

University of Michigan  
Taubman College of Architecture and Urban Planning

## Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

2-Year M. Arch [pre-professional + 60 credit hours]

3-Year M. Arch [non pre-professional + 105 credit hours]

Year of the Previous Visit: 2011

### Current Term of Accreditation:

July 25, 2011

Dr. Mary Sue Coleman, President

Office of the President

University of Michigan

2074 Fleming Administration Building

505 Thompson Street

Ann Arbor MI 48109/1340

Dear Dr. Coleman:

At the July 2011 Meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the University of Michigan, Taubman College of Architecture & Urban Planning

As a result, the [professional architecture program:

#### **Master of Architecture**

was formally granted a six-year term of accreditation. The accreditation term is effective as of January 1, 2011. The program is scheduled for its next accreditation visit in 2017.

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2016

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## Table of Contents

<b><u>Section</u></b>	<b><u>Page</u></b>
<b>Section 1. Program Description</b>	<b>4</b>
I.1.1 History and Mission	4
I.1.2 Learning Culture	7
I.1.3 Social Equity	9
I.1.4 Defining Perspectives	12
I.1.5 Long Range Planning	15
I.1.6 Assessment	16
<b>Section 2. Progress since the Previous Visit</b>	<b>19</b>
<b>Section 3. Compliance with the Conditions for Accreditation</b>	<b>21</b>
I.2.1 Human Resources and Human Resource Development	21
I.2.2 Physical Resources	49
I.2.3 Financial Resources	58
I.2.4 Information Resources	60
I.2.5 Administrative Structure & Governance	63
II.1.1 Student Performance Criteria	69
II.2.1 Institutional Accreditation	70
II.2.2 Professional Degrees & Curriculum	71
II.3 Evaluation of Preparatory Education	76
II.4 Public Information	78
II.4.1 Statement on NAAB-Accredited Degrees	78
II.4.2 Access to NAAB Conditions and Procedures	78
II.4.3 Access to Career Development Information	78
II.4.4 Public Access to APRs and VTRs	78
II.4.5 ARE Pass Rates	78
II.4.6 Admissions and Advising	78
II.4.7 Student Financial Information	79
III.1.1 Annual Statistical Reports	79
III.1.2 Interim Progress Reports	79
<b>Section 4. Supplemental Material</b>	<b>80</b>

## Section 1. Program Description

### I.1.1 History and Mission

#### **The University of Michigan**

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 a 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, and Student Affairs, Vice Provosts for Medical Affairs and for the Arts, 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's instructional and research staff is approximately 8,000 persons, of which 3,328 are instructional. The staff count is 14,339. The student to faculty ratio across campus is 15:1. Total student enrollment on the Ann Arbor campus was 43,625 in 2015; 65% are undergraduates and the remainder are graduate and professional students; 62% of undergraduates are Michigan residents. Nearly 15,000 degrees are awarded annually. The University alumni body now exceeds 575,000 living persons.

The FY2015 operating revenues from the state appropriation, tuition, research grants and contracts, gifts and other sources reached \$3.59 billion for the Ann Arbor campus. The U-M Health System revenues added \$3.27 billion for a grand total of nearly \$6.86 billion. According to the latest national data, the U-M spends more on research -- \$1.35 billion in FY2014 -- than any other U.S. public university.

#### **University of Michigan Mission**

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

#### **University of Michigan History**

The University was founded in 1817 as the Catholepistemiad, or University of Michigania. In 1821, it was officially renamed the University of Michigan. Originally located in Detroit, the institution's home moved to Ann Arbor in 1837. One of the original buildings on the Ann Arbor campus still stands and is used today as the President's house.

The first Ann Arbor classes were taught in 1841, at which point the U-M had two professors and seven students. The first commencement was held in 1845 to recognize the graduation of 11 men. Women were first admitted in 1870. The University has grown to include 19 schools and colleges, covering the liberal arts and sciences as well as most professions. Student enrollment surpassed 1,000 by 1865, 10,000 in 1936, and 40,000 in 2006. The fall 2015 enrollment of undergraduate, graduate and professional students was 43,651. The U-M provides campus housing to 9,500 undergraduate students in 18 residence halls and apartment buildings.

*For a detailed history of the University of Michigan visit: <http://heritage.umich.edu/about/>*

### **Taubman College of Architecture and 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 644 total students (528 Architecture Program/116 Urban Planning Program) in 2015-2016 (152 Bachelor of Science in Architecture, 326 Master of Architecture, 15 Master of Science in Architecture, 9 Master of Urban Design, and 26 PhD), 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, one of the most rapidly changing American cities, as a working, raw, and demanding physical environment. 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.

### **Taubman College Mission**

*Taubman College aspires to be the leader in interdisciplinary education and research to create a more beautiful, inclusive, and better built environment for generations to come.*

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's 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.

*See the Dean's Statement at:*

<http://taubmancollege.umich.edu/about/deans-message>

### **Taubman College History**

Architecture classes were first taught at the University of Michigan in 1876. Had those course 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 wasn't 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; the latter discipline migrated 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. In 1999 the largest gift to an architectural program was made by A. Alfred Taubman, and the College was renamed to Taubman College of Architecture and Urban Planning. In 2010 Taubman College was named the number one graduate program in the country by Design Intelligence rankings. 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 (2008–2015). Robert Fishman is currently serving as Interim Dean.

*A timeline of historical events can be found at:* <https://taubmancollege.umich.edu/about/history>

### **The Architecture Program at Taubman College**

Three intertwined goals provide focus for the preparation of future leaders of the profession and discipline. 1. Expand the role of architects in contemporary society and increase relevance to world challenges such as energy and economy. 2. Link our legacy of design and technology in new ways to broaden the architect's role. 3. Examine progressive methods of architectural education by harnessing interdisciplinarity to reaffirm the discipline's strategic cultural and social roles. These goals underlie the research and creative practice undertaken by our faculty, students, and staff. Further, they foster connections to a global culture, all of which coalesces to structure our curriculum and realize our mission.

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.

*For an overview of the Architecture Program at Taubman College see:*  
<http://taubmancollege.umich.edu/architecture/overview>

### **Master of Architecture degree context**

#### **Master of Architecture: Dual degrees**

Master of Urban Planning

Master of Business Administration

Master of Engineering

We are working toward dual degrees with the Master of Science in Design Research and the Master of Urban Design

#### **Architecture Program: Bachelor of Science in Architecture**

The pre-professional Bachelor of Science in Architecture degree provides undergraduate students with an immersive experience of the discipline of architecture within the context of the University of Michigan's liberal arts curriculum. Students may enter the program as direct freshman admits or as cross-campus or external transfers at the junior level.

*For more information on the B.S. Arch. degree visit:*  
<http://taubmancollege.umich.edu/architecture/degrees/bachelor-science>

#### **Architecture Program: Master of Science in Architecture**

The MS in Architecture Design and Research capitalizes on the University of Michigan's unique position as a premier research university with over 95 top-five-ranked departments. The University's

scope and breadth across various architecture-related disciplines is integral to the course of study in all concentrations. Our program is particularly appropriate for graduates with a B.Arch. or M.Arch. professional degrees in architecture (or equivalent degrees in related fields). The MS provides an additional credential that enables its graduates to pursue research and entrepreneurial practices, careers in the academy, or expand architectural practice.

*The MS in Architecture Design and Research currently has the following offerings:*

Conservation  
Design and Health  
Digital Technologies  
Material Systems

*For more information on the M.S. degree concentrations visit:*

<http://taubmancollege.umich.edu/architecture/degrees/master-science-architecture>

#### **Architecture Program: Master of Urban Design**

The Master of Urban Design degree is built around the Architecture Program's strengths in urban design within a global and local context. Currently the degree is a full calendar year—Summer through Spring—focused on one city each year. Recent cities considered include: Detroit, Mexico City, Mumbai, and Rio de Janeiro.

*For more information on the Master of Urban Design degree visit:*

<http://taubmancollege.umich.edu/architecture/degrees/master-urban-design>

#### **Architecture Program: Doctoral Studies**

The University of Michigan's Ph.D. in Architecture was one of only four such programs in the United States when it was established in 1968. Doctoral research currently underway at Michigan testify to rapidly shifting disciplinary boundaries and increasingly global outlooks in the field overall but particularly in areas in which our faculty are strong, such as global modernism, media practices in architecture, space syntax, structural modeling, envelope design, and urban history. Michigan's remarkable research facilities allow our students to develop interdisciplinary research projects with partners across campus. The Horace H. Rackham Graduate School awards the Ph.D., generally after five or six years of study.

*Doctoral Studies currently has focused areas of study in three concentrations:*

Building Technology  
Design Studies  
History/Theory

*For more information on the PhD. degree visit:*

<http://taubmancollege.umich.edu/architecture/degrees/phd-architecture>

### **I.1.2 Learning Culture**

#### **Learning Environment**

Under the leadership of former Dean Monica Ponce de Leon, the College made a commitment to reducing the ratio of students to faculty in studio. We continue to enforce a maximum of twelve students per studio in both the Bachelor of Science and the Master of Architecture degrees. This reduced ratio has increased the contact time for each student with their studio instructor and has led to more developed and argued projects. The student-to-faculty ratio was reduced through a series of strategic tenure-line hires, largely at the assistant professor level.

With the addition of a new wing to the College, our commitment to engagement and dialogue between students and faculty will be reinforced. The new addition is organized around a central “commons,” which will provide space for college-wide events such as lectures, workshops, and receptions, additional space for reviews, and, when not in use for formal activities, a space for students to gather and interact. Two new lounges overlooking the commons will replace those currently in the architecture studios. Faculty offices will move out of the isolated faculty corridor on the third floor third to east and west sides of the architecture studio on the second floor and around a series of small colloquia rooms on the second floor of the new addition. The addition will also add much needed new studio space on its third floor. There is no intention to expand the Master of Architecture degree. Rather, the currently tight spaces of the existing studio will be reconfigured to allow for more collaborative space directly within each studio section. The new studio spaces will continue to be an open format plan, reinforcing our commitment to engagement and student/faculty interaction.

The Architecture Program maintains a robust series of extracurricular activities each year. The lecture series brings in local, national, and international academics and professionals throughout the course of the year. Among these are the following endowed lectures: Charles and Ray Eames, Raoul Wallenberg, John Dinkeloo Memorial, and Guido A. Binda lectures. Experiments with short-term workshops led by outside practitioners has been solidified through the acquisition of funding from the University’s “Third Century Teaching and Learning” grant under the title “Practice Sessions.” This large grant, obtained by Assistant Professors Ellie Abrons and Adam Fure, brings a practitioner to campus for four days to deliver a public lecture, run a weekend intensive workshop around a theme of their choice, and organize a public review of the results of the workshop with critics who are invited from other schools. Two public galleries, one within the Art and Architecture Building and another in downtown Ann Arbor at our Liberty Annex allow us to mount exhibitions of student and faculty work as well as bring in exhibitions from the outside. The space at Liberty Annex, in particular, allows us to share the work of the Architecture Program and others with the greater Ann Arbor community. We are fortunate that the Taubman Endowment provides assistance in funding student international travel for studios and courses throughout the academic year (Fall and Winter semesters) and for Travel Courses during the Spring half term. Both the individuals and exhibitions we bring to campus and travel domestically and beyond the United States to locations in Europe, Latin America, Asia, and Africa creates an extensive, global learning environment.

*For an archive of all past events including exhibitions see:*  
<http://taubmancollege.umich.edu/events/archives>

*For an archive of our past lecture series only see:*  
<http://taubmancollege.umich.edu/news-events/lecture-series/lecture-series-archive>

*For a list of upcoming events and exhibitions see:*  
<http://taubmancollege.umich.edu/events>

*For a list of currently scheduled lectures only see:*  
<http://taubmancollege.umich.edu/architecture/news-events/lecture-series>

The learning environment is assessed through a variety of mechanisms, some of which will be discussed at greater length in later sections. Faculty routinely discuss our learning environment at monthly faculty meetings. The Architecture Representative Committee, open to all students in the Architecture Program, meets weekly and is governed by an elected board. The ARC board meets bi-weekly with the Chair and is a conduit for information regarding student concerns. As necessary, they conduct town forums and surveys to garner direct feedback on topics of concern. Recent surveys have included: the openness and cost of the FABLab, printer and plotting problems, and the quality of coffee sold in the Media Center. This past year ARC invited the Chair and the Associate



Dean of Academic Affairs to an open town hall, beginning discussions that have provided important feedback regarding our facilities, learning environment, and staffing. ARC also identifies students to serve on search committees, including the current dean search committee. It also supports relationships with Habitat for Humanity and sponsors social events throughout the year

### **Taubman College Studio Culture**

Taubman College 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. Taubman College encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers. Personal and equipment security is everyone's responsibility. Respect the place and clean up after yourself.

Studio Culture Policies are maintained by the Architecture Representative Committee and are reevaluated as needed in consultation with faculty and the Architecture Program Chair. They are distributed to every student at the start of the school year; posted throughout the third floor studios, and available on line.

*Studio Culture Policies:*

<http://taubmancollege.umich.edu/architecture/students/studio-policies>

*For more information on the available health, wellness, and learning support visit:*

<http://taubmancollege.umich.edu/architecture/students/student-life>

*Taubman College prides itself in the visual communication of our studio work and learning environments. For a video featuring our studio spaces, reviews in progress, faculty, and students follow this link: <https://vimeo.com/113548116>*

### **I.1.3 Social Equity**

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 the recruitment of underrepresented students, faculty, and staff to programs of social engagement and outreach. It includes and builds upon the larger university's policies, initiatives, and programs as well as its research on the benefits of and methodologies for the development of an inclusive teaching environment.

### **University of Michigan Diversity and Inclusion Policies**

*Diversity and Nondiscrimination policies:* <http://provost.umich.edu/faculty/handbook/2/index.html>

*Statements on Diversity, Equity, and Inclusion:* <http://diversity.umich.edu/our-commitment/speeches-statements/>

### **University of Michigan Diversity Initiative**

Under the leadership of President Mark Schlissel, whose term began in Fall 2014, the University has commenced an extensive Diversity, Equity, and Inclusion initiative:

*To advance the ideals of academic excellence and its symbiotic relationship with diversity, equity and inclusion, President Schlissel has called upon the university's vast energies and intellectual and*

*planning resources to develop U-M's first five-year strategic plan on diversity, equity and inclusion. The President's Diversity, Equity & Inclusion Strategic Planning Initiative was officially launched in September 2015 after more than a year of pre-launch activities.*

*For more information on the details of the University Diversity Plan, visit:*  
<http://diversity.umich.edu/strategic-plan/>

*Resources for Faculty, Staff, and Students:* <http://diversity.umich.edu/resources-programs/>

*Research from UofM:* <http://diversity.umich.edu/research/>

### **Taubman College Policy on Diversity and Inclusion**

As part of our commitment to thoughtful research, critical engagement, and the highest standards of craft and methods, the College embraces the values of diversity and social justice; expansive rights to well-planned and well-designed spaces; and the right to equitable institutions, systems and policies that reinforce communal aspirations. We affirm the principles of diversity, equity, and inclusion as we organize resources and priorities that align with our values. We seek to have a diverse group of persons at all levels of the College - students, faculty, and staff- including those of different races and ethnicity, national origin, gender and gender expression, socioeconomic status, sexual orientation, religious commitment, age, and disability status. We strive to create a community of mutual respect and trust, a community in which all persons and their respective backgrounds, identities, and views are allowed to be made visible and communicated without the threat of bias, harassment, intimidation, or discrimination.

### **Strategic Plan – Diversity, Equity, & Inclusion**

Associate Dean of Academic Affairs and Outreach, Milton S. F. Curry, serves as the Implementation Lead for the College's Diversity, Equity and Inclusion Strategic Plan developed with a working committee of Taubman College students, faculty, and staff.

On June 13, 2016, Taubman College officially submitted its revised Strategic Diversity, Equity, & Inclusion Plan to the University of Michigan Provost's Office. The purpose of the Taubman College's Strategic Diversity and Equity Plan is to provide the College community (academic leadership, faculty, students, staff and alumni) and constituencies (public communities, strategic partners, funding agencies, etc.) with a set of specific strategies and actions that can be implemented and evaluated each year over a 5-7-year period. The Plan provides the following: 1) a critical assessment of current diversity, equity and inclusion (DEI) activities in the College over the past 5 years; 2) strategies and actions for creating appropriate infrastructure and oversight for executing the Plan, 3) strategies and actions for achieving and sustaining "critical mass" of student, staff and faculty diversity – particularly racial, ethnic and gender diversity; and 4) strategies and actions for achieving equity and diminishing bias, harassment and discrimination in the College environment. Pending feedback from the Provost's Office, the plan will be distributed to the Taubman College community in Fall of 2016. Following a period of community discussion and feedback, the plan is scheduled for implementation in Winter 2017.

### **Faculty Diversity Initiatives**

In partnership with the University program ADVANCE, Taubman College seeks to improve diversity through faculty recruitment and retention, the improvement of the climate college-wide, and the development of leadership skills. ADVANCE sponsors its own research on the development of diversity within the institution, conducts workshops, and provides resources and guides to good practices. This summer, in collaboration with the Chairs, College staff are developing a faculty recruitment guide, incorporating material from ADVANCE and from discipline-specific sources.

*For information on the ADVANCE program see:* <http://advance.umich.edu>

*The draft of the Taubman College Recruitment Guide can be found **here**.*

In addition, the Architecture Program has been fortunate to benefit from the Provost's Faculty Initiatives Program that has allowed us to bring in four faculty members who are underrepresented minorities: Milton Curry, Associate Professor and Associate Dean; U. Sean Vance, Assistant Professor; V. Mitch McEwen, Assistant Professor; and Steven Lewis, Associate Professor of Practice.

### **Student Recruitment Initiatives**

Recognizing that the diversity of the profession of architecture requires a diversification of the individuals who seek to pursue an architectural education Taubman College is engaged in outreach to students from underrepresented minorities, primarily through two programs directed at high school students: ArcPrep and ArcStart. ArcPrep introduces high school juniors from Detroit Public Schools (DPS) to architecture through an immersive, semester-long college preparatory course on architecture, urbanism, and integrated design studio practices. The program began in January 2015 and is directed by Associate Dean Milton Curry. It is a one semester college-level architecture course curriculum, taken for high school credit, and includes job-shadowing and other career-building activities. The program is located in the Michigan Research Studio in midtown Detroit. ArcStart is a three-week long residential program for high school students that offers the opportunity to explore the built environment firsthand through an introduction to architectural design. The College provides a limited number of partial and full tuition/expenses scholarships for students who might not otherwise be able to attend the ArcStart program.

Other initiatives include our annual participation in the National Organization of Minority Architects Expo and participation in the Northern California Forum for Diversity in Graduate Education Conference and Fair (Los Angeles) and M is 4 Spotlight (Detroit). Our admissions counselors also routinely visit high schools and colleges with large populations of underrepresented minorities, including high schools in Detroit and HBCUs.

### **Social Equity in the Studio**

The learning culture of the program at Taubman College is driven by a commitment to maintaining a policy of respect, engagement, and productivity throughout our courses and extracurricular activities. The studio forms the spatial core of our learning environment, occupying continuous space on the third floor of our building. This open layout encourages open interaction across the Bachelor of Science pre-professional degree and Master of Architecture professional degree, with access to all members of the Taubman College community. Pin-ups and reviews take place adjacent to the studio in a long review space that wraps the studios (CMYK, East, and West Galleries) and two open classrooms (East and West Review). This space is also available for impromptu seminars, presentations and workshops, lectures, student events, and faculty student communication. The studio floor is physically accessible to those with disabilities; it is served by an elevator and is on a single level.

The Architecture Program actively engages in supportive events and policies regarding social equity, such as the Michigan-Mellon Project on Egalitarianism and the Metropolis. It is also embedded in courses throughout our curriculum, from electives such as "Activist Architecture," taught by Craig Wilkins, to required courses such as "Sustainable Systems," which among other topics addresses issues around climate change. Amid the large variety of disciplinary approaches taken up by our "Propositions" and "Thesis" studios are many that address the inequities present in nearby Detroit, for example, or topics surrounding access to water, global development, disabilities, and health. The required "Systems Studio" takes up the topic of housing and beginning this year will be working directly with Detroit on sites being considered for multi-family, affordable development.

Within the Bachelor of Science studios is the required “Wallenberg Studio,” dealing with themes of social and political importance in the spirit of Raoul Wallenberg, a 1935 graduate. Though the studio itself is at the undergraduate level, the Wallenberg Lecture Series, sponsored by the studio, is available to all of our students, and consists of many events over the winter semester, culminating in a symposium.

