

# Ball State University

College of Architecture and Planning  
Department of Architecture

ARCHITECTURE PROGRAM REPORT  
FOR SPRING 2013 NAAB VISIT FOR CONTINUING ACCREDITATION

Program Type:

**Master of Architecture**

Option 1 (pre-professional degree + 46 graduate credits)

Option 2 (non-pre-professional degree + 104 credits)

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*Note: Because of the multidimensional nature of many of our activities, certain events are mentioned more than once under different headings. Effort has been made to reduce redundancies without limiting the potential non-lineal review of this document.*

## PART ONE (I): INSTITUTIONAL SUPPORT AND IMPROVEMENT

### I.1. IDENTITY & SELF ASSESSMENT

#### I.1.1. HISTORY AND MISSION

When natural gas was first struck in September 1886 fifteen miles north of Muncie, it brought an economic boom to the Muncie region. Soon after the discovery of the natural gas reserves, the Ball brothers of Buffalo, New York, chose Muncie to establish a glass jar manufacturing plant. With economic prosperity came the need for the establishment of many institutions to support community development. A few prominent citizens of Muncie formed what could now be called a nonprofit organization with the purpose of funding a university. They named it the Eastern Indiana Normal University. In 1899, the first building was built. From that time, until 1918, the university went through periods of operation and closures, name changes and affiliation changes. Eastern Indiana Normal University started with 15 faculty members and 250 students. However, due to dwindling enrollment and difficult financial conditions, the university closed in 1901. For a brief period of two years the institution was called Palmer University, then it closed again in 1904. The university was renamed in 1905 as Indiana Normal School and College of Applied Science.

The turning point for the university came in 1918, on the fifth attempt to revive the university. The Ball brothers purchased and deeded 64.6 acres of land and property to the state of Indiana, a gift duly accepted by the Board of Trustees. The board approved that a "Muncie Auxiliary" (later named Eastern Division of Indiana State Normal School) be opened on behalf of the Indiana State Normal School of Terre Haute.

By 1922, the school was well established according to an account by the student newspaper, *The Easterner*, first published in March 1922. That same year, the name of the school was changed to Ball Teachers College. In 1929 the school became Ball State Teachers College. In 1965, with the addition of the only state-supported College of Architecture and Planning in Indiana, Ball State Teachers College was renamed Ball State University. Dean of Faculties Richard W. Burkhardt, a professor of history, recounted the historic moment thus: "Ball State had the audacity and pride to apply for the privilege of hosting the college [of architecture and planning], much to the surprise of Indiana University, Purdue University, Indiana State, and the audacity to see it through...The new program in architecture changed the institution" (1996). The drama surrounding the formation of the College of Architecture and Planning, and subsequent renaming of the Ball State Teachers College to Ball State University, has been well documented in a number of books.

The university now has seven colleges that offer liberal arts and professional education to about 22,000 students. Ball State is the third largest university in Indiana, after Indiana University and Purdue University.

Today, Ball State has evolved well beyond its early and singular reputation for training teachers to that of a comprehensive university with a distinctive education philosophy that emphasizes immersive learning, a pedagogical strategy modeled after the community-based project education strategy pioneered by the College of Architecture and Planning. Immersive learning emphasizes the importance of engaging the communities and business enterprises of the world in the process of project-driven learning. Ball State is also known for emerging media, which the university defines thus: "Emerging media is the evolving use of technology and digital content to enhance work, play, and learning; broaden access to information, accelerating communications and understanding; and enhance personal

connection by eliminating the constraints of time and location" (2011). Ball State's famous alumni include David Letterman ('69) and Jim Davis ('67), a combination that represents well the new character of education at Ball State, which embraces creativity, new media and entrepreneurship.

### **University Vision (2012-17 draft 2.2):**

Ball State University will be a national model of excellence for challenging, learner-centered academic communities that advance knowledge and improve economic vitality and quality of life."

*(At the time of editing this report, the university is transitioning between its last 2007-12 strategic plan and a new 2012-17 strategic plan that will be in service at the time of the accreditation visit. The vision statement transcribed in this report corresponds to a pre-adoption draft.)*

### **University Mission (2007-12)**

Ball State University is an innovative, supportive academic community that inspires students by: Offering action-oriented learning, including immersive out-of-class experiences, research, and study-abroad. Providing extraordinary access to and collaboration with professors who create scholarship to advance knowledge, improve teaching, and transform learning; engaging state, national, and international communities to enhance educational, economic, and cultural development.

### **University Mission (2012-17 draft 2.2):**

"As a public research university, we focus on students and high-quality, relevant educational outcomes. Disciplinary knowledge is integrated with application. We do this in a manner that fundamentally changes students, researchers, and our external partners, who look to the university for guidance. We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems."

