility
B.3: Sustainable Design
B.5: Life Safety
C.1: Collaboration
C.2: Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Design Fundamentals – Introductory Projects (25%)
Site Visit / Analysis / GIS Mapping (10%)
Typological Research Precedent Analysis (15%)
Design Development (40%)
Final Presentation (10%)

Prerequisites:
A402, A412

Textbooks/Learning Resources:
Space and Anti-Space – Steven Kent Peterson
Double Negative – Mark C. Taylor
The Diagram – Gilles Deleuze
Online Tutorials @ GenerativeDesignComputing.Net

Offered (semester and year):
Winter 2009 - 2010

Faculty assigned:
Course Description

ARCH 421: Geometric Modeling (3 credits awarded)

Course Description (limit 25 words): Digital modeling as a core competency in architecture. Emphasis on both precision and invention in the use of 3D modeling software in a design process.

Course Goals & Objectives (bulleted list):
- The objective of this course is to introduce students to the use of advanced computer imaging and simulation tools in the design process.
- A series of short creative exercises explores such individual methods as animation, constructive solids, lofted Spline surfaces, morphing, modifiers, poly and mesh modeling, parametric derivations, and embedded assemblies, as well as the projection and visualization of resulting forms in both 2D and 3D mediums.
- A longer exercise introduces practices for managing the degree of hierarchy, precision, abstraction and organization within a more detailed model.
- Development of a general base from which subsequent courses provide opportunities to advance in such specialties as digital fabrication, information design and advanced parametric modeling.

Student Performance Criterion/a addressed (list number and title):
A.3: Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
Animation (5%)
Solid Modeling (10%)
Mesh Modeling (10%)
Lofting / Morphing (10%)
Parametric Modeling (10%)
Final Project (55%)

Prerequisites:
A211 or equivalent

Textbooks/Learning Resources:
Inside 3DStudio Max
Digital Lighting & Rendering
Digital Texturing & Painting

Offered: Winter 2009 - 2010

Faculty Assigned:
Glenn Wilcox, F/T, Winter 2009
Josh Bard, adjunct, Winter 2010
Course Description

ARCH 417: 3G Construction (6 credits awarded)

Course Description:
This course is a comprehensive introduction to construction technology and material practices focusing on fabrication techniques and life safety issues in architecture.

Course Goals & Objectives:
- To establish a technical data base regarding building materials, assemblies and systems expanding the inherent limits and preconceptions of what constitutes standard construction practice.
- To understand constructive logics from assembled components to fabricated composites based design.
- To consider the politics and actualities of sustainable building conservation - building energy - as a pervasive condition impacting events beyond the scope of a single structure.
- To establish understanding of life safety systems, building code compliance, building economies and cost controls.
- To engage theoretical dimensions of construction directly related to historical and contemporary issues in design.

Student Performance Criteria addressed:
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.2. Accessibility
B.3. Sustainable Design
B.5. Life Safety
B.7. Financial Considerations
B.9. Environmental Systems Integration
B.10. Building Envelope Systems
B.11. Building Service Systems Integration
B.12. Building Materials and Assemblies Integration
C.1. Collaboration
C.3. Research
C.7. Leadership

Prerequisites: Must be enrolled in the 3 year M.Arch. Program.

Textbooks/Learning Resources:

Offered: Each winter term

Faculty Assigned:
Course Description

ARCH 416: 3G Design Fundamentals (3 credits awarded)

Course Description:
Through exemplary history, theory, construction technology, and spatial analysis, this course introduces beginning architecture students to ideas, methods and precedents of architectural and urban form.

Course Goals & Objectives:
- Understanding of architecture as both a practice and a discipline
- Understanding of architecture as a product of specific geographies + cultures
- Position architectural design as an interdisciplinary pursuit.
- Spatial understanding through research and analysis of historical precedents.
- Facilitate the development of a student's own set of values and intentions.
- Development of critical oral, visual, craftsmanship and leadership skills.

Student Performance Criteria addressed:
A.7
A.9
A.10
A.11
C.6
C.9

Topical Outline:
Design (40%)
Model & Diagram (10%)
Tectonics & Nature (10%)
Color / Sequence & Figure / Field (10%)
Practice and Making (10%)
Atmosphere and Architect (10%)
Urban and Ethic (10%)

Prerequisites: Must be enrolled in the 3 year M.Arch. Program.

Textbooks/Learning Resources:
Key Houses of the 20th Century: Plans, Sections and Elevations by Colin Davies
Key Buildings of the Twentieth Century: Plans, Sections, Elevations by Richard Weston
CTools Course website – ctools.umich.edu/

Offered:
Each summer term

Faculty Assigned:
Neal Robinson F/T
Josh Bard F/T
Ellen Donnelly F/T
Jen Harmon F/T
Course Description

ARCH 413: History of Architecture and Urbanism (3 credits awarded)

Course Description:
This course surveys the history of architecture and urbanism from antiquity to the present. It is designed for graduate students with little or no background in architectural history.

Course Goals & Objectives:
- Illuminate ways that architecture has historically been shaped by the formal and theoretical intentions of designers and builders
- Explore the preferences and needs of people who pay for and inhabit buildings
- Assess how social, economic, cultural, and technical practices present in a given time and place impact architecture and urbanism
- Help students develop new habits of seeing, analyzing, and thinking critically about architecture

Student Performance Criteria addressed:
A1: Communication Skills
A2: Design Thinking Skills
A3: Visual Communication Skills
A5: Investigative Skills
A6: Fundamental Design Skills
A7: Use of Precedents
A9: Historical Traditions and Global Culture
A10: Cultural Diversity
C2: Human Behavior
C3: Research
C7: Leadership
C9: Ethics and Professional Judgment

Topical Outline:
Ancient and Classical Worlds (28%)
Early Religious Architecture (16%)
Inventions and Rediscoveries [Early Modern period] (28%)
Modern, Modernism, Modernity (28%)

Prerequisites: None

Textbooks/Learning Resources:
Required reading list on CTools site and (2) recommended textbooks: Spiro Kostof, A History of Architecture: Settings and Rituals (second ed.) and Kenneth Frampton, Modern Architecture: A Critical History (fourth ed.)

Offered: Each fall term

Faculty Assigned:
William J. Glover, F/T
Course Description

ARCH 412: Architectural Design 3G2 (6 credit hours)

Course Description:
This studio addresses the relationship between architecture and site, and addresses how the interpretation and representation of site form the basis of any architectural proposal.

Course Goals & Objectives:
- Develop a complex understanding of site as comprised of both measured and interpretative characteristics
- Develop a sensitive response to both natural and constructed site features in the overall project layout
- Develop an understanding of the basic application and performance of various materials, and assemblies, including their environmental impact
- Develop a comprehensive project based on the complex interplay between site, program and building systems.

Student Performance Criteria addressed:
A.1 Communication Skills,
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
A.11 Applied Research
B. 2 Accessibility
B. 3 Sustainability
B. 4 Site Design
B. 5 Life Safety
B.8 Environmental Systems
C.1 Collaboration
C. 2 Human Behavior
C.3 Client Role in Architecture

Topical Outline:
Project 1: Topography A.1, A.2, A.3, A.5, A.6, B.2, B.4, B.9 (three weeks)
Project 2: Solar orientation, Wind/Ventilation A.1, A.2, A.3, A.5, A.6, A.11, B.3, B.4, B.9 (five weeks)
Final Project: A.1, A.2, A.3, A.5, A.6, A.7, A.11, B.3, B.4, B.5, B.9, C.1, C.2, C.3 (seven weeks)

Prerequisites:
Arch 402

Textbooks/Learning Resources:
Lecture slides and Handouts from instructors posted to Ctools.

Offered:
Each winter term

Faculty Assigned:
Fall 2008: Craig Borum (coordinator), Steven Mankouche, Tsz Yan Ng (all F/T)
Fall 2009: Craig Borum (coordinator), Maria Arquero, Mireille Roddier (all F/T)
Fall 2010: Craig Borum (coordinator), Maria Arquero, Meridith Miller (all F/T)
Course Description

ARCH 324: Architectural Structures II (3 credits awarded)

Course Description:
This course covers elastic behavior of wood, steel, concrete and composite materials. It includes analysis and design of beams and columns for strength and stability.

Course Goals & Objectives:
- Strength of Materials – steel, wood and concrete
- Behavior of beams and columns
- Strength, stability and serviceability in design
- Analysis of combined materials
- Analysis of combined stress
- Analysis of indeterminate beams
- Effects of prestressing

Student Performance Criteria addressed:
B.8 Structural Systems

Topical Outline:
Design of wood beam (15%)
Column buckling (10%)
Combined materials (flitched beams) (15%)
Design of reinforced concrete (15%)
Design of steel beams (10%)
Composite systems (conc. + stl beams) (5%)
Deflection of beams (10%)
Continuous beams (10%)
Combined stress (5%)
Prestressing (5%)

Prerequisites: Arch 314

Textbooks/Learning Resources:
Structural Principles, by I. Engel.
cTools website: http://www.umich.edu/~arch324

Offered:
Each winter term

Faculty Assigned: Dr.-Ing. Peter von Buelow, F/T
Course Description

ARCH 317: Construction I (3 credits awarded)

Course Description:
Construction I is an introduction to the standard materials and methods of building construction. The course focuses on how general principles of construction can be synthesized with design intentions.

Course Goals & Objectives:
- Explain standard building systems and their logic of assembly and general use
- Explain specific topics of unit modularity, wall systems, floor and roof systems, waterproofing, prefabrication, and project delivery
- Demonstrate how logics of construction affect design intentions
- Develop an ability to clearly represent and explain building processes through the construction of technical drawing
- Introduce concepts of environmental sustainability and how these concerns can be integrated into design and construction

Student Performance Criteria addressed:
A. 4. Technical Documentation
A. 8. Ordering Systems
B. 7. Financial Considerations
B. 9. Environmental Systems Integration
B. 10. Building Envelope Systems
B. 11. Building Service Systems Integration
B. 12. Building Materials and Assemblies Integration
C. 4. Practice Management

Topical Outline:
Building Culture (8%)
Elements + Constructed Environments: Earth, Water, Fire, Air, and Light (14%)
Framing Systems (14%)
Layered Construction Assemblies (14%)
Stacked Construction Assemblies (14%)
Forms and Formworks (8%)
Building Enclosure Systems (14%)
Building Integration (8%)

Prerequisites:
Junior standing

Textbooks/Learning Resources:
Andrea Deplazes (ED.), Constructing Architecture, Materials Process Structures
Francis D.K. Ching Building Construction Illustrated
Francis D. K. Ching, Steven R. Wink, Building Codes Illustrated (recommended)
Edward Allen & Joseph Iano, The Architect’s Studio Companion (recommended)

Offered:
Each fall term

Faculty Assigned:
Full-time: S. Mankouche (coord.), M. Kennedy, L. Gräbner, J. Schmidt, T. Patterson, M. Ezban, A. Sirota
Course Description

ARCH 315: Sustainable Systems I (3 credits awarded)

Course Description:
This course introduces the concept of sustainable design, and examines thermal and climatic factors, passive heating and cooling methods, and air and water in architecture.

Course Goals & Objectives:
- Understanding of the key concepts, factors and strategies for sustainable design of the built environment.
- Understanding of thermal and climatic factors in buildings and passive heating and cooling design methods.
- Understanding of fundamental of fluid mechanics and its application in water and air circulation systems in buildings
- Ability to design buildings incorporating passive heating and cooling, natural ventilation, and sustainable design methods.

Student Performance Criteria addressed:
B.3. Sustainability
B.8. Environmental Systems
B.11. Building Service Systems
C.2 Human Behavior

Topical Outline:
Sustainable Design (33%)
Passive Design (33%)
Air and Water in Architecture (33%)

Prerequisites: None

Textbooks/Learning Resources:
The Building Environment, Vaughn Bradshaw, Wiley
Collection of reading materials available to students via cTools site

Offered:
Each winter term

Faculty Assigned:
J-J. Kim, F/T, L.Junghans, A. Cotel, F/T
Course Description

ARCH 314: Architectural Structures I (3 credits awarded)

Course Description:
This course covers the basic principles of structures, including the fundamentals of statics and mechanics, as well as the elementary behavior of structural materials.

Course Goals & Objectives:
- Statics
- Mechanics
- Vector Analysis
- Load Distribution
- Strength of Materials
- Elastic Behavior
- Stress Distribution

Student Performance Criteria addressed:
B.8 Structural Systems

Topical Outline:
Structural systems (overview) (5%)
Force systems (vector mechanics) (10%)
Center of Gravity (centroids) (10%)
Loading systems (vertical & lateral) (15%)
Trussed structures (analysis) (10%)
Elastic theory (stress, strain, behavior) (15%)
Flexure theory (shear & moment) (10%)
Frames, arches & cables (determinate) (10%)
Shear stress (10%)
Principal stress (5%)

Prerequisites: None

Textbooks/Learning Resources:
Web site: http://www.umich.edu/~arch314

Offered:
Each fall term

Faculty Assigned:
Dr.-Ing. Peter von Buelow  F/T
Part Four (IV): Section 2 - Faculty Resumes
(Faculty Resumes start on the next page)
Ellie Abrons

Courses Taught (Two academic years prior to current visit):
ARCH 432: Architectural Design III
ARCH 442: Architectural Design IV
ARCH 516: Architectural Representation

Educational Credentials:
M. Arch with Distinction, University of California Los Angeles, Department of Architecture and Urban Design June 2006
B.A. in Art History and Gender Studies, New York University, New York NY, May 1996

Teaching Experience:
A. Alfred Taubman Fellow in Architecture, Taubman College of Architecture and Urban Planning, University of Michigan 2009 – present
Assistant Lecturer, University of California Berkeley, College of Environmental Design 2006
Teaching Assistant, University of California Los Angeles, Department of Architecture and Urban Design 2005

Professional Experience:
Architectural Designer, Office dA, Boston MA, 2007-2009
Architectural Designer, GregLynnFORM, Los Angeles CA, 2007
Architectural Designer, servo, Los Angeles CA, 2005-2007
Intern, Koning-Eizenberg Architecture, Los Angeles CA, 2004
Faculty Resume

Robert Adams

Courses Taught (Two academic years prior to current visit):
ARCH 409 +509: Special Topics Seminar: Double Export, Beijing    S: 2008
ARCH 417: 3G Construction (Coordinator)    W: 07, 09, 10
ARCH 492/592: Beijing Architectural Studio Enterprise (Director)    S: 2008
ARCH 552: 2G1/3G4 Design Studio: Perimeter (Coordinator ’09)    F: 07, 09
ARCH 662: Thesis Studio    W: 2010

Educational Credentials:
Bachelor of Arts. Saint John's University. 1989

Teaching Experience:
Assistant Professor, University of Michigan. Taubman College 2003 - present
Adjunct Assistant Professor. University of Minnesota. CALA 2000-2003
Instructor. Otis College of Art and Design. Department of Environmental Arts 1997
Faculty Resident. Sud California Instituto d’ Architettura 1996

Professional Experience:
Principal. Adams + Gilpin. Ann Arbor, MI. 1996 - present

Selected Publications and Recent Research:
*KMH PEK: Qing Shui Yuan*. Author. Timezone8 Ltd. Beijing. Book project on a housing block in Beijing. This book has been accepted by the publisher. Forthcoming 2010.

Professional Memberships:
Faculty Associate, Center for Chinese Studies. University of Michigan
Faculty and Co-Founder. B.A.S.E. Beijing Architecture Studio Enterprise
Faculty Resume

Maria Arquero de Alarcón, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 412: Architectural Design 3G2 [Fall 2009] ARCH 412

Educational Credentials:
2008 Master of Landscape Architecture in Urban Design with distinction, Harvard University, Graduate School of Design
2005 First Year PhD coursework. Department of Urban Studies and Territorial Planning. Polytechnic University, ETSA Madrid
2004 Master in Advanced Studies of Landscape Architecture. Swiss Federal Institute of Technology Zurich - ETH Z
2001 Bachelor/Master of Arts in Architecture - Specialized in Building Technology + Urbanism. Polytechnic University, Madrid School of Architecture

Teaching Experience:
2009 Assistant Professor, joint appointment in Urban and Regional Planning and Architecture. The University of Michigan, TCAUP
2007-09 Studio Instructor in Architecture. Boston Architectural College
2007-08 Studio Instructor in Urban Design. Career Discovery Program. Harvard University, Graduate School of Design

Professional Experience:
2005-06 Regional Planner PAU Lander [Luis Felipe Alonso Teixidor]. Madrid

Licenses/Registration:
Licensed Architect. COAM: 14.416. Professional Association of Architects Madrid, Spain

Selected Publications and Recent Research:
2010 “WATERSHED (or) Wrapping Sheds with Water”. Research Through Making Grant, TCAUP. $20,000
“Liquid Planning”. Teaching with Technology Institute (TTI) (CRLT) $ 2,500 Faculty Development Fund
Finalist. Competition for the improvement of the accessibility and landscape treatment of the Historical Core, Alcala de los Gazules, Spain.
Co-author: Anton & Arquero Architects


Professional Memberships:
Member APA: 244522, Member AIA: 30531850, Member US ICOMOS 6916
Faculty Resume

Joshua David Bard

Courses Taught (Two academic years prior to current visit):
ARCH 211: CAD Fundamentals       F/W: 08,09,10
ARCH 312: UG1 Design Studio        F: 08,09
ARCH 416: Design Fundamentals      S: 08,09,10
ARCH 421: Geometric Modeling       W: 2010
ARCH 422: 3G3 Design Studio        W: 09,10
ARCH 507: Special Topics in Construction                      Sp: 10
ARCH 572: Architectural Theory and Criticism                   W: 08

Educational Credentials:
Master of Architecture. The University of Michigan.    2007
Bachelor of Arts, Wheaton College.                     2002

Teaching Experience:
Coordinator, Digital Fabrication Laboratory. Taubman College   2007-2008

Professional Experience:
Intern Architect. M1/DTW. Detroit, MI.        Summer 2008
Project Manager. TCAUP Building Design Workshop. Ann Arbor, MI.           2006

Selected Publications and Recent Research:
“Digital Steam Bending” Research Through Making Grant (one of three principal investigators)
Taubman College of Architecture and Urban Planning.
“Ceramic Origami” Center for Research on Learning and Teaching, Lecturer Development Fund

Professional Memberships:
Licensed Builder in the State of Michigan
Architectural License (IDP in progress)
Faculty Resume

Craig Borum, AIA

Courses Taught (Two academic years prior to current visit):
Arch 316 Design Fundamentals 1
Arch412 Architectural Design 1
Arch409/506 Barcelona Studio
Arch507 Building Anatomies
Arch527 Building Systems
Arch660 Thesis Research and Development Seminar
Arch662 Thesis Studio

Educational Credentials: BS Arch University of Virginia 1988, M Arch University of Virginia 1996

Teaching Experience:
2005-present Associate Professor University of Michigan
2007 University of Cincinnati
2004 Southern California Institute of Architecture
1998-2005 Assistant Professor University of Michigan
1996-98 Sanders Fellow University of Michigan

Professional Experience:
1999-present Ply Architecture (Ply LLC), Ann Arbor, MI, founding partner/ principal (in partnership with Karl Daubmann)

Licenses/Registration: Michigan, Ohio, Pennsylvania, New Jersey, Washington DC

Selected Publications and Recent Research:
2010 Michigan American Institute of Architects (AIA) 2 Honor Awards
[Shadow Pavilion + Park House]
2008 Urban Space: Squares and Plazas, Dimitris Kottas, Carlos Boto Publishers, Barcelona
2007 First Prize in Urban Design by Quito Architecture Biennale (Mies Plaza w/PEG)
2006 Young Architects Award sponsored by the Architectural League of New York
2006 Michigan American Institute of Architects (AIA) Honor Award for OMI Sushi
2005 Michigan American Institute of Architects (AIA) 2 Honor Awards
[Big Ten Burrito + Mies van der Rohe Plaza]
2005 Design Embraces the Machine Age: Digital fabrication...it's not just for Gehry anymore,"Architectural Record: Innovation, Dec 2005
2004 Honor Award, Wood Design & Building Magazine, September 2004
2004 “Case Study House, Cleveland USA,” L’ Architecture d’ Aujourd’hui no. 353, July/August

Professional Memberships:
AIA, NCARB
Milton S. F. Curry

Courses Taught (Two academic years prior to current visit):
Fall 2010; ARCH 509
Spring 2011; ARCH 509

Educational Credentials:
Harvard Graduate School of Design Department of Architecture, Cambridge, MA
Master in Architecture II Postprofessional WITH DISTINCTION, 1992
Cornell University Department of Architecture, Ithaca, NY
Bachelor of Architecture, ALPHA RHO CHI MEDAL RECIPIENT, 1988

Teaching Experience:
Associate Professor of Architecture, - Designate, University of Michigan 2010
Taubman College of Architecture and Urban Planning; Program in Architecture
Visiting Associate Professor of Architecture, University of Michigan 2010
Taubman College of Architecture and Urban Planning; Program in Architecture
Associate Professor of Architecture and Theory, Cornell University 2002-2010
College of Architecture, Art and Planning; Department of Architecture
Assistant Professor of Architecture and Theory, Cornell University 1995 - 2002
College of Architecture, Art and Planning; Department of Architecture
Visiting Assistant Professor of Architecture, Cornell University Spring 1995
College of Architecture, Art and Planning; Department of Architecture
Visiting Associate Professor of Architecture, Harvard University Spring 1999
Harvard Graduate School of Design; Department of Architecture
Assistant Professor of Architecture, Arizona State University 1992 - 1995
College of Environmental Design; School of Architecture

Professional Experience:
Project Director, Case Studies in Urban Development Annual Symposium/ Exhibition, Cornell College of Architecture, Art & Planning, Ithaca, NY 2009 - 2010
Chairman and Chief Executive Officer / Editor in Chief CriticalProductive, Inc. / CriticalProductive Journal, Ithaca, NY 2008 - present
Co-Chief Executive Officer, Orbit Development Group, LLC Ithaca, NY / New York, NY 2005 - present
Principal, OrbitMCAdesignstudio 1995 - present
Ithaca, NY / New York, NY
Co-Founder / Editor and Publisher, Appendix Journal Cambridge, MA 1992 - 2007

Selected Publications and Recent Research:
PEER REVIEWED BOOK CHAPTER 2010
Faculty Resume


PEER REVIEWED CONFERENCE ESSAY
“Blackness and Architectural Modernism in the wake of 1968.”
Mid-Atlantic Popular American Culture Association Conference, Boston, MA
Popular Culture and Activism Section

Editor in Chief 2011
CriticalProductive Issue v1.1: Theoretic Action
CriticalProductive, Inc., Ithaca, NY, 2011; Distributed by Disticor
New journal of architecture, urbanism and cultural theory

Editor in Chief 2011
CriticalProductive Issue v1.2: Post-Capitalist City?
CriticalProductive, Inc., Ithaca, NY, 2011; Distributed by Disticor
New journal of architecture, urbanism and cultural theory

Editor 2009
Cornell Council for the Arts Installations:
Patrick Dougherty 2006: Half a Dozen of the Other Sculpture Installation
Exhibition Catalogue

Executive Producer 2009
Cornell Council for the Arts Installations:
Patrick Dougherty 2006: Half a Dozen of the Other Sculpture Installation
Short Film commissioned by Cornell Council for the Arts
Steven Christensen

Courses Taught (Two academic years prior to current visit):

Educational Credentials:
Harvard University Graduate School of Design, Cambridge MA
Master in Architecture, 2008

University of Utah, Salt Lake City UT
Bachelor of Arts, Psychology, 2000

Teaching Experience:
University of Michigan,
Lecturer in Architecture (full-time) 2008-Present

Harvard University Graduate School of Design
Instructor: Career Discovery Program, 2008

Professional Experience:
Independent Practice, 2005-Present
Preston Scott Cohen, Cambridge MA, 2006
CORE, Washington DC, 2003-2004
Red Rock Interactive, Salt Lake City UT, 2002-2003
Gensler, San Francisco CA, 2000-2002
EFT Architects, Salt Lake City UT, 1998-2000

Licenses/Registration:
National Council of Architectural Registration Boards:
    NCARB Certificate #67685, 2009-Present
Registered Architect, Utah, 2009-Present
United States Green Building Council:
    LEED Accredited Professional, 2007-Present

Selected Publications and Recent Research:
Catalunya Continental, Joan Busquets with Felipe Correa, 2007. Ecuador: Imprenta Mariscal. Publication of regional design research performed at Harvard GSD.

Professional Memberships:
American Institute of Architects, Architect Member, 2009-Present
Boston Society of Architects, Architect Member, 2009-Present
Faculty Resume

McLain Clutter

Courses Taught (Two academic years prior to current visit):
Fall 2009  Arch 552: Design Studio
Winter 2010  Arch 562: Design Studio
Winter 2010  Arch 506: Distinguishing Difference in Cont.Forms, Formalisms, and Formalistics

Educational Credentials:
BArch May 2001, Syracuse University School of Architecture
Magna Cum Laude, Dean's Citation for Thesis Excellence
MED May 2007, Yale School of Architecture
Everett Victor Meeks Fellowship for Academic Excellence

Teaching Experience:
Fall 2009-Present: Assistant Professor
University of Michigan Taubman College of Architecture and Urban Planning
Fall 2007-Spring 2009: Adjunct Assistant Professor
University of Illinois at Chicago, School of Architecture
Fall 2005-Spring 2007: Teaching Fellow Yale School of Architecture

Professional Experience:
Summer 2005-Present: Principal, MCD (McLain Clutter Design)
October 2007-July 2009: Senior Designer, Booth Hansen Associates, Chicago, IL
Summer 2007: Designer, Edward Mitchell Architects, New Haven, CT
Summer 2006: Designer, MOS (Hilary Sample, Michael Meredith), New Haven, CT
May 2003-August 2005: Project Architect, SPaN, New York, NY
April 2002-May 2003: Designer, G. Goldberg + Associates, Chicago, IL
July 2001-April 2002: Intern Architect, Solomon Cordwell Buenz, Chicago, IL

Selected Publications and Recent Research:
“Real High: The Desire for the Real in Urban Real Estate,” MONU 12 (February 2010): 50-55


“Radical Railbanking,” Research of GIS applications in urban design exhibited in “UNPLANNED: Research and Experiments at an Urban Scale” at the SUPERFRONT Gallery in Los Angeles. March 25, 2010- July 2, 2010
Faculty Resume

Caroline Constant

Courses taught:
ARC 503 [F09]
ARC 672 [F09]
ARC 660 (half time commitment) [F09]
ARC 326 [W10]
ARC 662 (half time commitment) [W10]

Educational Credentials:
M. Arch. Princeton University, 1976

Teaching Experience:
University of Michigan, Professor of Architecture, 2001-present
University of Florida
Professor, 1996-2001
Associate Professor, 1992-1996
Graduate School of Design, Harvard University
Associate Professor, 1988-1992
Assistant Professor, 1984-1988
Visiting Critic, Spring 1983-1984
University of Miami, Visiting Critic, Fall 1982
University of Maryland, Assistant Professor, 1979-1982

Professional Experience:
Caroline Constant, Architect, 1979-2008

Licenses/Registration:
Registered Architect, Washington, D.C. and NCARB (to 2008)

Selected Publications and Recent Research:
The Landscape of Modern Architecture [forthcoming, University of Minnesota Press]
Eileen Gray: An Architecture for All Senses, co-editor with Wilfried Wang (Harvard University and
The Woodland Cemetery: Toward a Spiritual Landscape (Byggförlaget, 1994).
The Palladio Guide (Princeton Architectural Press, 1985); transl. in French, Italian, German, Spanish and
Japanese.