*See the description of the Wallenberg Studio and recent winners of the Wallenberg Prize:*  
<http://taubmancollege.umich.edu/travel-abroad/wallenberg-studio-travel>

#### **I.1.4 Defining Perspectives**

##### **A. Collaboration and Leadership**

The Architecture Program at Taubman College recognizes that it is educating students who will enter a profession during a period of great transformation in which architects are being called upon to address issues including but not limited to: the conditions of our cities, whether they are shrinking industrial cities or developing megaregions; the impact of buildings on climate change; and the role architecture plays in the creation of equitable and meaningful public and private spaces. The University of Michigan’s slogan “Leaders and Best” summarizes the program’s approach to pedagogy and the context within which the curriculum is taught. Recognizing contemporary architecture’s global environment and educating students from our region—Ann Arbor and Detroit—and the world—China, Europe, Latin America, etc.—the program recognizes that while architecture is a global profession, it is experienced at a very local scale. And with the boundaries between professions increasingly porous, our students must be able to work in interdisciplinary environments.

Course offerings in the Architecture Program address these issues through broad exposure to environmental concerns, diverse social and cultural settings for architecture, the cross-listing of courses with other disciplines, and opportunities to work directly with communities. Within studios and other courses students are encouraged—and in some instances required—to work in teams, shifting student priorities from personal to team success. Faculty too are incentivized to work in interdisciplinary teams.

Students often participate with faculty on their research and creative practice and through a variety of funding sources are similarly encouraged to take advantage of the University’s extensive research capacities. Internal student competitions often model those of faculty at the University, requiring the organization of interdisciplinary teams (see, for instance the Research Through Making, Research on the City, and the Architecture Student Research grants discussed below.)

Taubman College provides multiple opportunities for students to engage in contemporary debates around architectural practice through an extensive lecture series, workshops, and visiting “experts in studio.” Recently, many events have been centered on Detroit, exploring both its rich cultural history and complex contemporary issues. Recognizing the diverse cultures within which architecture is practiced, many studios travel to locations around the U.S. and the world; students are also encouraged to take part in our Spring Half-Term travel courses.

*Recent locations visited by architecture studios can be found **here**.*  
*Recent Spring Travel courses can be found **here**.*

##### **B. Design**

The Architecture Program at Taubman College boasts a large, diverse, and productive faculty whose areas of expertise are organized around three core strengths: representation and fabrication, urban and social concerns, and theory and criticism. With recent revisions to the curriculum, students proceed through a shared, core curriculum intermixed with opportunities to conduct specialized work

with faculty of their own choosing. The core curriculum is organized around four themes: form, situations, institutions, and systems. Students entering the three-year track begin their work during a summer introductory skills-based studio taught alongside a lecture-based course in design fundamentals. They then proceed to studios that introduce principles of space, form, and program (Form and Situations). Two-year track students and rising three-year track students take two studios—Institutions and Systems—designed to introduce students to more complex formal and programmatic issues that require attention to site and the incorporation of building systems. What distinguishes the architecture curriculum at Taubman College are the Propositions and Thesis studios, which allow students to engage the expertise of the faculty through advanced research and speculative design. In Propositions students work through a proposition or prompt of an individual faculty. In Thesis Prep and Thesis students conduct independent research under the guidance of a faculty member. Faculty often conduct joint studios and/or encourage their students to work in teams. Particularly in Propositions studio, links between studio and elective seminars are encouraged, to further interdisciplinary research. All faculty in the Architecture Program engage the studio environment, either through studio instruction, aligned courses or seminars, or studio reviews.

Each year the Architecture Program is joined by three early-career design fellows, whose teaching, research, and final exhibition contribute to a culture of robust dialogue around contemporary design. More seasoned designers are brought in as visiting professors. The Program is fortunate to be able to bring in a diverse group of critics for final reviews each term.

*For information on the Fellowships and a list of current and past fellows see:*  
<http://taubmancollege.umich.edu/faculty/fellowships>

*Recent final review critics can be seen **here**.*

### **C. Professional Opportunity**

The Architecture Program values the importance of preparing students for architectural practice, internship, and licensure. Employers of Taubman College graduates include public, private, and nonprofit organizations in the U.S. and abroad. The College prides itself on the consistency of employment rate among our graduates, and continues to evaluate strategies for improving career services options in order to better prepare and place students in full-time positions after graduation.

The Architecture Program maintains strong relationship with the American Institute of Architects, both locally and nationally. The Architecture Program Chair, Sharon Haar, AIA, serves as liaison to AIA Huron Valley, and both the Chair and the Dean of the College attend the National AIA Convention in the Spring. Architecture faculty regularly win AIA Michigan Awards. The practicing community is well represented on the alumni board. The Program has active chapters of the American Institutes of Architecture Students (AIAS), National Organization of Minority Architects (NOMAS), and Alpha Rho Chi (APX). Since the last accreditation review in 2011, the Professor of Practice track has grown to ten faculty members through new hires and relocation of Lecturer (LEO) faculty to this track in recognition of their growing, active practices, particularly in Detroit. These are typically 50% - 100% appointments, negotiated on a yearly basis with the Chair. The most recent hire, Steven Lewis (37.5%), is the newly appointed Urban Design Director for the Central District at City of Detroit Planning and Development Department.

Section I.2.1 details the activities of our career services team and the “design your career,” spring break externship,” “career fair,” and one-on-one counseling that they provide. The career services office also tracks the trajectory of recent graduates, conducts a one-year post graduation survey, and maintains connections with alumni for the purposes of building employment opportunities for students and recent graduates.

#### **D. Stewardship of the Environment**

The Architecture Program has a large resource of faculty who are experts in environmental design and sustainability. Recent changes to the curriculum, described in greater detail in section I.1.6 below, include the replacement of an outmoded Site Planning course with a new course in Sustainable Systems, required of all M.Arch. students. The course moves from theories to exemplary practices. Elective offerings are deep in coursework focusing on the environment. Recent courses include: Liquid Planning, Air and Architecture, "Building Systems and Energy Conservation, Building Ecology, Material Selection for Sustainable Design, Environmental Design Simulation, Zero Net Emissions Building, Food and the City, and Sustainable Urbanism and Architecture. This last course is taught by Professor Doug Kelbaugh, FAIA, who was honored in 2015 with the Topaz Medallion, the highest award in architectural education for decades of shaping generations' thinking about the environmental aspects of architecture. Kelbaugh also teaches the large general education course Architecture, Sustainability and the City, for which he utilizes half a dozen M.Arch. students as Graduate Student Instructors. The faculty's interest in geography, landscape, water systems, and territory impact individual Propositions studios and many Thesis studios, which parallel the faculty's own research and creative practice.

Architecture faculty collaborate with faculty colleagues in the Urban Planning Program, and beyond Taubman College with faculty in the Landscape Architecture Program (housed in the School of Natural Resources and Environment). Several faculty members engage research through the Graham Sustainability Institute, which sponsors interdisciplinary work. Through the Graham Institute, M.Arch. students have the opportunity to apply to be Dow Sustainability Fellows; the 2015 cohort of fellows included five M.Arch. students.

#### **E. Community and Social Responsibility**

As a public university, the University of Michigan takes seriously its responsibility to contribute to the well-being of the citizens of the State of Michigan; further, it sponsors research, practice, and education that encourages social engagement at a global scale. For example, in 2015 a graduating B.S. Arch. student won the University's Wallenberg Fellowship, which funded him to work in refugee communities in Africa. This past summer a small group of students working with the Boggs School in Detroit won a Dow Award for Sustainability Seed Grant to expand the scope of their projects. These students find their way to these independent projects through faculty research and courses that encourage community building and social responsibility.

There are seven faculty members with active practices in Detroit and others who routinely work with community organizations there. Assistant Professor V. Mitch McEwen's "Opera House," Associate Professor Steven Mankouche's "Afterhouse," Assistant Professor Catie Newell's "Salvaged Landscape," and Assistant Professor Anya Sirota's "O.N.E. Mile" are a few examples of recent grant-garnering and award-winning projects that engaged students in their production and have direct ties to graduate studios and seminars. Globally, Mary-Ann Ray's and Robert Adam's studios in China and Korea have focused on the issues of migrant workers and people with disabilities. A studio led by visiting professor Ana Maria Duran, looked at favelas in Ecuador. Assistant Professor Sean Vance offers electives in Universal Design and Associate Professor Robert Adams directs the University's Disabilities Studies Program and teaches interdisciplinary courses in this area. Courses taught by Associate Professors Jen Maigret and Maria Arquero de Alarcon work with communities within the Great Lakes Region around issues of water and urban development.

Prior to AY2015-16 the graduate Networks studio was focused on urban design and buildings in the Detroit context. As this studio was replaced by a studio more focused on institutional buildings—Institutions—Detroit-focused studio work has been moved to the Systems studio, which will look at multifamily housing on numerous sites throughout Detroit. This is planned as a long-term relationship with the City of Detroit's Planning Department in consultation with Maurice Cox, its director. Numerous Propositions studios still focus on urban design issues in Detroit and other cities.

### I.1.5 Long Range Planning

Long range planning is intimately connected to our institutional mission and goals discussed in section I.1.1 and with our responses to the defining 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 identification of needs for faculty hiring, our outreach programs, and our commitment to interdisciplinary practice, research, and pedagogy.

#### **Taubman College Long Range Planning**

Taubman College's long-range planning efforts are based on a four-stage strategic assessment process defined by the Provost of the University of Michigan. The stages, described in greater detail below, include: 1) Establishing an information base and shared context for decision making. 2) College assessment and planning 3) Coordination of external perspectives from within the University and outside of the University and 4) Discussions with central academic leadership and agreement on priorities and directions. The Provost's office periodically evaluates our success in meeting these goals. The more recent assessment was conducted in 2008, and we expect the next one to be held soon after the appointment of a new dean in 2017.

#### *Establishing an information base and shared context for decision making.*

University trend reports and internal data relevant to human, financial and physical resources is collected and shared with unit leadership. When possible, data from peer institutions is used to supplement the review and analysis.

#### *College assessment and planning*

The faculty and staff of the College, led by the Dean, conduct an internal assessment. In addition to evaluating success in meeting past goals and establishing future goals, the process includes an identification of obstacles in achieving established goals, strategies to overcome or mitigate the obstacles, and capacity to improve each dimension of performance valued by the College. Included in the assessment and planning phase are considerations of the contributions the College makes to the University and leverage of University resources. The outcome of this phase includes the preparation of a draft document to be shared with internal and external review committees as part of a provost-level strategic assessment of the College.

*More information on the University of Michigan Strategic Planning Process can be found at:*  
[https://www.provost.umich.edu/programs/strategic\\_assessment/](https://www.provost.umich.edu/programs/strategic_assessment/)

#### *Coordination of external perspectives from within the University and outside of the University*

The self-assessment document becomes part of the strategic assessment conducted by the Provost. The University strategic assessment provide an opportunity to receive assistance from two review committees; one internal to the University, and one comprised of external academic leaders in the College. The review process helps the College determine its comparative advantage and whether programs are cohesive, coherent, effective, and true to the mission.

#### *Discussions with central academic leadership and agreement on priorities and directions*

After meeting with the University's academic leadership to discuss the outcome of the assessments, the Dean in collaboration with the academic leaders at the College formulate the strategic plan, taking into consideration the feedback, the environment, disciplinary directions, and resources.

Additionally, the Dean produces a yearly State of the College overview that is shared with faculty, staff, and the alumni board of governors. This report is also submitted to the University Board of

Regents. This evaluation of the Architecture Program and Taubman College as a whole provides a yearly check on stated long-term goals.

#### **Architecture Program Long Range Planning**

Strategic planning activities specifically for the Architecture program are led by the Chair in collaboration with faculty and with staff support. The process leverages the annual collection and analysis of data relevant to students, faculty, facilities, research and pedagogy within the Program, the College, the University and at peer institutions. The data analysis identifies trends, program strengths, challenges, opportunities and changes evident in the academic and research environment. After the data collection and preliminary analysis phase is completed, collaborative discussions between the Program Chair and faculty form the basis of recommendations for the establishment of long, medium and short range goals. These draft goals are discussed with the Dean and executive committee of the College, and then formalized. Measuring goal attainment can take both qualitative and quantitative form. For example, quantitative measures may be used in terms of demographic goals and qualitative measures for faculty development activities. Outcomes are reported annually to the Dean, who shares the results in the annual report to the Provost.

Taubman College and Architecture Program committees are essential to governance and on-going planning.

*A list of 2015-2016 committees and participating members can be **here**.*

### **I.1.6 Assessment**

#### **A. Program Self-Assessment**

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, (for example searches or the hosting of large-scale events such as the ACADIA conference), and with longer term implications, such as the University's diversity initiative, accreditation, ongoing curricular assessment, or consideration of new degrees. The architecture faculty meet monthly during the academic year, in addition to full faculty meetings called by the Dean, with topics ranging from reports from the associate deans and directors to discussions surrounding studio culture and curricular initiatives.

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 governors – the alumni board – who convene twice a year. (These dedicated volunteers, visit on their own dime, spend a full day hearing program reports, reviewing and judging student work, interviewing and meeting with students). 2) Internally with student groups who meet weekly with the Architecture Program Chair to report concerns with class offerings and suggest specific curricular ideas.

The University's commitment to research, diversity, and interdisciplinarity inform our yearly assessment of faculty. 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. All FARs of tenure-line and professors of practice are reviewed by the College Executive Committee with the Dean, Associate Deans, and Program Chairs to assess yearly merit salary awards. FARs for lecturers (LEOs) are reviewed by the Architecture Program Chair.

Taubman College career services conducts a yearly survey of all students one-year post graduation to assess the quality of the functions of their office, where graduates are finding jobs or further



education, and graduates' own assessment of the quality of their education. Over 50% of the graduating class of 2015 completed the destination survey in the summer of 2016.

*Answers to the critical questions surrounding employment and the quality of their preparation for employment can be found **here**.*

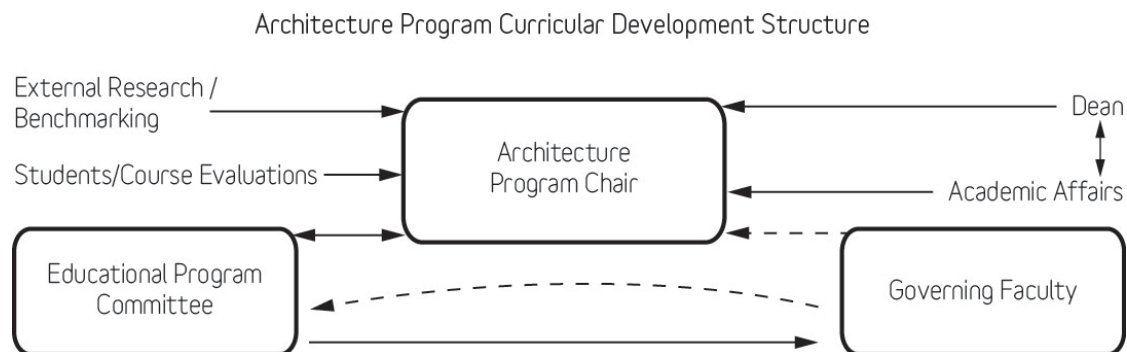
#### *External Measures for Program Assessment*

In addition to internal evaluations and measures of consistency within the program, we look to external sources for their outlook on the program as an additional method of self-evaluation. While by no means a guiding force in the design of our Master of Architecture degree, we do look at the annual Design Intelligence rankings to assess our program against our peers. In 2016 our Master of Architecture Program ranked #7 nationally. The Taubman College M.Arch. degree has been ranked in the top ten schools 6 times since 2004, and in the top 20 list 9 times since 2004.

### **B. Curricular Assessment and Development**

Curricular Assessment and Development is one product of the Long Range Planning and Self Assessment procedures described above. As described in the curricular development diagram below, the decisive parties involved in approving curricular changes are: the Architecture Program Chair, the Educational Policy Committee (EPC), and the Governing Faculty of the Architecture Program. The EPC is responsible for the overall content, design, and sequencing of the Bachelor of Science and Master of Architecture curricula, as well as the development of the program's pedagogical perspective. They evaluate the M.Arch. degree against benchmarked institutions, identify gaps in the current curriculum, review proposals for new or changed required courses, and make proposals for curricular changes to the governing faculty of the program, who provide the final vote on the implementation of changes to the curriculum.

A set of methods for assessing curricular achievement and development are in place, among them: an annual exhibition of student design work; course evaluations providing feedback to faculty as well as to the Chair; and bi-weekly meetings between the student group ARC (Architecture Representative Council) and the Chair.



While incremental changes are made to the M.Arch. curriculum as needed, the most significant changes to the curriculum took place in academic year 2014-2015. The EPC conducted a review of the relationship of the Bachelor of Science and Master of Architecture degrees relative to six criteria deemed necessary to address concerns around a number of long-range goals of both. These were:

- Create a Common “Michigan Experience”
- Increase Interdisciplinary Teaching
- Align Undergraduate and Graduate Technology Sequences
- Rationalize History/Theory Sequences
- Increase Access to Digital Fabrication and Rationalize Digital Technology Electives
- Create Curricular Openings for Study Abroad

A major concern in the M.Arch. program was that due to the size and complexity of the program, students who graduated from the program—despite meeting all requirements – did not necessarily share a core experience, one that they could identify as unique to Taubman College and that was linked to the expertise of our faculty. A set of interlocking revisions were made to address these concerns.

The new Sustainable Systems course, previously only required of three-year track students is now required of all M.Arch. students. This solidifies our commitment to the stewardship of the environment and reflects the strength of our faculty in key areas of sustainable design and urban development. This course is understood to be a cross between a technology and a theory course.

Two previously required technology courses—Construction II and Sustainable Systems II—were removed from the undergraduate curriculum. These two courses were integrated into the content of a new graduate course titled Integrative Systems. All students are now required to take the Integrative Systems course at the same time that they take the “Systems” studio, which focuses on urban development and housing. Integrative Systems is taught by a consortium of structures, environmental systems, and construction faculty, with content, lectures, and assignments designed to support the studio.

In recognition of the strength of our fabrication facilities, and the increasing demand for “Introduction to Digital Technologies” electives, as well as to foster the use of the facilities for studio work, we have developed a new required course, “Fabrication” which parallels our long-standing required course, “Representation.” The course focuses on the use of the FABLab, and is taught by a combination of faculty and FABLab technicians.

A required studio “Networks,” which was focused on urban design was replaced by a new studio Institutions. Both the Institutions and Systems studios are taught under the umbrella of studio-wide syllabi, creating a common experience within our required studios. (Form and Situations, the required studios in the three-year track have always been taught in a coordinated fashion.)

Finally, changes were made to the sequencing of studios to allow for greater opportunities for students to travel, either as exchange students to other schools, or during the course of a Taubman College based studio, without interfering with other, required coursework. This goes hand-in-hand with the Chair’s work in increasing and stabilizing our relationships with schools internationally.

## Section 2. Progress since the Previous Visit

### Program Response to Conditions Not Met (2011)

**A.4. Technical Documentation:** Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

#### **[X] Not Met**

**2011 Visiting Team Assessment:** This criterion is not met. Work produced in design studios, representation course and construction courses show the ability to make technically clear drawings and to prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for building design. There was however no evidence of an outline specification.

*Program Activities in Response [Year of previous visit [2011] – Year of APR [2016]]:*

As indicated in our 2013 Annual Report, Part II Narrative coverage of outline specifications (in both lecture and exercise form) were added to the course Arch527 Building Systems, a course required for all three-year students. In changes to the Master of Architecture Curriculum that were put into place in AY2015-16, Arch527 has been made a required course for all Master of Architecture students and has expanded in course content. The teaching of outline specifications remains part of the content of the new course, titled “Integrative Systems.”

### Program Response to Causes of Concern (2011)

#### Physical Resources to Size of Program:

**2011 Visiting Team Assessment:** The student population has increased over the last several years. Although the school appears to have adequate resources to handle the current enrollment, further growth could be a problem. Physical resources are at their limits and an increase in the number of graduate students would be difficult to accommodate in existing studios and classrooms.

*Program Activities in Response [Year of previous visit [2011] – Year of APR [2016]]:*

Expansion of the facilities of Taubman College are proceeding as planned, with the opening of the new addition and the completion of needed upgrades and renovations scheduled for Fall 2017.

#### Consistency in Instruction:

**2011 Visiting Team Assessment:** Due to the overall size of the program and the relatively low faculty student ratio, there are as many as nine professors teaching the different sections of each studio. Though differences in perspective and approach can be productive, there is a concern that all groups may not address the required student performance criteria to the same level.

*Program Activities in Response [Year of previous visit [2011] – Year of APR [2016]]:*

As indicated in our 2013 Annual Report, Part II Narrative and discussed in greater length above, great emphasis has been placed on the coordination of required studios such as Arch 552 Institutions and Arch 672 Systems. These studios are coordinated by one faculty member who works with the studio faculty to set a specific syllabus that addresses individual variation among studio instructors while consistently addressing the specific

academic goals of the studio. All studios share lectures, program requirements, and final deliverables.