*(At the time of editing this report, the university is transitioning between its last 2007-12 strategic plan and a new 2012-17 strategic plan that will be in service at the time of the accreditation visit. The mission statement transcribed in this report corresponds to a pre-adoption draft.)*

### **Architecture Program History**

In February of 1965, the governor of Indiana signed a bill into law creating the College of Architecture and Planning at Ball State University. This action followed an intensive study of Indiana's need for an architecture school and a search for the best academic home for the new College.

The addition of the College of Architecture and Planning to the then-Ball State Teachers College was the essential factor in the change of status of the institution to Ball State University. The college is considered the crown jewel of Ball State University owing to its comprehensive excellence and high standards. In the state of Indiana, in order to avoid program duplication, the key professional colleges are allocated to the various state universities. Thus, the engineering programs are located at Purdue University in West Lafayette; the medicine and law programs are located at Indiana University in Bloomington; and the architecture program is housed at Ball State University in Muncie.

The college opened its doors to the first class in the autumn of 1966, with a clearly defined mission and plans for growth. From its original location in a converted Naval Reserve Armory comprised of three inter-connected Quonset huts, the school moved to new quarters constructed from award-winning designs in 1972. A building expansion in 1982 tripled the available space for studios and classrooms and added an archive, library, computer lab, media lab, and research spaces. Over the same period of time the college grew from one undergraduate degree program in architecture to nine programs, including graduate degrees in architecture, historic preservation, landscape architecture, and urban planning.

What started as four faculty, including a dean, is now a collegiate faculty of more than 58 across three academic departments, with 26 full-time faculty in architecture alone.

The college has four research/service institutes including Community Based Projects (CBP), Center for Historic Preservation (CHP), the Institute for Digital Fabrication (IDF), and the Land Design Institute (LDI). The Institute for Digital Fabrication is the newest institute housed in the college and is a result of two \$20 million Eli Lilly grants received by the University. In addition, the college also physically houses the Center for Energy Research Education and Service (CERES) and the Institute for Digital Intermedia Arts (IDIA), both of which are independent, university-level units.

### **Mission of the Department of Architecture (2007-12)**

The Department of Architecture is dedicated to participating in the responsible design of the built environment, the practice of architecture and historic preservation, and to the pursuit of excellence to these ends. We, as a community of students, professionals, scholars, and citizens, are committed to fulfilling our responsibilities to society through the establishment and exercise of academic, professional and community partnerships and initiatives. Our mission is to:

1. Provide an environment and programs that educate a diverse student body in the theory and practice of architecture and historic preservation, in pre-professional, professional and post-professional studies;
2. Develop in students their capacities for creative, cumulative and critical thinking, design and intellectual literacy, cooperative work, individual risk-taking and personal responsibility, and life-long cultivation of design capabilities;
3. Help students mature into active world citizens;
4. Assist faculty and students to contribute substantially to the intellectual life of the university, professions and community.
5. Support the growth of faculty as outstanding professionals in teaching, scholarship, research, creative endeavors, and public and professional service;
6. Promote the skills and knowledge needed for the design of culturally significant and environmentally sustainable buildings and communities;
7. Provide local, regional, national and international leadership in the ongoing evolution of the profession of architecture and its role in a multicultural and globally interconnected society;
8. Assist in the continuing education of Indiana's architects, preservationists, and the public;
9. Collaborate with other design professions in serving Indiana, the nation, and the world.

### **ARCHITECTURE PROGRAM BENEFITS THE UNIVERSITY THROUGH TEACHING, SCHOLARSHIP, AND SERVICE**

The architecture program has been ranked nationally. The rankings have helped elevate the stature of the university as a whole, and are prominently featured in university publications and marketing materials:

1. *Architect* magazine recognized Ball State University's architecture department in 2009 (still current) among the **top three programs in the country that excel in digital design and fabrication**. Southern California Institute of Architecture (SCIARC) and the University of Michigan are the other two programs mentioned.
2. *Architect* magazine has also recognized the department among the **top six programs in the country for excellence in social justice**.

3. *Design Intelligence* recognized Ball State's architecture department as a ***World Class School of Architecture*** since 2009.
4. In 2011, *Design Intelligence* has also ranked Ball State's six-year old master of architecture program ***Ninth in the Midwest*** among 23 schools in the region, ahead of such prestigious schools as the University of Minnesota, the Ohio State University, and the University of Illinois at Chicago.