Professional Memberships:
Fellow, American Academy in Rome
Honorary Member, Royal Institute of the Architects of Ireland
Society of Architectural Historians
Founding Member, Friends of E.1027

Awards:
Helmut F. Stern Fellowship, The Institute for the Humanities, University of Michigan, 2008-2009
University of Florida Research Foundation Professorship, 2000-01
A.I.A. International Book Award, The Woodland Cemetery: Toward A Spiritual Landscape, 1995
Research Fellow, Peter and Birgitta Celsing Foundation, Stockholm, 1991
American-Scandinavian Foundation Research Grant, 1991
Faculty Resume

Fulbright Award (Sweden), 1989-1991
Karl Daubmann

Courses Taught (Two academic years prior to current visit):
S09   ARCH 402 (3G1)
F09   ARCH 432 (UG3), 409 (SmartSurfaces);
W10   ARCH 562 (Option Studio), 427 (CON2), 591 (Generative Computing)
F08   ARCH 432 (UG3), 506 (Generative Computing)
W09   ARCH 562 (Options Studio), 427 (CON2)

Educational Credentials:
1999   Master of Science in Architectural Studies: Design + Computation Conc.
       Massachusetts Institute of Technology
1995   Bachelor of Architecture - cum laude; Roger Williams University

Teaching Experience:
2008-  Associate Professor of Architecture with Tenure
       Associate Professor, courtesy appointment in the School of Art & Design
2002-08 Assistant Professor of Practice in Architecture
2000-02 Lecturer in Architecture
1999-00 Willard A. Oberdick Teaching Fellow
2007   Visiting Professor - University of Cincinnati - Master Critic Series
       (Graduate Options Studio co-taught with Craig Borum)
1996-99 Instructor - Boston Architectural Center –
       (Undergraduate Design Studios + Thesis Preparation Seminar)

Professional Experience:
2001 - present PLY LLC, Ann Arbor, MI, partner / principal (in partnership with Craig Borum)

Licenses/Registration:
2004 - present Registered Architect Michigan & NCARB Certificate

Selected Publications and Recent Research:
2009   Mi Young, Pyo (ed.) Advanced Interior Design.
       1st. Seoul: Damdi Publishers
2008   1000x Architecture of the Americas, Braun Publishers
       Eat! Best of Restaurant Design, Braun Publishers
2007   “101 of the World’s Most Exciting New Architects”. Wallpaper*
       Engelhorn, Beate (ed.) Young Americans: New Architecture in the USA.  1st. Frankfurt
       Architectural League of New York, Young Architects 8: Instability. 1st. New York:
       Future Wood, Innovation in Building Design + Manufacturing
       Ed. Neumann & Beesley.
Faculty Resume

Ellen Donnelly

Courses Taught (Two academic years prior to current visit):

- ARCH 506    Spring Travel Studio        S2010
- ARCH 322    UG2 Studio     W2010
- ARCH 417    3G Construction     W2010
- ARCH 312    UG1 Studio     F2009
- ARCH 317    Construction 1        F2009
- ARCH 416    Design Fundamentals S2009

Educational Credentials:
Master of Science, Design Research.
University of Michigan. Ann Arbor, MI       2009
Master of Architecture [with distinction].
University of Michigan. Ann Arbor, MI       2008
Bachelor of Arts [in Urban Design and Architectural Studies].
New York University, NY        2000

Teaching Experience:
Lecturer: TCAUP. University of Michigan.      2009-present
Graduate Student Instructor. TCAUP. University of Michigan.   W2007-W2009

Professional Experience:
Principal, max_ed out, Ann Arbor, MI.      2008-present
Collaborator. YARD. Ann Arbor, MI      2008
Research Assistant to Curator of Architecture + Design.         2006
Museum of Contemporary Art. Los Angeles, CA.
Intern Architect. DurfeeRegn. Los Angeles, CA 2006

Selected Publications and Recent Research:
Black Rock Arts Foundation Grant. Bloom Town. Full scale installation. $5,000 April 2010
“Michael Heizer,” in This is Not to be Looked At: Permanent Collection Catalogue, Museum of
Contemporary Art, LA, April 2008.
Professional Design Projects:
maxed_out design [Marc Maxey + Ellen Donnelly]
Shared Space / N Ann Arbor private client  April 2010 - ongoing
Open Office / Jackson Road private client  August 2009 - ongoing
Big House Bathroom / Kerrytown private client  January 2010 - ongoing
Small House in Small House / Kerrytown private client  January 2010 - April 2010
Faculty Resume

Teman Duboir Evans

Courses Taught (Two academic years prior to current visit):
ARCH 322: UG2 Design Studio. W: 2010

Educational Credentials:
Master of Architecture. Harvard University Graduate School of Design. 2004
Bachelor of Arts. University of Florida. 2001

Teaching Experience:
Intermittent Lecturer of Architecture. University of Michigan. Taubman College 2010-Present

Professional Experience:
CEO, Design Director. Dioscuri LLC. New York, NY 2004-Present

Selected Publications and Recent Research:

Professional Memberships:
Member. Harvard Club of New York City
Member. Organization of Black Designers
Faculty Resume

Robert Fishman

Courses Taught (Two academic years prior to current visit):
ARCH 443: History of Urban Form  F: 09,10
ARCH 503: Suburbia  W: 08,09,10
ARCH 553 American Architecture (American Space)  W: 08,09,10

Educational Credentials:
Ph.D. (History). Harvard University  1974
M.A. (History). Harvard University  1969
B.A. (History). Stanford University  1968

Teaching Experience:
Taubman College  2000-Present
Emil Lorch Professor. Taubman College.  2006-2009
Assistant, Associate, Full Professor, Department of History,
Rutgers University, Camden, New Jersey.  1974-2000

Selected Publications and Recent Research:
Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, and LeCorbusier. Basic
The American Planning Tradition: Culture and Policy [editor and contributor]. Baltimore: Johns Hopkins
“Sociologists in the Studio: Cooperation and Conflict” in Dana Cuff and John Wreidt, eds., Architecture
202-206
“New Urbanism in the Age of Re-Urbanism,” in Tigran Haas, editor. New Urbanism and Beyond:
“Revolt of the Urbs: Robert Moses and his Critics,” in Hilary Ballon and Kenneth T. Jackson, editors,
“Beyond Sprawl: The New American Metropolis,” in Lars Boelling and Thomas Sieverts, editors, Mitten
am Rand: auf der Weg von der Vorstadt ubeber die Zwischenstadt zu den regionalen Stadtlandschaft [In
the Middle of the Edge: From the Suburb to Sprawl to the Regional City]. Wuppertal, Germany: Mueller

Professional Memberships:
Urban History Association (past president); Society for American City and Regional Planning History;
Congress for the New Urbanism; America 2050 (board member, organization that promotes infrastructure
investment in America’s emerging “mega-regions.”)
Faculty Resume

Adam Fure

Courses Taught (Two academic years prior to current visit):
Drawing Architecture’s Surface, Traveling Course to Barcelona, Spain, co-taught with Ellie Abrons, Graduate and Undergraduate elective course, Spring 2010
High Performance Environments, UG design studio, Winter 2010
Construction 2, 4th year undergraduate required course, Winter 2010
Space is the Medium, 3rd year undergraduate design studio, Fall 2009
Construction 1, 3rd year undergraduate required course, Fall 2009

Educational Credentials:
University of California Los Angeles, Department of Architecture and Urban Design; Los Angeles, California; Masters in Architecture with Distinction, June 2006
University of Michigan, Taubman College of Architecture and Urban Planning; Ann Arbor, Michigan; Bachelor of Science in Architecture, May 2003

Teaching Experience:
University of Michigan, Taubman College of Architecture and Urban Planning Lecturer; Fall 2009 - present
Woodbury University; Burbank, California; Adjunct Faculty of Architecture; Winter 2008
University of California Los Angeles, Department of Architecture and Urban Design; Los Angeles, California; Teaching Assistant; Summer 2004, Fall 2004, Summer - Winter 2005

Professional Experience:
Office dA; Boston, Massachusetts; Architectural Designer; June 2008 – June 2009
Greg Lynn FORM; Los Angeles, California; Architectural Designer; June 2006 – May 2008
Gnuform; Los Angeles, California; Architectural Designer; Sept 2004 – April 2006
Fievré Jones; Los Angeles, California; Architectural Intern; June 2004 – Sept 2004
Barry J. Polzin Architect AIA; Marquette, Michigan; Intern; May 2003 – Sept 2003
Integrated Designs Incorporated; Marquette, Michigan; Intern; May 2002 – Sept 2002

Selected Publications and Recent Research:
Faculty Resume

Harry Giles

Courses Taught (Two academic years prior to current visit):
ARCH 564 Advanced Materials Structures
ARCH 534 Concrete Structures
ARCH 554 Steel Structures
ARCH 524 Surface Structures

Educational Credentials:
Graduate Diploma Engineering, University of Witwatersrand, Johannesburg, 1981
Master of Science in Engineering, University of Natal, Durban, 1975
Bachelor of Science in Engineering, University of Natal, Durban, 1974

Teaching Experience:
Professor of Practice, University of Michigan, USA 2001-present

Professional Experience:
General Manager- SITUMBRA, LLC, Façade R&D Manufacturing 2009 – present
Principal, HGDesign, Design and Engineering Consultant, 2004 – present
Senior Associate Director, Buro Happold Engineers, 1998-2004
Partner, Cungall Johnston and Partners, 1996-1998
Associate Director, Ove Arup 1978-1996
Residential Engineer, Building Design Group Architects, 1976-1977

Licenses/Registration:
Chartered Engineer, UK

Selected Publications and Recent Research:
Design strategies for industrialized prefabrication of buildings. Guimaraes, Portugal 2010
SITUMBRA – A new concept in energy efficient building façade systems. Los Angeles, California, USA 2010
Prefabicated Construction using Digitally Integrated Industrial Manufacturing - Copenhagen, Denmark, 2008
Transparent Façade Panel Typologies Based on Hybrid Bio-Composite and Recyclable Polymer Materials, Philadelphia USA, 2006
On Shells and Skins, hyperbolic paraboloid shells and hybrid geometries Chicago, USA, 2005.

Professional Memberships:
Member of the Institute of Structural Engineers (British), UK
Member of the Counvil of Engineers, UK
Faculty Resume

Dawn Gilpin

Courses Taught (Two academic years prior to current visit):
Spring 2010  ARCH 509: Experimental Course
Winter 2010  ARCH 218: Visual Studies
           ARCH 662: Thesis Studio: Digital Publics
Fall 2009  ARCH 552: Arch Design V
          ARCH 660: Thesis Research + Development Seminar
          ARCH 662: Thesis Studio
Winter 2009  ARCH 202: Graphic Communication
           ARCH 662: Thesis Studio
Fall 2008  ARCH 202: Graphic Communication
           ARCH 218: Visual Studies
           ARCH 312: Arch Design I

Educational Credentials:
Southern California Institute of Architecture, Los Angeles, CA Master of Architecture, 1998
Auburn University, Auburn, AL Bachelor of Interior Design, 1989

Teaching Experience:
2003-present  University of Michigan, TCAUP, Lecturer in Architecture
2000-2003  University of Minnesota, CALA, Assistant Professor
1999-2000  University of Minnesota, CALA, Adjunct Instructor 2009

Professional Experience:
1996-present  Adams + Gilpin, Ann Arbor, MI
1999  Meyer Scherer and Rockcastle, Minneapolis, MN, Intern architect
1998  Architectural Alliance, Minneapolis, MN, Intern architect
1990-1992  Fitch Richardson Smith, Columbus, OH, Designer
1989  Diane Lewis + Peter Mickle, NYC, Cooper Union Housing Competition

Selected Publications and Recent Research:
Faculty Resume

William J. Glover

Courses Taught (Two academic years prior to current visit):
ARCH 413, ARCH 660, ARCH 563

Educational Credentials: PhD (UC Berkeley)

Teaching Experience:
2007-present  Associate Professor of Architecture. The University of Michigan, Taubman College of Architecture and Urban Planning, Architecture Program, Ann Arbor, Michigan;
2000-07  Assistant Professor of Architecture. The University of Michigan, Taubman College of Architecture and Urban Planning, Architecture Program, Ann Arbor, Michigan;

Professional Experience:
Approximately six (6) years experience working in architectural offices prior to completing PhD

Selected Publications and Recent Research:
Winner of the 2008 American Institute of Pakistan Studies Junior Book Award; The Aesthetics of Modernization: Reformating Ordinary Life in Twentieth Century India.

Current research includes: Modernization of rural and urban environments in twentieth-century South Asia; heritage conservation of Sikh holy sites in Punjab, India; the history of "new town" developments in South Asia; genealogies of house partition law in colonial India; the development of the architectural profession in colonial India.

Professional Memberships:
Society of Architectural Historians
American Institute of Pakistan Studies
American Institute of Indian Studies
Faculty Resume

Lars Graebner

Courses Taught (Two academic years prior to current visit):
Arch 312  Architectural Design I  F09
Arch 317  Construction I  F08, F09
Arch 322  Architectural Design II  W09
Arch 400  Tutrl. Students in Architecture  F08
Arch 409/506  Architecture Design Abroad  Sp09
Arch 427  Construction II  W09, W10
Arch 552  Architectural Design V  F08
UD 732  Urban Design Studio III  W10

Educational Credentials:
Diplom – Ingenieur Archiktur (Dipl.-Ing), Universität Hannover, Germany, 1996
Royal Academy of Fine Arts, Copenhagen, Denmark, 1995
Kunsthochschule Berlin-Weißensee, Germany, 1995
Technische Universität Braunschweig, Germany, 1992
Universität Hannover, Germany 1990 - 1996

Teaching Experience:
Lecturer in Architecture, ETH Zurich (for Prof. Marc Angélil), 1999-2000
Lecturer in Architecture, Karlsruhe University of Arts and Design (with Prof. Daniel Libeskind), 1999-2000
Lecturer in Architecture, ETH Zurich (for Prof. Franz Oswald), 2001
Lecturer in Architecture, Taubman College of Architecture and Urban Planning, University of Michigan, 2000

Professional Experience:
VolumeOne Architects, Berlin/Detroit, Founding Partner, 2004-
Sole practitioner 2000 - 2004

Licenses/Registration:
Architekt, Licensed Architect, Berlin, Germany, #11414, since 2004

Professional Memberships:
Architektenkammer Berlin, Germany (Architectural Association, Berlin)
Faculty Resume

Linda N. Groat

Courses Taught (Two academic years prior to current visit):
Winter term, 09: Arch 582: Alternative Practices; Arch 506/716 Theorizing Place
Fall term, 09: Arch 582: Alternative Practices

Educational Credentials:
1982-1985 Ph. D. Environmental Psychology, University of Surrey, England
1968-1969 M.A.T. (Master's of Arts in Teaching), History, Yale University

Teaching Experience:
2001-present Professor of Architecture and Women's Studies, University of Michigan
1999-2001 Professor of Architecture, University of Michigan
1987-1999 Associate Professor of Architecture, University of Michigan.
1996-1997 Faculty Associate (50% apmt), CRLT, University of Michigan
1987-1992 Associate Dean for Academic Programs, University of Michigan
1986-1987 Associate Professor of Architecture, University of Wisconsin
1980-1986 Assistant Professor of Architecture, University of Wisconsin

Professional Experience:
1971-1972 Teaching Assistant, California Institute of the Arts, Valencia, CA.

Selected Publications and Recent Research:

Professional Memberships:
Environmental Design Research Association
Faculty Resume

Jennifer Leigh Harmon

Courses Taught (Two academic years prior to current visit):
ARCH 417: 3G Construction  W: 2010
ARCH 322: UG2 Design Studio  W: 2010
ARCH 509: Mechanics of Graphic Design (Coordinator)  Sp: 2010
ARCH 402: 3G1 Design Studio  Su: 2010

Educational Credentials:
Master of Architecture. University of Michigan  2005
Taubman College of Architecture and Urban Planning.
Bachelor of Arts. University of North Florida  1994

Teaching Experience:
Lecturer. University of Michigan. Taubman College  2010-Present
Adjunct Professor of Architecture. Ohio State University  2006

Professional Experience:
Intern Architect/Designer. NBBJ, Columbus, OH  2005-2007
Intern Architect. M1/DTW, Detroit, MI  2005
Intern Architect. David W. Osler Architects, Inc. Ann Arbor, MI  2004
Senior Designer/Creative Director, CDG Solutions, Inc. Washington, DC  2000-2002
Principal, Jennifer Harmon Design, Jacksonville, FL  1996-2000
Assistant Art Director, Robin Shepherd Studios, Jacksonville, FL  1993-1995

Selected Publications and Recent Research:
"Fabrications of Place" MacDowell Colony Forthcoming October-December 2010.
Anna Melissa Harris

Courses Taught (Two academic years prior to current visit):
ARCH 201: Basic Drawing F: 08
ARCH 312: UG1 Design Studio (Coordinator) F: 08
ARCH 212: Understanding Architecture W:09
ARCH 322: UG 2 Design Studio (Coordinator) W:09
(Academic year 2009-2010 administrative duties as chair)

Educational Credentials:
Master of Architecture. University of California, Berkeley 1985
Bachelor of Environmental Design. North Carolina State University 1983

Teaching Experience:
Associate Professor of Architecture. University of Michigan 1997-Present
Interim Chair of Architecture. University of Michigan. TCAUP 2009-2010
Associate Dean of Academic Affairs. University of Michigan. TCAU 1997-2002
Assistant Professor of Architecture. University of Michigan. TCAUP 1990-1997
Faculty exchange Assistant Professor Technical University, Vienna. 1993

Professional Experience:
Licensed Architect in California ##C22464 since 1991

Selected Publications and Recent Research:
“A Sense of Place: Design Guidelines for Yosemite Valley,” San Francisco: The National Park Service. Esherick, Homsey, Dodge and Davis (Delineator) 2005

“From Tiny to Terrific,” Fine Homebuilding Magazine, p.72. 2005


Exhibitions (selected):
“Bugs”/ “Inventory” (photographs and drawings) 2004
North Carolina Museum of Natural Sciences, Raleigh, NC
Light Fine Arts Gallery, Kalamazoo College
Institute for the Humanities, University of Michigan
Faculty Resume

Andrew Herscher

Courses Taught (Two academic years prior to current visit):
ARCH 543: 20th c. Architecture W: 09, F: 09
ARCH 603: Technologies of Memory: Heritage, Monument, Museum F: 09
ARCH 660: Thesis Seminar F: 08

Educational Credentials:
Ph.D., Harvard University 2002
MArch, Harvard Graduate School of Design 1989
BA, Yale University 1983

Teaching Experience:
Assistant Professor, University of Michigan, Taubman College 2005-Pres.
Dept. of Slavic Languages and Literatures, Dept. of Art History. 2003-05
Visiting Assistant Professor of Architecture, University of Illinois, Department of Comparative and World Literature.
Visiting Lecturer, Dartmouth College, Liberal Studies Program. 2002
Instructor, Harvard Graduate School of Design. 1999-2000

Selected Publications

Professional Memberships:
Society of Architectural Historians.
College Art Association.
Faculty Resume

Eric J. Hill, PhD, FAIA, LEED AP

Courses Taught (Two academic years prior to current visit):
Professional Practice (ARCH 583), Launching Successful Design Practices (ARCH 506)

Educational Credentials:
PhD in Architecture, University of Pennsylvania, 1976
Marshall Research Fellow, Danish Royal Academy of Fine Arts, 1972-73
Masters in Architecture, Harvard University, Graduate School of Design, 1972
Bachelor of Arts in Architecture, University of Pennsylvania, College, 1970

Teaching Experience:
University of Michigan, Taubman College of Architecture and Urban Planning
  Professor of Practice in Architecture, 2005-present
  Adjunct Professor of Architecture, 1995-2005
Adjunct Associate Professor of Architecture, 1993-1995
Iowa State University, College of Design
  Adjunct Associate Professor of Architecture, 1993-1995
University of Pennsylvania, Graduate School of Fine Arts
  Lecturer in Architecture, 1974-
  Harvard University, Graduate School of Design Teaching Fellow in Architecture, 1971-72

Professional Experience:
Lord, Aeck & Sargent: Principal and Director of Ann Arbor Office, 2005-present
Albert Kahn Associates: Principal and Director of Urban Design and Planning, 1995-2004
Rossetti Associates, Birmingham: Principal and Chief Operating Officer, 1989-1995
Woodburn & O'Neil, Architects, West Des Moines: Principal, Vice President, 1984-1987
Hill Design Associates, Ridgefield, CT: Principal, 1979-1984
GSAS, Phoenix: Director of Design, 1978-1979

Licenses/Registration:
Certified, National Council of Architectural Registration Board, LEED AP

Selected Publications and Recent Research:
Hill, Eric and Gallagher, John: AIA Guide to Detroit Architecture, 2002

Professional Memberships:
American Institute of Architects, from 1978; College of Fellows, from 2000, Urban Land Institute, Society of College and University Planners, National Trust for Historic Preservation
Irene Hwang

Courses Taught (Two academic years prior to current visit):
Fall 2010; ARCH 432, ARCH 516
Winter 2011; ARCH 442

Educational Credentials:
Harvard University, Graduate School of Design
  2003, Master of Architecture (MArch I)
University of Pennsylvania
  1996, B.A. International Relations

Teaching Experience:
2006-2010, ELISAVA (Barcelona, Spain)
2009-2010, International University of Catalonia (UIC), Barcelona Spain
2008-2010, Metropolis, Master program in Architecture and Urban Culture at the Universitat Politecnica de Catalunya (UPC)
2002, Harvard University (GSD) Career Discovery
2000-03, Harvard University (GSD), Architecture Dept.

Professional Experience:
Constructing Communication, Barcelona and NYC
Independent Practice (Architecture), Barcelona
Actar Publishers, Barcelona Spain
Rojo Fernandez-Shaw, Madrid Spain
Rafael Moneo Arquitecto, Madrid Spain
Brand Allen, SF, CA
RHA Limited, HK, PRC
Morrison Foerster, LLP (SF)

Selected Publications and Recent Research:
Verb Architectural Series (Actar, Barcelona, NY)
  Crisis
  Natures
  Conditioning
  Connection
  SPL, Seattle Public Library
  Desert America, Territory of Paradox

Theme Magazine (NYC)
De Architect (NL),
BCN Weekly, (BCN, ESP), bi-weekly/bi-lingual architecture column
Nahyun Hwang

Courses Taught (Two academic years prior to current visit):
NA

Educational Credentials:
Harvard University Graduate School of Design, Cambridge, MA
2001, Master of Architecture
Yonsei University Department of Architectural Engineering, Seoul, Korea,
1996, Bachelor of Science in Architecture

Teaching Experience:
NA

Professional Experience:
Field Operations, New York, NY
Herzog & de Meuron, Basel, Switzerland /Minneapolis, MN
Stan Allen Architects, New York, NY
OMA/Rem Koolhaas, New York, NY
Rafael Moneo Studio, Madrid, Spain
Anderson Architects, New York, NY
Jina Architecture City, Seoul, Korea

Licenses/Registration:
Architectural Registration Exam – In Process

Selected Publications and Recent Research:
Interview
Economist Korea, Economist, Seoul, Korea, 2009
Interview
W. Shaun Jackson

Courses Taught (Two academic years prior to current visit):
ARCH 409 –The Architecture of Objects

Educational Credentials:
Bachelor of Architecture. The University of Michigan 1994

Teaching Experience:
Professor of Architecture. University of Michigan. Taubman College 2008-Present
Professor of Art. University of Michigan 2008-Present
Professor of Operation and Management Science.
University of Michigan 2008-Present
Associate Professor. University of Michigan. Taubman College 2006-2008
Associate Professor. University of Michigan. School of Art 1995-2006

Professional Experience:
President / Founder. Shaun Jackson Design Inc. 1990-Present
President / Founder. Eclipse Inc. 1973-1990

Selected Publications and Recent Research:
IDEA award winner, Business Week 2005
Chairman of the National Design Conference  2005
Chair of the 2001 IDEA Awards jury

Professional Memberships:
Member: Industrial Designers society of America
Faculty Resume

Patrick Jones

Courses Taught (Two academic years prior to current visit):
Arch 322

Educational Credentials:
Harvard University, M.Arch 2009.
University of Michigan, B.S. 2005.

Teaching Experience:
University of Michigan, Winter 2010.

Professional Experience:

Selected Publications and Recent Research:
Expanding Architecture: Design as Activism, 2008. Metropolis, ed. Bryan Bell

Professional Memberships:
AAIA (Pending)
Maciej P. Kaczynski

Courses Taught (Two academic years prior to current visit):
ARCH 571: Digital Fabrication, Digital Craft, University of Michigan,
Taubman College of Architecture and Urban Planning, 2009 - present

Educational Credentials:
Harvard University Graduate School of Design, Cambridge, Massachusetts
Masters of Architecture, Advanced Placement, 2009

University at Buffalo SUNY, Buffalo, New York
B.S. Architecture, 2006

Teaching Experience:
University of Michigan, Taubman College of Architecture and Urban Planning
Lecturer/Researcher in Architecture, 2009 - present
Assistant Director, Digital Fabrication Laboratory, 2009 - present

Professional Experience:
Big Obvious Design, Los Angeles, CA, Designer/Fabrication Consultant, 2009 - present
Office dA, Boston, MA, Fabrication Consultant, Winter 2010
Indie Architecture, Boston, MA, Fabrication Consultant, Winter 2009
MOS, New Haven, CT, Architectural Designer/Fabricator, Summer 2008
KVA MATx, Boston, MA, Architectural Designer/Fabricator, Winter 2008
Studio For Architecture, Buffalo, NY, Architectural Designer, Winter 2006, Summer 2005
Cannon Design, Grand Island, NY, Model Maker, Summer 2004

Licenses/Registration:
NCARB registered

Selected Publications and Recent Research:
Re-Vault: Extending Form Finding with Computation, Ecological Inputs, and Robotic Fabrication.
Research Through Making Grant Recipient, Funded by Taubman College of Architecture and Urban Planning, awarded $20,000, Summer 2010 – Winter 2011

UMMA Installation Research, Funded by Taubman College of Architecture and Urban Planning, funding pending, August 2009 – January 2011
David Karle

Courses Taught (Two academic years prior to current visit):
   Fall 2009; ARCH 312, ARCH 317
   Winter 2010; ARCH 322, ARCH 417

Educational Credentials:
University of Michigan, Taubman College of Architecture and Urban Planning
   2006, Master of Architecture with Distinction
   2001, B.S. Architecture

Teaching Experience:
2009-2010, University of Michigan, TCAUP, Ann Arbor, MI

Professional Experience:
   Mack Scogin Merrill Elam Architects, Atlanta, GA
   Lewis Tsurumaki Lewis, New York, NY
   WETSU, Ann Arbor, MI
   Roto Architects, Los Angeles, CA
   Terroir Architects, Sydney, AU
   A.M.D.G. Architects, Grand Rapids, MI
   Integrated Architects, Grand Rapids, MI

Licenses/Registration:
   Architectural Registration Exam – In Process

Selected Publications and Recent Research:
   Spacing Magazine; think Toronto, Urban Design Ideas Competition
Douglas S. Kelbaugh, FAIA

Courses Taught:
On leave after serving as Dean
Fall 2010: ARCH 672

Educational Credentials:
Princeton University
1972, M.Arch
1968, B.A. in Architecture, Magna cum Laude

Teaching Experience:
1998 – 2008, Dean and Professor of Architecture and Urban Planning, University of Michigan, TCAUP, Ann Arbor, MI
1994 – 1998, Professor of Architecture, University of Washington, Seattle
1985 – 1994, Chair of Architecture, University of Washington
1981- 1984, Studio Instructor, University of Pennsylvania, Phila., PA
1976- 1984, Sr. Lecturer, NJIT, Newark, NJ
Visiting professorships in:
Copenhagen, Sydney, Tokyo, Lund, Ball State, New Mexico

Professional Experience:
2008- 2010, Executive Director (Vice President), Design + Planning, Limitless LLC, Dubai, UAE
1988 -1998, Kelbaugh, Calthorpe Assoc., Seatte, WA
1975 -1985, Kelbaugh + Lee, Princeton, NJ
1972 -1975, Sr. Planner, City of Trenton, NJ
1968 -1970, VISTA Volunteer, Trenton, NJ

Licenses:
NJ, Pennsylvania, New York, Washington, NCARB (none currently active)

Selected Publications and Recent Research:
BOOKS
Writing Urbansim, co-editor, Routledge, 360pp, 2008
The Michigan Debates on Urbanism, 3 volumes, TCAUP, 2005
Repairing the American Metropolis, Common Place Revisited, University of Washington Press, 240pp, 2002
Common Place, Toward Neighborhood and Regional Design, University of Washington Press, 334pp, 1997

BOOK CHAPTERS
Mick Kennedy, AIA

Courses Taught (Two academic years prior to current visit):
08F Arch 432 UG3 Design Studio, Arch 317 UG Construction 1
09W Arch 322 UG2 Design Studio, Arch 417 UG Construction 2
09F Arch 432 UG3 Design Studio, Arch 597 Detailing
10W Arch 322 UG2 Design Studio, Arch 417 UG Construction 2

Educational Credentials: MArch University of Texas at Austin 1991

Teaching Experience: UM Taubman College of Architecture 2000-2010

Professional Experience:
Lawrence W. Speck, Architect, Austin, TX 1990-1998
Page, Southerland Page Architects, Austin, TX 1994-1998
Cotera, Kolar and Negrete Architects, Austin, TX 1991-2010
Two Guys from Texas Architects, Austin/Ann Arbor, Founding Partner 1998–present

Licenses/Registration: Registered Architect, Texas 17762

Selected Publications and Recent Research:
Currently researching the relationship between contemporary digital processes of representations, communication and fabrication and traditional methods of material processing, assembly, and architectural form. Particular focus on the development of shell masonry vaulting processes, drawing from Catalanian precedents and contemporary 3D modeling.

Research and study in the processes of translation from design drawings to construction documentation, researching the development of ‘CDs’ and specifications from the Renaissance to building information modeling. Particular focus on the relationship between graphic and textual communication in construction documentation (aka ‘instructions for construction’.)

Professional Memberships: American Institute of Architects
Faculty Resume

Jong-Jin Kim

Courses Taught (Two academic years prior to current visit):
Arch 315, Arch 425, Arch 575 and Arch 585

Educational Credentials:
PH.D in Architecture, University of California, Berkeley
M. ARCH, University of Texas, Austin
BS IN ARCHITECTURAL ENGINEERING, Seoul National University

Teaching Experience:
1991 to Present University of Michigan
1988 to 1991 Arizona State University

Professional Experience:
1981 to 1988 Lawrence Berkeley Laboratory, Research Associate

Selected Publications and Recent Research:

Professional Memberships:
IES, ASHRAE, SBSE
Faculty Resume

Amy Catania Kulper

Courses Taught (Two academic years prior to current visit):
Arch 572 – Architectural Theory + Criticism (required); Arch 660 – Thesis Seminar (required); Arch 603 – Atmospheres, Environments, + Ecologies (HT selective): Arch 603 – Tools of the Trade (HT selective); Arch 603 – Less is Morph: Biologism, Blobs, and Emergent Morphologies (HT Selective); Arch 720 – Ideas are Cheap: leveraging Theory in Design Research (M.Sc. seminar); Arch 720 – Instant Architect: Disciplinarity and its Discontents (M.Sc. seminar)

Educational Credentials:
2008 Ph.D. in the History and Philosophy of Architecture, Cambridge University
1993 M.Philosophy in the History and Philosophy of Architecture, Cambridge University
1990 M.Arch. The University of Pennsylvania, Graduate School of Fine Arts
1985 Institute for Architecture and Urban Studies, New York, N.Y.