**Comprehensive Design Studio as part of Study Abroad:**

**2011 Visiting Team Assessment:** The team did not see work produced by the Comprehensive Studio being taught in Italy. There is concern that the broader cultural goals of international study may not be compatible with the professional focus and technical integration central to the comprehensive studio.

*Program Activities in Response [Year of previous visit [2011] – Year of APR [2016]]:*  
The Architecture Program no longer offers the study abroad program that caused the comprehensive studio to be taught outside the school. Currently the travel courses are offered over the spring semester (May-July) and carry no SPC requirements.

### Section 3. Compliance with the Conditions for Accreditation

#### I.2.1 Human Resources and Human Resource Development

##### **Faculty Resumes**

*For the resumes of instructional faculty, please click [here](#).*

##### **Faculty Matrix**

*For semester-by-semester matrices of faculty teaching assignments, please click [here](#).*

##### **Faculty Development**

Faculty at Taubman College are encouraged to stay current in their areas of expertise through multiple mechanisms. Primary among them is time to progress in research and creative practice through a variety of leaves.

**Nurturance Leaves:** Tenure-line assistant professors are provided one semester of paid leave upon a successful interim review to develop work and respond to any deficiencies noted in their trajectory toward tenure.

**Sabbatical Leave:** All faculty are eligible for one semester of full pay or two semesters at half pay every six years. Sabbatical leaves must be approved by the Executive Committee.

**Course Buy-outs:** see Faculty Resources below.

**External Fellowships:** Faculty are encouraged to pursue external fellowships.

**Internal Fellowships:** Faculty are encouraged to apply for internal fellowships such as those provided by the University of Michigan Institute for the Humanities.

A new mentoring plan was approved by the Architecture Program faculty in Fall 2015. Its goals include, but are not limited to:

Clear articulation of the processes and expectations of the tenure/promotion process;

- Assistance in the location of grants, fellowships, awards, and other programs appropriate to the mentee's research, scholarship, or creative practice;
- Assistance in the identification of appropriate venues for dissemination of work;
- The delivery of constructive, but non-coercive feedback

Formal elements of the plan include:

- Fall term - each mentee will meet with the Chair and Associate Dean of Research.
- Winter term - each mentee will meet with the Architecture Program Chair.
- Once per term (minimum) - mentees will meet with their mentors, either in separate meetings, or together.
- Each fall the Architecture Program Chair will convene a meeting of all senior faculty formally involved in mentoring junior faculty to share knowledge of best practices and look for opportunities for collaboration.
- Once or twice per year, the Architecture Program Chair will invite speakers to discuss forms of and venues for the dissemination of both research and creative practice.
- On a reasonable schedule the Chair will convene the junior faculty to discuss research and creative practice in process to receive feedback, share ideas, and look for collaborative opportunities.

In conjunction with the mentoring plan, the Interim Dean, Robert Fishman together with the Chairs of both the Architecture and Planning Programs held an open discussion on the tenure and promotion process in Spring 2016. The intention is to repeat this event in subsequent years. The College office has produced a "Suggested CV Template" for all members of faculty with examples in both APA and MLA style.

*Copies of the mentoring plan, CV template, and other materials utilized for mentoring related to promotion and tenure can be found **here**.*

*The Taubman College Leave Policy can be found **here**.*

Taubman College supports faculty development through funded and non-funded conference attendance and participation. Additionally, the College hosts conferences and symposia involving local and global participants.

The Architecture Program will host the 2016 ACADIA conference and workshops this fall.

Through funding provided by the Mellon Foundation, the Michigan-Mellon Project on Egalitarianism and the Metropolis hosts monthly colloquia and an annual conference.

Taubman College was selected as the sponsor for the 2016 US Pavilion at the Venice Biennale. The doctoral students in architecture and planning co-host a biennial conference for graduate students.

The Architecture Program hosted the Rob|Arch Conference and Workshops in Spring 2014.

The Architecture Program initiated the conference Public: Present Predicaments in Architecture and Urban Planning in September 2012

The Architecture Program initiated the conference Power: Present Predicaments in Architecture and Urban Planning in October 2011

### **Faculty Resources**

At Taubman College research is broadly defined to include the practice of design, historical inquiry, cultural exploration, and technological innovation, among others. Geoffrey Thün, Associate Dean for Research and Creative Practice, oversees the College's resources for research and works directly with faculty to identify external funding and to prepare competitive proposals. He is the direct liaison to the University of Michigan Office of Research and works with Associate Deans of Research across the University to identify opportunities for interdisciplinary collaboration. He also identifies and negotiates relationships with industry partners. Current industry partners include Guardian Glass and the Precast Concrete Institute. Thün is assisted by a research administration associate, Marina Lukyanchuk, and by the College's business and finance manager, Sandra Patton.

### **Taubman College offers the following funding for faculty:**

*College Seed Fund:* Limited funding to support research and professional development for tenured and tenure-track faculty and professors of practice.

*College Dissemination Fund:* Support for conference participation, exhibitions, and book subvention for all faculty.

*Research Through Making Grant Program:* Annual program incentivizing interdisciplinary research focused on making, available for all faculty. (1 year, funding up to \$20,000)

*Research on the City Grant Program:* Annual program to incentivize interdisciplinary research on urban topics focused on particular cities, available for all faculty. (1 year, funding up to \$20,000)

*Innovation in Glass Design Research Program:* Annual program supported by Guardian Industries for exploration and innovation in the built environment.

*Course Buy Out/Reductions:* Faculty may use sponsored research funds to buy out one course by charging a percentage of their yearly salary to research. If no funding is available, salary deduction is also an option.

*Sponsored Project Incentives:* External funding given to faculty for research projects that are either funded by the government or the University of Michigan outside of Taubman College.

*Matching Funds/ Cost Sharing:* Often sponsors require fund matching; when available, faculty may use discretionary funds as approved by the Dean and Regents.

*College Research Incentive Funds:* The College has funds for incentivizing yearly scholarly research and activities. These funds are transferred to faculty discretionary budgets as approved annually by the Dean and Executive Committee in accordance with College policies on research funding.

*Other Incentives:* Faculty members with research grants receive priority for project space, equipment, and research assistant assignments.

Indirect Cost Recovery (ICR) is used to support recovery of research spending, infrastructure costs, seed funds, and salaries for research administration. Faculty are required to ask for a minimum of 21.5% ICR, although other amounts may be negotiated on a case-by-case basis depending on the funding source.

Over the past 5 years we have reported a continual increase in faculty research initiatives, grant submissions, and scholarly collaborations. This continued growth allows a better opportunity at annual review for the College to gain more University funding for our discretionary funds and we hope to see a continued increase in faculty research in the next 5 years in accordance with past measures.

### **University of Michigan Office of Research (UMOR)**

The Office of Research advances the excellence of research, scholarship, and creative activity across all three campuses by fostering new research and providing central services in research policy; compliance, contract development and negotiation; federal relations; technology transfer; business engagement; and communications.

UMOR is overseen by the Office of the Vice President of Research. Funding Opportunities offered by UMOR include programs for: Artistic Productions and Performances, Bridging Support, Equipment, Publication Subvention, Research Maintenance, Small Grants for Major Conferences, and Small Scale and Preliminary Projects. Among other offices, it hosts the Business Engagement Center. Through its Third Century Initiative it supports interdisciplinary research between two or more campus units; these grants are known as “M-Cubes”. Architecture Program faculty have participated in several of M-Cubes including: Understanding the Role of the Built Environment for Mobility using Mobile Technology (Robert Adams with faculty in Medicine and the Institute for Social Research), Virtual reality as a surrogate sensory environment for evaluation of human luminous environment (Associate Professor Mojtaba Navvab with faculty in Natural Sciences and Engineering), Archaeological applications of photo-based 3-D modeling at Notion in Turkey and Gabii in Italy (Associate Professor Kathy Velikov with faculty in Archaeology), Double Export (Associate Professor

Robert Adams with faculty in Art & Design and Information Science, Freeform shapes enabled by electro-induced plasticity of the lightweight metals (Assistant Professor Wes McGee with faculty in engineering), and Architectural Revolutions from the Roman Empire to the Digital Age (Associate Professor Steven Mankouche with faculty in Archaeology).

*For information on the University of Michigan Office of Research see:*  
<http://research.umich.edu/research-um/office-research>

### **Faculty Research**

Taubman College's Research Through Making (RTM) Program provides seed funding for faculty research and creative practice, worked on by faculty, students and interdisciplinary experts. The yearly exhibition of this work presents tangible results of their collaboration. Projects "seeded" by RTM have gone on to garner awards such as the Architectural League Prize and/or been further developed through University of Michigan or external funding sources.

Taubman College's Research on the City (RotC) Program provides seed funding to incentivize interdisciplinary research in urban design and planning.



**Internally Funded: Research Through Making and Research on the City**

<b>Faculty Name</b>	<b>Project Description</b>	<b>Year</b>
Robert Adams	Research Through Making Grant. "Spontaneous Mutations, Genetic Deletions, Adaptive Environments, and Assistive Technology in the Compression of Developmental Time" Research and Exhibition.	2010
Josh Bard, Steven Mankouche, Tsz Yan Ng	Research Through Making Grant. "Digital Steam Bending" Research and Exhibition.	2010
Karl Daubmann	Research Through Making Grant. "In Search of the (w)hole: Shadow Pavilion" Research and Exhibition.	2010
Nataly Gattegno and Jason Johnson	Research Through Making Grant. "The Aurora Project" Research and Exhibition.	2010
Perry Kulper	Research Through Making Grant. "Spatial Blooms + Here be Dragons" Research and Exhibition.	2010
Keith Mitnick and Mireille Roddier	Research Through Making Grant. "Ana-Log Cabin" Research and Exhibition.	2010
Maria Arquero and Jen Maigret	Research Through Making Grant. "WATERSHED (or) Wrapping Sheds with Water" Research and Exhibition.	2011
Craig Borum	Research Through Making Grant. "Storm Glass" Research and Exhibition.	2011
Maciej Kaczynski, Wes McGee, and Dave Pigram	Research Through Making Grant. "Re: VAULT" Research and Exhibition.	2011
Vivian Lee	Research Through Making Grant. "Hair, Spikes, Cattail, and Turkeyfoot" Research and Exhibition.	2011

**Internally Funded: Research Through Making and Research on the City**

Faculty Name	Project Description	Year
Geoff Thun and Kathy Velikov	Research Through Making Grant. "The Stratus Project" Research and Exhibition.	2011
Catie Newell and Wes McGee	Research Through Making Grant. "Glass Cast" Research and Exhibition.	2012
Mary-Ann Ray and Robert Mangurian	Research Through Making Grant. "Ruralopolitan Maneuvers / HOUSE 50" Research and Exhibition.	2012
Neal Robinson	Research Through Making Grant. "Dirty Work" Research and Exhibition.	2012
Steven Mankouche, Josh Bard, Matthew Schulte	Research Through Making Grant. "Mophaux...recovering plaster as architectural substrate" Research and Exhibition.	2012
Geoff Thun, Kathy Velikov, Wes McGee	Research Through Making Grant. "Resonant Chamber" Research and Exhibition.	2012
Jennifer Maigret, Maria Arquero de Alarcon, R. Charles Dershimer (UM School of Education)	Research on The City Grant. "A Dozen Playgrounds" Research and Exhibition.	2012
Steven Mankouche, Andrew Herscher, Andrew Thompson (UM Art)	Research on The City Grant. "Atlas of Love and Hate: Detroit Geographies" Research and Exhibition.	2012
El Hadi Jazairy, Rania Ghosn, Sangyun Lee (UM Natural Resources and Environment)	Research on The City Grant. "Geographies of Trash" Research and Exhibition.	2012
Mireille Roddier, Anya Sirota, Jean Louis Farges, Lada Adamic (UM School of Information)	Research on The City Grant. "Imaging Detroit" Research and Exhibition.	2012
Heidi Beebe, Julia McMorrough, Seth Ellis (UM Art), John Marshall (UM Art)	Research on The City Grant. "Re: Tool-Kit for Detroit" Research and Exhibition.	2012
Jean-Louis Farges and Anya Sirota	Research Through Making Grant. "Electroform(alism): Masters, substrates and the rules of	2013

**Internally Funded: Research Through Making and Research on the City**

Faculty Name	Project Description	Year
	attraction” Research and Exhibition.	
McLain Clutter and Kyle Reynolds	Research Through Making Grant. “Empty Pavilion” Research and Exhibition.	2013
Meredith Miller	Research Through Making Grant. “(DE)COMPOSING TERRITORY: Enclosure as a negotiation between bioplastics +environment” Research and Exhibition.	2013
Maciej Kaczynski	Research Through Making Grant. “Crease, fold, pour: Advancing Flexible Formwork with Digital Fabrication and Origami Folding” Research and Exhibition.	2013
John McMorrough and Julia McMorrough	Research Through Making Grant. “Platform for Architecture & Makin’ It, A Situation Comedy” Research and Exhibition.	2013
Maria Arquero de Alarcon, Jennifer Maigret, Lorelle Meadows (UM Engineering), Richard Norton	Research on The City Grant. “Great Lakes Cities on the Shore” Research, Exhibition and Publications.	2013
McLain Clutter, Matt Kenyon (UM Art)	Research on The City Grant. “Hacking Geodemography: Domestic/Date Occupations” Research, Exhibition and Publications.	2013
Thom Moran, Bruce Conforth (UM Literature, Science, Arts)	Research on The City Grant. “Learning from Lollapalooza” Research, Exhibition and Publications.	2013
Karl Daubmann, Osman Kahn (UM Art and Design), Catie Newell	Research Through Making Grant. “City of Nights: Detroit Illuminated” Research and Exhibition.	2014
Kathy Velikov, Geoffrey Thun, Santinder Singh Baveja (UM College of Engineering)	Research Through Making Grant. “PneuSystems” Research and Exhibition.	2014

**Internally Funded: Research Through Making and Research on the City**

<b>Faculty Name</b>	<b>Project Description</b>	<b>Year</b>
Wes McGee, Catie Newell, Brandon Weiner (UM Library)	Research Through Making Grant. "Displace" Research and Exhibition.	2014
Glenn Wilcox and Anca Trandafirescu	Research Through Making Grant. "Carbon Fiber Architecture" Research and Exhibition.	2014
Sean Ahlquist, Wes McGee, Anthony Waas (UM Engineering, George Essl (UM Engineering)	Research Through Making Grant. "Knit Architectures" Research and Exhibition.	2014
Jennifer Harmon, Seth Ellis	Research on The City Grant. "Pop-Up Chicago" Research, Exhibition and Publications.	2014
Geoffrey Thun, Kathy Velikov, Dan McTavish, Sue Zielinski	Research on The City Grant. "Protean Prototypes: Developing Access-Enabling Infrastructures for Chicagoland" Research, Exhibition and Publications.	2014
Karl Daubmann, John Marshall, Cezanne Charles	Research on The City Grant. "Rules of the Road: Connecting Chicago to Underutilized Freeway Infrastructure Zones" Research, Exhibition and Publications.	2014
Elli Abrons, Adam Fure, Andrew Holder, Kristen Haas	Research on The City Grant. "The City of Our Youth" Research, Exhibition and Publications.	2014
John McMorrough, Julia McMorrough, Joseph Rosa	Research on The City Grant. "The Second City: Chicago's Funny Urbanism" Research, Exhibition and Publications.	2014
Sean Vance, Siyang Ziui Chen (Artist/designer), Rebecca Hasson (UM Kinedsiology)	Research Through Making Grant. "Drop, Kick, Push, Pull" Research and Exhibition.	2015
Meredith Miller, Anya Sirota, Patrick Beauce (ecole nationale d'art), Jean Louis Farges	Research Through Making Grant. "Electrofrost" Research and Exhibition.	2015

**Internally Funded: Research Through Making and Research on the City**

<b>Faculty Name</b>	<b>Project Description</b>	<b>Year</b>
Karl Daubmann	Research Through Making Grant. "Robopinch" Research and Exhibition.	2015
Sean Ahlquist, David Chesney (UM Engineering), Sile O'Modhrain (UM Music)	Research Through Making Grant. "Social Sensory Surfaces" Research and Exhibition.	2015
Ellie Abrons, Adam Fure	Research Through Making Grant. "Texture Tectonics" Research and Exhibition.	2015
Adam Fure	Research Through Making Grant. "TAP" Research and Exhibition.	2016
Ana Morcillo Pallares and Jonathan Rule	Research Through Making Grant. "Panots and Mosaics" Research and Exhibition	2016
Claudia Wigger	Research Through Making Grant. "Dip and Dive in the D" Research and Exhibition.	2016
Meredith Miller, Thom Moran	Research Through Making Grant. "Post Rock" Research and Exhibition.	2016
Wes McGee, Geoffrey Thun, Kathy Velikov	Research Through Making Grant. "Infundibuliforms: Cable Robot Actuated Kinetic Environments" Research and Exhibition.	2016

**Major Faculty Publications (Books Only) and Exhibitions**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>
Sharon Haar	The City as Campus Publication.	2011
Anya Sirota	The Beta Movement. Installation, exhibition at Woodbury University, Los Angeles.	2011
Monica Ponce de Leon, Peter Sparling, and Ernestine Ruben	Exhibition and installation at UMMA. Experiments in video, photography, dance, and architecture.	2011
El Hadi Jazairy	New Geographies 4: Scales of the earth. Exhibition at Van Alen Institute.	2011
Catie Newell	City of Pieces: Streets Interventions. "Weathering and Salvaged Landscape". Exhibition and showcase at UMMA.	2011
David Moon	Post-Squat NL research and design project from Taubman Spring Travel Course. Exhibited in the International Architecture Biennale Rotterdam.	2011
Monica Ponce de Leon, Craig Borum, Catie Newell, Ellie Abrons, Adam Fure, Maciej Kaczynski	Projects presented at ARTPRIZE showcase: Loose Fit, Storm Glass, Salvaged Landscape, Thick-It. Grand Rapids, MI.	2011
Catie Newell	Second Story project exhibited at Extension Gallery in Chicago.	2011
Thom Moran	We Are Here: Art & Design Out of Context at Museum of Contemporary Art Chicago with the Object Design League. Exhibition and TEDx talk	2011
Perry Kulper	Fast Twitch: A Desert(ed) Still Life, Re-contextualized. Research and exhibition at London's Architectural Association	2011
Anya Sirota and Students	My Love for You Burns All the Time. Exhibition of research and design at Soloway Gallery in Williamsburg, NY.	2012

**Major Faculty Publications (Books Only) and Exhibitions**

Faculty Name	Description	Year
Andrew Herscher	The Unreal Estate Guide to Detroit. University of Michigan Publication.	2012
Perry Kulper	Aesthetics/anesthetics. Exhibition of drawings at Storefront for Art and Architecture in New York.	2012
Etienne Turpin	Stainlessness. Exhibition at Salt and Cedar. Detroit, Eastern Market, MI	2012
Ellie Abrons, Meredith Miller, Catie Newell, Thom Moran, Rosalyne Shieh	Grounds for Detroit. Invited Exhibition at the Venice Architecture Biennale, Arsenale curated by David Chipperfield.	2012
Catie Newell	Proportional Scale. Feature exhibition of Newell's project at Butter Projects Gallery, Royal Oak, MI	2012
Christian Unverzagt	M1/DTW: Artifacts and Identities. Exhibition feature at Eastern Market, Detroit, MI	2012
Adam Fure	Hover. Exhibition titled Spatial Shifts featuring collaboration by Fure. The Gallery Project, Ann Arbor, MI	2012
Keith Mitnick	Unprivileged Views. Exhibition at the LA Forum for Architecture + Urbanism Gallery.	2012
McLain Clutter	American Cities 2.5. Exhibition in Montreal at McGill University.	2012
Caroline Constant	The Modern Architectural Landscape. University of Minnesota Press.	2012
Maria Arquero de Alarcon	Effects of Automated Transit, Pedestrian and Bicycling Facilities. Publication.	2013
Geoffrey Thun and Kathy Velikov	InfraEcoLogi urbanism. International travelling exhibition opened at the Centre de Design at the Universite de Quebec a Montreal	2013