**The architecture program brings to the university community a substantial offering of teaching activities that include the following:**

- Immersive learning projects that the college has championed for over four decades have brought connectivity and service to all corners of Indiana. The university has adopted the immersive learning paradigm as a university-wide best practice for multi- and inter-disciplinary engagement with the external world in providing project-based, hands-on experiences for students from all disciplines in the university. Immersive learning initiatives are supported by grants from the Provost's office and through external grants. Architecture undergraduate students have been part of many immersive learning projects participating with students from other colleges and departments.
- The Building Better Communities initiative—a university-level program with roots in CAP's Community Based Programs (CBP)—partners students and faculty from many colleges with local leaders throughout the state on development projects that make Indiana a better place to live, work, and do business.
- Emerging media are deeply ingrained in Ball State's academic and immersive learning experiences. Ball State, CAP, and the DoA are home to leading experts in the field, such as Michele Chiuini, Mahesh Daas, Kevin Klinger, Michael Silver and Joshua Vermillion, and the university provides them with excellent facilities to conduct groundbreaking research.

As part of the College of Architecture and Planning's inception immersive, travel-based pedagogy, the ***World Tour/PolyArk*** program has been a long-standing, semester-long program that operates once every three years. Approximately 25 students from different disciplines in the college go on a "semester-on-the-road" around the world, guided by two or three faculty members. The students take a semester's load of courses while traveling. The World Tour program has brought international exposure to Ball State University and helps showcase the university as a global institution.

The college also has a tradition of **field trip week**. The field trip week tradition has been running for more than four decades and involves one full week, at the end of September or beginning of October, when almost all the studios, students, and faculty of the college go on trips to different parts of the country, Canada, and sometimes other parts of the world such as Italy, Spain, and U.K. The trips are linked to studio projects and often engage architectural firms, alumni, and local schools of architecture. The week provides regular exposure of Ball State University students to the rest of the country and the world.

The architecture program currently is part of a multi-state team that was awarded a U.S. Department of Energy contract for the **2013 Solar Decathlon** competition, in partnership with the University of Louisville, Ky., and the University of Kentucky. The architecture program's involvement in this high-profile competition has teaching, research, and service benefits for students and faculty at Ball State University. Students from other disciplines outside the architecture program, including interior design and construction management, have been involved in various stages of design and have collaborated with engineering students from the University of Louisville.



Architecture students regularly participate in and win **national and international architectural competitions**. Examples include AIAS-Kawneer competition, Leading Edge competition, *Architect* magazine's R&D competition, USGBC competition, Titanium Bridge competition, and Modular Building Institute competition. The competition participation and awards have brought recognition to the university:

- Michela Cupello and Wes Stabs, M.Arch students, won the national U.S. Green Building Council (USGBC) 2011 Multifamily Midrise Design Competition.
- Susan Butts won first place in the AIAS/Kawneer School of Tomorrow competition in 2011. Chris Simmons and Melissa Klemeyer won honorable mention prize in the same competition.
- Ball State students swept all but second place in the AIAS/Kawneer Municipal Courthouse competition in 2010. Eric Laine won first place for "Justice Center;" Greg Hittler won third place for "Heterogenous Stitching;" Lauren Comes and James Moehring, Jessie Rabideau and Jonathon Meier, and Kelly Goffiney won honorable mention prizes. Their work has been featured in a multi-page full-spread coverage in *Competitions* magazine.
- In spring 2010, Erin Chapman, Jason Klinker, and Andrew Hesterman received a first place award for their sustainable training center in the Leading Edge Student Design Competition. The Ball State team developed a zero net energy project focusing on adaptive forms and interactive building skins.
- The student team of David Kane, Xavier Colon, Paul Lindsay, and Adam Wilson Buente were finalists in the Student Pedestrian Bridge Design Competition, sponsored by the Defense Metals Technology Center in spring 2010.

#### **DoA faculty members are very productive in scholarly and research activities.**

Research and scholarship have been long-standing strengths of the department. As detailed in the Financial Resources section, DoA faculty have accounted for \$160,193.95 in intramural grants and contracts, and \$1,882,600.24 in external grants and contracts since the last accreditation. A majority of the research expenditures have been through DoA centers and institutes.

DoA faculty have also been productive scholars with publications in national and international academic forums. As it the faculty scholarly accomplishments are many, only a few representative examples have been provided below. The [college's Annual Reports](#) provide a comprehensive account of faculty achievements and productivity:

- Angulo, A. Mounayar, M. (2010). "Virtual Sets: A mixed reality application." Bogota Colombia: Sigradi: XIV Congreso de la Sociedad Iberoamericana de Grafica Digital Bogota Colombia.
- Campbell, Duncan (2010). *Indiana Barns*. Indiana University Press.
- Chiuni, Michele, Al-Kawasmi, Jamal, and Sabri El-Hakim (2008). *Digital Media and Its Applications in Cultural Heritage*. Proceedings of the DMACH Conference, Amman.
- Daas, Mahesh (2009). "Afterword," in Michael Fox and Miles Kemp, *Interactive Architecture*, New Jersey: Princeton University Press.
- de Brea, Ana (2012). *The Latin American Fragment*. New York: Norton (in press).
- Dotson, Olon (2012). "Exploring Place through Space: A Critical View on Inner-City Disinvestment Space and Flows." International Conference on Urban and Extra Urban Studies, 2012