Teaching Experience:
2010 Received a Michigan Faculty Fellowship as the Steelcase Research Professor at the Institute for the Humanities for the 2010-2011 academic year.
2010, 09, 07 Received the Donna M. Salzer Award for Teaching Excellence, TCAUP, The University of Michigan.
2006-present Assistant Professor of Architecture, University of Michigan
2004-2005 Lecturer, Southern California Institute of Architecture, Los Angeles, CA.
2000-2003 Lecturer, UCLA, Department of Architecture, Los Angeles, CA.
1996 Visiting Faculty Member in Architecture, University of Pennsylvania
1993-1995 Supervisor, Department of Architecture, Cambridge University

Selected Publications and Recent Research:
“Spatial Species: The Impetus to Collect, Catalogue and Construe in the Work of Walter Benjamin and Georges Perec" Constructing Knowledge – Das Wissen der Architektur – Conference. RWTH Aachen University, Aachen, Germany (November, 2009)

Professional Memberships:
Society of Architectural Historians
Architectural Humanities Research Association, U.K.
Association of Art Historians, U.K.
2010-2012 Member of the Journal of Architectural Education Editorial Board, ACSA
Perry Kulper

Courses Taught (Two academic years prior to current visit):

Winter, 2010  Graduate Thesis Studio Arch 662
Winter, 2010  The Long Drawn Out Arch 509
Fall, 2009  Graduate Option Studio Arch 672
Fall, 2009  Graduate Thesis Seminar Arch 660
Winter, 2009  Graduate Thesis Studio Arch 662
Fall, 2008  Graduate Option Studio ‘Refined Form’, Arch 672
Fall, 2008  Graduate Thesis Seminar, Arch 660
Winter, 2008  Graduate Thesis Studio, Arch 662
Winter, 2008  Graduate Drawing Seminar, ‘Drawn Out’ Arch 509

Educational Credentials:

1980  Master of Architecture, with honors, Columbia University, New York, N.Y.
1976  Bachelor of Science in Architecture, California Polytechnic, San Luis Obispo, CA.

Teaching Experience:

2006- present: Associate Professor, University of Michigan, Ann Arbor, MI.
1989- 2005: Faculty Member, SCI-Arc, Los Angeles, CA.
Fall Term, 2001: Studio Critic, College of Design, Arizona State University, Tempe, AZ.
Fall Terms, 1985, 1987, 1990- 1996:
    Visiting Studio Critic, School of Design,
    University of Pennsylvania, Philadelphia, PA.
1993- 1996: Faculty Member,
    Otis College of Art and Design, Los Angeles, CA.
1987: Visiting Studio Critic, School of Architecture, Yale University, New Haven, CT.

Professional Experience:

1989- present: Perry Kulper, Architect, Los Angeles, CA and Ann Arbor, MI.
1980: Eisenman Robertson Architects, New York, N.Y.

Licenses and Registration:
California Architects Board, License # C 16769

Selected Publications:

March, 2010, ‘Spiller’s Bits’, ‘Strategic Plots and Spatial Blooms’, Architectural Design,
pgs 132-33
Summer 2005, ‘Metaspheric Zoo’, Prague International Biennale of Contemporary Art,Catalogue, Prague, Czech Republic
Wei-Han Vivian Lee

Courses Taught (Two academic years prior to current visit):
Wallenberg Studio: Option studio, 4th semester undergraduate program, Winter 2010
Construction II: 4th semester undergraduate program, Winter 2010
Smart Space: Option studio, 3rd semester undergraduate program, Fall 2009
Construction I: 1st semester undergraduate program, Fall 2009

Educational Credentials:
Harvard University Graduate School of Design, Cambridge MA,
- Master in Architecture, 2004 (Thesis advisors: Sarah Whiting and Ron Witte)
Wesleyan University, Middletown CT, Bachelors of Arts with High Honors, 1999

Teaching Experience:
University of Michigan, Ann Arbor MI, Lecturer in Architecture, 2009 - Present
- Wallenberg Studio Travelling Award (Student: Peter Yi), 2010
- Willeke Awards (Student: Dave Theisz), 2010
Harvard University Graduate School of Design, Cambridge MA
- Studio Instructor: Career Discovery Program, 2003
- Research Assistant: Monica Ponce de Leon, 2003
Invited Critic:
- Cornell University, OMA studio final review, 2008
- Columbia University, Marc Tsurumaki studio final review, 2008
- Princeton University, Ron Witte, studio mid-review, 2006
- Columbia University, Alice Min Soo Chun final review, 2006
- Parsons School of Design, Alice Min Soo Chun final review, 2005
- RISD, Nathan Bishop studio, mid and final reviews, 2004, 2005
- Wesleyan University, Martha Anez final review, 2004

Professional Experience:
SHoP Architects, New York NY, Project Manager, East River Waterfront, 2006-8
Lewis.Tsurumaki.Lewis, New York NY, Project Manager, Vegas888 Spa and Hotspot, 2005-6
- Architect, Knoll Wallcovering, 2005
Asymptote Architecture, New York NY, Freelancer, Gatner Penthouse, 2002
DMCD Incorporated, New York NY; Exhibit Designer, Staten Island Institute of Arts and Sciences, 2001;
- Designer, Kalamazoo AirZoo, 1999
Skidmore, Owings & Merrill, New York NY; Goldman Sachs 30 Hudson Street, Interior Designer, 2000;
- Cravath, Swaine & Moore, Interior Designer, 1999

Selected Publications and Recent Research:
Research Through Making Grant, 2010 - University of Michigan, TCAUP
Taubman College Seed Fund, 2009
University of Michigan, TCAUP, MFA Research Fund, 2009
University of Michigan, MFA in Creative Writing Program
P/A Award, 2008 - SHoP Architects, East River Waterfront Esplanade and Piers Project
Jennifer Maigret, AIA

Courses Taught (Two academic years prior to current visit):
Fall 2009: 442 Architectural Design UG4, 660 Thesis Seminar
Winter 2010: 552 Architectural Design 2G1/3G4, 662 Thesis Studio

Educational Credentials:
2004 University of Michigan Taubman, Ann Arbor, MI
   Master of Architecture (High Distinction)
1996 University of Michigan Ecology and Evolutionary Biology, Ann Arbor, MI
   Master of Science in Ecology and Evolutionary Biology
1994 Hartwick College, Oneonta, NY | Bachelor of Arts in Biology,
   Magna Cum Laude

Teaching Experience:
2009   Assistant Professor | University of Michigan TCAUP
2008-09  Assistant Professor | Washington University, Saint Louis, MO
2006- 08  Visiting Assistant Professor / Cynthia Weese Teaching Fellow |
          Washington University in Saint Louis, Saint Louis, MO
2005- 06  Lecturer | University of Michigan TCAUP

Professional Experience:
2006  Independent Practice including design consultation for Powers  Bowersox Associates
      (Saint Louis, MO) and Luchini AD (Saint Louis, MO) and design through construction
      Dooley Dannar Residence, Bois Blanc Island, MI
2006  Competitions including Simple Systems/Complex Capacities (in  collaboration w/Jeana
      Ripple), Bat House Project RIBA (in collaboration w/Jeana Ripple) and Saint Louis Folly
      Competition, AIA (Third prize award).
2001-2006  PLY Architecture | Intern Architect / Designer
1997-2000  Natural Areas Preservation | Restoration Ecologist, Special
          Projects Coordinator, Dept. Parks and Recreation, Ann Arbor, MI

Selected Publications and Recent Research:
"Seven Veils for Saint Louis: Digital Fabrications in Brick", Chang(e)ing Identities, 2009 ACSA Fall
Southwest Conference, The University of New Mexico, Altoquerque
"Digital Diversions: A Pedagogical Approach to Fabrications Derived from Post Industrial Materials",
[ARCHITECTURE] in the age of [DIGITAL] reproduction, 2008 ACSA Fall Conference, The University of
Illinois, Urbana-Champaign

Professional Memberships: AIA Associate Member
Faculty Resume

Steven Mankouche

Courses Taught (Two academic years prior to current visit):

ARC 317: Construction 1 F: 08,09
ARC 412: 3G2 Design Studio F: 2008
ARC 442: UG4 Design Studio: Wallenberg (Coordinator ’09) W: 2009
ARC 552: 2G1/3G4 Design Studio: Perimeter F: 2009

Educational Credentials:
Master of Architecture. Cornell University. 1993
Bachelor of Architecture. Cornell University. 1992

Teaching Experience:
Assistant Professor of Architecture. University of Michigan. Taubman College. 2005-Present
Visiting Professor. Fachhochschule Liechtenstein, Vaduz, Liechtenstein. 2003
Clinical Assistant Professor. Department of Architecture. SUNY Buffalo. 2000-2002
Summer Faculty. Furniture Program. Anderson Ranch Art Center, Snowmass, CO. 1999-2000

Professional Experience:
Principal. Atelier Mankouche. Ann Arbor, MI. 1996-Present

Selected Publications and Recent Research:
Koos de Jong (Ed), Ceramics and Architecture, (s’Hertogenbosch: EKWC, 2009)
Eindhoven, Netherlands.
MOCAD Museum Store, AIA Huron Valley Honorable Mention Design Award. 2008.
Mark Robins (Ed.) Young Architects 5: Inhabiting Identity

Professional Memberships:
American Institute of Architects, AIA.
Faculty Resume

Kit Krankel McCullough

Courses Taught
ARCH 517/UP613 Architect/Planner as Developer W08-09, F09
UD 729: Practices in Urban Design W08-09, F09
UD 712 Urban Design Studio I Su08-10
UD 739 Topics in Urban Design Su08-10

Educational Credentials:
Master of Architecture in Urban Design. Harvard University Graduate School of Design. 1993
Bachelor of Architecture. University of Texas at Austin. 1987

Teaching Experience:
Lecturer. University of Michigan. Taubman College 2002-Present
Studio Consultant. University of Texas at Austin. 1995
Adjunct Instructor. Boston Architectural Center. 1993

Professional Experience:
Principal. Kit Krankel McCullough Urban Design. Ann Arbor, MI. 1996-Present
Intern. Boston Redevelopment Authority. Boston, MA. 1993

Selected Publications and Recent Research:

Professional Memberships:
“Sense of Place” Council, Michigan State Housing and Development Authority Advisory Committee.
Malcolm McCullough

Courses Taught (Two academic years prior to current visit):
ARCH 516: Representation (F08, F09)
ARCH 531: Networked Cities (W09, F09)
ARCH 552: 2G1/3G4 Studio (F09)
ARCH 506: Graduate Seminar (Responsive Surfaces, W09)

Educational Credentials:
M.Arch. 1985. UCLA
B.A. 1979. Yale

Teaching Experience:
2001- present: Taubman College
1988-1998: Harvard Graduate School of Design
1986-1988: University of Texas, Austin.
(all tenure track appointments)

Professional Experience:
1983-86. Autodesk Inc. First architecture product manager there.
1979-83: Intern at architecture firms in Boston, Seattle, San Francisco.

Selected Publications and Recent Research:
Ambient Commons (under contract, in review, MIT Press)
The Electronic Design Studio (co-editor with William Mitchell and Patrick Purcell).

Professional Memberships: Architecture League of New York
Faculty Resume

Wes McGee

Courses Taught (Two academic years prior to current visit):
ARCH 571: Robotic Fabrication       W: 2010
ARCH 571: Robotic Fabrication       F: 2009
ARCH 571: Digital Fabrication       W: 2009

Educational Credentials:
Masters of Industrial Design. Georgia Institute of Technology   2005
Bachelors of Mechanical Engineering. Georgia Institute of Technology 2001

Teaching Experience:
Lecturer in Architecture. University of Michigan. Taubman College 2008-Present
Instructor in Architecture. Harvard Graduate School of Design 2007-2008

Professional Experience:
Director of FABLab. University of Michigan. Taubman College. 2008-Present
Director of FABLab. Harvard Graduate School of Design 2007-2008
General Manager. DEX Industries. Atlanta, GA 2005-2007
Founding Member. Thingfarm, LLC. Atlanta, GA 2005-2007

Selected Publications and Recent Research:
2010 -10up Competition winner, Atlanta, GA
Robotic hotwire cutting of EPS foam

Robotic fabric cutting

2008-2009 Surfacing Stone, Cambridge, MA
Robotic Water Jet Masonry Fabrication
Faculty Resume

John McMorrough

Courses Taught (Two academic years prior to current visit):
(NA, Appointment starts September 2010)

Educational Credentials:
Harvard University Doctor of Philosophy in Architecture, 2007
Harvard University, Graduate School of Design Master of Architecture (with Distinction), 1998
University of Kansas, School of Architecture and Urban Design Bachelor of Architecture, 1992

Teaching Experience:
University of Michigan Chair, Architecture Program 9/2010 - ongoing
Ohio State University Associate Professor, Architecture Section Head, 2009-2010
Yale University Assistant Professor, 2005-2009
Massachusetts Institute of Technology Design Critic, 2002-2004
Northeast University Visiting Lecturer, 2003, 2004
Boston Architectural Center Design Critic, 2002

Professional Experience:
StudioAPT, Boston, Columbus, Ann Arbor Principal, Architect, 2000-2010
OMA/AMO, Rotterdam Researcher, 1999-2002
Ellerbe Becket, Kansas City, Missouri Intern Architect, 1992-1994

Selected Publications and Recent Research:
MOS, P.S.1/New York*, in Domes 930 (November 2009)
“Design for the Apocalypse” (ver. 3), in Volume 20: Storytelling, (spring 2009)
“Design for the Apocalypse” (ver. 2), in Thresholds 35: Difference (spring 2009)
“Design for the Apocalypse” (ver. 1), in Bootleg Edition Urban China (C-Lab) (spring 2009)
Constructs: Yale Architecture School Journal (Fall 2009)
Constructs: Yale Architecture School Journal (Fall 2008)
“Architecture or Evolution,” Introduction to The Possibility of (an) Architecture...Collected Essays by Mark Goulthorpe/dECOi (Routledge, 2008)
“On Billboards and Other Signs around (Learning from) Las Vegas,” Relearning from Las Vegas, Aron Vinegar and Michael J. Golec, eds. (University of Minnesota Press, 2008)

Professional Memberships:
Registered Architect, New York
Faculty Resume

Meredith L Miller

Courses Taught (Two academic years prior to current visit):
- ARCH 432: Fourth-year undergraduate studio
- ARCH 442: Wallenberg Studio
- ARCH 326: Design Fundamentals II (with M. Roddier)

Educational Credentials:
- Princeton University School of Architecture
- University of Virginia School of Architecture
  Bachelors of Science in Architecture with High Honors (May 2002)

Teaching Experience:
- A. Alfred Taubman Teaching Fellow | The University of Michigan | 2009-2010
- Adjunct Professor | Wentworth Institute of Technology | 2008

Professional Experience:
- Milligram-Office, Brooklyn, NY | Co-founded May 2009 (with J. Graham)
- Höweler + Yoon Architecture, Boston, MA | Sept 2006 – Feb 2009

Selected Publications and Recent Research:
- Public Works: Unsolicited Small Projects for the Big Dig | research and design with J. Meejin Yoon. MAP Publishers. (January 2009)
- Utopias Symposium | “Infrastructures of Utopia: The Biosphere II,” May 2010 Norwegian Institute in Rome, Italy
- 5FELLOWS:FULL SCALE | Site-specific Installation, March-April 2010 Group Exhibition in a single-family house; Detroit, Michigan
- 5FELLOWS:FULL SCALE | Exhibition, March-April 2010 Fellows exhibition; Taubman College Gallery, Ann Arbor
- Public Works | Big Dig Book Exhibition, January 2009 (with J.M. Yoon) pinkcomma gallery, Boston
- R&D Awards Conference | SCIArq September 2008 (with J.M. Yoon) Presentation of winning project, Hover
- Coney Island Parachute Pavilion competition, Van Alen | 2005 (with J. Graham) Exhibition Selection | exhibited at the Van Alen Institute, NY
- Groen Hoek Boathouse competition, AIANY | 2004 (with J. Graham) Jury Selection | exhibited at the Center for Architecture, New York
- Design for the Highline competition, Van Alen | 2003 (with S. Nielson) Advisor Selection | exhibited at Grand Central Station, New York
Keith Mitnick

Courses Taught (Two academic years prior to current visit):
- Fall 2007: Arch 432/UG3 Studio, Coordinator, Arch 660/ Thesis Seminar
- Winter 2008: Arch 409/509/Outlooks Seminar, Arch 662/ Thesis Studio
- Fall 2008: Arch 432/ UG3 Studio, Coordinator, Arch 660/Thesis Seminar
- Winter 2009: Arch 409/509/Outlooks Seminar, Arch 662/ Thesis Studio
- Fall 2009/Winter 2010: Sabbatical/Humanities Fellowship

Educational Credentials:
- University of California, Berkeley; Master of Architecture, 1996
- Antioch College; Bachelor of Arts, 1987

Teaching Experience:
- University of Michigan; Associate Professor, 2008-present
- University of Michigan; Assistant Professor, 2001-2008
- University of Michigan; Sanders Fellow, 2000-2001
- University of California, Berkeley; Lecturer, 1999-2000

Professional Experience:
- Mitnick Roddier Hicks, Principal; 2002-
- JSW Architects; 1997-1999

Selected Publications and Recent Research:
- “Mark #18,” Mark Magazine, February/March 2009, [LL House, Mitnick Roddier Hicks]
- Phyllis Richardson, XS/GREEN: BIG IDEAS, SMALL BUILDINGS, (London: Thames & Hudson/Rizzoli, 2007), pp. 38-41 ["Split/View" pavilion, Mitnick Roddier Hicks]

Professional Memberships:
- MEMBER, SOCIETY OF FELLOWS, American Academy in Rome
- HONORARY MEMBER, Chicago Architecture Club
Faculty Resume

David Eugin Moon

Courses Taught (Two academic years prior to current visit):
Summer 2010; ARCH 302

Educational Credentials:
Harvard University, Graduate School of Design
2001, Master of Architecture
University of Michigan, Taubman College of Architecture and Urban Planning
1998, B.S. Architecture

Teaching Experience:
2010, University of Michigan, TCAUP, Ann Arbor, MI

Professional Experience:
The Office for Metropolitan Architecture, Rotterdam, The Netherlands
1100 Architect PC, New York, NY
Ralph Lerner Architect PC, Princeton, NJ
Shigeru Ban Architects, Tokyo, Japan
Daniel Rowen, Architect, New York, NY
Anshen + Allen, Los Angeles, CA

Licenses/Registration:
U.S. Architectural Registration Exam – In Process
Registered Architect in the Netherlands / 1071015005

Selected Publications and Recent Research:
Studio Works 7, Dimensions 14
Faculty Resume

Thomas Moran

Courses Taught (Two academic years prior to current visit):

Arch 326: Design Fundamentals II
Arch 442: Studio - Wallenberg
Arch 432: Studio

Educational Credentials:

2007, Master of Architecture, Yale School of Architecture, New Haven, CT,
2001, Bachelor of Science in Architectural Studies,
   University of Illinois Urbana-Champaign, Champaign, IL, School of Architecture

Teaching Experience:

2009- Present, University of Michigan, Ann Arbor, Michigan
2007-2009, School of the Art Institute of Chicago, Chicago, Illinois

Professional Experience:

2001-2002, Xten Architecture, Los Angeles, California

Selected Publications and Recent Research:

"Casino City State" Magazine on Urbanism Issue #12. (March 2010).
"The VPL Authority" Triple Canopy Issue #7 (January 2010).
Mojtab Navvab

Courses Taught (Two academic years prior to current visit):
ARCH 400, ARCH 425, ARCH 545, ARCH 819, ARCH 525, ARCH 565, ARCH 825, ARCH 839

Educational Credentials:
- University of Michigan, Ph.D., 1994.
- University of Michigan, Certificate of Simulation & Gaming, 1993.
- University of California, Berkeley, M. Arch., 1981
- University of California, Berkeley, B. Arch., 1979

Teaching Experience:
- Acoustics, Daylight, Electric Light, Environmental Technology,
- LEED Certification,
- Building Energy Efficiency, CFD Modeling and Simulation,
- Environmental Controls,
- Research Methods, Simulation and Gaming, Integrated Resource Planning

Professional Experience:

Selected Publications and Recent Research:
- Application of the Head related Transfer Function (HRTF) in Room Acoustic, Berlin, Beam forming Conference (BeBeC), Germany, Feb 20 – 25th, (2010)
- Spectral Variability of Daylight and Electric Light at the Eye in Working Environments, and Physically Based Renderings of Color Appearance of Glazing Systems under Different Daylight Conditions CIE, Beijing China, (June, 2007)
- Room Acoustic Design Indicators (2008)
- Crowd Noise Measurement and Simulation in Large stadium (2008)

Professional Memberships:
Faculty Resume

Cathlyn Newell

Courses Taught (Two academic years prior to current visit):
Spring 2010
ARCH 409-105: Special Topics. Japan Study Abroad. conTEXT
ARCH 506-105: Special Topics. Japan Study Abroad. conTEXT

Winter 2010
ARCH 442-004: Architecture Design Studio 4. Overconstruction

Fall 2009
ARCH 432-004: Architecture Design Studio 3. Testing Grounds
ARCH 516-005: Architecture Representation. Within/Without

Educational Credentials:
Masters of Architecture. Rice University. 2006
Bachelor of Science, Architecture. Georgia Institute of Technology. 2003. Highest Honor

Teaching Experience:

Professional Experience:

Licenses/Registration:
LEED AP

Recent Research:
Faculty Resume

Tsz Yan Ng, AIA

Courses Taught (Two academic years prior to current visit):
ARC 326 Design Fundamentals II
ARC 412 Design Studio (3G2)
ARC 442 Design Studio (UG4)
ARC 516 Representation
ARTDES 300.038/ARC 409/509.001 Borrowing Light – studio/seminar
UARTS 250 Creative Process

Educational Credentials:
B.P.S in Architecture, State University of New York at Buffalo, 1996
M.ARCH, State University of New York at Buffalo, 1998
M.ARCH II, Cornell University, 2002
Ph.D., McGill University, ABD, Expected completion 12/2010

Teaching Experience:
Clinical Assistant Professor, State University of New York at Buffalo, 2001-2003
Course Lecturer, McGill University, 2006
Course Lecturer, University of Michigan, 2007-present

Professional Experience:
Intern, Peter Himmelstein Design, 1995
Associate Designer/Project Manager, Ahari & Associates, 1998-1999
Associate Designer, Studio for Architecture, 2002-2003
Principal, Tsz Yan Ng Design, 2004-present

Licenses/Registration:

Selected Publications and Recent Research:
Research Through Making Grant 2009-2010, Digital Steam Bending in collaboration with Steven Mankouche and Josh Bard.

Professional Memberships:
Associate member, The American Institute of Architects
Cynthia Pachikara

Courses Taught (Two academic years prior to current visit):
Winter 2010 Arch 476: Modeling Space and Marking Time (meet together with A&D)
Fall 2009 Arch 409/509: Video Installation (meet together with A&D)
Winter 2009 Arch 476: Modeling Space and Marking Time (meet together with A&D)
Fall 2008 Arch 409/509: Video Installation (meet together with A&D)

Educational Credentials:
University of Illinois at Urbana-Champaign
   August 1997 Master of Fine Arts
   January 1997 Master of Architecture
   May 1990 Bachelor of Science in Architectural Studies

Teaching Experience:
University of Michigan/Ann Arbor MI • School of Art & Design, Taubman College of Architecture and Urban Planning
   2008 – present Associate Professor
   2001 – 2008 Assistant Professor
Washington University/St. Louis MO • School of Art CORE Program
   1999 - 2001 Assistant Professor & 3D CORE PROGRAM Coordinator
Pacific Northwest College of Art/Portland OR • Intermedia Studio Arts
   1999 – 2001 Assistant Professor & Chair, Intermedia Department
Reed College/Portland OR • Studio Arts/Sculpture
   1999 – 2001 Visiting Assistant Professor
Purdue University/West Lafayette IN • Division of Art and Design
   1997 – 1998 Visiting Assistant Professor

Professional Experience:
1989, 1991 McClier Corporation, Architecture, Engineering, Chicago IL
1990 Skidmore, Owings & Merrill, Interior Studio, Chicago, IL

Selected Exhibitions:
   Forum for Contemporary Art in St. Louis, Consolidated Works in Seattle, Fassbender Gallery in Chicago, SPACES in Cleveland and the Art Gallery of Nova Scotia in Halifax
Faculty Resume

Tony Patterson

Courses Taught (Two academic years prior to current visit):
- Winter 2010: A427 Construction II
- Fall 2009: A672 Architectural Design 2G3/3G6
- Fall 2009: A317 Construction I
- Winter 2009: A322 Architectural Design UG2
- Winter 2009: A427 Construction II
- Fall 2008: A312 Architectural Design UG1
- Fall 2008: A317 Construction I

Educational Credentials:
- M.Arch 2004 Washington University in St. Louis
- B.Arch 2000 University of Arkansas

Teaching Experience:
- Fall 2008-present: Lecturer in Architecture, University of Michigan, Taubman College of Architecture and Urban Planning
- Fall 2005: Lecturer in Architecture, Washington University in St. Louis, Sam Fox School of Design and Visual Arts

Professional Experience:
- 2005-2006: Intern Architect, Mackey Mitchell and Associates, St. Louis, Missouri
- 2004: Intern Architect, Carl Safe Design Consultants, St. Louis, Missouri

Selected Publications and Recent Research:
- 2010: Entry (pending) Fallingwater Cottage Competition, with MacKay-Lyons Sweetapple Architects
- 2006: Winning Entry "Inside:Out, Weaving Arts Into the Urban Fabric" Competition, with co-designer Eric Hoffman
Stephanie Pilat, Ph.D. FAAR

Courses Taught (Two academic years prior to current visit):
History of Architecture I – ARCH 313, Fall 2009
History of Architecture II – ARCH 323, Winter 2010
The Politics of Reconstruction – ARCH 503, Winter 2010

Educational Credentials:
University of Michigan, Ph.D. in Architectural History and Theory, 2009.
University of Michigan, Medieval and Early Modern Studies Graduate Certificate, 2002-2009.
University of Michigan, Master of Sciences in Architectural History and Theory, 2002.
University of Cincinnati, Bachelor of Architecture, 1999.

Teaching Experience:
University of Michigan, Lecturer:
  History of Architecture, Fall 2009 and Winter 2010.

Lawrence Technological University, Lecturer:
  History of Architecture, Fall 2009.

Professional Experience:
Reconstruct Design, Ann Arbor, Partner, 2009-present.  www.reconstructdesign.com
University of Cincinnati Community Design Center, Designer, Fall 1998-Summer 1999.
Community Design and Development Center,

Selected Publications and Recent Research:
Dissertation: Re-imagining Italy: The Ina-Casa neighborhoods of the postwar era.  Dissertation
Committee: Lydia M. Soo, Chair, University of Michigan; Robert Fishman, University of Michigan; Mia
Fuller, University of California Berkeley; Dario Gaggio, University of Michigan.

"045 Ricostruzione Edilizia: The Postwar Neighborhoods of the Ina-Casa Plan," to be presented at the
ACSA Annual Meeting, session "Disaster as Design Moment in New Orleans and Beyond" chaired by
Jacob A. Wagner (New Orleans, March 2010).