**Major Faculty Publications (Books Only) and Exhibitions**

Faculty Name	Description	Year
Robert Adams	Cassandra. Residency and exhibition of made works and choreographed studies at MassMoCa	2013
Mary-Ann Ray	A New Sculpturalism- Contemporary Architecture from Southern California. Exhibition of works in the James Turrell Retrospective show at MOCA in Los Angeles	2013
Tsz Yan Ng	Factory Setting: The Space of Labor. Exhibition of design and research at 2739 Edwin. Hamtramck, MI	2013
Adam Fure, Ellie Abrons, Andrew Holder	Possible Mediums. Co-curated exhibition for Graham Foundation at The Ohio State University Knowlton School of Architecture. Travelling Exhibition.	2013
Sean Ahlquist	Textile Morphologies. Exhibited project at University of Stuttgart, Germany.	2013
Rania Ghosn and El Hadi Jazairy	Greetings from Gibraltar. Exhibition of travel studio and research. University of Michigan North Quad Gallery Space.	2013
Meredith Miller	Rights of Way: Mobility and the city. Curated exhibition at Boston Society of Architects downtown gallery in Boston, MA	2013
Malcolm McCullough	Ambient Commons. The MIT Press	2013
Meredith Miller and Students	Scales of Contact: Architecture and Global Infrastructures. Exhibition of work and research of ten graduate architecture students. University of Michigan Museum of Natural History.	2013



**Major Faculty Publications (Books Only) and Exhibitions**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>
Ellie Abrons, Adam Fure, Andrew Holder	Possible Mediums. Travelling exhibition showcasing a series of design investigations. Taubman College Liberty Gallery.	2013
Wes McGee and Brandon Clifford	Round Room. An exhibition re-thinking traditional Incan stonework with digital technology. MIT's Keller Gallery	2014
Claire Zimmerman	Photographic Architecture in the Twentieth Century. University of Michigan Press.	2014
Claire Zimmerman	Aesthetic Slogans: Architecture and Visual Literacy in Postwar Britain. Co-curated exhibition at the Tate Britain. London, England.	2014
Geoffrey Thun and Kathy Velikov	InfraEcoLogi Urbanism Solo Exhibition. Ryerson University's Paul Crocker Gallery. Toronto	2014
V. Mitch McEwen	The Wayback Machine. Exhibition. Gallery P!, NYC, New York.	2014
Geoffrey Thun and Kathy Velikov	InfraEcoLogi. Travelling exhibition. Yale University Architecture Gallery.	2014
Jen Maigret and Maria Arquero de Alarcon	Unfolded Lakeshore. University of Buffalo's "Approaching the EDGE: Reconsidering the Littoral Great Lakes Symposium. Exhibition	2014
Clark Thenhaus	Three Part Projects. Exhibition at Ball State University	2015
Glenn Wilcox and Anca Trandafirescu	PROTOMOMENTS. Exhibition of made works and research at McGill University.	2015
Anya Sirota	Carr Center commissioned exhibition and installation at the 2015 Detroit Summer Arts Series	2015

**Major Faculty Publications (Books Only) and Exhibitions**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>
Craig Wilkins and Dan Pitera	Activist Architecture: The Philosophy and Practice of Community Design Centers. Publication.	2015
McLain Clutter	Imaginary Apparatus: Mediated Representation. Publication.	2015
Robert Adams and Mary Ann Ray	FLUX: MAPPING THE MIDDLE ZONE. Exhibition at the Shenzhen AVIC Legend Factory Hall Gallery.	2015
Geoffrey Thun and Kathy Velikov	InfraEcoLogi Urbanism. Exhibition and book launch at University Tennessee's Ewing Gallery for Art and Architecture.	2015
Catie Newell and Wes McGee	Dead Wire. Exhibition and installation for the Lille3000 cultural arts Exhibition in Lille, France.	2015
Craig Wilkins	Diversity Among Architects Publication.	2016
Monica Ponce de Leon and Cynthia Davidson (of Log)	The Architectural Imagination. Curated Exhibition for the 2016 US Pavilion at the Venice Architecture Biennale.	2016
El Hadi Jazairy and Rania Ghosn (MIT)	Design Earth "Neck of the Moon". Exhibition and research installation at MIT Keller Gallery.	2016
V. Mitch McEwen	Discomfort: Experiments in Furniture, Function, and Form. Exhibition at Hunterdon Art Museum in Clinton, New Jersey.	2016
Elli Abrons	INSIDE THINGS. Exhibition of made work and research at SCI-Arc Gallery in Los Angeles	2016
V. Mitch McEwen and Farzi Lotfi-Jam	Methexis. Graham Foundation exhibition at MoCAD in Detroit, MI.	2016
Adam Fure, Ellie Abrons, Meredith Miller, Thom Moran	Detroit Reassembly Plant. Project and exhibition at the 2016 US Pavilion at the Venice Architecture Biennale.	2016

**Major Faculty Publications (Books Only) and Exhibitions**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>
V. Mitch McEwen	Promised Land Air. Project and exhibition at the 2016 US Pavilion at the Venice Architecture Biennale.	2016
Geoffrey Thun and Kathy Velikov	Installation as part of the 1:1 Billion Canadian Pavillion at the 2016 Venice Architecture Biennale.	2016
El Hadi Jazairy and Rania Ghosn (MIT)	Design Earth. Kuwait Pavilion at the 2016 Venice Architecture Biennale.	2016
Anya Sirota	Out of Site. Planned Exhibition for the 2017 St Etienne Internationale Design Biennale in France	2017

\*For Architectural League Prize exhibitions see Major Faculty Awards and Recognition.

### Major Faculty Awards and Recognition

Faculty Name	Description	Year
Karl Daubmann	R + D Awards, Architect Magazine. Awarded for "Shadow Pavilion" RTM project.	2010
Steven Mankouche, Joshua Bard, Matthew Schulte	R + D Awards, Architect Magazine. Awarded for "Digital Steam-Bending" RTM Project.	2010
Vivian Lee	R + D Awards, Architect Magazine. Awarded for "Hair, Spikes, Cattail, and Turkeyfoot" RTM Project.	2011
Craig Borum, Karl Daubmann	American Architecture Award, Chicago Athenaeum Museum of Architecture and Design. Awarded for their project "Storm Glass House"	2011
Craig Borum, Karl Daubmann	Design 2050, Annual Central Glass International Architectural Design Competition. Honorable Mention Award. Awarded for their project "Storm Glass House"	2011
Doug Kelbaugh	AIA Huron Valley Honor Award for "Dubai Mosque"	2011
Anca Trandafirescu	ACSA Faculty Design Award, honorable mention for "HOT AIR"	2011
Catie Newell	ArtPrize Award, Grand Rapids. Awarded for her project "Salvaged Landscape"	2011
Catie Newell	Architectural League Prize, Architectural League of New York	2011
Geoffrey Thun and Kathy Velikov	Evergreen Award, Ecostructure Magazine. Special Recognition for their "North House Project"	2011
Heidi Beebe	AIA Merit Award, AIA Portland for her project "2 Story 4 Square"	2011
Craig Borum, Karl Daubmann	Metalmag Architectural Awards in Interiors for their "Ayaka Japanese Restaurant"	2011

### Major Faculty Awards and Recognition

Faculty Name	Description	Year
Craig Borum, Karl Daubmann	P/A Awards, Architect Magazine. Citation for "Outside In House"	2012
Sean Vance	Sheikh Zayed Institute Award for Innovation in Pediatric Surgery. Project medical bed design.	2012
Neal Robinson	AIA Honor Award, Interiors. Awarded for "Frita Batidos"	2012
Maria Arquero de Alarcon and Jen Maigret	ACSA Faculty Design Award for their project "Liquid Planning"	2013
Geoffrey Thun and Kathy Velikov	Journal of Architecture Education Award for their article "Thick Air"	2013
Maria Arquero de Alarcon and Jen Maigret	Boston Society of Architects, AIA Design Citation, Unbuilt Category for their project "Liquid Planning"	2013
Steven Mankouche and Matthew Schulte	P/A Awards, Architect Magazine. Award for "The Farm: Gaming Strategies for Empowering Marginalized Youth" Project.	2013
Steven Mankouche, Joshua Bard, Matthew Schulte	R + D Awards "First Award" for best project. For their "Morphfaux" RTM Project.	2013
Anya Sirota	R + D Awards, Architect Magazine. Awarded for "Electroform(alism)" RTM Project.	2013
Geoffrey Thun, Kathy Velikov, Wes McGee	Architizer A+ Award. Sound + Architecture Category for their "Resonant Chamber" RTM Project.	2013
Robert M. Darvas Professor Emeritus	Lifetime achievement award by the structural engineering association of Michigan	2013
Craig Borum, Maria Arquero, and Jen Maigret	Michigan AIA Honor Award in the Unbuilt Category for their "Eastside Recreation Center in Ypsilanti, Michigan".	2013
Geoffrey Thun and Kathy Velikov	AIA Upjohn Research Initiative award for their project "Responsive Pneumatics: Prototypes for Biologically Inspired Air-Based Envelope Systems"	2013

### Major Faculty Awards and Recognition

Faculty Name	Description	Year
Anca Trandafirescu and Glenn Wilcox	AIA Huron Valley Honor Award for their "Flying Carpet" Project.	2013
Anya Sirota	Design Intelligence 30 Most Admired Educators	2013
Maria Arquero de Alarcon and Jen Maigret	AIA Michigan Honor Award, Unbuilt Category	2014
Steven Mankouche	R + D Awards, Architect Magazine. Awarded for "Afterhouse" project.	2014
Catie Newell	Rome Prize. American Academy in Rome Fellowship.	2014
Glenn Wilcox, Anca Trandafirescu	R + D Awards, Architect Magazine. Citation for "C-Lith" RTM Project	2014
El Hadi Jazairy	ACSA Faculty Design Award	2014
Amy Kulper	Architectural Review Academic Annual: Best Scholarship of the year	2014
Anca Trandafirescu and Glenn Wilcox	Architizer A+ Awards, Special Mention, Architecture + Learning Category for their "Flying Carpet" Project.	2014
Wes McGee	ISARC Best Paper Award	2014
Monica Ponce de Leon, Geoffrey Thun, Kathy Velikov, and Larissa Larsen	Best Book Award from the Organizations & Natural Environment Division of the Academy of Management. Honorable mention for their book "Constructing Green: Social Structures of Sustainability"	2014
Andrew Herscher	University of Michigan Press Book Award for his book "The Unreal Estate Guide to Detroit"	2014
V. Mitch McEwen	Knight Foundation Award for her "House Opera" project.	2014
Adam Fure	Architectural League Prize, Architectural League of New York	2014
Karl Daubmann	Rome Prize. The American Academy in Rome.	2015

**Major Faculty Awards and Recognition**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>
McLain Clutter	R + D Awards, Architect Magazine. Citation for "Radical Railbanking" RotC Project	2015
McLain Clutter	ACSA Faculty Design Award for his project "Empty Pavilion"	2015
Adam Fure	ACSA Creative Achievement Award	2015
Lars Junghans	German Design Award, Gold Medal.	2015
Lars Junghans	Energy Globe Award Vorarlberg	2015
Joy Knoblauch	Fulbright Award "The Visiting Research Chair in Philosophy and Public Health" at McGill University, Montreal, Quebec	2015
Thom Moran	Architectural League Prize, Architectural League of New York	
Sandra Manninger and Matias del Campo	Accelerate CERN Austria, Research Award.	2015
Anya Sirota	SXSW Place by Design Award	2015
Wes McGee, Geoffrey Thun, Kathy Velikov	R + D Awards, Architect Magazine. Honorable Mention for "Indundibuliforms-- Kinetic Tensile Surface Environments" RTM Project.	2016
Douglas Kelbaugh	AIA Topaz Medallion for Excellence in Architecture Education.	2016
Anya Sirota	ACSA Faculty Design Award.	2016
El Hadi Jazairy	Young Architect Award, Architectural League of New York	2016

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Monica Ponce de Leon	Establishment and Design of an International Academic, Peer-reviewed Architecture Journal	2010	Graham Foundation
Craig Wilkins	Adaptive Reuse Plans for Two Vacant Detroit Public School Buildings	2010	City of Detroit
Craig Wilkins	Design: Access to Artistic Excellence	2010	National Endowment for the Arts
Lars Junghans	Zero Net Emission Office Building in the Cool Climate of Austria	2011	AD Vermietung Baumschlager
Steven Mankouche	Digital Steam Bending	2011	University of Michigan Office of Research
Craig Borum	Storm Glass	2011	University of Michigan Office of Research
Harry Giles	Large Panel Integrated Light Transmitting and Solar Energy Harvesting	2011	University of Michigan Office of Research
Anca Trandafirescu	In-Tent: Prototype of a mid-sized, asymmetrical fabric surface structure	2011	University of Michigan Office of Research
Robert Adams	The Asclepius Machine 2.0 spontaneous Mutation	2011	University of Michigan Office of Research
Maria Arquero de Alarcon	Water + Sheds Cartographies / Collective Imaginaries	2011	University of Michigan Office of Research
Wesley McGee	Complex Framing Systems	2011	University of Michigan Office of Research
McLain Clutter	Latent City	2011	University of Michigan Office of Research
McClain Clutter	Imaginary Appartus: Film Production and Urban Planning in NYC: 1966-1975	2012	Graham Foundation
Geoffrey Thun	Stratus Project	2012	Ryerson University/Social Sciences and Humanities Research Council of Canada
Kathy Velikov	Benefits of Glass in Buildings	2012	Guardian Industries
Craig Wilkins	Agreement with Peacemakers United, LLC	2012	Peacemakers United, LLC
Harry Giles	Large Panel Integrated Light Transmitting and Solar Energy Harvesting Façade	2012	University of Michigan Office of Research



**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Mary Ann Ray	Ruralpolitan Maneuvers	2012	University of Michigan Office of Research
Joshua Bard	Morphfaux	2012	University of Michigan Office of Research
Lars Junghans	Wireless Decentralized Sensor Technology and Innovative Ventilation	2012	University of Michigan Office of Research
Craig Borum	Storm Glass Art Prize Installation	2012	University of Michigan Office of Research
Anca Trandafirescu	IT'S A WRAP Between Precision and Unpredictability: Exploiting heat-tensioned membranes for architectural applications	2012	University of Michigan Office of Research
Lydia Soo	The Places and Spaces of Architectural Discourse in Restoration London	2012	University of Michigan Office of Research
Geoffrey Thun	Resonant Chamber: Responsive and Dynamic Acoustic Environmental Prototyping	2012	University of Michigan Office of Research
Craig Wilkins	Activist Architecture: A Field Guide to Community-Based Practice	2012	University of Michigan Office of Research
Linda Groat	Architectural Research Methods	2012	University of Michigan Office of Research
Maria Arquero de Alarcon	Exploratory Advanced Research Program Part 2	2013	Department of Federal Highway Administration
Steven Mankouche	Afterhouse	2013	Michigan State University/State of Michigan Housing Development Authority
Mojtaba Navvab	Virtual Lighting Design and Analysis	2013	The Nuckolls Fund for Lighting Education
Rosalyn Shieh	13178 Moran: Grounds for Detroit	2013	University of Michigan Office of Research
Mireille Roddier	Imagining Detroit	2013	University of Michigan Office of Research
Etienne Turpin	Stainlessness	2013	University of Michigan Office of Research
Jason Young	Post-City Urban Skirmishes	2013	University of Michigan Office of Research
Kathy Velikov	Sun Breaker: Prototype for a light sensitive ETFE Façade Panel	2013	University of Michigan Office of Research
Craig Wilkins	Seats in the City	2013	University of Michigan Office of Research

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Meredith Miller	[de]Composing City	2013	University of Michigan Office of Research
Maciej Kaczynski	Crease, Fold, Pour	2013	University of Michigan Office of Research
Craig Borum	Exercising Urbanism	2013	University of Michigan Office of Research
Neal Robinson	From the Ground up	2013	University of Michigan Office of Research
Lars Junghans	Holistic Building Optimization Method for Early Design Steps	2013	University of Michigan Office of Research
Mojtaba Navvab	Virtual Reality as a surrogate sensory environment for evaluation of human vision performance	2013	University of Michigan Office of Research
Meredith Miller	Architecture + Adaptation - INUNDATION Jakarta/Bangkok	2013	University of Michigan Office of Research
Geoffrey Thun	Infra-Eco-Logi Urbanism	2013	University of Michigan Office of Research
Meredith Miller	Jakarta: Architecture + Adaptation	2013	University of Michigan Office of Research
Rania Ghosn	Landscapes of Ethanol: Farming Fuel in the U.S. Corn Belt	2013	University of Michigan Office of Research
Glenn Wilcox	CUTWORK: Robotic Hotwire Foam Cutting for Producing Variable Pre-Cast Building Units	2013	University of Michigan Office of Research
Sean Ahlquist	Innovation in the Design of Lightweight Structures Through Explorations into the Material Logics Banana Plants	2013	University of Michigan Office of Research
Geoffrey Thun	Stratus Phase II	2013	Ryerson University
Geoffrey Thun	University Transportation Centers Program	2013	Social Sciences and Humanities Research Council of Canada
Derek Collins	Egalitarian Metropolis Program in Contemporary Urbanism and Humanities in North and South America	2014	Andrew W. Mellon Foundation
Milton Curry	Egalitarian Metropolis Program in Contemporary Urbanism and Humanities in North and South America	2014	Andrew W. Mellon Foundation
Milton Curry	Taubman Architecture High School	2014	Kresge Foundation

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Steven Mankouche	AFTERHOUSE Part II	2014	Michigan State University/ State of Michigan Housing Development Authority
V. Mitch McEwen	House Opera   Opera House	2014	Graham Foundation
Mojtaba Navvab	Illuminating Engineering Society Graduate Grant	2014	Illuminating Engineering Society
Anya Sirota	Materials, transportation/shipping Electroformalism	2014	Detroit Creative Corridor Center
Claire Zimmerman	Aesthetic Slogans: Architecture and Visual Literacy in Postwar Britain	2014	University of Michigan Office of Research
Andrew Holder	In the Garden Grows a Line: Rare Books on the Picturesque	2014	University of Michigan Office of Research
Robert Adams	Cassandra - Disability and World Making: An Operetta and Exhibition	2014	University of Michigan Office of Research
Catie Newell	Involving Darkness	2014	University of Michigan Office of Research
McLain Clutter	Detroit Dis(s/c)ensus	2014	University of Michigan Office of Research
Kathy Velikov	Pneusystems: exploring biological pneus as a model for dynamically adaptive envelope systems	2014	University of Michigan Office of Research
Anya Sirota	Embedded Fabric Substrates	2014	University of Michigan Office of Research
Adam Fure	Possible Mediums	2014	University of Michigan Office of Research
Monica Ponce de Leon	Flat-Bed Knitting Machine and Related Resources	2014	University of Michigan Office of Research
Craig Borum	East Lansing 2030: Collegeville Re-Envisioned	2014	University of Michigan Office of Research

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Robert Fishman	Bankrupt: Economic Crisis and the Built Environment	2014	University of Michigan Office of Research
Ellie Abrons	The City of Our Youths	2014	University of Michigan Office of Research
Karl Daubmann	Rules of the Road: Connecting Cities to Underutilized Freeway Infrastructure Zones	2014	University of Michigan Office of Research
Geoffrey Thun	Access-Enabling Architectures: Developing New Intermodal Building Typologies Towards Energy and Social Sustainability	2014	University of Michigan Office of Research
Lydia Soo	Maps and Master Planning in London during the Restoration	2014	University of Michigan Office of Research
Geoffrey Thun	Mapping New Mobility: Developing a Data Driven Graphic Platform for assessing and advancing industry cluster development	2014	Ford Motor Company
Geoffrey Thun	Responsive Pneumatics	2014	The American Institute of Architects
Kathy Velikov	Responsive Pneumatics	2014	The American Institute of Architects
Sean Ahlquist	Morphable Surfaces: Knitted Seamless Textile-Composite Material Systems with Variable Deformability and Integrated Sensing	2015	The American Institute of Architects
Ellie Abrons and Adam Fure	Practice Sessions- University of Michigan's "Third Century Initiative" funding experimental pedagogies.	2015	University of Michigan Office of Research
Andrew Herscher	The Midwaste: Midwestern Wasteways and Global Futures	2015	Andrew Mellon Foundation/University of Illinois-Urbana-Champaign
Mireille Roddier	Architecture, Material and Immaterial Practice: A Symposium in Honor of Caroline Constant	2015	University of Michigan Office of Research
Wes McGee	Tailored Response	2015	University of Michigan Office of Research