Indianapolis Downtown Artist and Dealers (IDADA) Best of Indianapolis Architecture, American Institute of Architects, Jan. 13-Feb. 5, 2012

- Elvin, George (2007). *Integrated Practice in Architecture: Mastering Design-Build, Fast-Track and Building Information Modeling*. AIA/John Wiley & Sons
- Gray, Timothy (2012). "Salvaged Layers; a Collaborative Site Specific Performance." (in press).
- Grondzik, Walter (2011). *The Green Studio Handbook*, 2nd ed., New York: The Architectural Press.
- Harwood, Pamela (2011). "Design Patterns for the Adaptive Reuse of Underutilized Buildings as Charter Schools," Environmental Design Research Association National Conference EDRA42.
- Janz, Wes (2011). "small architecture BIG LANDSCAPES" show, Swope Art Museum, Terre Haute, Ind., 2010; + BSU, Carnegie Mellon University, University of Minnesota, and University of Wisconsin Milwaukee galleries
- Keddy, Karen (2011). "Nursing Activities: Embodied Professionalism and Spaces of Work." In Sherry Ahrentzen, Carol Despres, and Brian Shermer (Eds.) *Blurring Boundaries, Building Bridges: The Legacy of the Milwaukee School in Environment-Behavior Studies*.
- Kendall, Stephen (2011). "Hospitals on the Time Axis: Trends in the Real World and Implications for Architectural Education," *HERD (Health Environments Research and Design Journal)* 2011 Volume 4, Number 4, Vendome Group. (Pgs. 130-142)
- Klinger, Kevin (2008). *Manufacturing Material Effects: Rethinking Design and Making in Architecture*. Routledge.
- Koester, Robert (2012). "Sustainability and the Presidency: Five Starting Points," (Chapter 8) *The Sustainable University: New Goals and New Challenges for Higher Education Leaders*. James Martin, Editor. Johns Hopkins Press (Co-author: Jo Ann Gora).
- Middleton, Deborah (2011). Contributor of more than 25 articles in *The Grove Encyclopedia of Art*. Marter, Joan, (Ed), Oxford University Press.
- Silver, Michael (2010). *Form + Code*, Princeton Architectural Press.
- Spodek, Jonathan, Thomas Dutton, John Blake, Emilie Taylor (2012). "Design Build Educational Studios-Urban Reinvestment," AIA National Convention, Washington DC, 2012.
- Sweitzer, Glenn; Joshua Vermillion (2009). "Distance Daylighting and Digital Fabrication," Proceedings of the 2009 Annual Research Conference of the Architectural Research Centers Consortium. San Antonio, Texas, 15-18 April 2009, pp. 257-264.
- Wolner, Theodore (2011). *Henry Ives Cobb's Chicago: Architecture, Institutions and the Making of a Modern Metropolis*. Chicago: University of Chicago Press.

**The architecture program brings to the university a substantial range of service activities that include the following:**

The **National Science Foundation symposium and workshop on "Research in Materials and Manufacturing for Extreme Affordability,"** held in March 2011 by the department in partnership with American Society of Mechanical Engineers and IEEE, brought leading experts from engineering, design and management disciplines from around the world to Ball State's campus, engaging students, staff and faculty from multiple disciplines and departments. The event was broadcast live, tweeted, followed, and

watched by people around the world. The event has been publicized to the more than 600,000 international members of the partner organizations, which has brought wide-ranging recognition to the university.

The **CIB W104 Open Building Implementation** ([www.open-building.org](http://www.open-building.org)) held its 15th annual international conference at Ball State in 2009 on the theme “**Education for an Open Architecture**,” bringing world-famous architects and educators from around the world to engage in paper presentations and student design exercise workshops and involving students and faculty from a number of CAP departments and others across campus.

**MMFX: Manufacturing Material Effects** exhibition, organized by the Institute for Digital Fabrication, was installed at the Indianapolis Museum of Art in summer 2008 and featured work by the leading and avant-garde architects and designers from around the world. An edited book was subsequently published by Routledge.

The **Design Communications Association’s** 2007-08 conference was hosted by Ball State University.

The college’s public lecture series and exhibitions are often attended by students, staff, and faculty from other units on campus. The department chair’s “**Conversations**” series of dialogs with leaders from the discipline has been broadcast live and covered by the campus newspaper.