“Can a door be Fascist?” in Rossella Biscotti and Kevin van Braak, Cities of Continuous Lines (Rome,

Professional Memberships: ACSA, Society of Architectural Historians
Monica Ponce de Leon

Educational Credentials:
B. Arch. University of Miami, School of Architecture, Miami, FL 1989

Teaching Experience:
Dean and Eliel Saarinen Collegiate Professor
University of Michigan. Taubman College. 2008-Present
Professor. Harvard Graduate School of Design. 1996-2008
Thomas W. Ventulett III Distinguished Chair in Architectural Design.
Georgia Institute of Technology, College of Architecture. 2004-2005
Assistant Professor of Architecture. Northeastern University. 1993-1996
Visiting Professor. Southern California Institute of Architecture. 2002
Visiting Professor. Rhode Island School of Design. 1996
Visiting Scholar. University of Houston, School of Architecture. 1995
Visiting Professor. Harvard Graduate School of Design. 1994-1996
Design Instructor. University of Miami, School of Architecture. 1991-1993

Professional Experience:
Founding Principle, Office dA. 1991-Present

Selected Recent Design Awards and Honors:
No. 5 Most Innovative Companies in Architectural Design. Fast Company. Office dA. 2010
Award in Architecture. 57th Progressive Architecture Awards. 2010
Institute Honor Award for Architecture. The American Institute of Architects. 2010
Honorable Mention, Architecture. 56th Progressive Architecture Awards. 2009
Silver Award. ACEC Massachusetts Engineering Excellence Awards. 2008
Top Ten Green Project. AIA/Committee on the Environment. 2008
Outstanding Historic Renovation Project. ALA/IIDA Library Interior Design Awards 2008
Design Award in Architecture. 55th Progressive Architecture Awards. 2008
USA Target Fellows in Architecture and Design. United States Artist. 2007
Architecture Design Award. Cooper-Hewitt National Design Awards. 2007
Design Award in Architecture. 54th Annual Progressive Architecture Awards. 2007

Most Recent Juries and Panels:
Buell Center Event: Contemporary Architecture and its Consequence.
Faculty Resume

Sophia Psarra

Courses Taught:
ARCH 552: 2G1/3G4 Design Studio: Perimeter F: 2009
ARCH 506: Theoretical Investigations of Space F: 2009
ARCH 432: UG3 Design Studio F: 2008
ARCH 890: Design Studies Colloquium F: 2008
ARCH 506: Theoretical Investigations of Space W: 2009
ARCH 506: Creative Process W: 2009
ARCH 890: Design Studies Colloquium W: 2009
ARCH 331: UG1 F: 2007
ARCH 890: Design Studies Colloquium F: 2007
ARCH 442: Wallenberg Competition Studio W: 2008
ARCH 890: Design Studies Colloquium W: 2008

Educational Credentials:
PhD of Architecture: Bartlett Faculty of the Built Environment, UCL 1997
MSc of Architecture: Bartlett Faculty of the Built Environment, UCL 1986
Diploma of Architecture: National Technical University of Athens 1985

Teaching Experience:
Associate Professor of Architecture. University of Michigan. Taubman College 2005-Present
Senior Lecturer (Associate Professor Equivalent). Cardiff University, UK 2004
Lecturer. (Assistant Professor Equivalent). Cardiff University, UK 1997-2004
Design Instructor 1996-1997
Associate Lecturer. The University of Greenwich, UK 1994-1995
Design Instructor. The University of Greenwich, UK 1992-1994

Professional Experience:
Principal Psarra+Grajewski Design Consultants (with Dr. T. Grajewski). 1997-2001
Principal, Crisis Architectural Design (with Dr. G. Fatseas). 1990-1996

Selected Publications and Recent Research:

Professional Memberships:
Architects Registration Board (ARB), UK 1988-present
Faculty Resume

Technical Chamber of Greece 1985-present
Architectural Humanities Research Association (AHRA), UK 2009-present

Kaleena Quinn

Courses Taught (Two academic years prior to current visit):
ARCH 322 : UG2 Studio W:2010
ARCH 202 : Graphic Communication F:09, W:10
ARCH 312 : UG1 Studio F:09
UG0 Summer Intensive S:09

Educational Credentials:
Master of Science in Architecture. Design Research.
University of Michigan. Taubman College. 2009
Bachelor of Science – Architecture.
University of Michigan. Taubman College. 2004

Teaching Experience:
Lecturer I. University of Michigan. Taubman College. 2009-Present
Assistant Faculty Instructor. University of Michigan. Taubman College. 2008
Graduate Student Instructor. University of Michigan. Taubman College W09/F08/F07
Architectural Design/ Graphic Design Instructor. Summer Discovery Program. S2010

Professional Experience:
Intern Architect - Design Department. SmithGroup, Detroit, MI. 2007

Selected Publications and Recent Research:
Faculty Resume

Mary-Ann Ray

Courses Taught (Two academic years prior to current visit):
ARCH 409 +506: Beijing China Study Abroad  S: 2008, 2009

Educational Credentials:
Master of Architecture. Princeton University  (with honors)  1987
Bachelor of Fine Arts. University of Washington (with honors)  1981

Teaching Experience:
Centennial Professor of Practice. University of Michigan. Taubman College  2007-Present
Co-Founder and Director. BASE Beijing  2005-Present
Instructor. Southern California Institute of Architecture [SCI-Arc]. 1988-Present
Chair of Environmental Arts. Otis College of Art and Design. 1997-1999
Visiting Chair Appointments: Saarinen Chair University of Michigan Spring 2002, Fall 2005, Wortham
Professor Yale University Spring 1996

Professional Experience:
Principal. Studio Works, Los Angeles, CA  1985-Present
Project and Product Designer, Michael Graves, Architects  1984

Selected Publications and Recent Research:
“Ruralapolitanism: The Space of Multiple Opposites”. Time + Architecture.
No. 4. July 2010.
Caochangdi : Beijing Inside Out – Farmers, Floaters, Taxi Drivers and the Contemporary Art Mob
Challenge and Remake the City. Robert Mangurian and Mary-Ann Ray, with Ai Weiwei, Pi Li, Frank
Uytterhaegen, Timezone 8 Press - Beijing, Distributed Art Publishers - New York, 2009
Distributed Urbanisms, Gretchen Wilkins, ed., “Rural Urbanism: Thriving Under the Radar – Beijing’s
Villages in the City” Robert Mangurian and Mary-Ann Ray,
Routledge Press, 2010
Small Scale: Creative Solutions for Better City Living, Keith Moskow, Robert Linn, ed., Projects by Studio
Works Robert Mangurian and Mary-Ann Ray,
Princeton Architectural Press 2010
“Caochangdi – Urban Rural Conundrums : Off Center People’s Space in the Early 21st Century Republic
of China”, Robert Mangurian + Mary-Ann Ray,
URBAN CHINA, August 2008, pp. 70-74
“Redrawing Hadrian’s Villa, Re-Writing Caochangdi”, Robert Mangurian and Mary-Ann Ray, Perspecta 41
- Yale Architectural Journal 2008
Neal Robinson, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 662 – Thesis Studio                      WN  2009 + 2010
ARCH 660 – Thesis Seminar                   FL  2008 + 2009
ARCH 592 – Architectural Design Study Abroad    FL  2008 + 2009
ARCH 527 – Bldg Technologies                 WN  2009 + 2010
ARCH 416 – Design Fundamentals 3G           SM  2009 + 2010

Educational Credentials:
Master of Architecture, Rice University      1992
BS in Architecture, Georgia Institute of Technology    1989
Savannah College of Art and Design          1983-1984

Teaching Experience:
Director of TCAUP/Florence Study Abroad Program. Florence, Italy  2009-2012
University of Michigan, TCAUP
Lecturer in Architecture: University of Michigan, TCAUP  2001-present
University of Michigan, International Programs, Florence, Italy
Adjunct Lecturer in Architecture: University of Michigan, TCAUP  2000-2001
S.T.A.R.S. Instructor (Strategic Teaching for At-Risk Students)  1992
Lyons High School, City of Lyons Public School System, Lyons, GA

Professional Experience:
Principal, N2O, Ann Arbor, MI.  2007-present
Principal, WETSU, Ann Arbor, MI.  2000-2006
Principal, SKYlab Architectures, Atlanta, GA.  1998-2000
Staff Architect, Cooper Carry Architects, Atlanta, GA.  1994-1998
Intern, Crawford, McWilliams, Hatcher Architects, Birmingham, AL  1994
Intern Architect, Skidmore, Owings, and Merrill, San Francisco, CA.  1991

Licenses/Registration:
Registered Architect: State of Georgia #009280  1997-present
Registered Architect: State of Michigan #1301047006  2000-present

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects
Mireille Roddier

Courses Taught (Two academic years prior to current visit):
ARCH 326: Design Fundamentals 2 (coordinator) W: 08, 09, 10
ARCH 412: 3G2 Studio F: 2007, 09
ARCH 660: Thesis Seminar F: 2007, 09
ARCH 662: Thesis Studio W: 07, 08, 10

Educational Credentials:
Master of Architecture. University of California, Berkeley 1997
Bachelor of Architecture. University of Arizona 1994

Teaching Experience:
Associate Professor of Architecture.
University of Michigan. Taubman College 2010-Present
Assistant Professor of Architecture.
University of Michigan. Taubman College 2003-2010
W. Sanders Fellow, University of Michigan 2001-2002
Adjunct Assistant Professor of Architecture. University of Detroit Mercy 2000-2001
Graduate Student Instructor. University of California, Berkeley 1994-95

Professional Experience:
Principal. Mitnick Roddier Hicks 1995-Present
Intern Architect. Esherick Homsey Dodge & Davis 1997-1999

Selected Publications and Recent Research:
Faculty Resume

Joel Thomas Schmidt

Courses Taught (Two academic years prior to current visit):
ARCH 312: UG1 Design Studio.       F: 2009
ARCH 317: Construction I.             F: 08, 09
ARCH 322: UG2 Design Studio.       W: 2009
ARCH 427: Construction II.            W: 09, 10
ARCH 562: 2G2/3G5 Design Option Studio.  W: 2010

Educational Credentials:
Master of Architecture. Harvard University. Graduate School of Design  1999
Bachelor of Science. University of Michigan. Taubman College.  1995

Teaching Experience:
Instructor. Boston Architecture College [BAC]. 2003
Graduate Student Instructor, Harvard University. GSD. 1997-1998
Instructor. Fallingwater Summer Residency Program. 1995-1998

Professional Experience:
Associate. McIntosh Poris Associate. Birmingham, MI.  2004-2006

Professional Memberships:
Registered Architect, Michigan
Faculty Resume

Rosalyne Shieh

Courses Taught (Two academic years prior to current visit):
- Fall 2009; ARCH 432, ARCH 516
- Winter 2010; ARCH 442
- Summer 2010; ARCH 409/506
- Fall 2010; ARCH 432, ARCH 516

Educational Credentials:
- Princeton University, School of Architecture
  2007, Master of Architecture
- University College London, Bartlett School of Architecture
  2003, M.Sc. Architectural History
- University of California, Berkeley, College of Environmental Design
  1999, B.A., Architecture

Teaching Experience:
- 2009-2010, University of Michigan, TCAUP, Ann Arbor, MI
- 2008-2009, New Jersey Institute of Technology, Newark, NJ

Professional Experience:
- Schaum/Shieh, New York, NY
- Stan Allen Architect, Princeton, NJ and Brooklyn, NY
- Abalos&Herreros, Madrid, Spain
- Reiser Umemoto (RUR), New York, NY
- Architecture Research Office, New York, NY
- Robert A.M. Stern Architects, New York, NY

Licenses/Registration:
- Architectural Registration Exam – In Process

Selected Publications and Recent Research:
- About-Face, construction on single-family house in Detroit; Drawing Out 2010, conference at RMIT, Melbourne, Australia; Pidgin Magazine 1, 4, 8 (forthcoming); Navigating the In-Between, conference at York University, Toronto, Canada

Professional Membership:
- AIA Michigan Associate Member
Faculty Resume

Anya Sirota

Courses Taught
ARCH 312: Architectural Design I       F:08, 09
ARCH 312: Construction I       F:08, F09
ARCH 322: Architectural Design II       W: 2009
ARCH 402: Architectural Design       S: 2009
ARCH 422: Architectural Design II       W: 2010
ARCH 427: Construction II       W: 09, 10
ARCH 409 + 506: Civic Friche Seminar       S: 2010

Educational Credentials:
Master of Architecture. Harvard Graduate School of Design. 2008
Bachelor of Arts, Brown University. 1995

Teaching Experience:
Lecturer. University of Michigan. Taubman College 2008-Present
Instructor. Career Discovery Program. Harvard GSD 2008
Teaching Assistant. Harvard Graduate School of Design 2006-2008

Professional Experience:
Principal. Ako Aki. Providence, RI + Ann Arbor, MI. 2006-Present

Selected Publications, Competitions and Recent Research:
    Providence Parks Department Exhibition Center.

Recognition:
Araldo Cossutta Prize for Design Excellence.
Harvard Graduate School of Design. 2006.

Professional Memberships:
Faculty and Founder. Civic Friche Project.
Faculty Resume

Lydia M. Soo

Courses Taught:
2009-10: sabbatical leave
2008-09: Arch 528/HistArt 565, Arch 633
2007-08: Arch 413 History of Architecture and Urbanism (3G)
Arch 518/HistArt 555 Renaissance Architecture
Arch 633 Seminar in Renaissance and Baroque Architecture: Vision and Mathematics in Baroque Architecture
Arch 850 Research Colloquium: History and Theory

Education:
PhD, Princeton University, 1989
MA, Princeton University, 1983
MArch, University of Illinois at Urbana-Champaign, 1978
BS Architectural Studies, University of Illinois at Urbana-Champaign, 1976

Teaching Experience:
University of Michigan, 1994-present
Ohio State University, 1989-94
University of Illinois at Urbana-Champaign, 1985-89, 1979-80

Selected Publications and Recent Research:

Professional Memberships:
Society of Architectural Historians
Faculty Resume

College Art Association
Faculty Resume

Roy Strickland

Courses Taught (Two academic years prior to current visit):
Arch 506: Architecture and Urbanism in Film

Educational Credentials:
Columbia University, B.A. in Art History
Massachusetts Institute of Technology, M.Arch.

Teaching Experience:
TCAUP, University of Michigan
(2001 – Present)
School of Architecture and Planning, Massachusetts Institute of Technology
(1991 – 2001)
Graduate School of Architecture, Planning and Preservation, Columbia University

Professional Experience:
Roy Strickland Urban Design, New York City (previously known as Hudson Studio) (1983 – Present

Selected Publications and Recent Research:
Strickland, Roy, “From Tiles to Pixels: Media and the City” in Places vol. 18, Summer 2006.
Strickland, Roy, and Jean Riesman, “Place-Making as an Expression of Teaching and Learning: The Hilltop, Washington, DC” in Places vol. 17, Fall, 2005
Geoffrey Thün

Courses Taught (Two academic years prior to current visit):
Winter 2010  ARCH662: Thesis Advisor / Design Studio
Fall 2009   ARCH660: Thesis Seminar
Fall 2009   ARCH589: Site Operations
Winter 2009   ARCH589: Site Operations

Educational Credentials:
2005-2007  University of Toronto, Faculty of Architecture, Landscape and Design,
Master of Urban Design (MUD) Post Professional
1994-1996  University of Waterloo, School of Architecture,
Professional Bachelor of Architecture (B.Arch)
1990-1994  University of Waterloo, School of Architecture,
Bachelors of Environmental Studies (B.ES)
1986-1988  University of Western Ontario, Bachelor of Arts (B.A) Sociology

Teaching Experience:
2009-pres  University of Michigan, Taubman College of Architecture,
Associate Professor of Architecture
2006-2009  University of Waterloo, School of Architecture, Assistant Professor
2004-2006  University of Waterloo, School of Architecture, Adj. Asst. Professor
2004 Fall  Ryerson University, Department of Architectural, Adj. Asst. Professor
1996-1998  University of Waterloo, School of Architecture, Adj. Asst. Professor

Professional Experience:
2007-pres  RVTR Partner, Director: Design Research
1998-2005  Velikov + Thün Building Studio
1998-2000  Baird Sampson Neuert Architects: Associate-Project Architect-Senior Designer
1997       Auchwicz Birkenau Collaborative Toronto, ON, Grad.Associate, Proj. Coordinator
1996       Teeple Architects, Toronto, ON, Intern Architect
1995       Hardy Holzman Pfeiffer Associates, New York City, NY, Intern Architect

Selected Publications and Recent Research:
Thün, Velikov, “CONDUIT Urbanism: Regional Ecologies of Energy and Mobility” New Geographies 02:
( Harvard University Press, 2010) 83-96
Thün, Velikov, Ripley “Problem Seeking and Complex Collaboration in a Post Information World” Journal of
Architectural Education (JAE), Vo 62: Issue 3 (2009) 6-14
Thün, “Latitude Housing | North House Prototype: Prefabricating Building Integrated Photovoltaic Envelopes
for Energy Positive Housing Design in Northern Climates”

Professional Memberships:
Ontario Association of Architects (OAA), Member since 1998
Canada Green Building Council (CaGBC), Member since 2004
Royal Architectural Institute of Canada (RAIC), Member since 2002
Faculty Resume

Anca Trandafirescu

Courses Taught (Two academic years prior to current visit):
Winter 2010  ARCH 212  UNDERSTANDING ARCHITECTURE
Winter 2010, 2009  ARCH 442  UG4 ARCHITECTURAL DESIGN IV
Fall 2009, 2008  ARCH 312  UG1 ARCHITECTURAL DESIGN I
Winter 2009  ARCH 218  VISUAL STUDIES
Fall 2008  ARCH 316  DESIGN FUNDAMENTALS I

Educational Credentials:
2002  MArch  The Bartlett, University College London, UK
1992  BArch  Temple University Philadelphia, PA

Teaching Experience:
2008 – pres.  Assistant Professor  University of Michigan, Ann Arbor, MI
2005 – 2008  Lecturer  University of Michigan, Ann Arbor, MI
2002 – 2005  Adjunct Assist. Professor  University of Oregon, Eugene, OR

Professional Experience:
2003 – pres.  Principal  area design studio  Ann Arbor, MI and Eugene, OR
2004 – 2005  Architect  TBG Architects and Planners  Eugene, OR
1999 – 2000  Intern  Studiozone  Detroit, MI
1994 – 2000  Intern  HOLT Architects  Ithaca, NY

Licenses/Registration:
New York Architectural License

Selected Publications and Recent Research:
(about HOT AIR) “Monument van hete lucht.” Lujzika Adema Van Kooten.
AWMVol. 31 57  Mar 2010
Fellowships in Architecture, Janice Harvey (ed.). 2009
Christian Unverzagt, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 516 Representation               F: 2010
ARCH 466 Dimensions                    F: 2010
ARCH 402 3G1 Studio                    Su: 2010
ARCH 562 Graduate Option Studio        W: 2010
ARCH 516 Representation               F: 2009
ARCH 466 Dimensions                    F: 2009
ARCH 402 3G1 Studio                    Su: 2009

Educational Credentials:
Master of Architecture. Southern California Institute of Architecture 1999
Exchange program participant, Barlett School of Architecture, University College London 1998
Bachelor of Science in Architecture. University of Michigan 1994

Teaching Experience:
Lecturer in Architecture. University of Michigan. Taubman College 1999–Present
Adjunct Faculty, Summer Masterclass, Lawrence Technological University 2005, 2006
Assistant Design Instructor. Southern California Institute of Architecture 1999

Professional Experience:
Design Director. M1/DTW LLC. Detroit, MI 2000–Present
Creative Director, Taubman College, Ann Arbor, MI 2008–2009

Selected Publications and Recent Research:

Professional Memberships:
Associate Member, American Institute of Architects (AIA Michigan)
Faculty Resume

U. Sean Vance, AIA

Courses Taught (Two academic years prior to current visit):
Fall 2010; UMich UG1
Spring 2010; NCSU D492 Universal by Design
Fall 2009; NCSU ARC201, D492 Universal by Design
Summer 2009; NCSU ARC 201, D492 Universal by Design
Spring 2009; NCSU DN492 Experiments in Material Exploration
Fall 2008; NCSU ARC401

Educational Credentials:
NC State University, College of Design
2006, Master of Architecture (Tau Sigma Delta)
Tuskegee University, School of Architecture
1996, Bachelor of Architecture

Teaching Experience:
2007-2010, NC State University, Center for Universal Design, Director
2007-2010, NC State University, School of Architecture, Ext. Ass’t Professor
2006-2007, NC State University, School of Architecture, Teaching Fellow

Professional Experience:
Sean Vance Architecture, Raleigh, NC
Empire Properties Development, Raleigh, NC
Centrepoint Architecture, Raleigh, NC
BHDP Architects, Cincinnati, OH
SFL+A, Fayetteville, NC
KPS Group, Birmingham, AL
Holland Associates, Tuskegee, AL
Zimmers Associates, Philadelphia, PA

Licenses/Registration:
Architectural Registration – North Carolina
Architectural Registration Certificate - Pending

Selected Publications and Recent Research:
What is Universal Design; NC State University Publication
Experiments in Material Experience; NC State University Publication
AIA SPP Journal No. 43; Staying Safe and Sane While Working Alone
Contract Magazine; Bang & Olufsen Competition

Universal by Design Seminar and Curriculum; NEA funded grant, PI
Accessible and Universal Housing Technical Support for North Carolina;
NC Division of Vocational Rehabilitation funded, PI
Raleigh Rescue Mission: Universal Design Applications; RRM funded, PI
Ekaterina (Kathy) Velikov

Courses Taught (Two academic years prior to current visit):
ARCH 552 (F09); ARCH 322 (W10); ARCH 505-01 (W10); ARCH 552 (F10); ARCH 660 (F10)

Educational Credentials:
MA University of Toronto (History Art and Architecture) 2005-2007
B.Arch University of Waterloo, School of Architecture
(Professional Architecture Degree) 1994-1996
BES University of Waterloo, School of Architecture
(Pre-Professional Architecture) 1990-1994

Teaching Experience:
2009-pres. University of Michigan, Taubman College of Architecture
Assistant Professor
2007-2009 University of Waterloo, School of Architecture, Assistant Professor
2006-2007 University of Michigan, Taubman College of Architecture and Urban Planning, Lecturer
(Willard A. Oberdick Fellowship)
University of Toronto, Faculty of Architecture, Landscape & Design,
Adjunct Assistant Professor
University of Waterloo, School of Architecture,
Adjunct Assistant Professor

Professional Experience:
2007-pres. RVTR, Toronto: Partner
1997-2007 Velikov + Thün Building Studio, Toronto: Principal
2001-2004 Architects Alliance, Toronto: Project Architect
1999-2001 Sterling Finlayson Architects, Toronto: Associate

Licenses/Registration:
Ontario Association of Architects (Prof License #5649); LEED A.P.

Selected Publications and Recent Research:
“CONDUIT Urbanism: Regional Ecologies of Energy and Mobility” (2009) co-authored w/ G. Thun in New
Geographies 02: Landscapes of Energy, Rania Ghosen (ed), Harvard University Press, 83-96
"Aqua Alte" (2009) co-authored w/ G. Thun & C. Ripley, in Water ed. J. Knechtel (Cambridge, MA,
co-authored w/ C. Ripley, G. Thun in Special Issue: Alternative Architectures | Alternative Practice in
“North House: Developing Intelligent Building Technology and User Interface in Energy Independent
domestic Environments”, co-authored with L. Bartram. Laval University, June 22-24 2009, eds. Potvin
and Demers: 67-72.

Professional Memberships: Royal Architectural Institute of Canada Member (RAIC)
Faculty Resume

Dr.-Ing. Peter von Buelow, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 314; ARCH 514; ARCH 324; ARCH 544

Educational Credentials:
Doctor of Engineering University of Stuttgart, ILEK, Director: Werner Sobek
MS Civil Engineering The University of Tennessee
Fulbright Scholar University of Stuttgart, IL. Director: Frei Otto
B.Arch. University of Tennessee, School of Architecture, with Honors

Teaching Experience:
2001 – present Ass. /Assoc Prof. in Architecture at University of Michigan
1982 – 1994 Ass. /Assoc Prof. in Architecture at University of Tennessee

Professional Experience:
2001 RFR Stuttgart, Germany. Architectural Engineer.
1998-00 Office of Switbert Greiner Oberaichen, Germany. Architectural Engineer.

Licenses/Registration:
Registered Engineer. Baden-Württemberg, Germany (5732)
Registered Architect. Baden-Württemberg, Germany (11197)

Selected Publications and Recent Research:
Genetically Engineered Architecture: design exploration with evolutionary computation. 2007
"Suitability of Genetic Based Exploration in the Creative Design Process" in Digital Creativity. 2008
"Structural morphologies and sun transmittance control systems: integrated explorations based on parametric design and genetic algorithms" ISCCBE Conf. 2010. (co-author M. Turrin)
"Combined Timber Plate and Branching Column Systems – Variations and Development of System Interaction". IASS Internl. Conf. 2009 (co-author A. Falk)
"Parametric exploration of discrete structures using evolutionary computation". IASS Internl. Conf. 2009
"Structural DNA: Genetic Exploration of Biological Micro Structures for Architectural Applications". ACSA Southwest Region Conf. 2009. (Co-author M. van Embden Anders)

Professional Memberships: Engineering Society of Detroit (ESO), The American Institute of Architects (AIA), The International Association of Shell and Spatial Structures (IASS), American Institute of Steel Construction (AISC)
Glenn Wilcox, AIA

Courses Taught (Two academic years prior to current visit):
A422: 3G3 Graduate Design Studio (coordinator), Winter 2009 - 2010
A591: Generative Design Computing, Fall 2009
A552: 2G1/3G4 Advanced Design Studio, Fall 2008(coordinator), Fall 2009
A660: Thesis Development Seminar, Fall 2009
A421: Geometric Modeling, Winter 2009
A571: Digital Fabrication, Fall 2008

Educational Credentials:

Teaching Experience:
Taubman School of Architecture and Urban Planning, University of Michigan
School of Architecture and Allied Arts, University of Oregon
Assistant Professor: September 2001 - June 2005
College of Architecture, Art & Planning, Cornell University
Lecturer and Teaching Associate: 1996 - 1999

Professional Experience:
area.architecture, principal, 2003-present
HOLT&C Architects, Designer, 1994 – 1995
DEKODA Architects, Designer / Builder, 1988 – 1989
BJC Knowles Architects, Junior Designer, 1987 – 1988
Martin Organization, Junior Designer, 1986 – 1987
RCH Architects, Model Builder, 1985 - 1986

Selected Publications and Recent Research:
‘Scalable Structure: Design and Production of Variable Cast Units,’ funded research, (ongoing)
‘Scripting Architecture: Polygonal Surface Structures and Intelligent Growth Algorithms’, non-funded research, (ongoing)

Professional Memberships:
AIA Associate Member
Faculty Resume

Craig L. Wilkins, AIA

Courses Taught (Two academic years prior to current visit):
- Arch 509: Architects Of Culture
- Arch 509: Who Teaches The Teachers?
- Arch 562: Studio - An American Acropolis And The Aesthetics Of Ruin
- Arch 562: Studio - Activist Architecture

Educational Credentials:
- Doctor of Philosophy, University of Minnesota, Minneapolis, Minnesota, College of Liberal Arts, Cultural Studies And Comparative Literature
- Master of Science In Real Estate & Urban Development, Columbia University, New York, New York, Graduate School of Architecture, Planning & Preservation
- Bachelor of Architecture, University of Detroit, Detroit, Michigan, School of Architecture

Teaching Experience:
- University of Michigan, Ann Arbor, MI 9/04-Current
- University of Minnesota, Minneapolis, MN 10/96-5/03
- Southern University, School of Architecture Baton Rouge, LA 8/92 - 5/95
- City College of Chicago, Olive Harvey College Chicago, IL 5/92 - 8/92
- Pratt Institute, Graduate School of Planning, Brooklyn, NY 1/91 - 8/91

Professional Experience:
- US Department of Housing & Urban Development, Minneapolis, MN 10/98 - 10/00
- Design Center for American Urban Landscape, Minneapolis, MN 2/96 - 10/97
- City Design Center, Chicago, IL 6/96 - 9/96
- BakariDesign, Chicago, IL 7/91 - 6/97
- Perkins & Will, Architects, Engineers & Planners, DC, NY 1/88 - 8/91
- Devrouaux & Purnell, Architects, PC, Washington, DC 10/85 - 12/87

Licenses/Registration: District of Columbia #6134

Selected Publications and Recent Research:
2. “small architecture BIG LANDSCAPES” at the Sheldon Swope Museum in Terre Haute, IN.
4. Excerpt from Aesthetics of Equity published in Portico. (Fall 09).

Professional Memberships: AIA
Jean Wineman

Courses Taught (Two academic years prior to current visit):
ARCH 821: D/S Area Seminar W: 2010

Educational Credentials:
Architecture Doctorate. University of Michigan. 1977

Teaching Experience:
Associate Dean. University of Michigan. Taubman College 2000-Present
Professor of Architecture. University of Michigan. Taubman College 2000-Present
Professor of Architecture. Georgia Institute of Technology. 1999-2000
Associate Professor of Architecture. Georgia Institute of Technology. 1982-1999
Assistant Professor of Architecture. Georgia Institute of Technology. 1977-1982

Selected Publications and Recent Research:


Professional Memberships:
Editorial Review Board: Environment and Behavior; Journal of Architecture & Planning Research; Environment and Planning B; Member, Environmental Design Research Association
Faculty Resume

Jason Young

Courses Taught (Two academic years prior to current visit):
ARCH 536: SUB: situation.urbanism.bigbox       W: 08,09
ARCH 552: 2G1/3G4 Design Studio: (Coordinator)    F: 08
ARCH 572: 2G2/3G5 Design Option Studio.         F: 09
ARCH 660: Thesis Development Seminar (Coordinator) F: 08, 09,10
ARCH 662: Thesis Studio (Coordinator)            W: 08,09,10
ARCH 739: MS_DR Studio                           F: 08, 09,
                      W: 09, 10

Educational Credentials:
Master of Architecture. Rice University. 1992
Bachelor of Science in Architecture. Georgia Institute of Technology 1990

Teaching Experience:
Associate Professor of Architecture. University of Michigan. 2003-Pres.
Assistant Professor of Architecture. University of Michigan. 1996-2003

Professional Experience:
Principal. YARD LLC. Ann Arbor, MI. 2005-Pres.
Principal. WETSU. Ann Arbor, MI. 2000-2005

Licenses/Registration:
Licensed Builder in the State of Michigan 2000-Pres.

Selected Publications and Recent Research:
"Density of Emptiness," in Distributed Urbanisms, ed. by Gretchen Wilkins, (Routledge, 2010).
Stalking Detroit, ed. by Daskalakis, Waldheim, Young, (ACTAR, 2001)
Faculty Resume

Valerie Zhang Fang

Courses Taught (Two academic years prior to current visit):
Arch 503-004, special topics in architecture history

Educational Credentials:
1994/9-1997/8 The Department of Translation for Diplomacy and Foreign Affairs, Foreign Affairs College, Beijing, achieving a M.A. degree.
1998/7-2000/6 Peace Studies Program of Kroc Institute of the University of Notre Dame, Indiana, USA, achieving a M.A. degree.

Teaching Experience:
1992/9-1994/8 Full time English teacher at Inner Mongolia Polytechnic University, Hohhot, Inner Mongolia.
2000/7-2002/9 Full-time English teacher at Beijing Huapu University.
2008-2010 Guest lecturer for Base Beijing.
2009/6-2009/8 Lecturer of “Chinese Contemporary Art and Architecture” Summer program at BASE Beijing, China.
2010/2-2010/4 Lecturer of Arch 503-004, special topics in architecture history, At BASE Beijing, China.

Professional Experience:
1998/3-1998/8 Part-time translator for Mr. Li Xianting and Ms. Liao Wen, both curator and critic of Chinese contemporary art, for their book projects on Chinese avant-garde art and American feminist artists.
2001/8 Co-curator of “Constructed Reality-Beijing and Hong Kong Photography” At Hong Kong Art Center.
2008/4 Curator of “Fabricating Images from History” At Chinablue Gallery, Beijing.
2008/9 Organizer of Art Beijing Panel Discussion, Curator of “Phantom China” for Contemporary Arts Society, Rome, Italy

Selected Publications and Recent Research:
2001/8 Catalogue essay for exhibition: “Constructed Reality-Beijing and Hong Kong Photography”.
2008/4 Catalogue essay for exhibition “Fabricating Images from History”.
2009/11 China Metaphor and Interview with WANG Qingsong, published in Art.es, Spain
2010/04 Interview with Robert Mangurian and Mary-Ann Ray, World Art Magazine
Faculty Resume

Claire Zimmerman

Courses Taught (Two academic years prior to current visit):
ARCH 603.001 Seminar: Industrialization and Acceleration in Modern Building Culture F: 2008
ARCH 603.002 Seminar: Architecture and Image from 20th to 21st Centuries F: 2008

Educational Credentials:
Doctor of Philosophy. Graduate Center, City University of New York 2005
Master of Architecture. Graduate School of Design, Harvard University 1990
Bachelor of Arts. University of Pennsylvania 1985

Teaching Experience:
Assistant Professor of Architecture, University of Michigan Taubman College 2006-Present
Lecturer, Yale University School of Architecture. 2001-2002; 2004-2006
Visiting Assistant Professor, Syracuse University 2005
Visiting Lecturer, Parsons School of Design 2005
Adjunct Assistant Professor, Barnard College 1997-1998; 2000-2001
Assistant Professor, Florida A & M University School of Architecture 1992-1997

Selected Publications and Recent Research:
Photography in Modern Architecture (draft manuscript completed August 2010)
Neo-avant-garde and Postmodern: Postwar Architecture in Britain and Beyond (edited with Mark Crinson)
“James Stirling Reassembled” AA Files 56 (November 2007), 30-41.