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Meredith Miller	Electrofrost	2015	University of Michigan Office of Research
Sean Ahlquist	Integrated Conductivity in Textiles for Sensing Degrees of Touch and Displacement	2015	University of Michigan Office of Research
Geoffrey Thun	Infra Eco Logi Urbanism: A Project for the Great Lakes Megaregion	2015	University of Michigan Office of Research
Anca Trandafirescu	protomoments: the new work of projective architectural objects	2015	University of Michigan Office of Research
McLain Clutter	Imaginary Apparatus: New York City and its Mediated Representation, 1966-1973	2015	University of Michigan Office of Research
Adam Fure	7 Stages: An Electroacoustic Object Opera	2015	University of Michigan Office of Research
Joy Knoblauch	Mapping Hill Burton Data: The Resource Territory of the Appalachian Coal Fields (1946-1956)	2015	University of Michigan Office of Research
Steven Mankouche	AFTERHOUSE Part III	2015	Kresge Foundation
Monica Ponce de Leon	The Architectural Imagination US Pavilion for the Venice Architecture Biennale	2015	The United States Department of State Office
Anya Sirota	O.N.E. Mile Detroit	2015	ArtPlace America
Geoffrey Thun	Access enabling architectures: New hybrid Multi-modal Spatial Prototypes Towards Resource and Social Sustainability	2015	Purdue University/Department of Transportation
Geoffrey Thun	Mapping New Mobility: Developing a Data-Driven Graphic Platform for Assessing and Advancing Industry Cluster Development and Entrepreneurship Opportunities in Urban Regions	2015	Ford Motor Company
Meredith Miller	Bioplastics! Architecture's Many Natures	2015	Graham Foundation

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Kathy Velikov	Access enabling architectures: New hybrid Multi-modal Spatial Prototypes Towards Resource and Social Sustainability	2015	Purdue University/Department of Transportation
Jean Wineman	Perkins+Will: UCSF School of Medicine Workplace Research	2015	Perkins and Will
V. Mitch McEwen	The Algorithmic Recitative: House Opera at MoCAD 2016	2016	University of Michigan Office of Research
Geoffrey Thun	Artistic Productions: Venice Biennale: Extraction Ecologies (Exhibition Design)	2016	University of Michigan Office of Research
Tsz Yan Ng	UMOR, Artistic Production: The Visibility of Labor	2016	University of Michigan Office of Research
Tsz Yan Ng	Twisted: L148 Building in China	2016	University of Michigan Office of Research
Robert Fishman	Detroit is No Dry Bones	2016	University of Michigan Office of Research
Wes McGee	Kinetic Architectures	2016	University of Michigan Office of Research
Thom Moran	Post Rock: developing a construction methodology for an emerging material	2016	University of Michigan Office of Research
Ellie Abrons	Casting Things, SCI-Arc Exhibition	2016	University of Michigan Office of Research
Lars Junghans	Novel web based building design decision support system for architects and architecture students	2016	AD Vermietung Baumschlager
Mojtaba Navvab	Visual Comfort of Older Drivers	2016	Ford Motor Company

**Funded Faculty Research (External and UofM Resources)**

<b>Faculty Name</b>	<b>Description</b>	<b>Year</b>	<b>Sponsor</b>
Geoffrey Thun	Multi-Modal Design Prototypes and Platform Development to Accelerate New Mobility enabled Access and Enterprise	2016	Ford Motor Company
Glenn Wilcox	PCI Foundation Instructional Studio Project Grant	2016	PCI Foundation
Ellie Abrons and Adam Fure	Practice Sessions- University of Michigan's "Third Century Initiative" funding experimental pedagogies.	2016	University of Michigan Office of Research
Robert Adams	Teledermic Health Technology. Intersectional and Affective Health Interface.	2016	University of Michigan Office of Research

### **Student Support Services**

A gap analysis of the student services function provided by College staff and University staff identified an opportunity to realign functions and expand services for academic and student life counseling. Transitioning to a model that uses an embedded counselor from the University's Counseling and Psychological Services allowed us to realign resources and add an academic counselor position. In addition, staffing in the recruiting/admissions and marketing team has been increased to aid prospective students as they explore enrollment options, as well as with their transitions to Michigan.

### **Academic Advising**

Taubman College has a shared advising structure that includes faculty advisors, an Academic Advisor, and the College Registrar. All students are assigned a faculty advisor whose role is to guide students regarding elective selection and short- and long-term career goals. The Academic Advisor and College Registrar assist students with course selection and requirements, review progress towards degrees, assist students in academic difficulty, offer individual time management assistance, and develop wellness programs.

The Academic Advisor and College Registrar reach out to students whom faculty have identified as having personal or academic difficulty. This happens throughout the academic year but also in response to interim grade reports. Students are referred to appropriate University of Michigan resources on a case-by-case basis. Examples of University of Michigan resources include: Counseling and Psychological Services (CAPS), Wellness Coaching through University Health Services, tutoring and learning centers, Services for Students with Disabilities, the Dean of Students, and Center for the Education of Women. As part of a University initiative to decentralize the location of services, a CAPS counselor is embedded in the Art + Architecture Building. In addition to providing general counseling services and referrals, she develops programming to address issues specific to architecture and art students, most commonly time and stress management.

*Read more on the services available to students on our website:*

<https://taubmancollege.umich.edu/architecture/students/academic-advising>

### **Career Services**

Taubman College has two in-house career services coordinators: Beth Berenter, who advises the graduates and undergraduates in the Architecture Program; and M. Lou Ecken, who advises graduate students in urban planning, urban design and post-professional concentrations. Through alumni and other outreach, the College maintains a large network of architectural firms across the country and internationally, with whom students can be connected for summer internships and post-graduation positions. The coordinators plan a variety of career networking and professional seminars throughout the year and available for student meetings, assistance with resume building and cover letters, and interview preparation. In addition, they organize the following structured events for students:

#### *Spring Break Connections Externship Program*

Each year during spring break, many architecture students complete a week-long internship with a host firm of their choice. More than 200 students, both graduate and undergraduate, participate each spring and are paired with as many firms across the U.S. and abroad. This popular program has had continued growth over recent years as students see it as a steppingstone to post-graduate opportunities.

#### *Design Your Career Series*

This series features approximately ten workshops each semester. The workshops are designed to help students develop the skills needed for job searches and professional development. The



workshops are interactive, group-oriented settings where students learn about writing dynamic resumes, developing interviewing skills, conducting a fulfilling and productive job search, creating a portfolio, and professional networking.

#### *Career & Networking Fair*

The annual career and networking fair is held in March and has seen growing participation by firms and students in recent years. In 2016, 37 firms attended this open fair, which took place in the third-floor CMYK gallery. Students are not required to RSVP or sign up for a spot in the fair.

*See our most recent employment profile for M. Arch graduates here:*

[http://taubmancollege.umich.edu/sites/default/files/files/careerservices/2016\\_0329\\_Arch\\_Employment\\_MArch.pdf](http://taubmancollege.umich.edu/sites/default/files/files/careerservices/2016_0329_Arch_Employment_MArch.pdf)

*Read more about all the career services offered on our website:*

<http://taubmancollege.umich.edu/architecture/students/career-services>

#### **IDP Coordinator**

Eric Hill, PhD, FAIA, was among the first to enter the Intern Development Program in 1976 and was initially licensed in 1978. He has since maintained registration, including annual requirements for professional development: 24 hours in Health, Safety and Welfare programs and reading/testing. Hill has served NCARB-IDP/AIA programs as follows: as the AIA Detroit Chapter's IDP Coordinator, 1994-98; as the State of Michigan IDP Coordinator, 1994-99; as the Chair of the AIA Detroit and AIA Michigan IDP Mentor programs, 1995-99; as Chair of the AIA Detroit ARE program, 1995-99; and as University of Michigan, Taubman College, IDP Educator Coordinator and Architect Licensing Advisor from 1998 to present. He has attended IDP annual conferences in Chicago, Miami and San Diego. Career Services Coordinator Beth Berenter has also attended the IDP Summit and the two have shared responsibilities for semi-annual visits from the State ALA or an NCARB director. Hill has taught the required Professional Practice course since 1992.

## **I.2.2 Physical Resources**

### **The Art and Architecture Building**

The Art and Architecture Building provides nearly 240,000 square feet of total space equally divided between the academic units of Taubman College of Architecture and Planning and the Penny W. Stamps 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 150-seat lecture hall, conference and seminar rooms, faculty and administrative offices and extensive workshops arranged around a central courtyard. The building conforms to all barrier-free design regulations, and handicap parking is available. Wifi is available throughout the building.

Located on the third floor, the studio offers 30,000 square feet of continuous workspace and is the largest academic studio in the world. It provides workspace for 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 three laser cutters. The open plan is configured with modular workplaces for each student. 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 within the studio cluster. All furniture is movable in order to permit easy adaptation to a variety of class sizes, projects, and methods of instruction. Seminar rooms and flexible design review spaces are located at each end of the studio.

The CMYK Gallery allows for extensive formal and informal reviews adjacent to the design studios. For larger reviews the studio galleries and East and West Review spaces are used. Divided into

four sections, each provides approximately 60 linear feet of pin-up space. 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 with 60 linear feet.

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 student show takes place in these galleries in March, during which work from every fall studio is exhibited. This exhibition is timed to align with Preview Weekend for applicants accepted to the Master of Architecture degree and the winter meeting of the Alumni Board.

Taubman College has two large seminar rooms, eight classrooms, and two large open seminar/gallery spaces available for elective courses on the third floor. The classrooms are equipped with movable tables and chairs for reconfiguration, computers for professor projection, digital projectors, and sound amplification. Three small conference rooms on the second floor are also available for reservation by groups, and professors. The Auditorium seats 150 and is the venue for large class lectures, as well as lectures by visiting scholars, film screenings, and other public events. Taubman College also has access to two nearby facilities: the 230-seat Chesebrough Auditorium and the Stamps Auditorium in the Walgreen Drama Center, which seats 445.

Fifty-four architecture and planning faculty offices are located throughout the building. Eleven are on the first floor, near the research areas and FABLab, ten are located on the second floor, and thirty-five on the third floor. Each office is equipped with computer and internet connections. In addition, the faculty has access to a resource room on the third floor, which provides a larger, private collaborative space for special projects and access to printers and computers.

Taubman College Gallery located on the second floor is an embedded exhibition space for regular shows of architecture and urban planning. Approximately 1000 square feet, the gallery has a robust program of seven to ten exhibitions during the academic year, featuring student projects or studios, faculty or faculty-student research projects, and exhibitions generated elsewhere.

The Wood Shop 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 4000-square foot facility is well equipped for working in wood and wood products, with some metal and plastic working equipment. Available technology ranges from simple hand tools to laser cutters. An orientation session is required prior to use.

Taubman College's FABLab is one of the largest fabrication laboratories in an architecture school in the United States. It is utilized for both instruction and student and faculty research, with priority going to instructional work during the academic year. It is staffed by a full-time manager and two technicians, accompanied by work study students. Beginning Fall 2016 all students are required to take an introductory fabrication course to acquaint them with the equipment and encourage its use. The FABLab currently has the following hardware:

*3D Printers:* The lab also makes use of four rapid prototyping machines for on-demand 3D printing of student models.

*Digitizer:* The Micro Scribe Digitizer allows users to create points in Rhino based off a physical model. The working volume is approximately 20" x 20" x 30".

*Kuka Robots:* Currently the FABLab houses six industrial robots, organized into three cooperative work cells, providing the ability to work at a wide range of material scales. These work cells can be reconfigured rapidly to utilize a diverse range of processes, from sensor-guided welding to automated bending, assembly, abrasive waterjet cutting, and composite fiber placement. The largest machines in the lab are the four 7-axis Kuka Robots, with a 30'x10'x8' work volume. These robots are among the largest in the world at an architectural institution. The system has been laser calibrated to achieve accuracies approaching that of CNC machines. These robots can load either a milling head for cutting wood and foam, or a water jet cutting nozzle for full 3D cutting of any materials as well as utilize a gripper for material forming or assembly processes.

*CNC Knitting Machine:* The CNC Knitting Machine is a STOLL 14-gauge v-bed weft-knitting machine with 82" needle bed (Model CMS 822 HP Multi-gauge E7.2).

*CNC Routers:* Two large 3-axis CNC routers process plywood and plastics, in addition to 3D surfacing wood and foam. CNC routers are optimized for particular applications on specific materials. The FABLab maintains a large inventory of tools for different tasks. All CNC Lab assistants are available for consultation and walk up file preparation/execution during their posted shifts. The lab also has a third CNC Router available for specialty projects which is a 5-axis rotating mill.

*CNC Mill:* A smaller 3-axis bed mill can perform full 3D cuts in metals like aluminum and stainless steel.

*CNC Water jet cutter:* A 3-axis abrasive water jet cutter can perform 2D cuts in any material up to 1-inch steel and 2-inch stone to five one thousandths of an inch. (.005") tolerance.

*Laser Cutters:* Three new laser cutting systems are installed in the west computer cluster on the third floor.

*Zund Knife Cutter:* The Zund CNC knife cutter is used for wide flatbed cutting of thin gauge stock that range from cardboard and foam, to leather or textiles.

*Read more about the FABLab on the website at:*

<http://taubmancollege.umich.edu/architecture/facilities-resources/digital-fabrication-lab>

In addition, other technological and computation equipment is available to students and faculty. The Building Technology Laboratory (BT Lab) adjacent to the FABLab contains high-performance computers. This area serves as a resource for large projects produced within the lab and is available for classes. Adjacent to the studios on the third floor are several computers with architecture and design programs specific for use by Taubman students. Printers located throughout the building and in the studio are operated by the University and are serviced by Mprint. Students are allocated 400 pages of free printing each semester on any public computer on campus. The University also services students and faculty through computing help desks, virtual sites, computer security consultation, and in University Libraries during regular operating hours.

*Find all the resources, programs, locations, and services on our website:*

<http://taubmancollege.umich.edu/resources/technology/computing>

The Media Center is located on the second floor of the building. It is a 2400-square foot production, retail, service, plotting, and copying center. Its plotters provide a range of specialty paper types, copying, and large format plotters. Several plotters outside the Media Center are self-service. The self-service plotters are the same as those operated by the Media Center staff, but allow students to plot 24 hours a day, at a discounted rate from the Media Center's normal plotting fees. In addition to

printing and production, the Media Center is a full-service retail shop for students and faculty needs. The stock includes most model building tools and materials, and takes special orders from faculty for specific projects when needed. The Media Center also sells hot and cold food and stocks standard shelf food items and beverages for sale during operating hours. The Media Center website has tutorials and suggestions for students' printing and plotting. The center also assists with UPS, DHL, and other overnight shipments. Students and Faculty may also reserve and check out audiovisual equipment from the Center. Currently, the Media Center offers the following equipment:

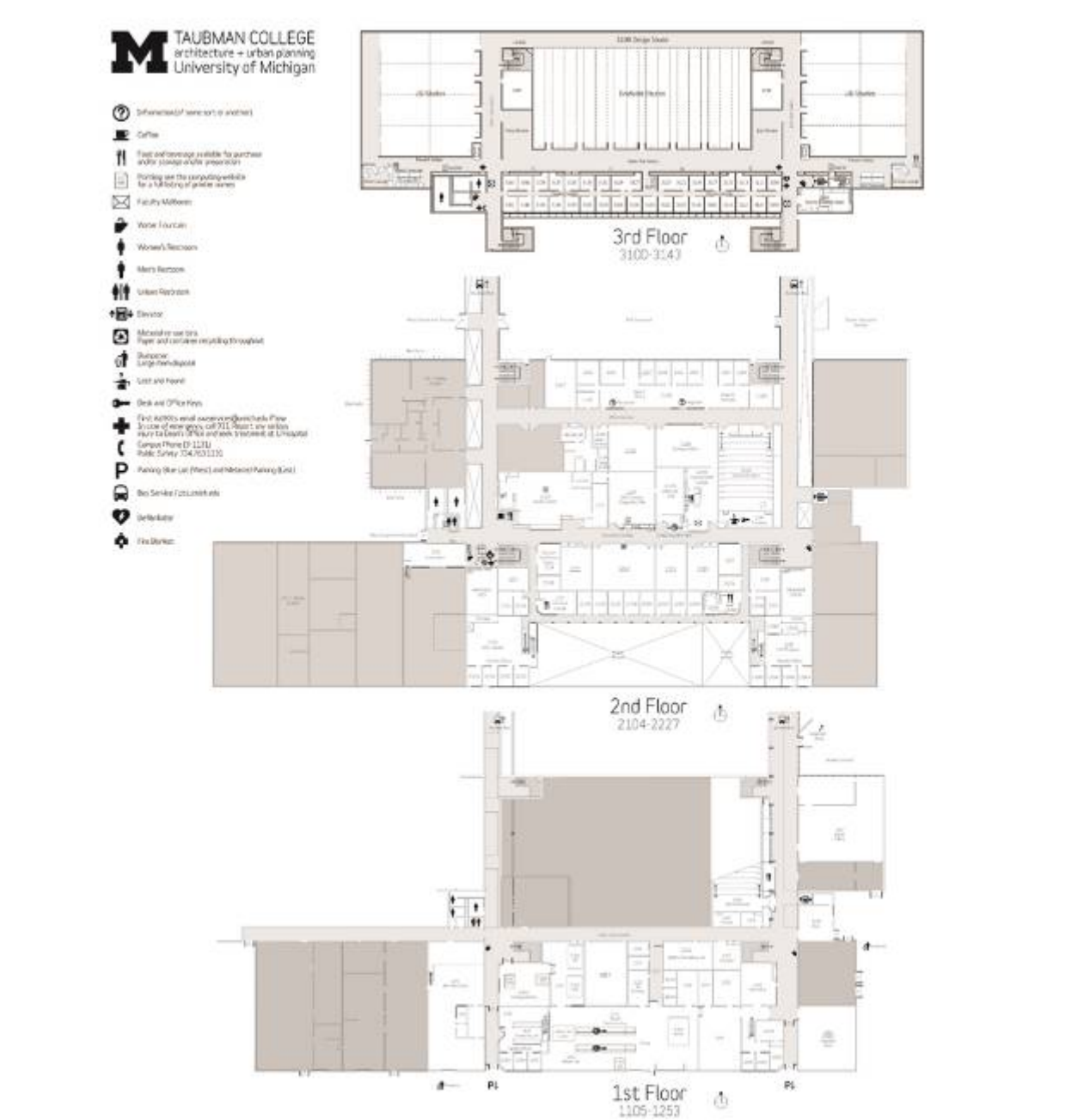
Video Projectors: Sharp Notevision, Epson PowerLite 1950, InFocus LP650  
PC Laptops, Mac Laptops  
Digital Video Cameras: Canon GL2, Canon Vixia HV40,  
Digital Camera: Canon EOS 30D  
Teleconference Phone  
Visualizer  
4 Flat Screen Large Televisions with Media Cart  
DVD Player

*See all the resources and printing tips available on the website:*  
<http://taubmancollege.umich.edu/resources/media-center>

*The Student Research Room* is a large room on the first floor equipped with floor to ceiling shelving, movable tables, and chairs. The room is designated for student research projects that are too large to be worked on in the studio space, and often for casting related projects. The room is available by reservation for studio or individual use.

*Several built-in student lounge spaces* in the building were designed and fabricated by architecture students. On the third floor in the studio space, two built-in student lounges feature refrigerators, microwaves, and semi-enclosed couches. On the second floor, a large student lounge area originally built for the Urban Planning program, is equipped with a microwave, water filter cooler, refrigerator, couches, tables, and chairs; this area is now accessible to all students and frequently used for group meetings and lunches among peers. Outside of the media center on the second floor is a built-in table with seating for student lunches and informal discussions. Two wall coves near the Media Center have with built-in seating for informal conversation. Tables and chairs adjacent to the courtyard provide a space for quiet study and small meetings. The enclosed courtyard has umbrella tables and chairs and is used nearly year-round for informal and College gatherings. The first floor 'street' gallery, which is part of the shared building with STAMPS, also has several couches, tables, and chairs for student relaxation, meeting, working, and eating. A faculty/staff lounge is located on the second floor, adjacent to the gallery. This space has a small kitchenette, industrial coffee makers, tables, chairs, and couches and contains the faculty mailboxes.

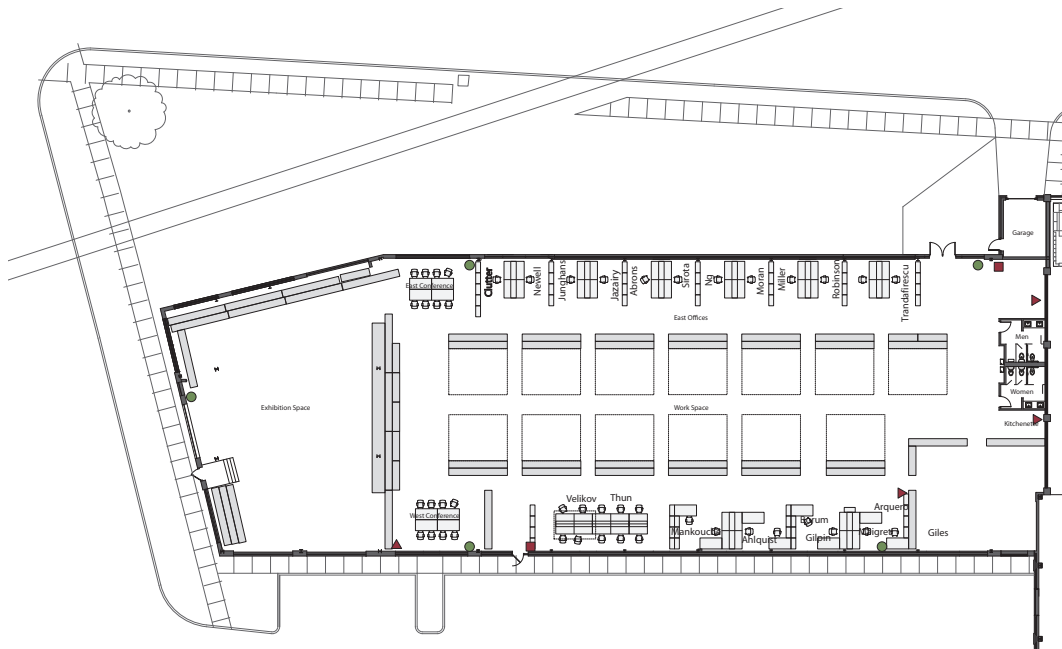
*The administrative and support offices* of the Dean, Architecture and Urban Planning Programs, and Student Services are located on the second floor of the Art & Architecture Building. These offices are used for reception, development, research administration, business operations and accounting, student services, course scheduling, student registration, and general administration and communications. All administrative and support staff have computers 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.