### **THE INSTITUTIONAL SETTING OF BALL STATE UNIVERSITY BENEFITS THE ARCHITECTURE PROGRAM**

Ball State University’s institutional setting offers many advantages to the architecture program. The university has a unique composition of disciplines and academic units and a cultural milieu and resources that benefit the architecture program and are different from those found at a typical research university that has a science and engineering-focused culture. With its heritage rooted in Teachers College, and with the David Letterman-supported College of Communication, Information and Media, the university emphasizes the importance of teaching and learning. The specific benefits of the institutional setting include:

- Architecture students enroll in a large number of general and core curriculum courses from a diverse set of disciplines such as philosophy, languages, sciences, communications, and business. The university core curriculum has undergone a major revision in its pedagogical structure and content since the last accreditation visit (see <http://tinyurl.com/BSUCore>). This has also allowed the inclusion of an architecture course (one more being considered at the moment) to count as a core curriculum course, with benefits for our program and for students of other majors. CAP is making explicit use of the university core curriculum as a platform for the dissemination of design knowledge among non-design majors of the university. CAP 200: Fundamentals of Design Thinking is a core curriculum course that seeks to promote a better understanding of what architects can offer and to encourage more appreciation of the value of design in general.
- The University’s Honors College provides a challenging opportunity for meritorious students from different disciplines to learn together. Approximately 20 percent of architecture students are enrolled in Honors College courses and many complete an undergraduate honors thesis.
- The university’s research and teaching centers are accessible to architecture students. The Center for Media Design (CMD), Center for Energy Research Education and Service (CERES), Building Better Communities (BBC), the Virginia Ball Center for Creative Inquiry (VBC), and the

Institute for Digital Intermedia Arts (IDIA), among other units provide resources, faculty, and knowledge that enrich architecture students' academic experiences.

- The university's commitment to sustainability, as demonstrated by the construction of the nation's first large scale geothermal infrastructure helps support the culture of sustainability in DoA. The university has gained national recognitions in efforts relating to sustainability (see <http://tinyurl.com/BSUSustainability>):
  - 2012 Excellence in Integration Award -- The International Sustainable Campus Network
  - 2010 Technology Innovator of the Year Award -- The Hoosier Environmental Council recognized Ball State University with this award during its third annual Green Policy Forum on Nov. 6, 2010. In 2009, Ball State University broke ground on a new ground-source geothermal district heating and cooling system that, once completed, will be the largest district system in the country.
  - 2010 Climate Leadership Award for Institutional Excellence in Climate Leadership - Second Nature
  - Ball State University received Second Nature's first Climate Leadership Award for Institutional Excellence in Climate Leadership
  - 2007 Lugar Energy Patriot Award from U.S. Senator Richard Lugar
  - 2002 Best Practice Sustainability Award - Sustainable Buildings Industry Council
  - 2000 Indiana Governor's Award for Excellence in Recycling - State of Indiana Governor's Office
  - 2012 Guide to 322 Green Colleges - *The Princeton Review*
  - Recognized for the third year, Ball State is the first public institution in Indiana to be listed among the most environmentally responsible colleges and universities in the U.S. and Canada.
  - 2011 Guide to 311 Green Colleges - *The Princeton Review*
  - 2010 Guide to 286 Green Colleges - *The Princeton Review*
  - 2009 AASHE Digest - Annual Review of Sustainability in Higher Education
  - 2009 Sierra Club's Cool Schools – "Coal Schools: Filth is Flunking"
  - 2009 Campus Sustainability Case Study - National Wildlife Federation, Campus Ecology Program
  - 2009-2011 College Sustainability Report Card - Sustainable Endowments Institute
  - 2008 *KIWI Magazine's* Green College Report - "Fifty schools that will help your kids save the planet"
  - 2008 Campus Report Card on Sustainability in Higher Education - National Wildlife Federation, Campus Ecology Program
- The library system of the university has multi-disciplinary collections and an exclusive architecture, landscape architecture, and planning collection located in Architecture Building. The wide array of physical resources and services available to DoA students is described in Section I-2.3 Physical Resources.

- The university's lecture series brings to campus prominent international personalities such as Thomas Friedman, Rachel Maddow, Ted Koppel, David Letterman, Biz Stone, Geoffrey Canada, and others. Architecture students benefit from access to such activities.
- The Greening of the Campus conference brings prominent sustainability experts to campus. In 2011-12, Amory Lovins, David Orr, and Bill Browning were featured.
- Furthermore, with vibrant programming from the Muncie Symphony Orchestra and the nationally and internationally known acts at Emens Auditorium, and the diverse events programming at the three major performance spaces on campus, the university provides a rich cultural context for architecture students.