Professional Memberships:
College Art Association
Society of Architectural Historians
Part Four (IV): Section 3 - Visiting Team Reports

(2007 and 2005 Visiting Team Reports begin on the next page)
July 26, 2005

Mary Sue Coleman, President
University of Michigan
2074 Fleming Administration Building
Ann Arbor, MI 48109-1340

Dear President Roth:

At the July 2005 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the University of Michigan College of Architecture and Urban Planning.

The board noted the concern of the visiting team regarding deficiencies in several student performance criteria, including accessibility, life-safety systems, legal responsibilities, building code compliance, building economics and cost control, comprehensive design, and program preparation, the majority of which were cited by the previous visiting team. As a result, the professional architecture programs:

Master of Architecture (preprofessional + 2 years)
Master of Architecture (degree + 3½ years)

were formally granted three-year terms of accreditation. The accreditation terms are effective January 1, 2005. The programs are scheduled for their next accreditation visit in 2008.

As stated in the NAAB Procedures for Accreditation, 2005 Edition, following a three-year term, at the next scheduled review, the program may only receive either a six-year term or a two-year probationary term.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 14–15 of the NAAB Procedures for Accreditation, 2005 Edition.

NAAB encourages public dissemination of information about each school contained in both the school's Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Robert A. Odermatt, FAIA
President

Enc. Visiting Team Report

cc: Douglas S. Kelbaugh, FAIA, Dean
    David Mohney, AIA, Team Chair
    Visiting Team Members
University of Michigan
College of Architecture and Urban Planning

Visiting Team Report

Master of Architecture (preprofessional + 2 years)
Master of Architecture (degree +3½ years)

The National Architectural Accrediting Board
23 February 2005

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

The strengths of the program are substantial and evident. There is demonstrative positive energy in both students and faculty. Substantial improvements have been made since the last visit in facilities, space, equipment, and support. There is a breadth of intellectual points of view. We particularly appreciate the commitment to high design ideals, evidenced through the design of the team room and the exhibition of student and faculty work. The accessibility of affiliated design programs in the Taubman College, and the commitment to interdisciplinary work across the University of Michigan, are profound, if somewhat latent, resources. A culture of dialog has developed among the faculty and with the students. And finally, the prominence of significant new financial resources is palpable and meaningful. In short, there is a solid and meaningful foundation on which the professional program in architecture, and the college, can build. Refining those strengths to more targeted use and more profound effect became the theme of this team’s visit.

When the varied constituencies are reflective about the professional program, they often do so from the point of view of some distant place. To the team, it raises a question of identity of the program, and indeed, of the college. In the words of one faculty member, "There needs to be less concern with being like other places," in the words of another, "Geography is destiny." The team believes that the singular issue for the program is its identity in this place and at this time.

Identity is the province of vision. While the Taubman College has set forth a vision, the team believes that it has not yet been fully endorsed by the college’s constituencies. While some elements of the vision—better access to international programs and support of digital technology—have been adopted, they have not yet fully effected the components of the professional program in architecture’s strategic plan. While the team perceives substantial merit in the vision, it is up to the college and the program to validate it.

And that validation needs to be the process that refines the strengths of the school and program. The team believes that a strong culture of engagement and empowerment of the faculty has been created among the program’s faculty, largely through the relentlessly upbeat efforts of their chair. That is a substantial improvement since the last NAAB visit. But it must be seen at present as the basis for further discussions with the goal of elevating both program and discourse even further. The faculty needs to consider whether the geography of the program can be a resource, not an obstacle.

In a number of ways, the team believes that the longstanding discussion about the college’s location on North Campus is a metaphor for this larger discussion. Since the last visit, it is clear that the college has made a commitment to its location and is determined to improve its immediate environment and facilities. If we build it, as the Architecture Program Report (APR) says, they will come. In other words, the college has committed to developing a culture of place as a means of establishing its identity on North Campus. (Parenthetically, the team notes that the university has precisely the right dean in place to capitalize on this strategy at the highest levels at the present time.)

Yet that process of developing a culture of place to establish identity applies at a much broader level as well. The team encourages the completion of the college’s vision in a manner that addresses the proximity of unique geographical circumstances, through academic opportunities, regional service, and examining national issues. We note as well that the mission of a public institution needs to be a significant factor in those deliberations. We believe that this is an opportunity to examine how the professional program can best utilize unique resources in a manner that advances the discourse about design in the public realm at the highest level.

The utilization of the Taubman gift should be considered within this discussion and eventual ratification of a vision. The resources are substantial enough that they can be transformative of the program, if utilized in a manner that affirms a shared vision and mission.
2. Progress Since the Previous Site Visit

Condition 2, Program Self-Assessment

Previous Team Report: A new strategic plan must be put into place to create a framework for future intellectual, social, and professional endeavors for the administration, faculty, and students.

Methods for self-assessment are loosely in place but are not functioning in an effective manner at this time.

Discussions regarding planning strategies commenced in the fall of 1998 with a series of college- and program-wide retreats attended by both faculty and students.

This condition is barely met. The 1999 report criticized the school's self-assessment process in two respects: culture and procedures. The team believes that the program has made great strides in addressing the first issue. Faculty and students are confident in expressing their opinions about issues within the school; indeed, they seem to look forward to those discussions. The team notes the substantial role of the chair in cultivating a culture of engagement and collegiality.

At the same time, the team notes that now that this culture is established, it can be utilized more effectively. The guiding vision of the college is not evident in the self-assessment, and the degree to which that vision has been discussed and accepted by the constituents of the program and college remains unclear to the team. The fact that the team was unaware of the existence of the vision statement until late in the visit is indicative of that disconnect. Furthermore, the lack of clearly defined assessment processes contributes to the persistence of deficiencies in the Student Performance Criteria.

Criterion 14: Ability to design both site and building to accommodate individuals with varying physical abilities. Previous Team Report: Accessibility issues were not addressed well either in syllabi or student projects. They were inconsistent or ignored. There was some evidence of awareness and understanding, but not clear evidence of ability.

This criterion is not met. The persistent identification of this area of the performance criteria as problematic demonstrates the need to find a fundamental home within the required curriculum to evidence ability. However, progress is being achieved in site design, as reflected in ARCH 589, Site Planning.

Criterion 19: Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.

Previous Team Report: Lack of credible evidence of life-systems information in student course work.

This criterion is not met. While there may have been some progress toward understanding there is limited overall evidence that life safety is basic to student problem-solving ability. Life safety is a secondary issue in the Environmental Technology sequence and there is only limited evidence of it in the two fifth-year design studios available for review.
Criterion 24: Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements means of egress, fire protection and structure.

Previous Team Report: This understanding is not evident in syllabi or student work.

This criterion is not met. In fact, in the course materials provided for review, the college suggests that legal responsibilities are a secondary issue.

Criterion 26: Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project.

Previous Team Report: No evidence was found that building economics including construction estimates, life-cycle cost, cost strategies, and cost control are addressed in the design studios, professional practice courses or in building construction courses. The Architect/Planner as Developer course raises important questions about financing of projects, and the design/build courses, by necessity, must adhere to a budget; however, these activities do not satisfy the criteria of awareness in the core program.

This criterion is not met. The 1999 Visiting Team Report (VTR) found, "No evidence that building economics ... are addressed in the design studios, professional practice courses, or in building construction courses." The only course listed in the APR as demonstrating primary compliance with this criterion is an elective.

Criterion 30: Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Previous Team Report: No evidence of this ability was found. The course is not being offered. When faculty members retired or moved positions, these areas of expertise and interest were not filled.

This criterion is not met. A comprehensive program for an architecture project is addressed in a limited manner in a limited number of courses, primarily in ARCH 422/432 and 660/662 (Thesis). Yet student work provides scant evidence of a program document as an integral component of these studio projects.

3. Conditions Well Met

12.4 Critical Thinking Skills
12.9 Use of Precedents
12.20 Building Envelope Systems
12.32 Practice Organization and Management

4. Conditions Not Met

12.14 Accessibility
12.19 Life-Safety Systems
5. Causes of Concern

The team notes that all of the five Student Performance Criteria that were not met at the time of the 1999 VTR remain unmet. The team believes that there are two primary reasons for these persisting deficiencies. The first is a lack of overall assessment of individual curricular components. Many individual courses are noteworthy individually, but not integrated in a manner that could deepen student learning. The second reason is a lack of familiarity with the NAAB procedures and expectations on the part of the program administration. The team believes that the program can address these deficiencies in a straightforward manner when it is aware of and attentive to the NAAB’s expectations.

We heard positive comments from many students about the breadth of the program and the degree to which they could find a number of professional avenues to pursue. The team concurs that this is a substantial advantage. But we add a note of care as well: too much breadth can come at the expense of depth. The persistence of a point of view in design is crucial, because it indicates a strong, deep base from which a professional career begins. When we hear comments from some students that “…we learn it [i.e., the elements of design], but it seems to go away…” we raise a cautionary flag.

There are other examples of academic issues that should be examined carefully. The team-teacher approach can serve junior faculty well in some respects, such as developing an idea of standards that applies within the program. But the significant amount of time that these faculty members state that they devote to that pedagogical approach can have negative consequences on their own individual professional and academic development. And the relatively large number of junior faculty calls out for strategic appointment of senior design faculty to provide mentoring and counseling about their progression through the academic process.

Students need clearly defined expectations for their professional life after school. The advising system remains a widely acknowledged problem. There needs to be much better coordination of academic schedules, particularly at the end of the semesters, when final design studios can conflict with final course examinations, and students are left with a daunting choice to make. The process for completing minors needs to be promulgated within the student body. And consideration could be given to reformatting the Bachelor of Science degree to allow earlier access to design courses and later access to liberal arts courses. In the words of one faculty member, the 2+2 system currently in place leaves students largely unprepared for either.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

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The University of Michigan as an institution provides a powerful context for Taubman College of Architecture and Urban Planning (CAUP), allowing its aspirations to be of the highest standards. The faculty and students of the college are a valuable intellectual resource to the institution. Their ability to resolve critical and complex issues can be even more of an asset in addressing perceived limitations regarding its role and location within the institution. The opportunities to demonstrate the value of design can be transformative within the problem-solving process of CAUP and the institution.

The structure of the undergraduate degree directs students to a liberal arts curriculum for the first 2 years. This is a time for establishing connections, associations, and educational insights at a level equal to its institutional status. The professional curriculum that follows has great potential to reinforce both existing and new interdisciplinary collaboration at all levels within the institution. The specific backgrounds of the +3½ graduate students create natural alliances and sources for new and inventive collaborations.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

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The student body’s energy and enthusiasm is evident. A positive attitude and trajectory for the school were noted within student discussions. Administrative changes have made immeasurable improvements to avenues of communication among students, faculty, and administration. Opportunities for student leadership and effective communication between students and administrators have increased. Students note improvements in the physical environment through the transformation of the primary studio space, yet noise and distractions remain problematic.

Students indicate a lack of information about the opportunities offered outside the School of Architecture. A majority remains unaware of the possibility for a minor or other opportunities outside the school. An effective advising system for students has yet to be developed to aid in these pursuits. (See Section 5, Human Resources, for more
information concerning the advising system.) The preparation of prearchitecture students is an issue of concern to undergraduate students.

Students expressed concerns about the coordination of curricular components, such as Design Studio, History/Theory, Structures/Construction, and the like. They are hindered by conflicts in time allotment and project assignment due dates. Students remain strained by the high university-wide tuition fees. Financial support from the administration to offset tuition fees and expenses was noted by the team, primarily for graduate students through graduate student instructor positions, scholarships, and research assistantships.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

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The CAUP has a strong alumni/ae organization that is actively involved in placing students in both a spring break internship program and in summer work experiences. Students are aware of the Intern Development Program (IDP) and the path to licensure. Most students polled indicated they wanted to be licensed.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

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Overall, the program is clearly open to integrating stimulating practice exercises into the academic curriculum through physical design interventions in the building and the campus. Students express an interest in increasing these opportunities and are comfortable with their overall preparedness for professional work. Since the last assessment, the school has initiated a spring break internship program, which both the alumni/ae and the students praised enthusiastically. The students expressed the desire for a similar effort toward summer and postgraduation placements. Students say that they would prefer more contact with professionals in the studio either through visiting critics or more visible professional activity by current studio faculty.

Still necessary are greater efforts to anticipate new roles or modes of practice that students may themselves invent in the future. Emerging student interests in flexible, project-by-project teams, international Internet collaborations, catalyzing design careers through public service, and exploiting the limits and potentials of the computer, could be better embraced and guided. The prior team's concerns regarding overloading the professional practice course persist. Only one required course fulfills six of the student performance criteria and that course is not integrated into studio work. Conversely, that course intentionally avoids integrating practice issues with design issues instead of illustrating how modes and conditions of practice might directly influence or be influenced by form.
1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

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The program’s curriculum and studio culture exemplify appreciation and a focus aimed at informing the student regarding social and environmental influences. The lecture series, visiting faculty, guest critics, building design workshops, design-build studios, and community charrettes (Flint and Detroit) help to ensure diverse views are an expressed objective of the design sequence. The recent tree house project for handicapped children, the sustainable Nicolas Arboretum band shell project and the ongoing Michigan Solar (MiSo) project are recent examples of socially influenced local and regional interventions.

Discussions have begun about expanding a socially conscious agenda within the region. Chicago lies west as an accessible and obvious resource for significant urban history, while the Detroit Center prospect presents an outpost influencing rebirth for greater Detroit and a laboratory for student and faculty engagement defined by socially motivated urban challenges. This is an advantage unique to the Taubman College of Architecture and Urban Planning (TCAUP) and further strengthens NAAB’s condition for "understanding of architecture as a social art," "nurturing civic engagement" and enhancing "commitment to professional and public service."

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

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This criterion is barely met. The 1999 VTR criticized the school's self-assessment process in two respects: culture and procedures. The team believes that the program has made great strides in addressing the first issue. Faculty and students are confident in expressing their opinions about issues within the school; indeed, they seem to look forward to those discussions. The team notes the substantial role of the chair in cultivating a culture of engagement and collegiality.

At the same time, the team notes that now that this culture is established, it can be utilized more effectively. The guiding vision of the college is not evident in the self-assessment, and the degree to which that vision has been discussed and accepted by the constituents of the program and college remains unclear to the team. The fact that the team was unaware of the vision until late in the visit is indicative of that disconnect. There is a need for defining assessment measures for strategic goals and ensuring that the varied constituencies of the program are involved in the assessment process. The deficiencies in the Student Performance Criteria persisting from the 1999 visit to the present occur, in part, due to the lack of clear assessment processes in the program.
3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

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4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

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5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

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6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

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Noted as a problem within the 1999 VTR, opportunities for student leadership and effective communication between students and administrators have improved. Administrative changes have opened avenues of communication among students, faculty, and administration. The arrival of a new director was a major catalyst to more open communication. Many students are comfortable in seeking out the director for advice.

The 1999 VTR noted problems with the student advising system. Steps have been taken in recent years to address the problem, yet the system is lacking and ineffectual for a majority of students. Graduate students believe that assigned faculty advisors are underinformed about the curriculum and their advising responsibilities. Faculty indicate the students do not take advantage of opportunities to be advised. For undergraduates, students note a disconnect between advising within the liberal arts portion (in their first 2 years) and architecture courses (in the final 2 years). The fact that a student organization has stepped in to provide advice on the transition from preprofessional to professional curricula is a measure of the need to address this issue.
7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

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The college has an excellent physical plant, yet its location on a satellite campus remains an issue for both faculty and students. It perceives a sense of isolation when compared with the life of the university found on the main campus. A number of positive changes have occurred on the North Campus, but in spite of these programmatic and building improvements, the sense of isolation persists. The team notes that the program and the college have committed to remaining on North Campus and to working to improve the facilities and environment of that location. The college can be a meaningful resource to the university in achieving an engaging, humanizing environment on North Campus.

The faculty, staff, and students raised similar concerns about needed improvements in facilities, particularly the following:

- Quiet study rooms
- Clustered computers in the studio
- Dedicated jury and seminar spaces
- A student break room
- Expanded shop hours
- Expanded supplies in the college store
- Improving the environment of the Duderstadt library.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

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10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

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11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

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On paper, the minimum number of general studies course work opportunities is met. However, students claim that actual opportunities to take full advantage of a liberal arts curriculum are rare. This situation is due both to the physical distance from other departments (which demands more than the available travel time between classes) and to the lack of coordination between architecture and general studies scheduling (which often results in plainly conflicting times for course meetings, exams, and/or reviews). As even greater scheduling coordination would be necessary, opportunities for pursuing a minor are even rarer. None of the 100 or so juniors and seniors surveyed by the team had fulfilled a minor—though some had attempted to.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

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Writing Skills. While the program shows competence by the many examples provided, the team feels greater emphasis could be given to assessing fundamental skills where course assignments use writing as a primary communication tool. The team is concerned that no evaluation criterion is stated within relevant syllabi.

Verbal Skills. While many bright and articulate students were in evidence during the team’s visit, individual conversations gathered little proof of the program’s emphasis on evaluating strict verbal skills as a requisite communication tool. The team is concerned
that greater emphasis be given the assessment and instruction of these vital skills both inside and outside the studio environment.

12.2 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

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12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

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12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

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The criterion is well met. The team finds exceptional strength in the many and varied vehicles available to expose and explore critical thinking in a given design problem. Multiple opportunities, including critical theory studio work, analytical technology and history courses, building workshops, community charrettes, design-build projects and the MiSo design problem, demonstrate concerted depth in a variety of architectural foci.

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

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12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

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12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

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The criterion is well met. The use of precedents within studio and lectures courses is evident within the program. Noteworthy courses fulfilling this criterion include required construction courses and thesis preparation.

12.10 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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This criterion is barely met. The 1999 team noted: "Progress has been made since the last accreditation visit and must continue." Upon this assessment, increased attention is needed. Students in the 4+2 program are receiving a satisfactory amount of subject discussion within the two required history courses offered within the undergraduate curriculum. In contrast, the +3½ students take a condensed version of architectural history, one course covering prehistory to modern times, which does not provide ample discussion of non-Western traditions.

12.12 National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

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12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

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12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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This criterion is not met. There is almost no evidence in the studio work examined by the team that this criterion is a component of the design instruction. The persistent identification of this area of the performance criteria as problematic demonstrates the need to find a fundamental home within the required curriculum to evidence ability. Progress is being achieved in site design as reflected in the Site Planning 589 course.
12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

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12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

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12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

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12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

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This criterion is not met. While there may have been some progress toward 
understanding, there is little evidence that life safety is basic to student problem-solving ability. Life safety is a secondary issue in the Environmental Technology sequence and there is limited evidence of it in the two fifth-year design studios available for review.
12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

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This criterion is well met. The college has a strong building technology program as evidenced by its Construction Materials and Environmental Technology sequences. They address the building envelope criterion and are further reinforced in a majority of upper-level design studios.

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

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The students have demonstrated ability in building systems integration through the Construction Materials, Environmental Technology, and Structures sequences, although evidence of it does not appear in the design studios.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

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This criterion is not met. Course materials provided for review suggest that legal responsibilities are a secondary issue, addressed in only a cursory manner.
12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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This criterion is not met. While some courses in the Environmental Technology and Structures sequences use building code information as components of certain sections of the curriculum, these do not constitute the comprehensive understanding needed. In addition, much of the design work that was examined for review indicated little regard for health, safety, and welfare requirements. Safe exiting, accessibility, and smoke evacuation considerations in multifloor open spaces were ignored.

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

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12.26 Building Economics and Cost Control

Understanding of building economics, and construction cost control within the framework of a design project

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This criterion is not met. The only course listed in the APR as demonstrating primary compliance with this criterion is an elective.

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

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12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

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This criterion is barely met. It is addressed through several of the construction courses (although ARCH 427/Construction II provided insufficient student work to make an assessment). The environmental technology courses demonstrated only minimal achievement of this criterion.

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

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This criterion is not met. Many of the components of comprehensive design are evident in varied courses throughout the curriculum, but there were gaps: program preparation and life-safety provisions, for example. In addition, the team found no evidence that these components were addressed across the student design projects at any point in the design studio sequence.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

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This criterion is not met. Assembling a comprehensive program for an architecture project is addressed in a limited manner in a limited number of courses, primarily ARCH 422/432 and 660/662 (thesis). Yet, student work provides scant evidence of a program document as an integral component of these studio projects.
12.31 The Legal Context of Architectural Practice

Understanding of *the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities*

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The Professional Practice course is the only required course in which this material is covered. The current state of architecture’s legal context is well surveyed, but the directions of future evolution of the profession and the role of the architect over time are not addressed in a similar fashion.

12.32 Practice Organization and Management

Awareness of *the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture*

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This criterion is well met. Despite the facts that a) the Professional Practice course is not the only required course covering this material; b) the requirement for this criterion is an “awareness” level only; and c) the stated intention of that course is to explore whether architecture is primarily a “service, art, or business,” the vast majority of the Professional Practice course material is devoted to exactly these organizational and management issues, perhaps at the expense of higher NAAB priorities.

12.33 Contracts and Documentation

Awareness of *the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service*

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12.34 Professional Internship

Understanding of *the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers*

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12.35 Architects' Leadership Roles

Awareness of architects' leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

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12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Arch. (4+2 years)</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td>M. Arch. (+3½ years)</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Although this criterion is met, required history, theory, sociology, and design courses address how these contexts relate to architectural design more than to architectural practice—the focus of this criterion.

12.37 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Arch. (4+2 years)</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td>M. Arch. (+3½ years)</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Ethical dilemmas and exercises in resolving them are well-integrated throughout the required Professional Practice course. However, the case studies often characterize the "formation of professional judgments" as a simple application of the governing paragraph in a professional code without engaging broader or superceding ethical systems. In addition, the course relies on the AIA code of ethics, which applies only to AIA members, rather than the legally applicable state codes.
III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2004 University of Michigan Architecture Program Report.

In 1817, the Michigan territorial legislature chartered the Catholepistemiad of Michigan, the ancestor of the University of Michigan. The Reverend John Monteith was the first president of this institution, which was located in the frontier town of Detroit.

In 1837, the University was reorganized and moved to Ann Arbor where the original 40-acre campus had been proffered as a gift. Buildings were completed in 1841, and the first college class was admitted. A branch campus, the University of Michigan–Flint, was established in 1956; and a second branch, the University of Michigan–Dearborn, was formed in 1959. The University of Michigan–Ann Arbor is spread over four distinct campuses: Central, South/Athletic, North, and Medical. The campuses are within walking distance of each other and they are also connected by a free campus bus system.

The University of Michigan is governed by eight regents elected at large in the State. They serve for eight years, without compensation, with two chosen at each biennial state election. The President of the University is also a regent, without vote. In addition to the President, the executive officers of the University include the Provost and Vice President for Academic Affairs, Vice President and Chief Financial Officer, Vice Presidents for Government Relations, Development, Research, Student Affairs, Vice Provosts for Medical Affairs and for the Arts, and the Chancellors of the regional campuses at Flint and Dearborn.

On the Ann Arbor campus, each of the 19 schools and colleges is administered by a Dean, appointed by the Regents for a term of five years. The Deans report to the Provost and Vice President for Academic Affairs, who is directly responsible to the President of the University. In accordance with the Bylaws of the Board of Regents, all educational matters within each academic unit are the responsibility of the faculty of that unit. Considerable autonomy is granted to each unit in the organization and management of its affairs in fulfilling its educational mission.

The University also operates 39 centers, 18 institutes, 2 bureaus, and 9 hospital units in the University of Michigan Medical Center. The University's instructional staff is about 5700 persons. Total student enrollment in the University is approximately 51,000 with approximately 36,000 on the Ann Arbor campus. Of the students on the Ann Arbor campus: 71 percent are undergraduates and 29 percent are graduate/professional; 61 percent are Michigan residents, 32 percent are out-of-state residents and 7 percent are international. Nearly 12,000 degrees are awarded annually. The University alumni/ae body now exceeds 340,000 living persons.

The library system of the University is composed of the Harlan Hatcher Graduate Library, the Undergraduate Library, the Alfred Taubman Medical Library, 20 divisional libraries, 7 departmental and area collections, and the following special libraries: Law Library, Kresge Business Administration Library, William L. Clements Library of Americana, Media Union Library, and Michigan Historical Collections/Bentley Historical Library. The total University holdings number more than 5,500,000 volumes. The Gerald R. Ford Presidential Library is located on the North Campus adjacent to the Bentley Library.
The Media Union opened on North Campus in 1996 and has a wide range of resources available to facilitate its mission of bringing together the creative aspects of all campus disciplines ranging from art, architecture, and music, to medicine, engineering, and the humanities. The Media Union Library bridges art and technology and houses collections in art, architecture, design, and engineering.

2. Institutional Mission

The following text is taken from the 2004 University of Michigan Architecture Program Report.

The following two paragraphs were prepared by the Faculty Senate subcommittee on the Proper Role of the University of Michigan in 1962. The complete document, titled The Role of the University of Michigan (Ann Arbor) in the State System of Higher Education, is provided in Appendix 4.6 [of the full APR].

This University—almost any University worthy of the name, is dedicated to scholars and scholarship. The University nurtures both. To some degree, of course, future scholars come to us with capacities to function as students that they have already acquired (or perhaps are born with) and at least latent motivations for scholarly tasks. Yet to a considerable extent, scholars are made in the university environment. Thus, one of our major aims is the inspiration and preparation of scholars, of men and women who will respond to our teaching in the wide variety of ways that knowledge enriches the lives of individuals and societies. In relation to knowledge itself, the University strives for its preservation, transmission and extension, and to initiate patterns of its application to individual and social needs.

The University also has a goal of contributing to the growth of citizens, especially of future leaders. This responsibility is often overlooked at the university level because it is such a significant part of the aims of primary and secondary education. This aim of fostering citizen education is one stimulus toward keeping higher education's broad so that the scholar, no matter how specialized, may still keep perspective on his relation to man and society.

Obviously, a public institution has obligations to make available to the citizens of the state and nation that portion of its specialized knowledge that provides the necessary background for social decision, since it receives funds from both state and federal sources.

3. Program History

The following text is taken from the 2004 University of Michigan Architecture Program Report.

Courses in architecture were first begun at Michigan in 1876 by William LeBaron Jenney, a noted Chicago architect. The Program was discontinued in 1877 but began again in 1906, when architecture was established as a program in the Department of Engineering and Emil Lorch was appointed Professor of Architecture. In 1913 the Department of Architecture was established with its own faculty and budget. By 1923 enrollment had grown to 246 and a building for the Program was constructed and occupied in 1927. In 1931 the Program was given College status, and the College of Architecture was inaugurated with 370 students and 27 faculty.
In 1939 the Program in architecture was expanded to five years. In recognition of the growth of separate programs in art and the transfer of landscape architecture into the College, the name was changed to the College of Architecture and Design. A graduate program in planning was introduced in 1946. Enrollment increased dramatically following World War II peaking at 655 in 1950.

The merging of instruction and research in professional education for architecture was a new development in the mid-1940s, which was pioneered by Michigan. In 1948 the Architectural Research Laboratory (ARL) was founded. Early work included development of Unistrut as a building system and—"space frame" roof assembly; and in 1954 ARL designed and erected its own building in the courtyard of the Architecture Building (Lorch Hall). With a special grant, the Department of Architecture established a revolving fund to publish its research efforts.

As one result of the many changes influencing education, the College was reorganized in 1954 with the establishment of separate departments of Art and Architecture. Along with the much smaller Department of Landscape Architecture, the three departments composed the body of the College for the next decade. In 1965, Landscape Architecture was moved to the School of Natural Resources and Environment, in recognition of its growing relation to the earth sciences.

Following years of debate over an appropriate response to the momentous changes taking place in society and the architecture profession, the faculty introduced the six-year program in 1967. This Program consists of two years of liberal arts, two years of architecture core courses and two years of professional and general courses geared to permit individual choice and in-depth study. A baccalaureate degree, Bachelor of Science, is awarded upon completion of the first four years. A professional degree, Master of Architecture, is awarded upon completion of the full six years. In 1968, city planning was granted separate status as the Department of Urban Planning.

With the change to Master of Architecture as the first professional degree, the faculty proposed a graduate program leading to the degree, Doctor of Architecture (Arch. D.). Upon approval by the Regents for implementation in the fall of 1969, Michigan became the first school of architecture in America to offer the degree, Doctor of Architecture.

Throughout the period 1952–1974, the College of Architecture and Design was constrained by a serious lack of space. Although many proposals were made for new facilities, construction did not begin until 1972. The new Art and Architecture Building, located on North Campus, opened in the fall of 1974.

During the planning of the College’s new facilities, a University committee was formed to reassess the educational role and administrative structure of the College. The Regents accepted its recommendation to partition the College of Architecture and Design into a School of Art and a College of Architecture and Urban Planning, effective September 1, 1974. At the same time, the research mission of the College was broadened and formed into the Architecture and Planning Research Laboratories. The University committee recommended that the College be organized on the basis of programs rather than departments.

Soon after the formation of the College of Architecture and Urban Planning in 1974, the faculty approved an organizational structure based on five programs: a Bachelor of Science Program in Architecture, the Master of Architecture Program, the Doctoral Program in Architecture, the Urban Planning Program, and the Research and Service Program. In 1983, the Bachelor of Science and Master of Architecture programs merged into a single Architecture Program, offering the B.S. and M. Arch. degrees. In 1989 the Doctoral Program in Architecture was modified and the degree designation changed to a
Ph.D. Also in 1989, the Urban, Technological, and Environmental Planning Program (U.T.E.P.) was transferred from the Horace H. Rackham Graduate School to the College, giving the College a comprehensive program of professional and doctoral education in both architecture and urban planning. In 1992, the Urban Planning Program and U.T.E.P. merged into a single program, Urban and Regional Planning, offering two graduate degrees. In 1994, a Master of Science degree option was added to the Doctoral Program in Architecture.

Douglas Kelbaugh took up his position as Dean of the College in 1998 and in 2002 Tom Buresh was appointed as Chair of the Architecture Program. Both appointments were made following international searches.