## Off Site Facilities

### *Liberty Research Annex*

Research faculty and students work in a collaborative space in the 19,000-square foot Liberty Research Annex building at 305 W. Liberty in downtown Ann Arbor. Originally a factory building for the manufacture of small automotive parts, it was renovated in 2004 and has been rented by the College since 2009. The Annex provides offices and an open-plan workspace for architecture faculty, used for large-scale material assemblies, installations, and other projects. Faculty who conduct their creative work and research in Liberty Annex retain faculty office space there and share a large office in the Art & Architecture Building. The facility also contains a 3000-square foot exhibition gallery, with an ongoing program of architecture exhibitions. Open to the public, this gallery contributes to the vibrant downtown Ann Arbor arts scene and helps to acquaint visitors with the latest in architectural research. Each spring, graduate M.Arch. thesis reviews are held in the Liberty Research Annex.



*High Resolution Building Plan can be found [here](#).*

### *Michigan Research Studio*

Located in the heart of midtown Detroit, the Studio space hosts and supports the Michigan Architecture Prep college preparatory program, Michigan-Mellon Design Fellows, lectures, films, and special events. The space is an extension of University of Michigan Taubman College of Architecture and Urban Planning. As a hub of the College's Detroit-based initiatives, the space provides a platform for activities that directly support the growth and development of Detroit and its citizens. During the academic year this space houses the Taubman College sponsored high school ARCprep program.

### **Building Expansion and Upgrade**

To augment and upgrade the existing building as a response to ongoing needs, an expansion project was first imagined in 2009 and thus is the result of many years of faculty, student, and staff planning. Construction began in April 2015 and is on track to be completed in time for the start of school in Fall 2017. The addition will add 36,000 square feet to the 72,000 square feet of usable space for the Architecture and Planning Programs. Concurrently, 11,000 square feet of space in the existing building is under renovation.

After the completion of feasibility studies by Architecture Research Office, New York, Preston Scott Cohen, Inc., Cambridge, MA, was selected as design architect, and Integrated Design Solutions, Troy, MI, was chosen as architect-of-record. Preston Scott Cohen, Inc. is well known for designs for public structures that bring a unique approach to shaping space and light, notably the Tel Aviv Museum of Art (2013) and the Arcade Canopy, Battery Park City, New York (2012). The firm's work has been widely published, has been collected by major museums, and has garnered numerous awards, including several Progressive Architecture Awards and the Academy Award in Architecture from the American Academy of Arts and Letters.

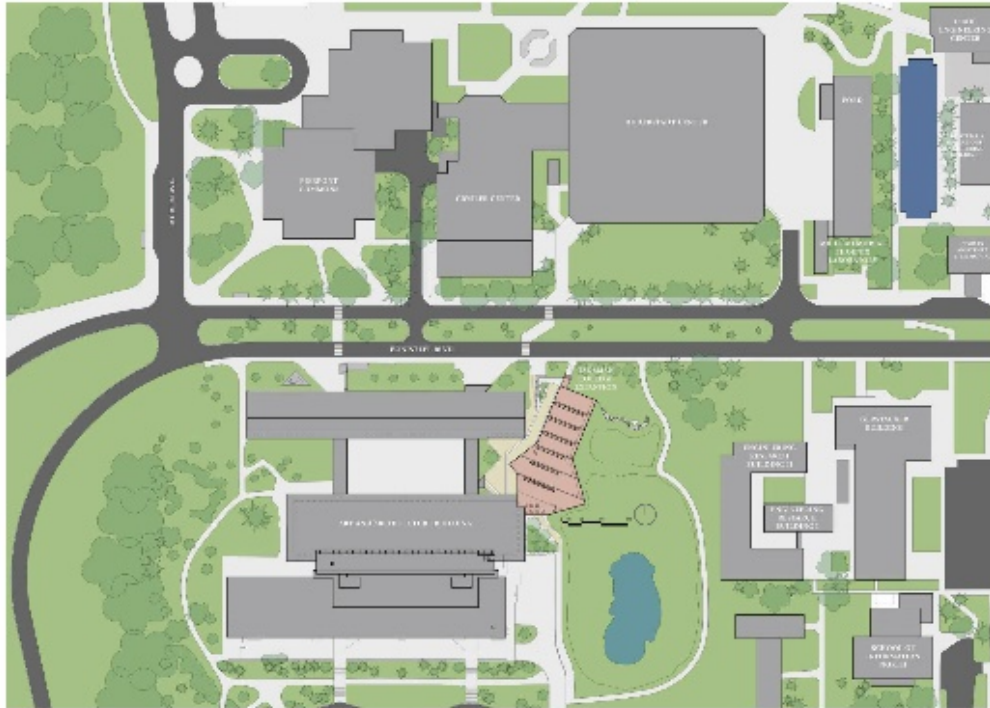
The project includes a mechanical and electrical upgrade to the existing building, as well as a new roof. The building addition and renovations will cost \$28.5 million, with an additional \$2.8 million allocated for building maintenance. The building plan is funded by a major gift from the late A. Alfred Taubman, as well as a generous gift from the late King C. Stutzman, matching funds from the Office of the President of the University of Michigan, and funds from the Provost Office and the Office of the Chief Financial Officer.

The addition will add a state-of-the-art lecture/classroom with 120 seats, a 5,700 square-foot commons, and two student lounges, one each for architecture and urban planning. In addition to the relocation of the existing faculty offices on the third floor of the A&A Building, the construction will add new faculty offices. PhD students will have dedicated office space for the first time, moving to some of the former faculty offices on the second floor of the existing building.

In the Architecture Program, increased studio space will allot more workspace per student and create a more collaborative atmosphere. Collaborative work will also be enhanced through the addition of smaller rooms for colloquia and meetings. Eight new capstone studios will be added for urban planning students. In addition, staff offices will be reorganized as part of the new floor plan.

The amelioration of the outdated mechanical system in the existing building is an important aspect of the renovation and will increase overall energy efficiency. The new addition will meet the LEED Silver certification standards for new construction and, as required by the University of Michigan, will exceed energy efficiency standards by 30 percent.

### Addition and Upgrades to Existing Building



High Resolution Site Plan can be found [here](#).



High Resolution Plans can be found [here](#).





*High Resolution Renderings can be found **here**.*

### I.2.3 Financial Resources

#### **Institutional Financial Allocation**

The University of Michigan uses a value-centered management approach to allocating resources to the schools and colleges. Initial attributions of revenues and expenses is based on activities. Sources of funds are the direct result of College activities such as tuition revenues from enrollment and instruction, research funding from sponsors, gifts and grants from donors as well as earnings from College specific endowments.

Within the College, funding is provided for the professional program as part of an overall aggregate of anticipated expenditures for all of the architecture instructional activities. Expenditures that support instruction in the bachelor's, master's and doctoral programs are not separated by degree offerings. Financial aid is apportioned based on sources and student headcount. In addition, discretionary funding to support academic enhancement activities is provided. Funding for faculty development such as research seed and dissemination are available by application through the Associate Dean for Research.

#### **Program Controlled Expense and Revenue Categories**

##### *Expense Categories:*

- Instructional Salaries & Fringe Benefits
- Instructional Supplies & Activity Costs
- Administrative Support Staff, Supplies & Activities
- Student Services Support & Related (Counseling, Records, Recruiting, Placement)
- Graduate Student Instructors (Stipends, Health Care, Tuition Waivers)
- Faculty & Student Travel support (Instructional and Research)
- Faculty Research Seed & Dissemination Support
- Faculty Development (Leaves, training)
- Visiting lecturers/critics & Exhibits
- Financial Aid
- Furniture, Equipment, Fixtures

##### *Revenue Categories:*

- Tuition & Fees
- Sponsored Research
- Donor Funded Activities
- Auxiliary Activities (Media Center)

*Financial Statement can be found **here**.*

#### **Student Funding Overview**

The College has a quantity of merit-based and need-based scholarships and fellowships available for students in the professional degree program. Need-based aid, from both donor and general fund sources, is administered with the assistance of the University Office of Financial Aid. Merit-based aid is primarily provided by gifts from alumni and friends and is distributed by the Architecture Program.

In addition, a number of tuition waivers are available for students selected as Graduate Student Instructors (GSI). At Michigan students employed as GSIs are represented by the Graduate Student Employees Union, who negotiates base pay and benefits coverage. GSIs are paid a stipend commensurate with their level of appointment, health insurance, as well as tuition waivers.

*More information on GSI stipends, tuition waivers and benefits is available at:*

<https://hr.umich.edu/working-u-m/my-employment/faculty-human-resources-services/graduate-student>

### **Student Awards**

The Architecture Program offers students several additional opportunities to compete for prestigious recognition awards, which are funded in various amounts.

Undergraduate students submit their best work from their final design studio in the Wallenberg Studio Awards, a travel grant. Winners receive funds from the Raoul Wallenberg Endowment to explore and engage in the culture of the country they choose to visit, exploring architecture and culture, and getting acquainted with the people. The Wallenberg Travel Reports display some of the students' experiences. In addition, the Burton L. Kampner Memorial Award is presented to the undergraduate student whose final design project is considered to be the most outstanding.

Graduate students may win an annual Graduate Thesis Award, as well as an Architecture Program Distinction, which is awarded to students who have combined exceptional academic achievement and leadership thereby making a significant contribution to the stature of the Architecture Program. Other awards include the Marian Sarah Parker Memorial Award, Alpha Rho Chi Medal, and AIA Henry Adams Medal and Certificate.

Graduate and undergraduates may also compete for awards in the annual Student Show Exhibition, a gallery of faculty-selected projects representing the best of the student work created in the fall studios. The submitted projects are considered for the AIA Huron Valley Honor Awards and the Alumni Society Board of Governors Awards. Also as part of the judging, undergraduates may submit a portfolio to be considered for the Leonard B. Willeke Design Prize.

The Booth Traveling Fellowship is offered annually to recent graduates in order to research some special aspect of architecture that requires international travel.

Doctoral students may receive awards from the Rackham Graduate School, including the Distinguished Dissertation Award.

*More information on student awards can be found on the website at:*  
<https://taubmancollege.umich.edu/architecture/students/student-awards>

### **Student Research Grant**

The Architecture Student Research Grant (ASRG) is modeled after the faculty research competition, Research Through Making, but is designed by and for students. Initiated by the Class of 2013 as their parting gift to the College, this grant provides a unique opportunity for students to support outstanding research by their peers. A jury of students evaluate submitted proposals and award funding to the most promising research projects. The students have between 6 and 12 months to finish their research and prepare to present their work to the College in an oral presentation and in an exhibition or installation format. All current undergraduate or graduate students from the Architecture Program are eligible to apply. Students are encouraged to include team members from other disciplines, as well as from different stages of education (e.g. an undergrad / grad team).

*For information on the Architecture Student Research Grant see:*  
<https://taubmancollege.umich.edu/students/architecture-student-research-grant>

### **Faculty Funding Overview**

Faculty support for research seed funding and dissemination is available through a number of College and University sources. Within the College faculty may request funding from the Associate Dean for Research for seed projects, cost-sharing and dissemination purposes. In addition, the College supports two competitively awarded research programs each year: Research through Making and Research on the City. These highly successful programs have awarded up to five faculty teams up to \$20,000 each for creative practice and research.

The University has a number of funding programs that support student travel and international experiences, faculty research, faculty course development, and faculty teaching development. In addition, faculty members may participate in the University's MCubed program that was designed to stimulate innovative research and scholarship by distributing seed funding to multi-unit, faculty-led teams. Faculty from at least two different campus units can form a collaborative trio, or "cube," and request either \$60,000 or \$15,000 to advance their ideas.

#### **Reductions or Increases to Enrollment and Strategy**

The strategic plans for Taubman College relative to enrollment embrace a slow and steady growth approach that balances resources with the appropriate mix of undergraduate and graduate students. Resource considerations balance physical (space), financial and human resources necessary to support a quality educational experience for matriculates.

#### **Increases or Reductions to Funding and Strategy**

In general, there are no planned changes in the funding structure for the Architecture Program. We are thankful that the Provost's office continues to be 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 and faculty initiatives.

#### **Changes to Funding Models, Overhead, Resources, Faculty Compensation and Instruction**

No Changes in funding models: 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.

Taubman College will see an upgrade and expansion of its facilities by Fall 2017. The project will provide an additional 36,000 SF to our existing 72,000 SF facility and renovate approximately 11,000 SF of the current building. The project also encompasses a much-needed mechanical and electrical upgrade to the old building, as well as a new roof. The building addition and renovations will cost \$28.5 million, with an additional \$2.8 million allocated for building maintenance. The building plan is funded by a major gift from the late A. Alfred Taubman, as well as a generous gift from the late King C. Stutzman, matching funds from the Office of the President of the University of Michigan, and funds from the Provost Office and the Office of the Chief Financial Officer.

#### **In Progress Development Campaigns**

The Victors of Michigan Campaign planning committee for Taubman College identified six discrete areas of strategic need which have not been supported by available funds as fully as we would wish them to be including faculty support, student support, programs and research, facilities and discretionary support. The campaign goals are not segregated by degree programs. As of June, the College can report achieving 73% of our total campaign goal of \$30,750,000. Our success in raising funds for scholarships, our building expansion, and programming has allowed the College to pursue the best students, provide programming that supports our globalization, interdisciplinary and technology related efforts as well as launch the expansion of our facilities.

### **I.2.4 Information Resources**

The Art, Architecture & Engineering Library (AAEL), the largest branch library of the University of Michigan Library, is the primary library serving Taubman College. AAEL, located in the Duderstadt

Center across the street from Taubman College, is open 24/7 during the Fall and Winter semesters and from 7am to midnight Spring and Summer semesters. AAEL provides not only extensive collections of bibliographic resources, but also includes the Digital Media Commons; a trove of labs offering training, tools, and services in 3-D fabrication and modeling, prototype design, virtual environments, media conversion, and audio and visual production.

### *Collections*

The library collection seeks to address the multiple and diverse components of the Taubman College curriculum, as well as the creative and research interests of the faculty and students. The collection mirrors the curriculum's coupling of technical design training with theoretical discourse, and reflects the breadth and interdisciplinary nature of the program. The librarian collects with a particular eye to these areas: architectural representation, architectural theory and criticism, architectural history, urban design, real estate development, environmental technology, structures, sustainable systems, construction, digital technologies, material systems, design research, building and environmental technology, and professional practice. The collection of NA and NA-related titles in the library system numbers over 120,000 titles in AAEL and over 50,000 titles in other campus libraries. In AAEL these numbers are supplemented by strong collections in Art & Design fields as well as Engineering, including construction technologies, civil and mechanical engineering, and environmental engineering. The librarian has strong relationships with other librarians, fostering collection development across the library system. She works collaboratively with the Clark Library on purchases of maps, atlases, and data, with the Fine Arts Library for architectural history resources, the Science Library for purchase of landscape architecture and environmental materials, and the Business Library for materials on real estate and commercial development. The library prides itself on maintaining a robust collections budget and has been fortunate to continue receiving a healthy level of funding from the University's Office of the Provost.

The library recognizes the College's emphasis on diversity and inclusion of different cultures, nationalities and ethnicities with the understanding that a collection is a way to affirm and support diversity efforts and collects with that broad community in mind. In addition, recognizing the University's Carnegie classification as a Doctoral University with Highest Research Activity, the librarian conscientiously collects materials with long term research needs in mind. Materials are purchased primarily, but not exclusively, in English. A diverse array of formats are selected: print and electronic books, (due to faculty and student feedback the emphasis is on print), subscriptions are usually both print and online when feasible. Physical video media, such as DVDs and CDs, are gradually being superseded by streaming video. The library purchases digital images from several vendors (primarily through subscription – ArtStor, Archivision, AP Images), and we add unique faculty-created images to our local image database. In recent years, the library has added a Materials Collection, based in large part on participation in a samples purchase program offered by Material Connexion, but also utilizing purchases from other suppliers. The library subscribes to numerous databases to support architectural research: Avery Index to Architectural Periodicals, Detail Inspiration, Le Corbusier Online, OnArchitecture, Tectonica-Online, Art Source, Material Connexion, and MadCad, as well as numerous databases in other disciplines. The library is fortunate to have a Special Collections library with strengths in early modernism in Europe and the Soviet Union, and urban design. Efforts are made to build the collection based on existing strengths but also with the goal of supporting current research.

### *Services*

The library offers an array of delivery, reference, and instruction services. Faculty and students may request digital copies of chapters and articles held in library collections as well as those external to library collections. Requested physical materials are delivered to faculty offices or any campus library for pickup. When purchase requests are made by faculty or students, every effort is made to fulfill the request. Reference services are offered within the Art & Architecture Building several hours

each week during the Fall and Winter semesters and by request in the library. Classroom instruction on research methods, library resources, information literacy, research ethics, etc. is provided on request.

#### *Staff*

Architecture & Urban Planning Librarian: Rebecca Price

Rebecca has been in this position since 1998; She holds an MA in Architectural History (1985), a PhD in Architectural History (1997), and an MS in Information Science (1998). She is currently president-elect of the Association of Architecture School Librarians.

Coordinator of Imageworks: Susan Garrett

Imageworks and Materials Collection Assistant: Inna Verdiyan (½ time)

Access & Technical Services Staff: provided by University Libraries

#### *Facilities & Equipment*

The library and labs (as described above) are situated in the Duderstadt Center directly across the street from the Art & Architecture Building. The main area of the library includes current journals, materials, and image collections with seating nearby. Monographs and bound journals extend from the third floor to the basement of the building. There are numerous study tables and study rooms in proximity to the monograph and serial collections. The AAEL Special Collections and Storage Areas are in the basement: materials in those collections are available by request. The library provides a robust wireless environment, extensive computer access with a copious licensed software load supplementing software available through the College, as well as scanners and printers. Initiatives such as the Center for Entrepreneurship and the North Campus Sweetland Writing Center are also in the Duderstadt Center. The Duderstadt Center adjoins Pierpont Commons, which functions as a north campus student union with access to a bookstore, a convenience and snack store, a credit union, a computer store, and various lounges and food vendors.

*For more information on the AAEL and the Duderstadt Center visit:*

<http://www.lib.umich.edu/art-architecture-engineering-library>

#### *Computing and Technology Resources at Duderstadt*

Taubman College students have access to the University of Michigan's Digital Media Commons, directly across the street from the Art and Architecture Building. The commons provide students, faculty, and staff with visualization and virtual reality technologies. The Digital Media Commons includes:

Personal Studio Recording Rooms

Advanced Training Labs

Audio Studios

Conference Rooms

Design Labs

Electronic Music Studios

GroundWorks Media Lab – Computer room equipped with tech assistance

Multimedia Workrooms

Recording Booths

UM3D Lab – 3D printers

Video Studios

The Duderstadt also has two large computer training labs, which may be reserved by students and faculty through the website. These rooms have 22 machines each, one room has PC specific computers, the other has dual-boot Mac/Windows machines, both have an instructor station.

#### *Groundworks Media Lab*

A resource of the Duderstadt Library, as described above, is groundworks media lab. The media lab is a collaborative facility that supports the production, conversion, and editing of digital and analog media of all formats. The lab also includes another printing area for large format prints.