### I.1.2. LEARNING CULTURE AND SOCIAL EQUITY

#### **ACADEMIC/STUDIO CULTURE POLICY**

An academic studio culture policy has been in place since 2001. The policy is introduced to all new students at the welcome sessions each year and at sessions conducted by the American Institute of Architecture Students during the Student and Faculty Symposium held annually at the college. The old and new policies are available on the department web site at: <http://tinyurl.com/bsunaab>

The process of establishing policies having to do with learning and studio culture has been led by the AIAS chapter of Ball State under the guidance of the director of the master of architecture program and an emeritus professor. The new policy, which was developed in spring 2012, is being prepared for adoption starting fall 2012. The studio culture policy addresses the values that uphold the focus on the learning, health, and well-being of the students. The draft statement below:

#### **STUDIO CULTURE**

*Within the Department of Architecture at the College of Architecture and Planning at Ball State University lies the Studio Culture Policy, which establishes guidance for a positive and respectful learning environment in which the students, faculty, staff, and administration within the department are able to reach their full academic potential. The Department of Architecture fully understands that fostering a community of academic scholars is of utmost importance. The goal for the learning environment of the department is to foster a high degree of collaboration that emphasizes the need for group and individual growth within each member of the department. The Studio Culture Policy outlines the criteria for such a learning environment to be developed within the department.*

#### **STUDIO CULTURE POLICY**

*The studio is the place where learning, researching, innovating, and discovering spark the imagination within architectural education. In order for this environment to occur, five values are incorporated into this policy to create a successful studio learning environment: Respect, Time, Responsibility, Tradition, and Innovation. These five values allow the department to sustain a positive learning community for the students participating in such a rigorous program.*

#### **RESPECT**

*The department has the right to expect that each member will benefit from and value the diversity brought by each individual within the department. These opportunities include differences in experiences, ideas, cultural values, formal education, religious beliefs, and family background.*

*Students and faculty are expected to treat each other in a positive and constructive manner. Faculty members are expected to ensure that each student in the class is reaching his or her full potential as much as is reasonably possible. Students are expected to respect the goals and initiatives established by the faculty in the studio.*

*Students are to respect each other with an understanding that different students learn differently in order to reach their individual potential. Students should respect each other's studio space, materials, time, and ideas in a constructive manner.*

### **TIME**

*One of the most important skills needed in the program is time management skills. Toward this, students and faculty will endeavor to value each other's time. Attendance, full participation, and, an adequate amount of work outside the class time are required. Becoming a professional requires a passionate commitment of time and learning in a studio environment that enable the transformation of self.*

### **RESPONSIBILITY**

*The responsibility of a successful studio rests on the collaboration of the students, faculty, staff, and administration of the Department of Architecture. The staff and administration are responsible for providing an adequate learning space with the necessary resources to allow for maximum potential to be reached.*

*The faculty are responsible for providing problems, assignments, questions, and conversations to inspire students. The responsibility of the students lies in the effort, passion, enthusiasm, open-mindedness, and willingness to work hard in order to develop into consummate professionals.*

### **TRADITION**

*The history of the College of Architecture and Planning provides a long-standing commitment to excellence in architectural education and the preparation of the professionals. This tradition has become the backbone of studio learning for the students, faculty, and staff.*

*It is expected that students and faculty alike receive equal opportunity to partake in this learning environment. Students are expected to have proper engagement with professionals of the community to allow for an understanding of the requirements beyond graduation. Faculty are expected to allow students to partake in these engagements, knowing that these interactions will only further enhance their learning experience.*

### **INNOVATION**

*The evolution of each scholar within the department to produce a well-rounded professional is achieved through a variety of processes. These processes might vary from student to student, professor to professor, and from project to project. Students are expected to accept these challenges and take risks in the design process, while faculty are expected to provide opportunities for success, exploration, and creativity.*

*Each individual of the department is expected to provide a well-rounded atmosphere in which students are given exposure to every aspect of architecture. The studio atmosphere should allow students to participate in co-curricular and extra-curricular activities that provide enhancement of studio learning.*

*Respect, time, responsibility, tradition, and innovation are the five values that enable a positive and nurturing experience for all involved within the process of an architectural education. The*

*successes of such a learning environment are derived from the commitment of the students, faculty, and staff to architecture. As architecture evolves, and as the learning environment evolves with the changing times, the studio culture document will evolve with it on an annual basis.*

## **SOCIAL EQUITY AND DIVERSITY**

Ball State is an affirmative action, equal opportunity employer strongly committed to [diversity](#). The university policies supporting this mission are available in the university website. The *Faculty and Professional Personnel Handbook* states that "We seek healthy and productive living, social justice, and environmental sustainability for Indiana, the nation, and the global community." The members of the university community also pledge "... to act in a socially responsible way; to treat each person in the Ball State community with civility, courtesy, compassion, and dignity; to respect the property and environment of the campus; ... to value the intrinsic worth of every member of the community." The Department of Architecture upholds and maintains these fundamental commitments. The anti-harassment policy can be found at: <http://tinyurl.com/bsuantih>.