4. Program Mission

The following text is taken from the 2004 University of Michigan Architecture Program Report.

The condition of humanity is intimately connected to the environment in which we live. Accordingly, the primary mission of the College of Architecture and Urban Planning is to prepare students for positions of responsibility within a wide spectrum of organizations and institutions whose goals are to improve the quality of our lives and environment. In pursuit of this ideal, the College offers a complement of programs, ranging from preprofessional to postprofessional education in architecture.

The College fosters creative links among its programs in teaching, research, scholarship, and outreach. Learning within a variety of formal and informal collaborative settings, students develop skills, knowledge, and unique capabilities intended to advance both the professional and academic stature of architecture and urban planning. To this end, the College is committed to generating and disseminating new knowledge at the leading edge of these fields.

Guided by this mission, the curriculum is designed to articulate strong connections among course goals, media of instruction, and student learning. Problem solving through critical thinking, synthesis, and analysis is emphasized and brought to bear on societal challenges of our time. Curriculum goals are accomplished within learning environments grounded in a pedagogy focused on design quality, individual responsibility, and environmental sustainability.

The College directs its resources toward the attainment of a humane and responsive environment, one that provides broad opportunities for all persons. Accordingly, the College is committed to achieving academic excellence through social and intellectual diversity. Within an active learning community that seeks and synthesizes a wide range of contrasting viewpoints, the College is committed to promoting synergy and collegiality as timeless elements for shaping a global future.
5. Program Strategic Plan

The following text is taken from the 2004 University of Michigan Architecture Program Report.

1.5.1 A strategic plan developed in accordance with institutional norms

The Architecture Program is a collaboration of students, faculty and staff, simultaneously engaged in the assessment and affirmation of architecture as a discipline. This academic environment is at its best when understood as a laboratory whereby disciplinary propositions are rigorously challenged, either confirmed or dismissed and then embodied in space, material and experience. The program acknowledges the responsibilities that the academy and the profession share in the preparation of an architect, the changing nature of practice and recognize that not all who study architecture desire to become architects.

1. Promote an atmosphere where students, faculty, alumni/ae and staff are sufficiently supported and engaged to allow for substantive discussion/debate on the issues that inform the discipline.

Specifically:
   a. Open avenues of exchange among all program constituents.
   b. Create a real sense of inclusion and empowerment among conventionally isolated constituents.

2. Shape an educational experience that is foundational, topical, and relevant to existing and emerging forms of practice. Develop a recognized Program where the discipline is both challenged and practiced.

Specifically:
   a. Articulate existing and emergent forms of architecture practice.
   b. Formulate a working relationship between forms of practices and teaching.
   c. Revise teaching methods and curriculum to increase the quality and scope of academic work.
   d. Ensure facilities are current with changes in pedagogy as well as developments in physical and digital technology.

3. Attract and retain the finest faculty and students

Specifically for faculty:
   a. Increase intellectual and cultural breadth in History/Theory.
   b. Achieve rigorous teaching and research in Technology.
   c. Attract emerging talent and disciplinary leaders in Design, History/Theory and Technology.
   d. Support research practices both scholarly and professional.

Specifically for students:
   e. Achieve a higher successful enrollment after acceptance.
4. Increase visibility and awareness of the program, people, and activities

Specifically:

a. Focus efforts of student-produced publication, Dimensions.
b. Strengthen the critical position for the MAP (Michigan Architecture Papers) series.
c. Replace ageing Web site with complete redesign.

5. Seek opportunities for faculty and students to effect architectural change in the region

6. Building and Environmental Technology—Strategic Plan for Research

Specifically:

a. To conduct pioneering research in newly developing areas of knowledge through the process of selective collaborations with the profession and industry as well as develop fundamental ideas, processes, and areas of exploration that push the frontiers of building technology.
b. To develop building technology expertise into a center of excellence that operates at the cutting edge of both research and emerging technologies and to provide a resource to the rest of the architectural program.

The areas listed below are the fields to be developed:

- Acoustics
- Building Envelope Performance
- Materials and Manufacture
- Energy Conservation
- Lighting
- Lightweight Structures
- Simulation Physics
- Structural Hazard Assessment
- Structural Topology Optimization
- Sustainability
- Transfer Technologies.

1.5.2 Time line for executing the plan

See 3.2.3, Progress relative to each dimension of the program’s strategic plan [in the full text of the APR].
Appendix B: The Visiting Team

Representing the ACSA
David Mohney, AIA
Dean, College of Architecture
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(859) 288-4751 fax
dbiagi@uky.edu

Observer
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Carrier Johnson
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(619) 239-2353
(619) 239-6227 fax
DLL@carrierjohnson.com
Appendix C: The Visit Agenda

7:00 p.m. Team dinner at Eve’s Restaurant

Sunday, 20 February 2005

7:30 a.m. Breakfast with members of the Taubman College of Architecture and Urban Planning’s Alumni Society Board of Governors at the Campus Inn.

Alumni/ae Attending:
Ben Baxt, B Arch., ’67,
Baxt/Ingui Architects, New York, NY
Marlene Berkoff, FAIA; B.S., ’72; M. Arch., ’72
Berkoff Facility Strategies, San Rafael, CA
Marlene Imirzian, AIA; B.S., ’80, M. Arch., ’83
Marlene Imirzian Associates, Phoenix, AZ
Wesley R. Janz, Ph.D., ’95,
Ball State University, Muncie, IN
J. Windom Kimsey, FAIA; B.S. ’83; M. Arch., ’85
Tate Snyder Kimsey Architects, Henderson, NV
Thomas Lollini, FAIA; B.S., ’72; M. Arch., ’75
University of California, Berkeley
John Myefski; B.S., ’84, M. Arch., ’86
Myefski Cook Architects, Glencoe, IL
Catherine Seavitt Nordenson, AIA; B.S., ’91
Catherine Seavitt Studio, New York, NY
Michael Quinn; B.S., ’69; M. Arch., ’74
Quinn Evans Architects, Ann Arbor, MI
Donald Vitek; B.S., ’87
Whirlpool Corporation, Benton Harbor, MI

9:00 a.m. APR review and assembly of issues and questions in Mohney’s suite at the hotel

12:15 p.m. Overview of the team room with Chair Tom Buresh and faculty members Robert Adams and Dawn Gilpin at Taubman College, Room 2150

12:30 p.m. Tour of facilities

1:15 p.m. Lunch with curricular coordinators in Room 2147
Robert Adams, James Chaffers, Caroline Constant, Robert Fishman,
Harry Giles, Melissa Harris, Malcolm McCullough, Rahul Mehrotra,
Lydia Soo, and Jason Young

2:15 p.m. Meeting with Architecture Program faculty in Room 2108

3:15 p.m. Review of exhibits and records in the Gallery/team room

7:00 p.m. Team dinner at the Café Bella
Monday, 21 February

7:45 a.m. Team members have breakfast with Tom Buresh at the Campus Inn, 3rd Floor, Board Room

9:00 a.m. Meeting with Associate Provost for Academic Affairs Janet A. Weiss in 3081 Fleming Administration Building

9:30 a.m. Meeting with Dean Douglas Kelbaugh, 3081 Fleming Administration Building

10:45 a.m. Meeting with Associate Dean & Chair of the Doctoral Program in Architecture Jean Wineman, Director of the Urban Design Program Roy Strickland and Chair of the Urban and Regional Planning Program Jonathan Levine in the Gallery

11:30 a.m. Continued review of exhibits and records

12:15 a.m. Lunch with selected faculty in Room 2147

1:30 p.m. School-wide entrance meeting with students in the A & A Lecture Hall

2:45 p.m. Continued review of exhibits and records and observation of studios

5:30 p.m. Reception with local practitioners, faculty, and administrators in the 3rd floor studio

7:30 p.m. Team dinner at the Café Zola

Tuesday, 22 February

8:00 a.m. Team members have breakfast with Tom Buresh at the Campus Inn, 3rd floor Board Room

9:15 a.m. Meeting with Art and Architecture Librarian Rebecca Price at the Duderstadt Center (Media Union)

10:00 a.m. • Review of general studies, electives, and the like
• Observation of lectures and seminars
• Continued review of exhibits and records

12:00 p.m. Lunch with student representatives in Room 2147

1:30 p.m. Appointments with individual faculty and students, as requested

3:30 p.m. Completion of review of exhibits and records

7:30 p.m. Team dinner at the Pacific Rim
Wednesday, 23 February

7:15 a.m. Team members have breakfast with Tom Buresh and Doug Kelbaugh at the Campus Inn in the 3rd floor Board Room

9:30 a.m. Meeting with Associate Provost for Academic Affairs Janet A. Weiss, 5075 Fleming Administration Building

10:45 a.m. Exit meeting with students and faculty in the A & A Lecture Hall
IV. Report Signatures

Respectfully submitted,

David Mohney, AIA
Team Chair
Representing the ACSA

Victoria Beach, AIA
Team member
Representing the AIA

Sarah P. Gamble
Team member
Representing the AIAS

John M. Laping, FAIA
Team member
Representing the NCARB

Gordon R. Carrier, AIA, NCARB
Observer

David M. Blagl
Observer
March 6, 2007

Mary Sue Coleman, President
University of Michigan
2074 Fleming Administration Building
Ann Arbor, MI 48109-1340

Dear President Roth:

At the March 2007 meeting of the National Architectural Accreditating Board (NAAB), the board reviewed the 2006 Annual Report for the University of Michigan Architecture Program in conjunction with the written request from Douglas S. Kelbaugh, FAIA, Dean and Professor of Architecture & Urban Planning, in which an extension of its current term of accreditation was requested. As a result, the professional architecture program:

Master of Architecture

was formally granted an extension of term. Approval of the extension of term is effective retroactive to January 1, 2005. The program is scheduled for its next full accreditation visit in 2011.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the Annual Report process can be found on pages 14–15 of the NAAB Procedures for Accreditation, 2006 Edition.

NAAB encourages public dissemination of information about each school contained in both the school's Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The evaluation team has asked me to express its appreciation for your effective collaboration throughout this process.

Sincerely,

[Signature]

R. Wayne Drummond, FAIA
President, NAAB

cc: Douglas S. Kelbaugh, FAIA, Dean
    Tom Buresh, Chair of Architecture
    Douglas L. Steidl, FAIA
Memorandum To: NAAB Board:

From: Wayne Drummond & Doug Stield

Re: University of Michigan-Request for Extension of Term
Taubman College of Architecture+Planning

Date: February 20th, 2007

The visiting team conducted a site visit to the University of Michigan February 18th-20th, 2007 and found substantial progress regarding the resolution of the seven Student Performance Criteria cited in the 2005 Visiting Team Report. In addition, the faculty and administration has focused on the development of the collective long term visions and strategic plans for the program. The team found the administration and faculty actively and thoughtful engaged in discussions of the issues cited and their relationship to the entire curriculum. With the exception of only two Student Performance Criteria all other issues have met. Therefore, in recognition of the collaborative interaction and commitment to continue to focus on the development of the program, the team recommends the extension of the term of accreditation to the full six years.

Attached is a summary of the issues reviewed and the annual report submitted in response to the previous 2005 Visiting Team Report for your review.

Respectfully Submitted;

Wayne Drummond, FAIA

Doug Stield, FAIA
12.14 Accessibility

This criterion is met in the M-Arch (4+2) and the M Arch (3.5). The syllabi are filled with accessibility requirements and how these requirements might be achieved. Lectures, handouts, and listings of reference materials are the primary methods of transferring knowledge. Site design is strong on parking, site traversing and building entry/approach. Floor plate accessibility is considered in design studios. While accessibility details on the finite requirements contribute to class discussions, the evidence in student exercises appears to meet the minimal criterion.

12.19 Life-Safety Systems

This criterion is met in the M-Arch (4+2) and the M Arch (3.5). Both studio design and Construction Methods delineate life safety considerations by the students. Egress requirements are emphasized and demanded in student work through analysis and diagramming overlays to the project designs. MEP issues are covered in the construction methods courses. An awareness of life safety issues is integrated with the building code studies.

12.23 Legal Responsibilities

This criterion is met in the M Arch (4+2) and the M Arch (3.5). Case studies are the primary tool for conveying both the legal and ethical issues associated with practice. The emphasis in this criterion is placed on the student's ability to make judgments regarding these issues and to understand the potential consequences of their actions on themselves, their co-workers, their clients and the public.

12.24 Building Code Compliance

This criterion is met in the M Arch (4+2) and the M Arch (3.5). A comprehensive overview of code issues is incorporated into construction methods, studio sequences, and professional practice. Student work displays a basic understanding of use groups, fire separation, UL ratings, egress capacities, and travel distances.

12.26 Building Economics and Cost Control

Although references are made to this criterion in several courses, such as the construction sequences and professional practice, there was not sufficient evidence provided in student exhibits in the M-Arch(4+2) and the M-Arch(3.5) to demonstrate that the criterion has been met at the level of "understanding" as opposed to "awareness". There was a single student exercise that required a cost estimate of the materials and labor involved in the construction of a designed object to be constructed by the student. There is a need to extend this exercise to apply to the issues of building economics and cost control.
12.29 Comprehensive Design

There has been significant progress in this area, and this criterion has been considered very thoughtfully by the faculty as a total curriculum model. This innovative and more challenging model requires a full and explicit integration of both design and core courses beyond the simple requirement that comprehensive design be met in a single design course or thesis capstone course. The faculty must be commended for their vision and development of this curriculum model. However, these efforts are just beginning to emerge, and the curriculum must be considered in transition. Therefore, given the emphasis and direction of this effort, it must be recognized that the student work exhibited in the M-Arch (4+2) and the M-Arch (3.5) was not sufficient at the level of "ability" nor has the student work achieved the stated goals of the faculty for the demonstration of comprehensive design within student work throughout the curriculum.

12.30 Program Preparation

This criterion is met in the M Arch (4+2) and the M Arch (3.5). Significant analysis of such items as contextual influences, environmental factors, functional generators, and social expectations are evident in the program documents of the thesis projects, which are required of all students. Of note are the alternative thought patterns detailed in the analysis, which operate together with the traditional means of assessing these programming parameters.

Respectfully Submitted

[Signature]

R. Wayne Drummond, FAIA

Doug Steidl, FAIA
Part Four (IV): Section 4 - Catalog

Catalog (see http://ro.umich.edu/schedule/)
APPENDIX 1

Student Comprehensive Survey
## 2010 M.Arch and BS Graduating Class

### Based on your education at Michigan, do you feel ready to:

<table>
<thead>
<tr>
<th></th>
<th>Well Prepared</th>
<th>Prepared</th>
<th>Somewhat Prepared</th>
<th>Almost Prepared</th>
<th>Unprepared</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live, work, and practice in a global world</td>
<td>44</td>
<td>9</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>4.31</td>
</tr>
<tr>
<td>Respond to the needs of a diverse and changing world</td>
<td>50</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>4.56</td>
</tr>
<tr>
<td>Understand ethical implications of decisions</td>
<td>43</td>
<td>19</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>4.39</td>
</tr>
<tr>
<td>Understand breadth of professional opportunities</td>
<td>25</td>
<td>32</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>4.06</td>
</tr>
<tr>
<td>Continue a habit of lifelong learning</td>
<td>56</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.79</td>
</tr>
<tr>
<td>Transition to internship and licensure</td>
<td>23</td>
<td>31</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>3.97</td>
</tr>
<tr>
<td>Recognize impact of design on the environment</td>
<td>41</td>
<td>22</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4.43</td>
</tr>
<tr>
<td>Nurture a climate of civic engagement</td>
<td>40</td>
<td>25</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4.43</td>
</tr>
<tr>
<td>Understand diverse and collaborative roles of architects</td>
<td>46</td>
<td>17</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>4.53</td>
</tr>
<tr>
<td>Contribute to growth and development of the profession</td>
<td>46</td>
<td>16</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>4.51</td>
</tr>
</tbody>
</table>

Total Respondents = 70

7/1/10
<table>
<thead>
<tr>
<th>Based on your education at Michigan, do you feel ready to:</th>
<th>Well Prepared</th>
<th>Prepared</th>
<th>Somewhat Prepared</th>
<th>Almost Prepared</th>
<th>Unprepared</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live, work, and practice in a global world</td>
<td>64</td>
<td>33</td>
<td>20</td>
<td>9</td>
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APPENDIX 2

Faculty / Staff Term Matrix
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<td>Sustainable design, high performance building design, complex systems integration, environmentally sustainable approaches to site design and logistics</td>
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<tr>
<td>Ekaterina</td>
<td>enhanced built environments, dynamic user control and occupant feedback, large scale infrastructural urbanism, complex ecologies</td>
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<tr>
<td>von Buelow, Peter</td>
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<td></td>
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<tr>
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<td>Licensed builder practicing locally. Contemporary American Urbanism, Detroit Space, cultural formation.</td>
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</table>
**Faculty/Staff Term Matrix – Winter 2010 Term**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Summary of expertise, recent research, or experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Robert</td>
<td>Construction technology, rapid urbanization, material practices, disability culture</td>
</tr>
<tr>
<td>Bard, Josh</td>
<td>Digital fabrication, digital design media, craft based making approaches, technology and the hand</td>
</tr>
<tr>
<td>Borum, Craig</td>
<td>Design theory, integrated building systems, integrated design, representation</td>
</tr>
<tr>
<td>Clutter, McClain</td>
<td>Design, technologies for imaging urbanism, urban futures</td>
</tr>
<tr>
<td>Constant, Caroline</td>
<td>Landscape design, the “decorative arts,” modern architectural history and theory</td>
</tr>
<tr>
<td>Daubmann, Karl</td>
<td>Design, construction, digital fabrication, digital design, interactive design.</td>
</tr>
<tr>
<td>Donnelly, Ellen</td>
<td>Transient urban formations, material and spatial investigations</td>
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<tr>
<td>Fure, Adam</td>
<td>Digital design, fabrication, possible building materials</td>
</tr>
<tr>
<td>Gilpin, Dawn</td>
<td>Design, representation</td>
</tr>
<tr>
<td>Glover, Will</td>
<td>History, theory, and design. The imbrications of built environments, knowledge cultures, and urban processes in colonial settings.</td>
</tr>
<tr>
<td>Graebner, Lars</td>
<td>Design, construction and urban design</td>
</tr>
<tr>
<td>Hill, Eric</td>
<td>Architect with 35 years in project leadership and firm management, and 23 years in architectural education.</td>
</tr>
<tr>
<td>Kennedy, Mick</td>
<td>Architect w/ extensive design/construction, inter-disciplinary partnerships in theater/dance, community outreach, emerging construction technologies, architectural detail.</td>
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<tr>
<td>Kim, Jong-Jin</td>
<td>Environmental sustainability, day lighting, energy producing facades, building controls, environmental sustainability</td>
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<tr>
<td>Kulper, Amy</td>
<td>Architectural theory and criticism, imminent natures</td>
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<td>Kulper, Perry</td>
<td>Roles of representation, design methodologies, cultural imagination</td>
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<tr>
<td>Lee, Vivian</td>
<td>Architecture, design, construction and project management</td>
</tr>
<tr>
<td>Maigret, Jen</td>
<td>Design, digital fabrication, ecological systems, design research</td>
</tr>
<tr>
<td>Patterson, Tony</td>
<td>Architectural interventions resonant with specificities and nuance found in local climate, culture, landscape, and materiality.</td>
</tr>
<tr>
<td>Robinson, Neal</td>
<td>Architect. Building technologies, spatial narrative design and construction ecology</td>
</tr>
<tr>
<td>Roddier, Mireille</td>
<td>Design and theory, visual practices, western society, economies.</td>
</tr>
<tr>
<td>Sirotta, Anya</td>
<td>Conceptualizing adaptive public space, intersections between landscape and the built environment, temporary installation.</td>
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<tr>
<td>Thün, Geoffrey</td>
<td>Sustainable Design, High Performance Building Design, complex systems integration, environmentally sustainable approaches to site design and logistics.</td>
</tr>
<tr>
<td>von Buelow, Peter</td>
<td>Exploration and optimization of architectural structural form, parametric geometry, genetic algorithms, form active structural systems</td>
</tr>
<tr>
<td>Wilcox, Glenn</td>
<td>Furniture fabrication, and design/build work. Design, Representation, Digital Fabrication and Computation.</td>
</tr>
<tr>
<td>Young, Jason</td>
<td>Licensed builder practicing locally. Contemporary American Urbanism, Detroit Space, cultural formation.</td>
</tr>
<tr>
<td>Faculty Member</td>
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</tr>
<tr>
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<td>-------------------------------------------------------</td>
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<tr>
<td>Adams, Robert</td>
<td>Construction technology, rapid urbanization, material practices, disability culture</td>
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<tr>
<td>Borum, Craig</td>
<td>Design theory, integrated building systems, integrated design, representation</td>
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<tr>
<td>Clutter, McClain</td>
<td>Design, technologies for imaging urbanism, urban futures</td>
</tr>
<tr>
<td>Constant, Caroline</td>
<td>Landscape design, the &quot;decorative arts,&quot; modern architectural history and theory</td>
</tr>
<tr>
<td>Daubmann, Karl</td>
<td>Design, construction, digital fabrication, digital design, interactive design</td>
</tr>
<tr>
<td>Donnelly, Ellen</td>
<td>Transient urban formations, material and spatial investigations</td>
</tr>
<tr>
<td>Gilpin, Dawn</td>
<td>Design, representation</td>
</tr>
<tr>
<td>Graebner, Lars</td>
<td>Design, construction and urban design</td>
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<tr>
<td>Hwang, I.</td>
<td>Architectural design, editorial practices</td>
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<td>Hwang, N.</td>
<td>Alternative renewal strategies for contemporary global cities, urban design</td>
</tr>
<tr>
<td>Junghans, Lars</td>
<td>Environmental systems, detailing, sustainable design</td>
</tr>
<tr>
<td>Kelbagh, Doug</td>
<td>Architectural design, passive solar systems, urban design, community planning, sustainability</td>
</tr>
<tr>
<td>Lee, Vivian</td>
<td>Architecture, design, construction and project management</td>
</tr>
<tr>
<td>Maigret, Jen</td>
<td>Design, digital fabrication, ecological systems, design research</td>
</tr>
<tr>
<td>Mankouche, Steven</td>
<td>Architectural design, construction and fabrication, integration of contemporary fabrication techniques, sustainable material practices.</td>
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<td>McCullough, Malcom</td>
<td>Digital media arts, pervasive computing, interaction design, urbanism</td>
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<tr>
<td>Miller, Meredith</td>
<td>Architectural installations, public space, urban infrastructure</td>
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<tr>
<td>Milnick, Keith</td>
<td>Design and design criticism</td>
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<tr>
<td>Moon, David</td>
<td>Methodologies in representation, process, interdisciplinary design, new media</td>
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<tr>
<td>Moran, Thom</td>
<td>Writing, design speculation, full-scale making, and public constituency.</td>
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<tr>
<td>Newell, Cathlyn</td>
<td>Atmospheres, energy with materials, assembly logics, ephemeral conditions, fabrications, drawing</td>
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<td>Ng, Tsz Yan</td>
<td>Visual theory in representation and design, universal expositions, material performance and design integration, manufacturing and artistic practices.</td>
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<tr>
<td>Patterson, Tony</td>
<td>Architectural interventions resonant with specificities and nuance found in local climate, culture, landscape, and materiality.</td>
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<td>Psarra, Sophia</td>
<td>Architectural design and its social dimensions, relationship between conceived notions of space, embodied experience and cultural meaning</td>
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<td>Quinn, Kaleena</td>
<td>Design, representation</td>
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<td>Ray, Mary Ann</td>
<td>State of the art spaces for education, expertise in urban and rural China</td>
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<tr>
<td>Robinson, Neal</td>
<td>Architect. Building technologies, spatial narrative design and construction ecology</td>
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<td>Design, representation</td>
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<td>Shieh, Roselyn</td>
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<td>Sirota, Anya</td>
<td>Conceptualizing adaptive public space, intersections</td>
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<td>Name</td>
<td>Specialization</td>
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<td>Thün, Geoffrey</td>
<td>Sustainable design, high performance building design, complex systems integration, environmentally sustainable approaches to site design and logistics</td>
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<td>Unverzagt, Christian</td>
<td>Visual communication, interdisciplinary design methodologies, brand management</td>
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<td>Velikov, Ekaterina</td>
<td>Responsive high performance envelopes, technologically enhanced built environments, dynamic user control and occupant feedback, large scale infrastructural urbanism, complex ecologies</td>
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<td>Exploration and optimization of architectural structural form, parametric geometry, genetic algorithms, form active structural systems</td>
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<td>Wilcox, Glenn</td>
<td>Furniture fabrication, and design/build work. Design, Representation, Digital Fabrication and Computation.</td>
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<tr>
<td>Young, Jason</td>
<td>Licensed builder practicing locally. Contemporary American Urbanism, Detroit Space, cultural formation.</td>
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APPENDIX 3

Grant Proposal Submissions / Awards
FY2005-FY2010 TCAUP Grant Proposal Submissions/Awards

<table>
<thead>
<tr>
<th></th>
<th>FY2005</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010*</th>
<th>CUMULATIVE*</th>
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<tr>
<td>Federal</td>
<td>$612,494</td>
<td>$381,500</td>
<td>$780,533</td>
<td>$163,569</td>
<td>$888,736</td>
<td>$2,956,896</td>
<td>$1,938,096</td>
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<tr>
<td>Non-Federal</td>
<td>$219,871</td>
<td>$700,895</td>
<td>$80,917</td>
<td>$468,200</td>
<td>$340,898</td>
<td>$7,625</td>
<td>$1,469,883</td>
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<td>Internal</td>
<td>$125,121</td>
<td>$257,661</td>
<td>$353,174</td>
<td>$317,254</td>
<td>$270,315</td>
<td>$162,721</td>
<td>$1,053,210</td>
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<tr>
<td>TOTAL</td>
<td>$957,486</td>
<td>$1,340,056</td>
<td>$1,214,624</td>
<td>$949,023</td>
<td>$1,499,949</td>
<td>$3,127,242</td>
<td>$4,461,189</td>
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% Change: 0.00% 39.96% -9.36% -21.87% 58.05% 108.49%

*NOTE: FY2010 and Cumulative figures updated as of 07-07-10

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<tr>
<td>TOTAL AWARDED</td>
<td>$957,486</td>
<td>$1,340,056</td>
<td>$1,214,624</td>
<td>$949,023</td>
<td>$1,499,949</td>
<td>$672,242</td>
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<td>TOTAL PENDING</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$4,996,344</td>
<td>$4,996,344</td>
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<tr>
<td>TOTAL NOT FUNDED</td>
<td>$1,387,644</td>
<td>$1,543,494</td>
<td>$3,086,669</td>
<td>$2,399,481</td>
<td>$7,682,160</td>
<td>$4,086,381</td>
<td>$20,185,829</td>
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<td>TOTAL REQUESTS</td>
<td>$2,345,130</td>
<td>$2,883,550</td>
<td>$4,301,292</td>
<td>$3,348,504</td>
<td>$9,182,109</td>
<td>$9,754,967</td>
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<td>TOTAL APPLICATIONS</td>
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<td>51</td>
<td>64</td>
<td>57</td>
<td>51</td>
<td>53</td>
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<tr>
<td># INTERNAL APPLICATIONS</td>
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<td>22</td>
<td>42</td>
<td>29</td>
<td>30</td>
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<td>37</td>
<td>34</td>
<td>36</td>
<td>33</td>
<td>29</td>
<td>14</td>
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<td>% APPLICATIONS FUNDED</td>
<td>58.37%</td>
<td>66.67%</td>
<td>56.25%</td>
<td>57.89%</td>
<td>56.86%</td>
<td>26.42%</td>
<td>53.96%</td>
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</table>

NOTE: (2) applications approved for full proposal submission in FY2008 appear as "not funded" above
NOTE: included in "not funded" FY2009 is one proposal that was funded but subsequently cancelled by Taubman College

List of Funders, Specifically to Architecture Program:

AAS Northeast Asia Council (NEAC)
AIA Upjohn Research
Center for Chinese Studies/U of M
Center for Japanese Studies/U of M
Center for European Studies/U of M
Center for Local, State & Urban Policy - School of Public Policy/U of M
Center for Russian, East European & Eurasian Studies/U of M
Center on Research, Learning and Teaching/U of M
Champion Genesis Homes
City of Detroit City Council
College of Literature, Sciences, Arts/U of M
Community Fund of SE Michigan
Department of Transportation - FHA
Department of Art/U of M
Department of Energy
Department of Housing and Urban Development
DesCours 2009
Detroiter Working for Environmental Justice
Edward Ginsberg Center/U of M
Environmental Protection Agency
Experiential Learning Fund/U of M
Full Spectrum Solutions, Inc.
Ginsberg Center/U of M
Graham Foundation
Guardian Industries Corp.
Institute for the Humanities/U of M
International Institute/U of M
Japan Foundation
Latin American & Caribbean Studies/U of M

Lecturers' Employee Organization/ U of M
McGraw-Hill Companies
mHealthy/U of M (Architecture Staff grant)
Michigan Humanities Council
Mosaic Foundation
National Endowment for the Arts
National Institute of Health
National Science Foundation
Office of TechTransfer/U of M
Office of the Provost/U of M
Office of the Vice President for Research/ U of M
Office of the Vice President for Research/U of M
Office of the Vice Provost/U of M
Prevaling Community Development Corp.
Rackham Graduate School/U of M
Slavic Languages/U of M
Thorntree Commons, Inc.
University Cultural Center Association
VP for Communication; Arts of Earth/U of M
Wayne Co. Econ. Devel.
Weiser Center/U of M

KEY:

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<tr>
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<td>Non-Federal</td>
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APPENDIX 4

Critical Functions and Staff Assignments
### Taubman College of Architecture + Urban Planning