The Media Lab features:

- iMac Editing stations with Mac and Windows Operating Systems
- Audio and Video Conversion Equipment
- Wacom Cintiq Tablets
- CD and DVD Duplicators
- Scanners, large format, photo, negative, auto feed, and document
- Video dubbing equipment
- Hardware and software for audio and video production
- Access to Lynda.com for tutorials

*Find more on the specific media and computing resources here:*

<http://www.lib.umich.edu/digital-media-commons>

### **I.2.5 Administrative Structure & Governance**

Taubman College of Architecture and Planning is established within the University of Michigan for the purpose of conducting educational, research and service activities in the professional fields of architecture and urban planning. The College is structured within the University under the Provost and Executive Vice President for Academic Affairs, and ultimately the Board of Regents and Presidents Office. Within the College, the Associate Deans and Chairs report to the Dean of the College as well as to the Executive Committee. The Dean is appointed by the Provost for up to two five-year terms. The Program Chairs are appointed by the Dean in consultation with the governing faculty of the appropriate program. Chairs may serve for up to two three-year terms. They may be reappointed for a third term by a vote of 2/3 of their respective governing faculty.

The chief executive officer is the Dean. In matters of policy, budget, promotions and appointments, the Executive Committee assists the Dean. In matters of administration, the Dean is assisted by the Administrative Committee consisting of the Associate Deans and the Chairs. The Executive Committee consists of the Dean and four members of the Governing Faculty. Executive Committee members are in office for two years and may not be reappointed for at least one year following completed terms. To maintain a balanced representation of the professional fields in the College, at least one member must be elected from each program of the College. The nominations are held at the regular winter term faculty meeting. The associate deans serve as non-voting members of the Executive Committee. The Program Chairs participate in the Executive Committee by invitation. The Governing Faculty may invite students to be representatives and participate in committee meetings on a regular basis in an advisory capacity.

Appointments to the College Committees are made by the Executive Committee. Students who are in good academic standing and full-time may also be appointed to these committees.

*The College Committees, aside from those already covered above are designated in the College Rules as:*

- Library Committee
- Lecture/Exhibition Committee
- Research Policy Committee
- External Relations Committee
- Space and Planning Committee
- Computer Policy (Technology) Committee
- Promotion and Tenure Committees for all faculty up for tenure/promotion (Tenure-line and Professors of Practice) review
- Grievance Hearing Panel Pools
- Interim Review Committee
- Reappointment Review Committee
- Faculty Senate Assembly Representatives

When needed, the Dean and the Regents will appoint temporary committees, such as for faculty search committees.

*The College Rules can be found **here**.*

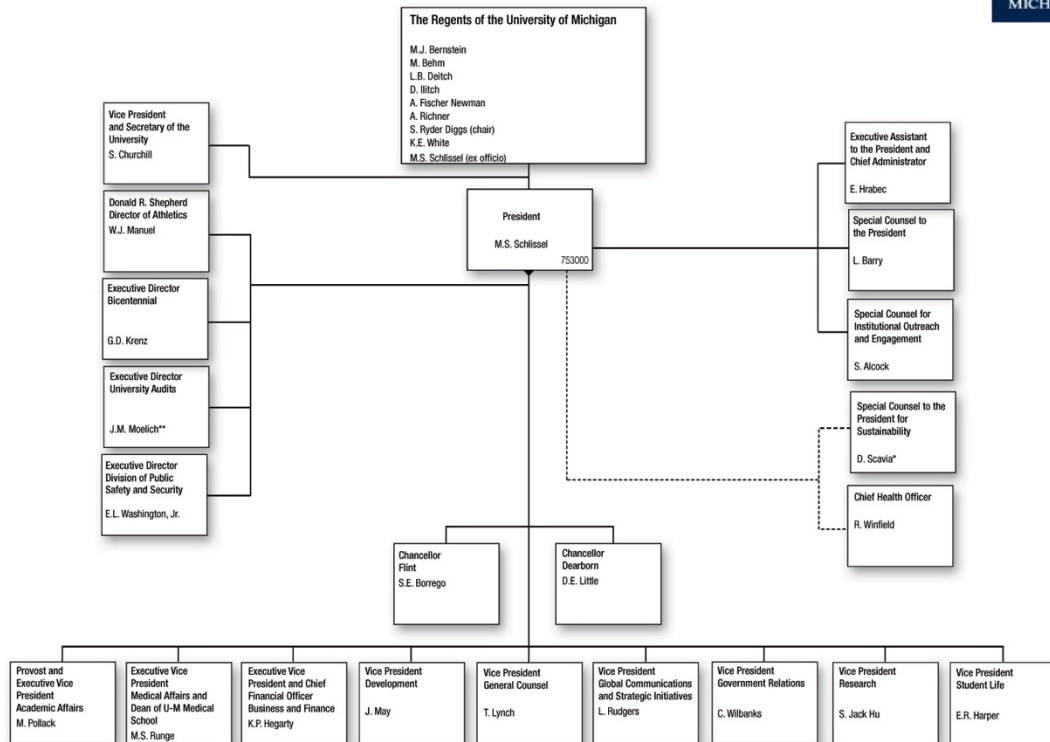
*The Architecture Program Committees are:*

- Admissions Committees (by degree)
- Educational Program Committee
- Fellowship Search Committee (for the purpose of hiring the Oberdick, Muschenheim, and Sanders Fellows)
- LEO Review Committee
- Master of Science Advisory Committees (by concentration)
- Doctoral Studies Advisory Committee
- Scholarship Committee



## University of Michigan Presidents Office Organizational Chart

### PRESIDENT



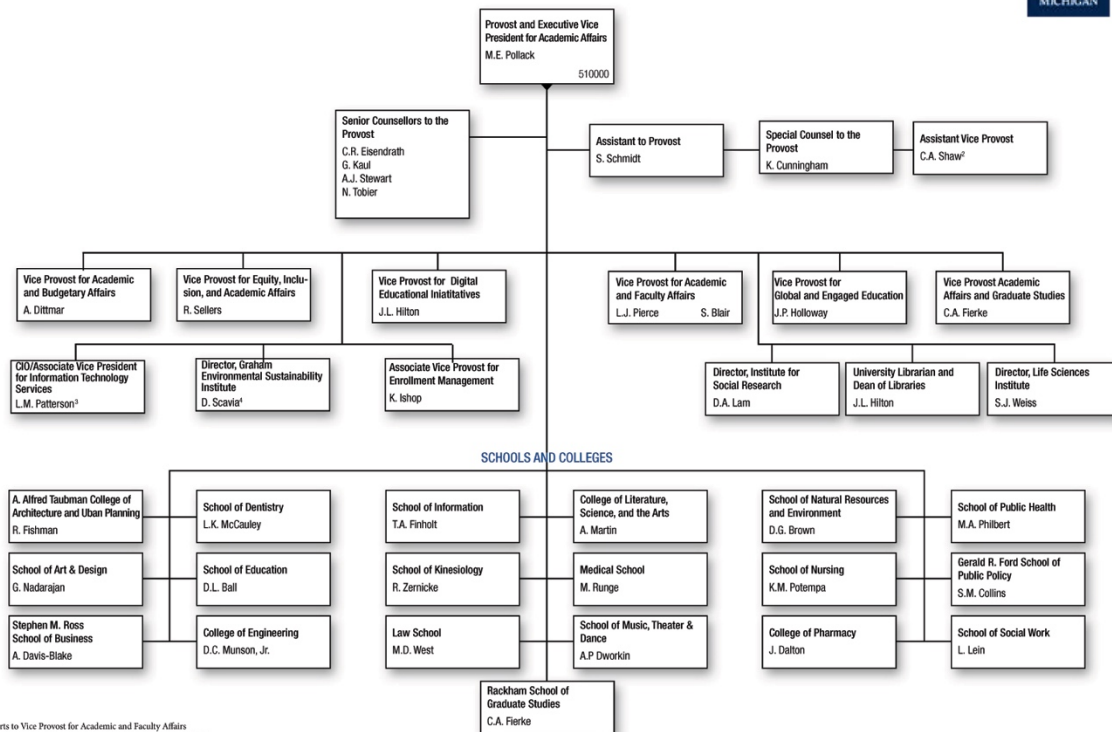
\*Also reports to the Provost and Executive Vice President

\*\*Also reports to the Board of Regents

753000  
MARCH 2016

## University of Michigan Academic Affairs Organizational Chart

### ACADEMIC AFFAIRS PROVOST AND EXECUTIVE VICE PRESIDENT

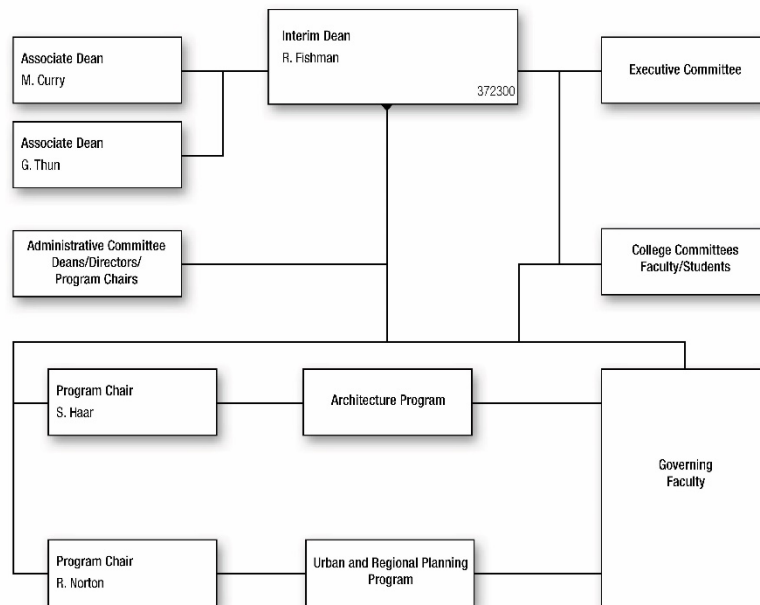


<sup>2</sup> Also reports to Vice Provost for Academic and Faculty Affairs  
<sup>3</sup> Also reports to Executive Vice President and Chief Financial Officer  
<sup>4</sup> Also Special Counsel to the President

510000  
JANUARY 2016

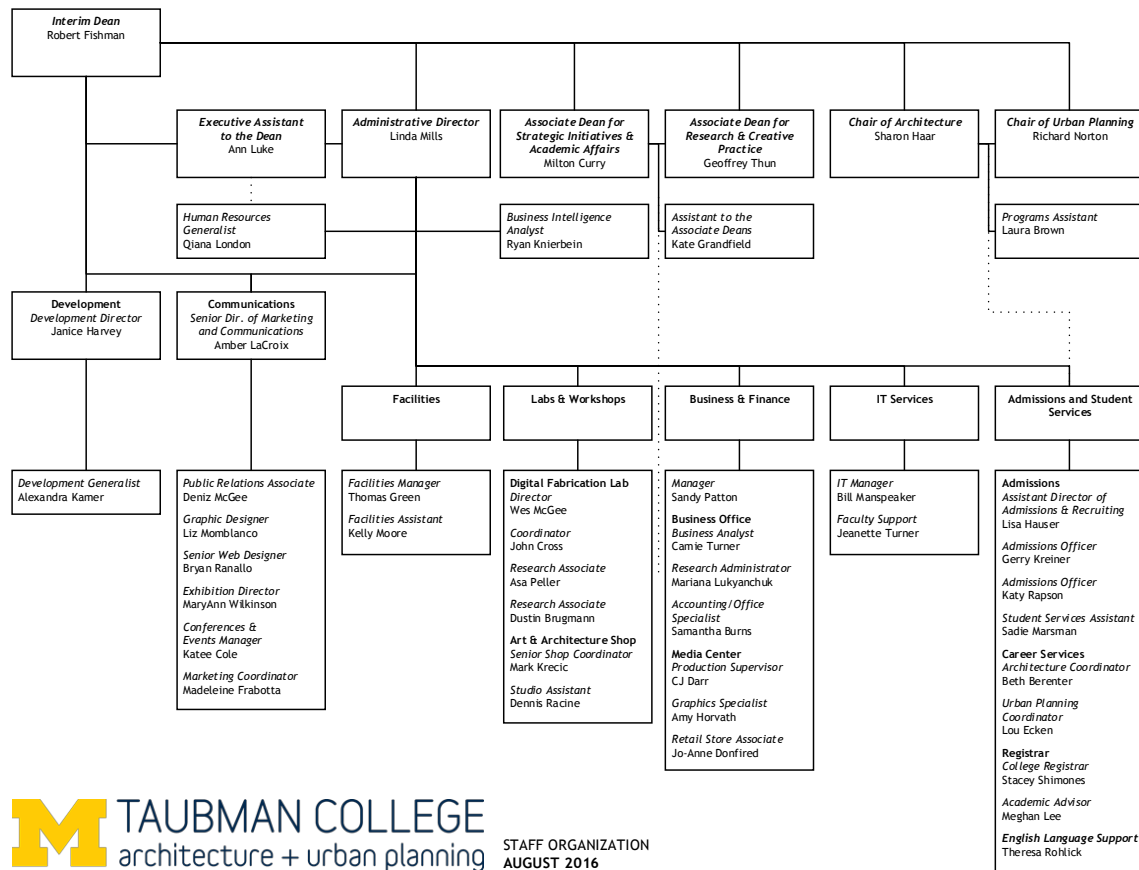
## Taubman College of Architecture and Urban Planning Organizational Chart

ACADEMIC AFFAIRS  
A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING



372300  
JANUARY 2016

**Taubman College of Architecture and Urban Planning Staff Organization Chart:**



## II.1.1 Student Performance Criteria

### Student Performance Matrix

Our Student Performance Matrix is organized as follows:

Bachelor of Science courses that meet SPCs required for admission into the two-year Master of Architecture degree track.

SPC-carrying courses in the first year of the three-year Master of Architecture degree track.

SPC-carrying courses in the two years of the two-year Master of Architecture degree track.

*The SPC Matrix can be found [here](#).*

### Pedagogy and Methodology used to address Realm C.

#### C.1 Research

The ability to conduct research in support of the design process is stressed throughout the curriculum of the Master of Architecture curriculum. A.3 Investigative Skills and A.6 Use of Precedents are taught in Arch 572 Theory and Criticism. They are specifically applied in two studio courses: Arch 672 Systems Studio and Arch 660 Thesis Seminar. In Arch 672 precedent research is directed toward the understanding of complex buildings in support of a multi-family housing project. In Arch 660 Thesis Seminar students are expected to conduct independent research leading to the development of a thesis project.

#### C.2 Integrated Evaluation and Decision-Making &

#### C.3 Integrative Design

These SPCs are specifically addressed in Arch 672 Systems Studio. Prior to the 2014 Conditions for Accreditation, similar SPCs were addressed through the Comprehensive Design Studio, Arch 562 Systems Studio, in which students “applied” the knowledge acquired in construction, environmental systems, and structures courses to the comprehensive design of multi-family housing. Although students achieved high quality results utilizing this methodology, the faculty recognized that the studio could be strengthened by better aligning building technologies with the studio itself. The result, Arch 672 teaches the same program as in the past, but is now linked to a new building technology course, Arch 527 Integrative Systems, taught by a team of structures, environmental systems, and construction faculty. The modules of this course are directly linked to the sequence of project components in the studio. The individual exercises are evaluated for grading in Arch 527; their application is evaluated for grading in Arch 672.

### Methodology for assessing student work as “high” or “low” pass

Each faculty member is responsible for assessing their own students’ work as “high” or “low” pass. In general, “high” pass work is work that garnered a grade of A, demonstrating the fulfillment of the necessary SPCs in a high quality project or assignment. “Low” pass work is generally work that garnered a grade between B and C. A grade of D cannot be counted as passing for a required course. These projects or assignments demonstrate the fulfillment of the necessary SPCs, but not much more.

## **II.2.1 Institutional Accreditation**

The University has received official notice that it has earned continuing accreditation from The Higher Learning Commission of the North Central Association of Colleges and Schools. The University of Michigan was officially informed that it was reaccredited for another 10 years, with the next reaccreditation review in academic year 2019-2020.

*Find the full letter of accreditation from the Higher Learning Commission on the UofM Website at:*  
<http://www.accreditation.umich.edu/portrait/HLCreport.php>

*Find the full assessment for accreditation at:*  
<http://accreditation.umich.edu/reports/HLCreport.pdf>

## II.2.2 Professional Degrees & Curriculum

### **Accredited professional degree programs offered at Taubman College of Architecture and Planning:**

2-Year M. Arch [pre-professional + 60 credit hours]

3-Year M. Arch [non pre-professional + 105 credit hours]

### **Other degree programs offered at Taubman College of Architecture and Planning:**

Bachelor of Science in Architecture

Master of Science in Architecture

Master of Urban Design

Master of Urban Planning

Graduate Certificate in Real Estate Development

Ph.D. in Architecture

Ph.D. in Urban Planning

### *Available Dual Degrees:*

Master of Architecture / Master of Urban Planning degree

Master of Architecture / Master of Business Administration degree

Master of Architecture / Master of Engineering degree

### *Available Graduate Certificates:*

Graduate Certificate in Real Estate Development

Graduate Certificate in Complex Systems

Graduate Certificate in Industrial Ecology

Graduate Certificate in Science, Technology, and Society

Graduate Certificate in Women's Studies

### *Elective Topics:*

History and Theory

Criticism

Architectural Structures and Technology

Construction and Advanced Technology

Environmental Systems

Urbanism

Sustainable Design

Computation

Fabrication

Conservation

Material Systems

Design and Health

Urban Planning

Architectural Drawing and Techniques

## **Preparatory Requirements**

### **Preparatory Requirements for 2-year M. Arch degree:**

Applicants to the 2-year M.Arch. degree should have a bachelor of science degree in architecture or its equivalent.

A student should have completed the following prerequisite courses as part of their undergraduate degree in architecture:

- 4 sequential architecture design studio courses (5-6 credits each course)
- 1 construction course (3 credits)
- 2 structures courses (6 credits)
- 1 environmental systems course (3 credits)
- 2 history of architecture courses (6 credits)
- 2 design fundamentals/theory courses (6 credits)

If any course deficiencies are found, the student must complete extra courses in addition to the regular 60 credit hours of the Master of Architecture curriculum. Course deficiencies are noted in the letter of admission. No students may enter the 2-year degree track with more than four deficiencies. All entering 2-year students must have four sequential architectural design studio courses.

### **Preparatory Requirements for 3-year M. Arch degree:**

There are two required prerequisite courses that a student should have completed prior to beginning coursework in the summer half term (late June). These courses must be taken for credit at an accredited institution and the student must earn a C or better in each course.

- 1 calculus course (4 credits - may be taken online)
- 1 physics course (lecture and lab) (4 credits - may not be taken online)

We also highly recommend students interested in the 3-year M.Arch. program take two studio art or design courses. The purpose of the studio courses is to explore the design process and the art of making, thereby solidifying an interest in architectural study, and to create work to include in the admissions portfolio.

*Examples of studio courses include but are not limited to:*

- Architecture
- Drawing
- Painting
- Design (2D or 3D)
- Woodworking
- Ceramics
- Sculpture
- Printmaking
- Metalworking
- Fashion Design
- Interior Design
- Illustration
- Animation
- Jewelry Making
- Photography



## **Degree Requirements**

### **Degree Requirements for completing the 2-year M. Arch degree:**

In order to qualify for the 2-year Master of Architecture Degree, a student must complete all 60 credit hours in architecture and related professional fields (i.e., planning, landscape architecture, natural resources, public health, engineering, business administration, and other), including a minimum of 45 credit hours of 500/600 level architecture courses.

Four courses (24 credit hours) of architectural design (Arch 552, Arch 562, Arch 662, Arch 672)  
Seven courses (21 credit hours) of specific required architecture courses (Arch 515 – Sustainable Systems, Arch 516—Architectural Representation, Arch 527 – Integrative Systems, Arch 537 – Fabrication, Arch 572—Architectural Theory and Criticism, Arch 583—Professional Practice, and Arch 660—Thesis Development Seminar)

Three courses (9 credit hours) of 500/600 level elective architecture courses

Two courses (6 credit hours) of either elective architecture courses or non-architecture cognate courses at the graduate level

No more than six hours of Tutorial Studies (Arch 593 and Arch 600) can be counted toward the 60-hour minimum.

Students may not elect required undergraduate architecture courses for credit.

The one credit hour courses, Arch 993 Teaching Methods for GSIs, and Arch 690 Architectural Curriculum Practical Training, cannot be counted towards graduation requirements.

ELI courses cannot be counted toward the graduation requirement.

### **Degree Requirements for completing the 3-year M. Arch degree:**

In order to qualify for the 3-year Master of Architecture degree, a student must complete a minimum of 105 credit hours while enrolled in Taubman College.