While the Office of Human Resource Services and the Office of University Compliance address faculty and staff issues, students have the Division of Student Affairs, dedicated to support the educational experience and provide opportunities to develop personal skills. This office coordinates services of different offices: the Multicultural Center, the Student Center, Student Life (connecting all student organizations), the Career Center, the Counseling Center, and the Office of Disabled Student Development. Students with disabilities can also find specialized services through the Office of Disabled Student Development.

The Office of Student Rights and Community Standards administers the Code of Student Rights and Responsibilities, responding to allegations of misconduct and conducting outreach to the campus community on safety, security, and other issues important for student success. It also addresses many other university policies and procedures, for instance grade appeals or disciplinary actions.

The university has several multicultural organizations on campus, and more than 25 religious organizations affiliated with most of the major religions in America. All faiths are welcome, and many students participate in groups that meet for study, worship, and service projects.

The state of Indiana mandated in 2006 (Legislation in IC 21-27-3-5, Sec. 5) that the boards of trustees "shall create a diversity committee to complete certain tasks and to issue an annual report stating the findings, conclusions, and recommendations of the committee to the Board of Trustees." The tasks are as follows:

1. Review and recommend faculty employment policies concerning diversity issues.
2. Review faculty and administration personnel complaints concerning diversity issues.
3. Make recommendations to promote and maintain cultural diversity among faculty members.
4. Make recommendations to promote recruitment and retention of minority students.

The University Diversity Committee recommended that the Office of Institutional Diversity continue to monitor the progress of the university in the pursuit of the university's strategic plan (<http://cms.bsu.edu/About/StrategicPlan.aspx>) goals related to diversity.



The Office of Institutional Diversity promotes policies and practices that support campus diversity and is participating in the writing of the 2012-17 Strategic Plan. The Office of Institutional Diversity is not only committed to diversity programming for students; it also supports several faculty development programs. The [Diversity Associates Program](#), the [Developing Pedagogies to Enhance Excellence Seminar](#), and the [Diversity Seminars](#) are three programs that encourage faculty to explore the relevance of diversity in all classes.

In addition, the Rinker Center for International Programs provides services to international students, houses study-abroad programs, and sponsors events that allow the community to experience cultures from all over the world and conversely enables international students to become familiar with American families, institutions and culture.

**The DoA has adopted criteria and procedures to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions. These include:**

- The department's full support of the university's commitment to equal opportunity for all its faculty, staff, and students, regardless of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation;
- The university's and the department's commitment to academic freedom and other rights included in the "Bill of Rights and Responsibilities" for faculty, professional personnel, and staff in the preamble to the university's *Faculty and Professional Personnel Handbook*;
- The department's full cooperation with the Office of University Compliance during the advertising, search, and hiring processes of new faculty and staff; individual search committees make every effort to assure equal opportunities for prospective faculty;
- The CAP lecture series' inclusion of women and minority lecturers as a matter of course;
- Readings and class discussions on issues of race, gender, ethnicity, and class issues in undergraduate and graduate courses;
- Awareness of the desirability of including more women, under-represented minorities, and ethnically diverse faculty in all faculty ranks;
- Changes to the department's policies and procedures on promotion and tenure (outside reviewers for promotion to full professor) and in the merit salary policy (annual review of all faculty with determination of satisfactory performance, a review performed by all faculty);
- The development of by-laws pertinent to the governance of the department's faculty;
- Full discussion of all major issues at monthly faculty meetings, also open to full-time contract faculty, who are, per the university handbook, invited to participate in governance.

**CRITERIA AND PROCEDURES USED TO ACHIEVE EQUITY AND DIVERSITY IN STUDENT ADMISSIONS, ADVANCEMENT, RETENTION, AND GRADUATION INCLUDE:**

- The DoA fully supports the student "Bill of Rights" in Section V of the *Faculty and Professional Personnel Handbook*;
- CAP participates in Ball State's nationally recognized Freshman Connections Program to increase retention and graduation rates;
- CAP has an independent admissions procedure, which nets students with average SAT scores above 1200 (about 200 points above the BSU average);



- CAP selects 30-40 percent of its students from Eastern and Midwestern states other than Indiana (for geographical and cultural diversity);
- Annual Architecture summer study-abroad programs expose undergraduate students to cultures of South America and Europe;
- Biennial international tours (CAP Asia and World Tour) expose students to cultures on different continents;
- Field trip week in the fall of every year, and other shorter field trips carried out for studio projects, expose students to diverse regional and ethnic cultures within the U.S. and Canada, including some of the poorest and the most disenfranchised (see Appendix 2 at <http://tinyurl.com/bsunaab>);
- Initiation of a graduate professional degree that brings students from other parts of the country and the world to our program, including the career change program;
- Support for the student chapter of National Organization of Minority Architecture Students (NOMAS).