#### Critical Functions & Staff Assignments

<table>
<thead>
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<th>Student Services</th>
<th>Primary Name</th>
<th>First Alternate</th>
<th>Second Alternate</th>
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<tbody>
<tr>
<td>Degree Audits</td>
<td>Stacey Shimones</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
</tr>
<tr>
<td>M Arch, MUD &amp; UG Arch Records</td>
<td>Stacey Shimones</td>
<td>Lisa Hauser</td>
<td>Meghan Lee</td>
</tr>
<tr>
<td>MUP Records</td>
<td>Stacey Shimones</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
</tr>
<tr>
<td>All PhD Records</td>
<td>Lisa Hauser</td>
<td>Stacey Shimones</td>
<td>Meghan Lee</td>
</tr>
<tr>
<td>Overrides</td>
<td>Stacey Shimones</td>
<td>Anne Schoen</td>
<td>Lisa Hauser</td>
</tr>
<tr>
<td>Registration problems</td>
<td>Stacey Shimones</td>
<td>Anne Schoen</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Class schedule-Mpathways entry</td>
<td>Stacey Shimones</td>
<td>Anne Schoen</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Classroom assignments-entire term</td>
<td>Stacey Shimones</td>
<td>Anne Schoen</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Posts Scholarships/fellowships/awards</td>
<td>Stacey Shimones</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
</tr>
<tr>
<td>Student Visas</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>International Center</td>
</tr>
<tr>
<td>M1's for Student Module Access</td>
<td>Stacey Shimones</td>
<td>Linda Mills</td>
<td></td>
</tr>
<tr>
<td>Manage student email groups</td>
<td>Stacey Shimones</td>
<td>Bill Manspeaker</td>
<td>Jeanette Turner</td>
</tr>
</tbody>
</table>

#### Student Recruitment/ Admissions (M.Arch, MUD, BS)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Primary Name</th>
<th>First Alternate</th>
<th>Second Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Advising</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Answering email inquiries</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Prospective Student visits</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Coordinate visitations throughout year</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Monitor applicant status</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Lisa Hauser</td>
</tr>
<tr>
<td>Help maintain files &amp; &quot;decision&quot; spreadsheet</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Orientation support</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Help with communications to incoming students</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Lisa Hauser</td>
</tr>
<tr>
<td>Coordinate admissions committee packet generation</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Coordinate mailings to prospects, applicants and admits</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Provide information to students re: courses &amp; programs, policies and procedures</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
<td>Kanika Holt</td>
</tr>
<tr>
<td>Order course evaluations on Mpathways</td>
<td>Stacey Shimones</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
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</table>

#### Student Recruitment/ Admissions (Arch MS, Arch Ph.D., UP Ph.D. MUP)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Primary Name</th>
<th>First Alternate</th>
<th>Second Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering email inquiries</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
</tr>
<tr>
<td>Staff Campus Visit Day</td>
<td>Lisa Hauser</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
</tr>
<tr>
<td>Coordinate visitations throughout year</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
</tr>
<tr>
<td>Monitor applicant status</td>
<td>Lisa Hauser</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
</tr>
<tr>
<td>Help maintain files &amp; &quot;decision&quot; spreadsheet</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
</tr>
<tr>
<td>Orientation support</td>
<td>Lisa Hauser</td>
<td>Meghan Lee</td>
<td>Anne Schoen</td>
</tr>
<tr>
<td>Help with communications to incoming students</td>
<td>Lisa Hauser</td>
<td>Anne Schoen</td>
<td>Meghan Lee</td>
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<td>Coordinate admissions committee packet generation</td>
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<td>Anne Schoen</td>
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<td>Coordinate mailings to prospects, applicants and admits</td>
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<td>Anne Schoen</td>
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<td>Provide information to students re: courses &amp; programs, policies and procedures</td>
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<td>Meghan Lee</td>
<td>Stacey Shimones</td>
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<td>Order course evaluations on Mpathways</td>
<td>Stacey Shimones</td>
<td>Lisa Hauser</td>
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APPENDIX 5

Building Plan
APPENDIX 6

Financial Statements
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Notes:
Taubman College manages operating funds in three distinct units, one of which is represented here and is specific to the annual operation of the architecture programs. Some Architecture faculty funding is reported only on College Funds, e.g. those who can teach across multiple programs. Equipment/Capital Improvements is reported on College Funds, e.g. FAB Lab and general equipment or computing, furniture, fixtures etc. Significant financial aid for supporting the Architecture programs is reported on College Funds - Taubman Endowment.
## Architecture Program expenditures funded from other College sources

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* both Architecture and Planning Faculty can apply

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* From year 2008-09
**From year 2007-08
APPENDIX 7

2006 NAAB Statistical Report
2006 NAAB STATISTICAL REPORT

SCHOOL: University of Michigan

Prepared by Laura J. Brown

ACSA REGION: EC

PUBLIC

STUDENT DATA

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<td>14 to 1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>12 to 1</td>
</tr>
</tbody>
</table>

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

| Departmental Library LCNA or 720-729 Collection | 18,731 |
| Total Architecture Collection in Departmental Library | 54,967 |
| University Library LCNA or 720-729 Collection | 14,500 |
| Total Architecture Collection in University Library | 185,500 |
| Departmental Library Architecture Slides | 115,000 |
| University Library Architecture Slides | 0 |
| Departmental Library Architecture Videos | 1000 |
| Staff in Dept. Library | 2.5 |
| Number of Computer Stations | 411 |
| Amount Spent on Information Technology | 400,000 |
| Annual Budget for Library Resources | 163,500 |
| Per-Capita Financial Support Received from University | NA |
| Private Outside Monies Received by Source | NA |
| Studio Area (Net Sq. ft.) | 31,484 |
| Total Area (Gross Sq. ft.) | 71,196 |

Please note that the library is not a departmental library -- it is instead a multi-discipline, satellite library of the main library.
2006 NAAB STATISTICAL REPORT

SCHOOL: University of Michigan  Prepared by Laura J. Brown

FULL-TIME FACULTY SALARIES

<table>
<thead>
<tr>
<th>Faculty Level</th>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Av.</th>
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</thead>
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<td>96,678.00</td>
<td>115,897.00</td>
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FACULTY DATA

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<td>FTE Administrative Positions</td>
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<td>M.A. or S. 6</td>
</tr>
<tr>
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</tr>
<tr>
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<td>B. Arch 0</td>
</tr>
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<td>Post Prof. Masters 1</td>
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<tr>
<td>PT Faculty who are U.S. Licensed Registered Architects</td>
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<td>Other 0</td>
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<tr>
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<tr>
<td>FTE Graduate TAs</td>
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<tr>
<td>PT Faculty Avg. Contact Hrs/Wk</td>
<td>12</td>
<td></td>
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<table>
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<th>Tenured</th>
<th>Prof.</th>
<th>Assoc</th>
<th>Assist</th>
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<tr>
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<td>1</td>
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<td>5</td>
<td>6</td>
<td>3</td>
<td>3</td>
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</table>

*Include Eskimos and Aleuts
APPENDIX 8

2007 NAAB Statistical Report
2007 NAAB STATISTICAL REPORT

SCHOOL: University of Michigan
Laura J. Brown

ACSA REGION: EC

PUBLIC

STUDENT DATA

<table>
<thead>
<tr>
<th>For Accredited Programs Only</th>
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<tbody>
<tr>
<td>4 Year</td>
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<tr>
<td><strong>PrePro</strong></td>
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<tr>
<td>Full-Time Students</td>
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<tr>
<td>Part-Time Students</td>
</tr>
<tr>
<td>FTE Students</td>
</tr>
<tr>
<td>Arch Design Studio Students</td>
</tr>
<tr>
<td>Students Working Part-Time</td>
</tr>
<tr>
<td>Outside Stud. Serv. by Dept.</td>
</tr>
<tr>
<td>African-American Students</td>
</tr>
<tr>
<td>Native American Students*</td>
</tr>
<tr>
<td>Asian/Pacific Island Students</td>
</tr>
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<td>Hispanic Origin Students</td>
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<tr>
<td>Women Students</td>
</tr>
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<td>Foreign Students</td>
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<td>Degrees Awarded Women</td>
</tr>
<tr>
<td>Degrees Awarded Afri-Amer</td>
</tr>
<tr>
<td>Degrees Awarded Amer. Ind.</td>
</tr>
<tr>
<td>Degrees Awarded Asl/Pac. Isl.</td>
</tr>
<tr>
<td>Degrees Awarded Hispanics</td>
</tr>
<tr>
<td>Min Req. SAT/ACT/GRE Score</td>
</tr>
<tr>
<td>Number of Applicants</td>
</tr>
<tr>
<td>Number Accepted</td>
</tr>
<tr>
<td>Enrollment Target/Goal</td>
</tr>
<tr>
<td>Student/Staff/Faculty Ratio</td>
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</tbody>
</table>

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

<table>
<thead>
<tr>
<th>Department Library LCNA or 720-729 Collection</th>
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<tr>
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<td>Studio Area (Net Sq. ft.)</td>
<td>31,484</td>
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<tr>
<td>Total Area (Gross Sq. ft.)</td>
<td>71,196</td>
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</table>

2006 NAAB STATISTICAL REPORT

SCHOOL: University of Michigan
Laura J. Brown

FULL-TIME FACULTY SALARIES

<table>
<thead>
<tr>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Avg.</th>
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FACULTY DATA

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<td>Tenure-Track Positions</td>
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<td>FTE Administrative Positions</td>
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NO. FULL-TIME FACULTY CREDENTIALS

- Ph.D.: 16
- D. Arch: 2
- M.A. or S.: 3
- Prof. M. Arch: 32
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<td>FT Faculty who are U.S. Licensed Registered Architects</td>
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<table>
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<th>Assoc.</th>
<th>Assist.</th>
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</thead>
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<td>2</td>
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<td>Women Faculty</td>
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<td>4</td>
<td>6</td>
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<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

*Include Eskimos and Aleuts
APPENDIX 9

2006 NAAB Annual Report
MEMORANDUM

TO: Cassandra Pair, Accreditation Manager
cpair@naab.org

FROM: Architecture Program
University of Michigan
Taubman College of Architecture and Urban Planning
Tom J. Buresh
Professor and Chair of Architecture

DATE: June 1, 2006

RE: University of Michigan Architecture Program 2006 Annual Report

Please consider the following a response to your memorandum of May 2, 2006.

1. Please see the attached UM Annual Report statistics form.

2. UM response to each deficiency listed in the most recent VTR.

The Architecture Program Faculty met on August 31, 2005 to discuss the 2005 University of Michigan NAAB Visiting Team Report received the previous month. Over the course of that discussion it was determined that specific courses would be responsible for addressing the VTR's stated deficiencies. Multiple faculty meetings, small group and individual meetings further clarified NAAB's intentions with regard to accreditation criteria that in turn aided in revising individual course pedagogy and content. In every instance faculty have responded positively to these changes and substantial progress with regard to program curriculum and teaching has been made. A comprehensive review of the student work produced this academic year is underway as of this writing.

The following is the Architecture Program's response/assessment to the stated deficiencies voiced in the NAAB VTR.

Condition 2 Program Self Assessment- Barely met

Guiding Vision
The NAAB Visiting Team notes that a positive culture for engagement exists within the architecture program but does so without the aid of a well articulated vision. The development of a vision statement to guide the program's strategic plan was the topic of multiple chair advisory, curriculum and faculty meetings in 2005-06. Those discussions are coalescing around the following subjects:

Design Practices: A preference for small to medium sized collaborations of diverse, discerning, opportunistic and nimble designers, thinkers, technicians, historians and artists. Their products range from furniture and exhibitions to building projects and urban proposals. We aim to position the architecture program as a discursive center for contemporary design and practice.

Cultures and Geographies: We propose an education that foregrounds a deep understanding, strong engagement and responsible speculation on the discipline's cultural/social role from locales as diverse as neighboring Detroit and other regional and national cities to Japan, India, China, Ghana, Brazil and others.

Technologies: The College is making significant human and resource investment in developing new material and digital technologies. This investment when combined with knowledge of developing green building strategies will greatly alter both architectural production and the profession.

2006-07 marks the 100th year for the University of Michigan's College of Architecture and Urban Planning. A catalogue of recent faculty work titled "Middle_Out" will be published in the fall. A two-day symposium to discuss the interests and direction of the faculty will be staged in November and an international conference to air the global status of architecture and urban planning is scheduled for January 2007. Additionally, the University and the College will engage in an internal review over the course of the year. In total- a very full year of academic and disciplinary reflection and speculation.
Assessment Process
Coordinated semester end reviews: The program chair as well as other senior faculty will review selected studios to provide a curricular oversight and individual faculty feedback.

The program mounts an annual student show each winter term. This exhibit is judged by our visiting alumni board and will provide an excellent opportunity for constructive self-evaluation.

Annual reviews of selected courses: This year the program will conduct a thorough review of the courses charged with making revisions based on the 2005 VTR. It is anticipated that each year a portion of the curriculum will likewise undergo a critical evaluation

Criterion 12.14
Accessibility: Ability to design both site and building to accommodate individuals with varying physical abilities.

Primary Responsibility: A322 Arch Design UG2 and A412 Arch Design 3G2
These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building and site/environmental issues.

Current Assessment: Course content as reflected in the attached syllabus addresses issues of site accessibility. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Primary Responsibility: A432 Arch Design UG3, A422 Arch Design 3G3,
These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building, program and structural issues.

Current Assessment: Course content as reflected in the attached syllabus addresses issues of building accessibility. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Primary Responsibility: A509 Site Planning
This required course is offered at the graduate level. The primary goal of this course is to introduce the student of architecture to landscape architecture, site engineering, and design.

Current Assessment: Course content as reflected in the attached syllabus addresses issues of site accessibility. Specifically-
Lectures and tests addressed:
1. The difference between an "inclined walk" and a "barrier-free ramp" (i.e. %/ratio criteria, how to calculate, etc.)
2. Handrail requirements
3. Landing requirements

Design assignments addressed
1. A Townhouse Grading Plan required students to locate, fix fin. floor elevations, provide barrier free parking and access to two barrier free units as part of a multiple-unit site plan.
2. A Single Family Residence asked students to site a house while providing barrier free access into the house.
A thorough review of course content, pedagogy with examples student work will take place August 2006.

Criterion 12.19
Life Safety Systems: Understanding of the basic principles of life-safety systems with an emphasis on egress.

Primary Responsibility: A322 Arch Design UG2 and A412 Arch Design 3G2
These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building and site/environmental issues.

Current Assessment: Course content as reflected in the attached syllabus introduces life safety issues with specific regard to emergency egress. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Primary Responsibility: **A432 Arch Design UG3, A422 Arch Design 3G3**
These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building, program and structural issues.

Current Assessment: Course content as reflected in the attached syllabus addresses understanding and implementation of life safety concerns with specific attention to emergency egress. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Primary Responsibility: **A317 Con 1, A427 Con 2 and A417 Con 3G**
A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program.

Current Assessment: All three courses have been revised to provide an understanding of life safety systems in buildings. Please see the attached syllabi for specifics. A thorough review of course content, pedagogy with examples student work will take place August 2006.

**Criterion 12.23**
**Legal Responsibilities:** Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws and accessibility laws.

Primary Responsibility: **A583 Professional Practice**
A583 Professional practice is a required course offered to graduate students.

Current Assessment: Please see the attached course syllabus specifically page 3, Session 10. A thorough review of course content, pedagogy with examples student work will take place August 2006.

**Criterion 12.24**
**Building Code Compliance:** Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure

Primary Responsibility: **A317 Con 1, A427 Con 2 and A417 Con 3G**
A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program.

Current Assessment: All three courses have been revised to provide an understanding of life safety systems in buildings. Please see the attached syllabi for specifics. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Secondary Responsibility: **A432 Arch Design UG3, A422 Arch Design 3G3**
A432 and A422 reside in the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building, program and structural issues.

Current Assessment: Additionally course content as reflected in the attached syllabus addresses a basic understanding of building codes are their impact on design and construction. A thorough review of course content, pedagogy with examples student work will take place August 2006.

**Criterion 12.26**
**Building Economics and Cost Control:** Understanding of building economics and construction cost control within the framework of a design project.
Primary Responsibility: A317 Con 1, A427 Con 2 and A417 Con 3G
A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program.

Current Assessment: All three courses have been revised to provide an understanding of life safety systems in buildings. Please see the attached syllabi for specifics. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Secondary Responsibility: A432 Arch Design UG3, A422 Arch Design 3G3
A432 and A422 reside in the B.S.+2G and 3G M. Arch sequence respectively. In each- particular attention is paid to building, program and structural issues.

Current Assessment: Additional course content as reflected in the attached syllabus addresses an awareness of building economics and cost control in design A thorough review of course content, pedagogy with examples student work will take place August 2006.

Criterion 12.29
Comprehensive Design: Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.

Primary Responsibility: A322 Arch Design UG2 and A412 Arch Design 3G2
These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each- particular attention is paid to building and site/environmental issues.

Current Assessment: Course content as reflected in the attached syllabi employs an understanding of environmental factors and the principles of sustainability. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Primary Responsibility: A432 Arch Design UG3, A422 Arch Design 3G3,
These two design studios, are part of the B.S.+2G and 3G M. Arch sequence respectively. In each- particular attention is paid to building, program and structural issues.

Current Assessment: Course content as reflected in the attached syllabi addresses development of programmed spaces, an understanding of structural systems, building envelope systems and life-safety provisions. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Secondary Responsibility: A317 Con 1, A427 Con 2 and A417 Con 3G
A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program.

Current Assessment: All three courses have been revised to provide an understanding of building envelope systems and life-safety provisions. Please see the attached syllabi for specifics. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Secondary Responsibility: A315 Environmental Technology I
A315 is a required course for students in both the B.S.+2G and 3G programs. The course addresses human needs in relation to both natural and man-made environments. It shows how environmental factors may be utilized, controlled, and modified as an integral part of architectural design. Specific topics include: climate and weather; psychometrics; solar radiation; wind patterns; heat gains and losses; systems for heating, ventilating, and air-conditioning; requirements for energy conservation; plumbing and drainage systems; fire safety and fire fighting systems.

Current Assessment: Course content as reflected in the attached syllabus addresses an understanding of environmental factors and the principles of sustainability. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Secondary Responsibility: A425 Environmental Technology II
A315 is a required course for students in both the B.S.+2G and 3G programs. Specific topics include: daylighting and electrical lighting systems, building acoustics, code requirements for energy conservation, communication systems, and elevator systems.

Current Assessment: Course content as reflected in the attached syllabus addresses an understanding of the principles of sustainability. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Criterion 30
Program Preparation: Ability to prepare a comprehensive program for an architectural project including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project and a definition of site selection and design assessment criteria

Primary Responsibility: A660 Thesis Seminar and A662 Thesis Studio
A660 and A662 are required courses taken in the final year of both the B.S.+2G and 3G M. Arch programs. Successful completion consists of conceptualizing and producing work of the discipline at the highest level. The Thesis Seminar concludes with the production of a project manual that includes but is not limited to: a thesis statement, a developed program, the selection and analysis of a site, an understanding of relevant cultural precedents, expectations and standards. Thesis Studio consists of the intellectual, spatial and material speculations initiated in the project manual.

Current Status/Assessment: Please see attached syllabus. A thorough review of course content, pedagogy with examples student work will take place August 2006.

Secondary Responsibility: A432 Arch Design UG3, A422 Arch Design 3G3,
These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building, program and structural issues.

Current Status/Assessment: Both required studios ask students to solve a complex and comprehensive program in order to better prepare a comprehensive program in A660 Thesis Seminar. Please see attached syllabi. A thorough review of course content, pedagogy with examples student work will take place August 2006.

3. Part 3 contains the program’s response to each cause for concern listed in the most recent VTR.

"Lack of overall assessment of individual curricular components."
In the first year following the 2005 VTR the architecture program has substantially addressed accreditation concerns by revising both content and pedagogy of the following courses: A322 Arch Design UG2, A412 Arch Design 3G2, A432 Arch Design UG3, A422 Arch Design 3G3, A317 Con 1, A427 Con 2, A417 Con 3G, A583 Professional Practice and A660 Thesis Seminar. The Architecture Chair and senior faculty are now in the process of compiling a range of student work that will form the basis for a comprehensive curricular assessment. This assessment will take place in August 2006.

"We heard positive comments from many students about the breadth of the program… But we add a note of care as well: to much breadth comes at the expense of depth."
The architecture program concurs with the VTR’s statement in general but is unclear as to how to respond specifically. Collectively the faculty and students of the architecture program are committed to architecture as a cultural, spatial, technical and material discipline. We value diversity over a persistent or force fed point of view. Ongoing work on the program’s strategic plan will contribute to program vision and focus.

"The significant amount of time that that these faculty (those in a team teaching situation) state that they devote to that pedagogical approach can have negative consequences on their own individual professional development."
The Program acknowledges both the advantages and the challenges of team teaching. Team-taught courses range in type from lecture courses, to combination lecture and lab courses to design studios. From the faculty point of view, team teaching has been most troublesome in A516 Representation and A572 Theory and Criticism, two required graduate courses that use a lecture and discussion format. This past
year both were revised to allow both coherent delivery of the course content and equitably distributed faculty responsibilities. Both course received positive end of term student evaluations from faculty and students.

"The advising system (for students) remains a widely acknowledged problem."
In the past undergraduate students were advised by the associate chair and graduate students by assigned senior faculty. The program chair is also available for consultation. All students are required to make an appointment with their advisor to discuss and obtain approval for their course selections and to guide them through graduation requirements. Starting in the Fall 2006 all students will be assigned an individual faculty advisor who will maintain posted advising hours and commit to a minimum of one session per semester. Selected faculty will engage in advising as part of their service commitment to the college.

"There needs to be much better coordination of academic schedules, particularly at the end of semesters..."
The University at large, schedules examinations dates and times at the end of each semester. Because final studio reviews fall outside of conventional examination schedules, the architecture chair asks all program faculty to schedule their final examinations to take place within their scheduled class dates and times. The chair schedules all final studio reviews outside of scheduled class dates and times thereby eliminating potential end of term conflicts. Faculty who share students are strongly encouraged to coordinate schedules prior to the beginning of each term.

"The process for completing minors needs to be promulgated among the student body."
The process for completing majors has been streamlined. The minors are located in the college of Literature Science and Arts. (Spanish, Math, History, Art, etc.) Interested students are encouraged to contact the appropriate department in LSA they wish to minor in and complete the necessary requirements. The program registrar then processes the documents. Although it is unusual for a student to seek minors given the challenges in the two year B.S. in Arch program it is a process supported by the architecture program and made known to them at orientation.

"... consideration could be given to reformatting the Bachelor of Science degree to allow earlier access to design courses and later access to liberal arts courses..."
This discussion is underway with faculty members of the Program's Educational Policy Committee. At this writing the advantages and disadvantages have been identified. This discussion will continue next year.

4. The UM Architecture Program anticipates no changes to its accredited programs that would change its adherence to the Conditions.

However- the program respectfully asks that in light of the considerable attention paid the recent VTR and the substantial course revisions made in response to the stated deficiencies that NAAB favorably review this material and participate in a conversation with regard to extending our accreditation from a three-year to a six-year term.
APPENDIX 10

2007 NAAB Annual Report
MEMORANDUM

TO: Cassandra Pair, Accreditation Manager  
   cpair@naab.org

FROM: Architecture Program  
       University of Michigan  
       Taubman College of Architecture and Urban Planning  
       Tom J. Buresh  
       Professor and Chair of Architecture

DATE: October 1, 2007


Please consider the following a response to your memorandum of May 10, 2007. The May 10, 2007 memorandum mentions neither the February 2007 NAAB team visit nor the subsequent March 6, 2007 letter informing us of our extension of accreditation term. A February 14, 2007 memorandum outlining our response to the 2005 VTR, the February 20, 2007 NAAB Visiting Team Report and the March 6, 2007 NAAB letter informing us of the extension of term are attached. The May 10, 2007 memorandum indicates a 2008 NAAB visit. Given the March 6, 2007 NAAB letter we are planning for the next accreditation visit in 2011.

1. Please see the attached UM Annual Report statistics form.

2. The Architecture Program requested and was granted a NAAB Extension of Accreditation Term following a NAAB Team visit by Wayne Drummond, FAIA and Doug Steidl, FAIA on February 20, 2007. This report indicates that the following unmet student performance criteria from the 2005 VTR:
   12.14 Accessibility
   12.19 Life-Safety Systems
   12.23 Legal Responsibilities
   12.24 Building Code Compliance
   12.30 Program Preparation

have now been met.

Furthermore the 2007 VTR acknowledges "significant progress" in the following student performance criteria:
   12.26 Building Economics and Cost Control
   12.29 Comprehensive Design

but suggests continued development. (See below)

The following is the Architecture Program's response to the remaining deficiencies listed in the 2007 NAAB VTR and the NAAB Response to the 2006 Annual Report.

Condition 2 Program Self Assessment

Mission Statement

The architecture program in the Taubman College of Architecture and Urban Planning is an internationally renowned, culturally diverse, and intellectually dynamic community of students, scholars, and teacher practitioners. We are located in a small but culturally vibrant Mid-western city with powerful social, economic, and cultural connections to the city of Detroit and the broader Great Lakes region. Early in its history our program established important links with Detroit's milieu of innovative industrial, product, and manufacturing base; by the mid-twentieth century it developed a world-class reputation for research in architectural technology, materials, and design methodology. Engaging the innovative practice of what some have called “putting lab coats in the studio,” Michigan's mid-century architecture faculty blended scientific research with traditional studio design pedagogy in a manner that shaped architectural discourse internationally.

With Detroit currently reeling under the economic and social dislocations caused by de-industrialization, our program seeks to maintain a powerful – if differently configured – relationship to the region. The city is more than a poster child for dying cities; it is also a locus of diverse, but vital ethnic neighborhoods, technical
innovation, and artistic inquiry. As such it provides not only an exciting challenge to our faculty and students, but also a place to inspire creative work in novel and inventive ways.

Our program is fortunate to be an integral part of one of the world’s leading universities. Forming the context for work in the Taubman College of Architecture and Urban Planning are ambitious initiatives in a great range of disciplines across the University of Michigan, not only in engineering and the humanities, but also in newer, hybrid units such as the School of Natural Resources and Environment, the School of Information, and the acclaimed Center for the Study of Complex Systems. Critical thinking has assumed greater stature in almost all of those disciplines, as have visual communication and project-based learning. Architecture’s studio culture, with its focus on forging inter-relationships among a vast range of creative and technical concerns has become a model for cross-disciplinary inquiry across the university. As a result, design research now makes an essential contribution to what a university does.

In addition to maintaining our national reputation for technical prowess, the architecture program at Michigan aspires to play a leading role nationally in broadening the disciplinary contours of architectural design, in engaging the diversity of world cultures and geographies, and in crafting innovative applications for emerging forms of practice, new materials, and sustainable technologies. Each of these three areas forms a core focus of our current work, and each is part of Michigan’s distinctive vision for the future.

Strengths

Without a doubt, the single most positive aspect of the program at Michigan is the architecture community composed of students, faculty members, staff and alumni. Relationships are collegial, communication is easy and mutual respect abounds. Students are intelligent and genuine by nature, faculty members are deeply committed to their teaching and research, staff members are knowledgeable and caring and Michigan alumni are completely dedicated to the university and program.

The culture of the program is centered in the design studio and the activities that revolve around it. Surprisingly, given the Midwestern and North Campus location, the architecture program is not considered a commuter school. This is due in no small part to the strong relationships between community members and their participation in college and program wide events. Each year the college sponsors 24 public lectures by distinguished scholars and practitioners, 6 architecture exhibits, an annual picnic, celebratory end of term reviews with notable visiting critics, an annual student show juried by the college's Alumni Society Board of Governors, spring break internships and an annual career fair. Annually the architecture program publishes "Dimensions" a journal of the events of the year including lectures by visitors and the best of the student work. The program also produces a pamphlet book series titled MAP- Michigan Architecture Papers. Individual MAPs chronicle talks and projects by renowned architects and thinkers and is guest edited by a faculty member. This Spring we will publish Middle_Out a faculty initiated compilation of recent faculty work.

Historically, the architecture program at the University of Michigan counts among our peer institutions- UCLA, Rice, Virginia, MIT, UT Austin and UC Berkeley. By and large the architecture faculty shoulders a program's reputation. UCLA boasts a distinguished faculty- Mayne, Lynn, Denari, Abe, Hodgetts and Mack in design and Lavin and Cuff in theory. Other schools are known for their programs- UT Austin is distinguished by the Center for Sustainable Development or by technical prowess as seen at MIT or overarching social and technical agendas, as is the case with UC Berkeley.

Within the past 5 years Michigan design faculty have developed a regional identity by winning or placing in national and international competitions, (Borum, Daubmann, Wilkins, Mitnick, Roddier, Hicks, Wilcox, Trandafirescu, Olsen) winning numerous local and state AIA awards (Hill, Borum, Daubmann, Young, Robinson, M’Closkey and VanDerSys) and becoming honored with regularity by the Architectural League of New York's Young Architect Awards (Mankouche, Mitnick, Roddier, Hicks, Borum, Daubmann) and Architecture Record Magazine's young firm profiles. (Borum, Daubmann, Wilkins, Mitnick, Roddier, Hicks, M’Closkey, VanDerSys) While the departure of internationally recognized senior faculty member Rahul Mehrotra to MIT (where he joins dean Adele Santos and chair Yung Ho Chang) is regrettable it is offset by the arrival of Mary-Ann Ray from Los Angeles in the fall of 2007. In response to the challenges of recruiting high profile designers to Ann Arbor, among our peers only Virginia is located in a smaller city, the college’s
A robust visiting professor program brings four distinguished architects every year. Additionally, we offer Michigan Architecture fellowships to three emerging scholar/practitioners on an annual basis.

Gains in computer technology have radically changed the profession. Taubman College has responded with equipment, software and IT support sufficient to keep pace in most cases. Unfortunately staying abreast in computation requires generous and ongoing support. Practices like Gehry Partners in Los Angeles, are ahead of most schools of architecture in terms of the ramifications these changes portend for practice. There is great potential in parametric or building information modeling and we will need to act quickly. While there exists a core of interested and engaged individuals on our faculty in this area they are low in rank, small in number and lack adequate support.

The college possesses some of the finest facilities in the country including: high end software computer laboratories, media center, laboratories for constructing full-size mock-ups and models, wood shop, metal shop, digital fabrication laboratory, structures/thermal/acoustics/solar and electrical lighting laboratories and adequate IT infrastructure. Students, faculty and staff are provided with individual lounges when respite is necessary.