Seven courses (42 credit hours) of Architectural Design (Arch 402, Arch 412, Arch 422, Arch 552, Arch 562, Arch 662, Arch 672)

Seven courses (21 credit hours) of specific required architecture courses (Arch 515 – Sustainable Systems, Arch 516—Architectural Representation, Arch 527 – Integrative Systems, Arch 537 – Fabrication, Arch 572—Architectural Theory and Criticism, Arch 583—Professional Practice, and Arch 660—Thesis Development Seminar)

Two courses (6 credit hours) in History of Architecture (Arch 413 and an Arch History Elective course)

One course (3 credit hours) Environmental Systems, (Arch 425)

Two courses (6 credit hours) in Structures, (Arch 314 and Arch 324)

One course (3 credit hours) in Design Fundamentals, (Arch 416)

One course (3 credit hours) in Construction (Arch 417)

Five courses (15 credit hours) selected from 500/600 level architecture electives

Two courses (6 credit hours) selected from architecture or non-architecture cognate courses at the graduate level

Student must elect two full terms of 18 credit hours or two spring term courses in order to reach the 105 credit hours required in 3 years.

No more than six hours of tutorial studies (Arch 593, Arch 600) can be counted toward the 105-hour minimum.

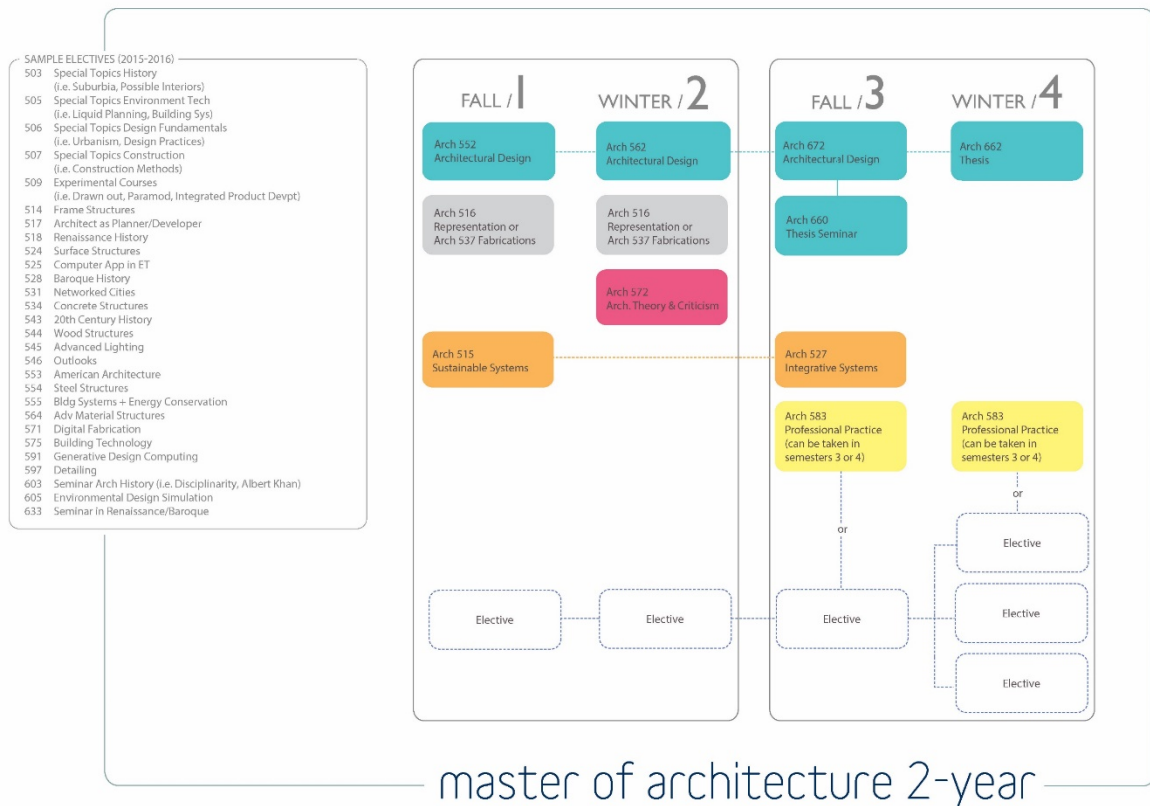
All required 300- and 400-level architecture courses should be completed by the end of the first year.

All course elections must be approved by the student's faculty advisor on a program planning form.

The one credit hour courses, Arch 993 Teaching Methods for GSI's, and Arch 690 Architectural Curriculum Practical Training, cannot be counted towards graduation requirements.

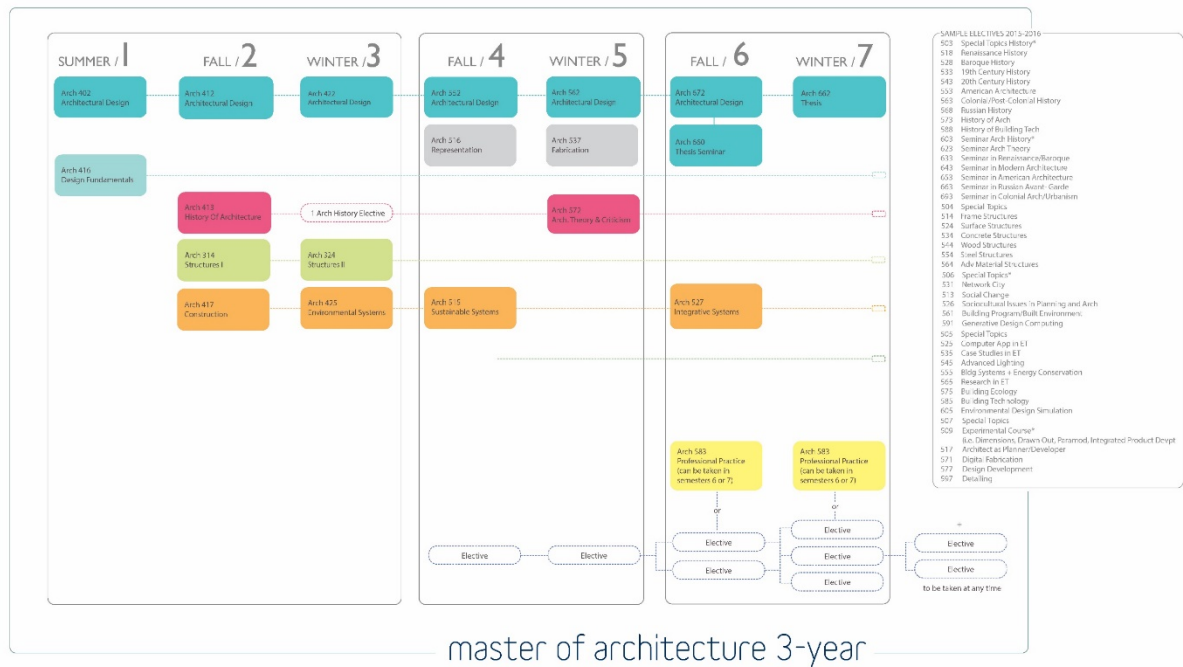
ELI courses cannot be counted toward the graduation requirement.

## 2-Year M. Arch Course Organization Chart:



A larger course organization chart for the two-year track can be found [here](#).

### 3-Year M. Arch Course Organization Chart:



*A larger course organization chart for the three-year track can be found **here**.*

For further information on admissions, curriculum, and degrees visit our website:  
<http://taubmancollege.umich.edu/architecture/admissions/apply/master-architecture>

## II.3 Evaluation of Preparatory Education

### Process for Evaluation and Admissions

Admissions review and prior course evaluation is the responsibility of all the faculty as part of their work on admissions committees as well as our admissions administrative staff. Part of the M. Arch application materials required are the previous transcripts in progress, and then the final transcript upon completion, of the program completed prior to attendance at Taubman.

#### *Review Process:*

- Admissions staff review the applicants file for completion.
- For all applicants, staff review transcripts for the completion of pre-requisite coursework.
- For applicants to the Two-Year track, transcripts are also reviewed for prior coursework that fulfill pre-requisite courses carrying SPCs.
- Completed applications are forwarded to faculty teams for review and ranking. (Two-year and Three-year applications are reviewed by different teams)
- Faculty meet in all-day sessions to evaluate and rank all applications proceeding by the order established by the full-review teams, establishing thresholds for admission and wait list. Rankings are utilized as advisory to the Chair for the purposes of determination of merit awards.
- Admitted students are notified by email and by a status update to their Wolverine Access account.
- Final transcripts are reviewed prior to registration.

#### *Material Reviewed by the Faculty Admissions Committees:*

- Transcripts, either in progress or complete
- GRE Scores
- TOEFL Scores, if applicable
- Letter of Intent
- Letters of Recommendation
- Portfolio (digital)

*Admissions process information can be found on the website at:*

<http://taubmancollege.umich.edu/architecture/admissions/apply/master-architecture>

### Admission to the Master of Architecture Two-Year track

Our administrative staff and academic counselors review the applicant's Bachelor of Science in Architecture transcript for:

Four sequential architecture design studio courses (5-6 credits each)

One architecture construction course (3 credits)

Two architecture structure courses (6 credits)

One environmental systems course (3 credits)

Two history of architecture courses (6 credits)

Two design fundamentals courses (6 credits)

The review of prerequisite coursework is based upon the undergraduate architecture curriculum at Taubman College. If applicants with Bachelors of Science in Architecture have not fulfilled the same courses required for our undergraduate degree program, they are listed as deficiencies.

Our admissions staff and the Program Chair annually update a spreadsheet of course equivalents from other institutions as a guide for determining comparable coursework, particularly as they pertain to SPCs. Determining comparable coursework is based on reviewing online course descriptions,

consulting institutional administrators via phone or in person, and discussing course outlines with faculty members at Taubman College.

As described on our website in the admissions section for the two-year M. Arch. degree, admission to this degree track is dependent on previous courses and the Bachelor of Science degree in Architecture obtained by the student prior to attendance. This section describes the required coursework needed to be placed in the two-year versus the three-year degree track.

Applicants who are admitted to the two-year degree track with deficiencies are notified of these deficiencies in their offer of admission. Waivers of course deficiencies may only be granted by the faculty teaching the comparable UM course.

Applicants who apply to the two-year degree, but who are deemed by the admissions committee and/or the admissions staff to be deficient in more than four course or of the minimum of four design studios are referred to the three-year degree admissions committee. If offered admission, these applicants are notified of their three-year status in the offer letter.

As discussed previously, beginning with academic year 2015-16, the curricula of both our Bachelor of Science and Master of Architecture degrees were changed, with the goal of decreasing the number of students entering the two-year degree track with multiple deficiencies. This change was made after assessing the curricula of the undergraduate programs from which we receive the greatest number of applicants. Additional coursework was added to our M.Arch. degree requirements to insure that all students meet all SPCs upon graduation.

## **II.4 Public Information**

### **II.4.1 Statement on NAAB-Accredited Degrees**

*NAAB-accredited degree language on our website:*

<http://taubmancollege.umich.edu/architecture/degrees/master-architecture>

<http://taubmancollege.umich.edu/architecture/overview/accreditation>

### **II.4.2 Access to NAAB Conditions and Procedures**

*Online Accreditation Information:*

<http://taubmancollege.umich.edu/architecture/overview/accreditation>

### **II.4.3 Access to Career Development Information**

*Taubman College Career Services:*

<http://taubmancollege.umich.edu/resources/career-services>

*Taubman College Career Networking Fair:*

<http://taubmancollege.umich.edu/resources/career-services/career-networking-fair>

*Taubman College Spring Break Connections Externship Program:*

<http://taubmancollege.umich.edu/resources/career-services/spring-break-connections-externship-program>

*Taubman College Career Services Workshops:*

<http://taubmancollege.umich.edu/resources/career-services/programs-and-workshops>

*Taubman College Career Resources:*

<http://taubmancollege.umich.edu/resources/career-services/career-resources>

### **II.4.4 Public Access to APRs and VTRs**

*Our documentation of VTRs, APRs, and IPRs are available on our website in the architecture section titled Accreditation:*

<http://www.taubmancollege.umich.edu/architecture/overview/accreditation>

### **II.4.5 ARE Pass Rates**

*The ARE Pass Rates are available on our website in the architecture section titled Accreditation:*

<http://www.taubmancollege.umich.edu/architecture/overview/accreditation>

### **II.4.6. Admissions and Advising**

Please see the detailed description of the admissions process provided in section II.3.

Please see the detailed description of the advising process provided in section I.2.1.

*Admissions requirements and policies are found on our website under the architecture section:*  
<http://taubmancollege.umich.edu/architecture/admissions/apply/master-architecture>

*More information on the architecture program can be found in the brochure located on the website in the admissions section:*  
<http://taubmancollege.umich.edu/pdfs/brochure/TaubmanCollegeArchitecture.pdf>

## **II.4.7 Student Financial Information**

Students in the Architecture Program are eligible for two forms of financial assistance:

- Merit-based awards determined at the time of admission (see section II.3)
- Need-based financial aid determined by the University Office of Financial Aid utilizing information provided by the applicant through the FAFSA application.

Notification of merit-based awards are made at the time of admission in the admission letter and through the Wolverine Access portal; students are informed of their total merit-award for the entire period of their degree, there is no need to reapply. This funding is distributed on a per semester basis, contingent upon satisfactory progress toward degree. Notification of need-based financial aid is made through the Wolverine Access portal soon after the offer of admission is made; students must resubmit a FAFSA form each year.

*Student Financial Aid information can be found on our website:*  
<http://taubmancollege.umich.edu/architecture/admissions/financial-aid-and-scholarships>

*Estimated cost of attendance can be found on our website:*  
<http://taubmancollege.umich.edu/architecture/admissions/tuition/master-architecture-march>

## **III.1.1 Annual Statistical Reports**

*Annual Statistical Reports can be found **here**.*

## **III.1.2 Interim Progress Reports**

*Interim Progress Reports can be found **here**.*

## Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

- **Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website.**
  - Course descriptions: [linked here](#)
- **Studio Culture Policy**
  - See our most recent Studio Culture Policy: [linked here](#)
- **Self-Assessment Policies and Objectives**
  - University of Michigan Planning and Evaluation:  
<http://www.accreditation.umich.edu/future/index2.php#Introduction2>
  - University of Michigan Guidelines for Strategic Assessment:  
[http://www.provost.umich.edu/programs/strategic\\_assessment/](http://www.provost.umich.edu/programs/strategic_assessment/)
  - Taubman College Board of Governors:  
<https://taubmancollege.umich.edu/architecture/overview/board-governors>
  - Taubman College 2015/2016 Committees: [linked here](#)
- **Policies on academic integrity for students (e.g., cheating and plagiarism)**
  - Students receive academic policy information at new student orientation:  
<http://taubmancollege.umich.edu/architecture/students/new-student-orientation>
  - University of Michigan Policy on the Integrity of Scholarship:  
<http://www.spg.umich.edu/policy/303.03>
  - Taubman College Academic Policies  
<https://taubmancollege.umich.edu/policies>
  - Taubman College Student Appeal Procedure:  
<http://taubmancollege.umich.edu/node/368>
- **Information resources policies including collection development**
  - Duderstadt Library Website:  
<http://www.lib.umich.edu/art-architecture-engineering-library>
- **The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.**
  - University of Michigan Standard Practice Guides Related to Affirmative Action and Nondiscrimination:  
<https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/nondiscrimination-policy-notice>
  - EEO/AA Policy:  
<http://spg.umich.edu/policy/201.82>
  - EEO/AA Policy for Individuals with Disabilities:  
<http://spg.umich.edu/policy/201.84>
  - EEO/AA Policy for Disabled Veterans and Veterans of the Vietnam Era:  
<http://spg.umich.edu/policy/201.87>
  - University policy on Discrimination and Harassment:  
<http://spg.umich.edu/policy/201.89-1>



- University Grievance Procedure and Dispute Resolution:  
<http://spg.umich.edu/policy/201.08>
- **The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.**
  - University of Michigan leave of absence policies:  
<http://spgdev.web.itd.umich.edu/policy/201.30>
  - University of Michigan Sabbatical policies:  
<http://spgdev.web.itd.umich.edu/policy/201.30-2>
  - University of Michigan Scholarly Leave policies:  
<http://spgdev.web.itd.umich.edu/policy/201.30-4>
- **The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.**
  - Faculty University of Michigan Handbook from the Provost Office:  
<https://www.provost.umich.edu/faculty/handbook/>
  - Tenure Procedures and Review Instructions from the Provost Office:  
[https://www.provost.umich.edu/faculty/tenure\\_review/policies.html](https://www.provost.umich.edu/faculty/tenure_review/policies.html)
  - Faculty Professional Development Programs from University of Michigan:  
[https://www.provost.umich.edu/programs/faculty\\_development.html](https://www.provost.umich.edu/programs/faculty_development.html)
  - Faculty Promotion Guidelines from the Provost Office:  
[http://www.provost.umich.edu/faculty/promotion\\_guidelines/](http://www.provost.umich.edu/faculty/promotion_guidelines/)
  - LEO Faculty:  
<https://hr.umich.edu/working-u-m/my-employment/faculty-human-resources-services/lecturers>
  - LEO Contract:  
<https://hr.umich.edu/sites/default/files/LEO-Contract.pdf>

#### Section 4. Supplemental Material Updated January 16, 2017

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

- **Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website.**
  - Course descriptions: [linked here](#)
- **Faculty Resumes**
  - Faculty resumes for Fall 2014 through Winter 2017: [linked here](#)
- **Studio Culture Policy**
  - See our most recent Studio Culture Policy  
<http://taubmancollege.umich.edu/policies/studio-policies>
- **Previous Visiting Team Report and Supplemental Materials**
  - Accreditation Website  
<http://taubmancollege.umich.edu/architecture/overview/accreditation>
- **Self-Assessment Policies and Objectives**
  - University of Michigan Planning and Evaluation:  
<http://www.accreditation.umich.edu/future/index2.php#Introduction2>
  - University of Michigan Guidelines for Strategic Assessment:  
[http://www.provost.umich.edu/programs/strategic\\_assessment/](http://www.provost.umich.edu/programs/strategic_assessment/)
  - Taubman College Board of Governors:  
<https://taubmancollege.umich.edu/architecture/overview/board-governors>
  - Taubman College 2015/2016 Committees: [linked here](#)
  - Taubman College 2016/2017 Committees: [linked here](#)
- **Policies on academic integrity for students (e.g., cheating and plagiarism)**
  - Students receive academic policy information at new student orientation:  
<http://taubmancollege.umich.edu/architecture/students/new-student-orientation>
  - University of Michigan Policy on the Integrity of Scholarship:  
<http://www.spg.umich.edu/policy/303.03>
  - Taubman College Academic Policies  
<https://taubmancollege.umich.edu/policies>
  - Taubman College Student Appeal Procedure:  
<http://taubmancollege.umich.edu/node/368>
- **Information resources policies including collection development**
  - Duderstadt Library Website:  
<http://www.lib.umich.edu/art-architecture-engineering-library>
- **The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.**
  - University of Michigan Standard Practice Guides Related to Affirmative Action and Nondiscrimination:

<https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/nondiscrimination-policy-notice>

- EEO/AA Policy:  
<http://spg.umich.edu/policy/201.82>
  - EEO/AA Policy for Individuals with Disabilities:  
<http://spg.umich.edu/policy/201.84>
  - EEO/AA Policy for Disabled Veterans and Veterans of the Vietnam Era:  
<http://spg.umich.edu/policy/201.87>
  - University policy on Discrimination and Harassment:  
<http://spg.umich.edu/policy/201.89-1>
  - University Grievance Procedure and Dispute Resolution:  
<http://spg.umich.edu/policy/201.08>
- **Taubman College Diversity Strategic Plan**
    - <http://taubmancollege.umich.edu/diversity-equity-inclusion-initiative>
- **The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.**
    - University of Michigan leave of absence policies:  
<http://spgdev.web.itd.umich.edu/policy/201.30>
    - University of Michigan Sabbatical policies:  
<http://spgdev.web.itd.umich.edu/policy/201.30-2>
    - University of Michigan Scholarly Leave policies:  
<http://spgdev.web.itd.umich.edu/policy/201.30-4>
- **The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.**
    - Faculty University of Michigan Handbook from the Provost Office:  
<https://www.provost.umich.edu/faculty/handbook/>
    - Tenure Procedures and Review Instructions from the Provost Office:  
[https://www.provost.umich.edu/faculty/tenure\\_review/policies.html](https://www.provost.umich.edu/faculty/tenure_review/policies.html)
    - Faculty Professional Development Programs from University of Michigan:  
[https://www.provost.umich.edu/programs/faculty\\_development.html](https://www.provost.umich.edu/programs/faculty_development.html)
    - Faculty Promotion Guidelines from the Provost Office:  
[http://www.provost.umich.edu/faculty/promotion\\_guidelines/](http://www.provost.umich.edu/faculty/promotion_guidelines/)
    - LEO Faculty:  
<https://hr.umich.edu/working-u-m/my-employment/faculty-human-resources-services/lecturers>
    - LEO Contract:  
<https://hr.umich.edu/sites/default/files/LEO-Contract.pdf>