Given a generous endowment architecture students are provided with $1.2 million a year in merit based tuition support. Additional funding is available to approximately 40 architecture students a year selected as graduate student instructors.

The program’s reputation for innovative design and construction is enhanced by faculty/student design build opportunities both in the A/A Building and elsewhere on campus. These collaborations allow a team of faculty and students to work together to design and build small- scale structures. Recent executed projects include the URP student lounge, the architecture student lounges, the Michigan Solar House now in the Matthai Botanical Gardens and the amphitheater in the Arboretum.

Given our location it is crucial for our students to be immersed in other cultures. The program’s study abroad opportunities are among the finest in the country. Within the last 3 years faculty have traveled with students to China, Japan, Brazil, Guatemala, Mexico, India, Africa, Switzerland, France, Italy and Iceland.

The faculty is responsible for maintaining a robust and balanced curriculum that manages to simultaneously provide a stable foundation in the discipline and still ask the pertinent questions of the day.

Challenges

Our location remains a hurdle for urban and coastal biased faculty and students. This is especially critical when recruiting practice-based faculty where neither the opportunities nor the culture for more challenging or speculative work exists.

The architecture program has recently garnered a reputation for talented junior faculty. The task will be to nurture and retain them.

All programs in the college suffer from our high tuition. While our endowment is considerable the per student average is only $5000. Paired with stiff residency requirement the cost of an education at Michigan far exceeds our competitors.

As much as any time in history the architectural profession is in flux. Developments in computation, new and sustainable technology, out sourcing, etc. will require an agile curriculum and engaged faculty and administration.

Despite recent gains in faculty recognition on balance they remain inadequately visible. In a recent survey fewer than 10% of incoming students came to Michigan because they were aware of faculty work.

Linkages within the program, the college and the university are difficult given the autonomous nature of the curriculum and interests of the faculty.

While committed to a more diverse student body a career in architecture remains unappealing to women, the financially underprivileged and minorities.
Class size for required courses in both the undergraduate and graduate programs is often close to 100 students. At this size it is a challenge to maintain stable content delivery and provide for a range of faculty interests and voices.

**Strategic Vision**

**Practice, Culture and Technology**

**Broadening Disciplinary Contours**

Michigan’s vision starts with a conviction that design is the soul of the architectural discipline and profession, and that design thinking and design practice transcend disciplinary boundaries. Our discipline is strengthened not only through robust exposure to related practices and expertise, but also through seeing design challenges where others have not. Physical infrastructures, social networks, and natural systems all become issues for architectural investigation. We want designers to understand cultural complexity more and impose top-down schemas on it less – to play a role in enhancing our understanding of being part of a broader and more complex world.

Michigan’s design faculty favor collaborative modes of practice that entail diverse, discerning, opportunistic, and nimble modes of inquiry. In addition to working with law, business, real estate, and planning professionals – which many other architectural programs now do - our faculty actively collaborate with artists, environmental psychologists, literary critics, digital fabricators, landscape architects, urban and art historians, material scientists, product designers, mechanical engineers, chemists, human rights organizations, and foreign governments, among others.

The results of this creative work range from the design of sustainable furniture and award-winning interior installations to building projects, urban landscapes, and proposals for regional development. Studio pedagogies at Michigan, while methodologically diverse, all emphasize project-based learning, strong design fundamentals, the intelligent exploitation of (and experimentation with) new digital media, and a healthy skepticism towards entrenched attitudes. Members of our design faculty strive, in both the classroom and their own practices, to challenge distinctions between design and manufacturing by getting involved with both. They work to relax the hold that canonical ideas and precedents have exerted on the discipline. Every project has a thesis, however small. What one chooses to take on has become just as important as how.

In our distinctive open studio space, the culture of criticism is lively and publicly engaged. Our studio faculty frequently interrupt the norm of campus-based learning through forays across the state and the country, as well as internationally, with travels to France, India, Japan and Guatemala during the regular semester, while our summer studios substantially broaden our students’ potential for study abroad (see below). Michigan’s substantial resources enable us to engage the world’s leading practitioners and educators to participate in our program as visiting studio and seminar faculty, where they work alongside our relatively young and progressive faculty. Design studios are taught by a balance of tenured, tenure-track, and part-time faculty, joined by faculty fellows and those with joint appointments in other programs. We also draw on the University’s broad array of educators and researchers, believing they can potentially contribute in significant ways to Michigan’s design culture.

**Engaging Cultures**

Our geographical location is a valuable asset in terms of our aspiration to broaden core concerns of the architectural profession and engage the diverse cultures, histories, and geographies that comprise the contemporary world. Detroit teaches much more than lessons on the evils of urban poverty, racial segregation, and the failures of industrial capitalism. Its assets include cultural diversity (with large Arab and Mexican populations as well as a well-educated African-American middle class), urban farming initiatives, small-scale machine shop innovations, and innovative high tech music. By actively participating in the University of Michigan’s new Detroit Community Design center, by soliciting the participation of diverse local stakeholders in our studios and annual Detroit design charrette, and by placing ourselves firmly within the greater urban region, the architecture program plays an ethically responsible role in seeking to re-imagine its potential.

The architecture program’s cultural engagements extend beyond our immediate geography. Both the architecture program and Taubman College are renowned for their commitment to international issues and educational opportunities. Our summer design studios in Ghana, India, Switzerland, China, Japan,
Guatemala, and Brazil, among other places, are treated as an integral component of the program’s educational offerings—not least by extending generous student subsidies to help ensure that these programs remain financially accessible.

Our goal is not simply to “expose” students to a broad range of social and cultural issues, but to actively develop new models of architectural research and collaboration. Our operating assumption is that international work can be as politically relevant as we imagine it to be at home, especially in the context of globalization and the increasing interconnectedness of distant places.

Academically, our faculty is noted for its research in international settings, including Europe, Asia, South America, Asia and Africa. Several faculty members work at the forefront of scholarship that seeks to challenge older culturally-exclusive disciplinary canons and paradigms, enabling our students in history, theory and design studies to benefit from insights into non-Western settings, practices, and discourses.

Our efforts to interrogate architecture’s cultural and political contexts place Michigan in a leadership role among architecture programs nationally. A majority of our faculty aspires not only to making the program culturally relevant, but also to upholding an ethical commitment to help fashion a better and more equitable world.

**Emergent Technologies**

The Program continues to benefit from the University’s increasing engagement in novel information technologies. Being a citizen on a network has become an essential trait of university life; at the same time digital production has blossomed into a range of visual, physical, and distributed works that are intrinsic to the College. Whereas TCAUP faculty members once developed software for decision support systems, most students and faculty today build communities of practice around group communications, online courseware and shared project data, as well as visual production. In order to avoid seduction by the possibilities of the latest technological advances, our curriculum has focused on incremental change in three main areas: the social role of information, the design of visual communication, and the development and fabrication of physical form. Just as the University’s information infrastructure advances opportunities for “massively multiplayer” learning, so prospects of “mass customization” resonate especially well in our Detroit setting. In response to the inconvenient imperative that environmental technology currently poses (recalling the former role of computation in design education), we seek a leadership position in this area, such as we have recently achieved with digital fabrication.

In response to new patterns of design practice that emerge out of the mutually reinforcing effects of societal and technical change, we emphasize premise and process as well as product in student work. Perhaps the most important skill for us to cultivate is agility. We view the ultimate outcome of our efforts, not as our graduates themselves, but as the richness of the environment they might imagine – one in which individuals are culturally engaged for their own very distinct reasons.

**Strategic Opportunities**

Create a nationally recognized center for ethically based excellence in design:

Continue to increase the size of the 3G student population. Ideally the mix of the graduate program would be one-half 3G students and one-half 2G students.

Decrease the overall size of graduate program to create greater competition among applicants and therefore a stronger student body.

Increase the size of undergraduate program offering the advantages of an introductory architectural education to more students. This program will address the needs of students whose career trajectory may not include professional practice. Move some course work required for accreditation from the undergraduate to the graduate program opening up opportunities for upper level electives.

Articulate the curricular profile of the graduate program to more precisely address existing and emerging forms of professional/scholarly practice. In doing so, students would then be better able to tailor their curricular choices to long-term objectives.

Re-establish the University of Michigan's status as a leader in new structural paradigms, material research/development and emergent/sustainable technology.
In response to a desire for a scholarly focused design degree we plan to establish a studio based post-professional program, M. Art in Arch., M. Arch II, or D. Arch in two areas: Design/Culture and Digital Design Imaging/Fabrication. These two concentrations would take advantage of an exceptionally talented and motivated design and history/theory cohort and the college’s developing digital facilities respectively. We are hopeful that this program will forge new and exciting connections with both the MUP and Ph.D. programs within the college as well as other units on campus.

Establish a Design Center in Ann Arbor to simultaneously serve the needs of regional non-profit organizations and provide a creative outlet for underutilized design faculty. An intended by-product of the center would be to increase regional awareness of design excellence in general and to increase the profile of the architecture program in particular.

Create a summer immersion in architecture program for both high school and college graduates interested in an education and career in architecture.

Criteria 12.26

**Building Economics and Cost Control:** Understanding of building economics and construction cost control within the framework of a design project.

**Primary Responsibility:** *A427 Con 2 and A417 Con 3G*

A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program. This will take place Winter Term 2008.

**Current Assessment:** The 2007 NAAB VTR recommends expanding an assignment that required a project cost estimate of the materials and labor to include issues of building economics and cost control. This will take place Winter Term 2008. A thorough review of course content and pedagogy with examples student work will again take place May 2008.

Criteria 12.29

**Comprehensive Design:** Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.

**Primary Responsibility:** *A322 Arch Design UG2 and A412 Arch Design 3G2*

These two design studios are part of the B.S.+2G and 3G M. Arch sequence respectively. In each particular attention is paid to building and site/environmental issues. A thorough review of course content and pedagogy with examples student work will again take place May 2008.

**Primary Responsibility:** *A432 Arch Design UG3, A422 Arch Design 3G3, A317 Con 1, A427 Con 2 and A417 Con 3G*

A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program.

**Current Assessment:** All three courses have been revised to provide an understanding of building envelope systems and life-safety provisions. Please see the attached syllabi for specifics. A thorough review of course content and pedagogy with examples student work will again take place May 2008.

**Secondary Responsibility:** *A315 Environmental Technology I*

A315 is a required course for students in both the B.S.+2G and 3G programs. The course addresses human needs in relation to both natural and man-made environments. It shows how environmental factors may be
utilized, controlled, and modified as an integral part of architectural design. Specific topics include: climate and weather; psychometrics; solar radiation; wind patterns; heat gains and losses; systems for heating, ventilating, and air-conditioning; requirements for energy conservation; plumbing and drainage systems; fire safety and fire fighting systems.

Current Assessment: Course an understanding of environmental factors and the principles of sustainability. A thorough review of course content and pedagogy with examples student work will again take place May 2008.

Secondary Responsibility: A425 Environmental Technology II
A315 is a required course for students in both the B.S.+2G and 3G programs. Specific topics include: day lighting and electrical lighting systems, building acoustics, code requirements for energy conservation, communication systems, and elevator systems.

Current Assessment: Course content addresses an understanding of the principles of sustainability. A thorough review of course content and pedagogy with examples student work will again take place May 2008.

Part 3. Section 2
Response to each cause for concern listed in the NAAB Response to 2006 Annual Report.

3.2.1 Assessment Process:
In response to the NAAB 2005 VTR the architecture program has substantially addressed accreditation concerns by revising both content and pedagogy of the following courses: A322 Arch Design UG2, A412 Arch Design 3G2, A432 Arch Design UG3, A422 Arch Design 3G3, A317 Con 1, A427 Con 2, A417 Con 3G, A583 Professional Practice and A660 Thesis Seminar. The result of these changes was a favorable 2007 NAAB VTR and an extension of Michigan's accreditation term.

Coordinated semester end reviews: The program chair as well as other senior faculty review selected studios to provide a curricular oversight and individual faculty feedback.

The program mounts an annual student show each winter term. This exhibit is judged by our visiting alumni board and provides an excellent opportunity for constructive self-evaluation.

Annual reviews of selected courses: It is anticipated that each year a portion of the curriculum will likewise undergo a critical evaluation. This year the program will conduct a thorough review of courses charged with making revisions based on the 2007 VTR: A432 Arch Design UG3, A422 Arch Design 3G3A317 Con 1, A427 Con 2 and A417 Con 3G.

3.2.2 Breadth vs. Depth in the Curriculum
Last year the architecture program conducted a university mandated, college wide self-assessment. This academic year both an internal and external review teams will visit us. The result of these two reviews should provide considerable feedback on both our strategic goals and progress toward achieving them.

3.2.3 Team Teaching
Historically, team teaching has been most troublesome in A516 Representation and A572 Theory and Criticism; two required graduate courses that use a lecture and discussion format. This past year both were revised to allow for coherent delivery of the course content and equitably distributed faculty responsibilities. Both courses received positive end of term student evaluations from faculty and students.

3.2.4 Student Advising
In the past undergraduate students were advised by the associate chair and graduate students by assigned senior faculty. The program chair is also available for consultation. All students are required to make an appointment with their advisor to discuss and obtain approval for their course selections and to guide them through graduation requirements. Starting in the Fall 2006 all students will be assigned an individual faculty advisor who will maintain posted advising hours and commit to a minimum of one session per semester. Selected faculty will engage in advising as part of their service commitment to the college.

3.2.7 Reformatting the Bachelor of Science Degree
After considerable faculty discussion about an earlier entrance into the B.S. degree program the faculty determined that for the near future the program should remain as is. The current entry point in the junior year allows the best opportunity for transfer students to attend the University of Michigan.
Part 4
The UM Architecture Program anticipates no changes to its accredited programs that would change its adherence to the *Conditions for Accreditation.*
APPENDIX 11

2008 NAAB Annual Report
MEMORANDUM

TO: Lee W. Waldrep, Ph.D.
    Associate Executive Director
    The National Architectural Accrediting Board, Inc. (NAAB)
    lwaldrep@naab.org
    www.naab.org
    (202) 783-2007

FROM: Architecture Program
      University of Michigan
      Taubman College of Architecture and Urban Planning
      Tom J. Buresh
      Professor and Chair of Architecture

DATE: December 1, 2008


Please consider the following the University of Michigan Architecture Program's 2008 Annual Report and a reply to NAAB's Response to University of Michigan's 2007 Annual Report. Additionally, see the attached University of Michigan Annual Report statistics form.

Assessment of response to deficiencies:

Condition 2 Program Self Assessment
Last academic year Taubman College was visited by two review teams as mandated by the university provost. One team was comprised of faculty members from within the university while the second team consisted of four distinguished professors and administrators from University of Pennsylvania, University of Virginia, University of Texas- Austin and University of Washington. This September we welcomed Monica Ponce de Leon as the college's new dean. Along with college administrators she is in the process of responding to the aforementioned reports. Additionally, she has formulated several task forces to evaluate college administrative structure, curriculum, diversity, technology and building space needs, etc. It is premature at this writing to report on the multiple assessments and reviews but I expect next year's annual report to convey the information in detail.

Criterion 12.26
Building Economics and Cost Control: Understanding of building economics and construction cost control within the framework of a design project.

Primary Responsibility: A427 Con 2 and A417 Con 3G
A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S.+2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program. This will take place Winter Term 2008.

Current Assessment: Per the 2007 NAAB VTR recommendation A427 Con 2 expanded an assignment that required a project cost estimate of the materials and labor to include issues of building economics and cost control. This took place Winter Term 2008. See attached pdf.

Criterion 12.29
Comprehensive Design: Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.

Primary Responsibility: A432 Arch Design UG3, A422 Arch Design 3G3, A317 Con 1, A427 Con 2 and A417 Con 3G
A432 Arch Design UG3, A422 Arch Design 3G3 are part of the B.S./2G and 3G M. Arch sequence respectively. In each- particular attention is paid to building, program and structural issues.
Current Assessment: Course content addresses development of programmed spaces, an understanding of structural systems, building envelope systems and life-safety provisions.

A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S./2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program.

Current Assessment: All three courses have been revised to provide an understanding of building envelope systems and life-safety provisions. See attached pdf for course syllabi and examples of work.

Additionally, the architecture program curriculum committee has initiated a new course in the 3G track specifically to address building system integration and comprehensive design. This course will be offered on an experimental basis for the first time in Winter Semester 2009.

Part 3. Section 2
Response to each cause for concern listed in the NAAB Response to 2007 Annual Report.

3.2.1 Assessment Process:

Coordinated semester end reviews: The program chair as well as other senior faculty review selected studios to provide a curricular oversight and individual faculty feedback.

The program mounts an annual student show each winter term. This exhibit is judged by our visiting alumni board and provides an excellent opportunity for constructive self-evaluation.

Annual reviews of selected courses: It is anticipated that each year a portion of the curriculum will likewise undergo a critical evaluation. This year the program will conduct a thorough review of pre-architecture courses that is courses taught to undergraduate students before they enter the architecture program.

3.2.2 Breadth vs. Depth in the Curriculum
In 2006 the architecture program conducted a university mandated, college wide self-assessment. During the 2007-08 academic year both an internal and external review teams reviewed the college. The question of breadth v. depth was not mentioned as a concern. The external review team did mention a need to re-examine the program's pre-architecture offerings. This re-examination is underway.

3.2.4 Student Advising
Since Fall 2006 all students are assigned an individual faculty advisor and commit to a minimum of one meeting per semester. Starting in the Fall 2006 all students will be assigned an individual faculty advisor who will maintain posted advising hours and commit to a minimum of one session per semester. All students are required to make an appointment with their advisor to discuss and obtain approval for their course selections, guide them through graduation requirements and advise on career possibilities.

3.2.7 Reformatting the Bachelor of Science Degree
After considerable faculty discussion about an earlier entrance into the B.S. degree program the faculty determined that for the near future the program should remain as is. The current entry point in the junior year allows the best opportunity for transfer students to attend the University of Michigan. The university review teams did not raise the format of the BSc degree as a concern.

Part 4
The UM Architecture Program anticipates no changes to its accredited programs that would change its adherence to the Conditions for Accreditation.
APPENDIX 12

2009 NAAB Annual Report
MEMORANDUM

TO: ANDREA RUTLEDGE
Executive Director
The National Architectural Accrediting Board, Inc. (NAAB)
lwaldrep@naab.org
www.naab.org
(202) 783-2007

FROM: Architecture Program
University of Michigan
Taubman College of Architecture and Urban Planning
A. Melissa Harris
Interim Chair of Architecture

DATE: December 1, 2009

RE: University of Michigan Architecture Program 2009 Annual Report

Please consider the following the University of Michigan Architecture Program's 2009 Annual Report and a reply to NAAB's Response to University of Michigan's 2008 Annual Report. Additionally, see the attached University of Michigan Annual Report statistics form.

Assessment of response to deficiencies:

**Condition 2 Program Self Assessment**

Self assessment and the assessment process are two different but curiously linked beasts. Please find the following text a response to both.

Three very clear reports are helping structure our goals and how we keep track of getting there. Two of those reports were assessments, one internal and one external. (Last academic year Taubman College was visited by two review teams as mandated by the university provost. One team was comprised of faculty members from within the university while the second team consisted of four distinguished professors and administrators from University of Pennsylvania, University of Virginia, University of Texas- Austin and University of Washington.) The third report (dated Jan 22, 2009 and attached for reference) is Dean Ponce de Leon’s response to both of those assessments.

Dean Monica Ponce de Leon corroborated many findings of both the internal and external reviews: calling for a strategy to maximize current diversity of faculty, revising the curriculum at broadly (integrating significant issues – sustainability, social equity, etc, in all courses) and specifically (within individual courses); concentrating a restructuring around interdisciplinarity, and making how we educate a distinguishing feature.

A summary of the main points and actions follow as excerpted from Dean Ponce de Leon’s report.

• The challenge will be how to capitalize on the heterogeneous character of the school and turn it into a clear vision for the future.

• I believe a stronger and more pertinent model for developing a vision would be for the College to examine the way that we educate architects and planners.
Instead of an approach that relegates knowledge to practice, I believe that by modifying architectural and planning education in a substantive way, we have the opportunity to improve and advance practice.

I think it is essential that at this point we consider the cultural impact and social relevance of our fields. We need to reconsider, how do architecture and urban planning affect the world and can we do better? Social and cultural issues must be at the center of this re-examination.

An interdisciplinary model of education that integrates expertise from different fields lies at the very heart of Architecture and Urban Planning.

Only through new teaching methods will we be able to develop a more comprehensive body of knowledge that allows future generations to look at design holistically and in this way write a new chapter in the public mission of architecture and urban planning.

My intention is to create a vision for Taubman College through the transformation of architectural and urban planning education by developing a unique interdisciplinary pedagogy.

Revising course content of all courses to integrate significant issues across them. The process is one of curricular examination to identify novel potential connections between existing coursework and the overarching themes of social equity and environmental sustainability.

Integrating expertise from other units on campus into core courses at Taubman College. For instance, the Architecture Program is currently revising its sequence on Environmental Technology so that it will be taught in teams that include faculty from engineering, SNRE, as well as Taubman College. Other areas where we see similar opportunities are the history sequence which could be co-taught with art history faculty, and site planning courses that could bring faculty from SNRE.

Action:
Revisiting the relationship between design instruction and the other areas of architectural expertise.

This is essential in order to more closely represent contemporary professional practice. In this regard we have identified three strategies:

Integrating studio work into other required courses.

As an example, Construction II students are asked to advance their design studio project from a previous semester by developing it to a high level of technical resolution.

Integration of various areas of expertise into studio.

Studio may not be only taught by a studio instructor, but also by faculty in other areas of specialization. For instance, we are currently revising the format for the design thesis project (cap stone) so it will be co-taught by two instructors: a designer paired with faculty in history/theory, technology or urban planning.

Coupling design studios with courses in other areas of concentration.

Last winter we launched a pilot program that pairs a structures course with an upper level seminar in structures. All the students in the structures course were in the studio and projects required synthetic application of skills from both classes to inform final projects. This semester, a digital technology faculty member has joined forces with another graduate option studio. The
content of the courses will be coordinated while each faculty will retain their area of expertise.

Teaching more college-wide courses and expanding our undergraduate programs so that our areas of expertise can be more accessible to other units.

Integration of technology into courses and classroom spaces.

The newly renovated Digital Fabrication Lab (Fab Lab) at Taubman College leverages state-of-the-art industrial technology to perform architectural research. It is one of few select academic institutions around the world utilizing robotic automation to perform both subtractive machining and automated assembly processes. The technologies have existed in the aerospace and automotive industries for some time, but have just recently infiltrated the architectural-fabrication industry.

The newly renovated Digital Fabrication Lab (Fab Lab) at Taubman College leverages state-of-the-art industrial technology to perform architectural research. It is one of few select academic institutions around the world utilizing robotic automation to perform both subtractive machining and automated assembly processes. The technologies have existed in the aerospace and automotive industries for some time, but have just recently infiltrated the architectural-fabrication industry.

The Fab Lab operates numerous computer-numerical controlled (CNC) machines, allowing students and faculty to work with virtually any material. Two large CNC routers process plywood or plastics, in addition to 3-D surfacing wood and foam. A three-axis abrasive water jet cutter can perform 2-D cuts in any material up to 1” steel and 2” stone to five one thousandths of an inch (.005”) tolerance. A smaller three-axis milling machine can perform full 3-D cuts in metals. The robotic abrasive water jet has the ability to follow compound-curved surfaces; cuts with minimal lateral forces, simplifying fixturing of materials; and cuts bevel or swept-edge surfaces.

The seven-axis robot is the largest machine in the lab, with a 30’x10’x8’ work volume, which is the equivalent of the size of two small trucks; the robot is one of the largest in the world at an architectural institution. The robot can load either a milling head for cutting wood and foam, or a water jet head for full 3-D cutting of any material. The machine utilizes a gripper for material forming or assembly processes.

The lab also makes use of four rapid prototyping machines for on-demand 3-D printing of student models, and four laser cutters for rapid production of sketch models from chipboard or acrylic. Two of the rapid prototyping machines are located within the architecture studios making it easier for students in studio to access the equipment 24-7. The two new laser-cutting systems are now installed in the west computer cluster on the third floor.

Criterion 12.29
Comprehensive Design: Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.

Primary Responsibility: A432 Arch Design UG3, A422 Arch Design 3G3, A317 Con 1, A427 Con 2, A417 Con 3G, and A507 Building Anatomies (now A527 Building Systems)

A432 Arch Design UG3, A422 Arch Design 3G3 are part of the B.S./2G and 3G M. Arch sequence respectively. In each- particular attention is paid to building, program and structural issues.

Current Assessment: Course content addresses development of programmed spaces, an understanding of structural systems, building envelope systems and life-safety provisions.
A317 Con 1 and A427 Con 2 are offered to undergraduate students as required in the B.S./2G degree program. A417 Con 3G fulfills the construction requirement for those in the 3G M. Arch program and the new A527 forms a synthetic project based complement to A417.

Current Assessment: All four courses have been revised to provide an understanding of building envelope systems and life-safety provisions. See attached pdf for course syllabi and examples of work.

Additionally, the architecture program curriculum committee initiated a new course in the 3G track specifically to address building system integration and comprehensive design. Building Anatomies, offered on an experimental basis for the first time in Winter Semester 2009, was voted in as a new required course and given a new title and number A527 Building Systems. Based upon that first go round (latest syllabus yet to come), further revisions are being made. Though the current syllabus is still under construction, the faculty member is scaling back ambitions of design to foreground more thorough integration of systems. Assignments are more circumscribed by scale and less complex programs while still dealing with various sites and a range of environmental issues. The selected sites foreground the environmental condition by engaging extremes – wet, hot, humid, arid, snow, cold, used to leverage responsive strategies.

Causes of Concern:
Response to each cause for concern listed in the NAAB Response to 2008 Annual Report.

Assessment Process:
A set of rituals remain in place: an annual student show; semester end of year reviews by coordinators in consultation with the chair; course evaluations providing feedback to faculty as well as to chair, associate dean and the dean; weekly meetings between the chair and the ARC (architecture representative council); and topic overviews through the EPC committee (see below).

The annual juried student exhibit cuts a swath through out entire curriculum enables cross-referencing and sponsors a series of feedback sessions. Faculty meet around the work in teaching teams, the alumni board visits at that time and judges the work publically, faculty tour current classes through the exhibit as a set of examples (of what to do and not do as the case may be).

Particular courses for example offer a fine grain assessment. Conceptual logics that structure design solutions in studio are tested as they are developed in construction courses. Construction II (Arch 427) requires comprehensive development of an earlier studio project. Such simple structural arrangement provokes reflection and interaction among different teaching constituencies and illuminates issues with pacing (how quickly to jump into massing models at the urban scale, when to move inside for consideration of experience, etc).

Finally, and in partial response to the upcoming changes for visiting teams and procedures and conditions, our admissions process is becoming a multilayered task. In reviewing for not only the top overall student population, we will also be assessing student performance criteria from other accredited schools. We put our own program graduates through the same review process. And like schools such as University of Virginia, we have a no credit basis from which students proceed through a course waiver process in order not to repeat material.

Rather than extensively summarize, Dean Ponce de Leon’s report is attached for reference. What continues are a series of EPC (education program committee otherwise known as a curriculum committee) hosted focus sessions that will monitor and in some cases launch curricular examination and possible revision in the following areas: thesis, sustainable systems (formerly
known as ET – environmental technology), history surveys, and how drawing is highlighted or spread within current and new courses.

All studios have been reduced to a maximum of twelve students per instructor. Studios meet two days a week instead of three (same number of contact hours, 12) and both students and faculty seem to want to continue this schedule.

3.2.2 Breadth vs. Depth in the Curriculum
During the 2007-08 academic year both an internal and external review teams reviewed the college. The question of breadth v. depth was not mentioned as a concern. The external review team did mention a need to re-examine the program's pre-architecture offerings and several changes have been implemented. We have suggested a sequence, though not enforced it via a pre-requisite status. 201 (Basic Drawing – freehand) and 202 (Constructed Drawing) are recommended as a basis before taking 218. It avoids redundancy some of which there is necessarily and positively so in 201 and 202. Additionally we reviewed content of each of these courses together with Arch 211 (an intro to computing currently called CAD Fundamentals) to insure common exposure to orthographic and perspectival projection and their relationship to communication, idea formation, and seeing. Finally we are adding another semester of the Arch 212 (Understanding Architecture) so there are non-studio based pre-arch offerings (in addition to history) every semester. (In the past Arch 212 was only offered in the winter)

While one can see choice in this economy as a luxury, Michigan has consistently maintained a steady diet of varied and extensive offering of courses that satisfy a core set of requirements in the form of selectives. (selectives are courses in particular areas, history and theory, environmental technology, construction, structures, and design fundamentals).

3.2.4 Student Advising
All advisors met in two separate meetings (graduate and undergraduate) before orientation. All students are assigned an individual faculty advisor. They are asked to meet with students once a semester in a large group setting and once more one-on-one. Each semester the advisor must sign an academic program planning form that indicates both courses taken and proposed. Additionally, the chair, registrar and admissions councilors provide mentoring as the need arises. All faculty advisors maintain posted advising hours. Students are required to make an appointment with their advisor to discuss and obtain approval for their course selections, guide them through graduation requirements and advise on career possibilities.

To this end, we are also making better use of the resources of our university wide c-Tools site to develop advisee lists to both ease communication and make program planning forms readily available. (they essentially a map of each student’s progress through their semesters course by course, ensuring the timely completion of requirements, and of strategic selection of tailored electives that we call “selectives.”)
APPENDIX 13

Statistical Data Reporting Letter
August 31, 2010

National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

To whom it may concern:

In my role as program assistant at Taubman College of Architecture and Urban Planning I am responsible for coordinating the collection of the statistics for the annual statistical report. The information is taken from the University wide system known as Wolverine Access. This is the central collection of all data within the University, both self reported demographic data and collected data such as financial aid and enrollment.

Sincerely,

Laura J. Brown
Programs Assistant
APPENDIX 14

Student Performance Criteria
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