**FACULTY, STAFF, AND STUDENTS PARTICIPATE IN THE FORMULATION OF POLICIES, PROCEDURES, CURRICULUM REVIEW AND PROGRAM DEVELOPMENT IN THE FOLLOWING WAYS:**

- Faculty have worked on and approved every aspect of the new 4 + 2 program;
- The undergraduate and graduate portions of the program maximize student choice ( 4th year enrichment studio; the M.Arch open/directed electives; and the M.Arch *semester away*)
- All policies and procedures are developed and approved by faculty.

### **I.1.3. RESPONSE TO THE FIVE PERSPECTIVES**

Ball State University's DoA has, from its founding in 1965, consistently maintained a clear grasp of its responsibility to the five stakeholders within the NAAB scope – the academic community that is our home (including ACSA); the professional community we teach our students to join (including the AIA); the students we educate; the regulators (NCARB); and society at large, to whom, as a licensed profession, we are ultimately responsible.

#### **I.1.3.A. ARCHITECTURAL EDUCATION AND THE ACADEMIC COMMUNITY**

##### **Who We Are**

The Department of Architecture has long enjoyed—for good reason—a reputation for providing a solid design- and practice-centered professional program. On a spectrum from theory to practice and from art to science, the department has historically found a dynamic middle position. This middle ground is arguably Midwestern, and as such, our students receive a very healthy exposure to a wide range of debates and approaches that are central to the theory, craft and the profession of architecture. The curriculum, explained elsewhere in detail (Section 2.2.2), serves to prepare well-rounded, inquisitive and responsible architects.

A major change took place in 2006 with the introduction of the M.Arch professional program, which graduated its first class of 24 in 2008. The initiation of the M.Arch followed eight years of study of other peer institutions and the Ball State and Indiana academic contexts. At the time M.Arch was in its

planning stages, graduate education was receiving greater recognition within Ball State, and moving forward with the change was part of a CAP-wide effort to raise standards, compete on the same playing field with peer institutions in the region and nationally, and improve the climate for research and scholarship on the part of faculty and students alike. Although the university provided no additional faculty or staff resources, it did agree to a program fee that went to support graduate assistantships in the new program.

The department's place in a College of Architecture and Planning alongside the departments of landscape architecture and urban planning offers comprehensive interdisciplinary opportunities. The groundwork for such opportunities is laid in the common CAP First Year Program. All students entering the college spend their first year in this program before applying for admission to one of the three departments. The First Year Program is one of the few such programs of its kind in the country and is a long-standing tradition at CAP.

From its founding in 1965, CAP and the DoA were and remain a good fit to Ball State University's institutional mission, retaining a solid and innovative grounding in undergraduate pre-professional and professional education. The architecture program is one of a dozen accredited professional degree programs at BSU. Further, as the only state-supported professional architecture program in Indiana, the department has maintained a strong reputation within the institution and around the state.

While CAP is the smallest of the seven BSU academic colleges, its unique and strong reputation and relatively small size are valuable. With approximately 750 students in the three departments and other programs (architecture, landscape architecture, urban planning, and urban design at the BSU Indianapolis Center), it is both small enough for informal interactions and collegiality, but large enough to offer substantial variety of expertise, viewpoints, and depth of physical and intellectual resources to the student body, the wider institution, and to the public at large.

Many of our graduates have entered practice in the state of Indiana and in other states and now hold positions of leadership in professional firms and professional bodies such as NCARB. Here are a few examples:

- **Craig Hartman** is a celebrated partner in the San Francisco office of Skidmore Owings and Merrill;
- **Brad Barker** is the executive vice president at RTKL, Dallas;
- **Roger Neuenschwander** is the president of TVS, Atlanta;
- **Erica Brown** is the director of NCARB's Architect Registration Examination;
- A number of DoA alumni are in leadership positions at BSA Life Structures in Indianapolis, ranked 13th in the U.S. in healthcare facilities design; and
- **Debra Kunce** is the current national vice president of the AIA.

The leadership dimension of the department's professional education is evidenced in the annual Alumni Symposium, at which DoA and CAP alumni speak about their work and leadership experiences. The department, led by Chair Mahesh Daas, also conducts a series of "Conversations: Up Close and Personal Dialogs with Leaders," consisting of interviews of alumni who are leaders in the profession.

### **Our Nationally and Internationally Recognized Faculty**

The DoA maintains a diverse, dedicated, and talented faculty. While the faculty consists of mostly tenured full professors or associate professors, it is anticipated that in the coming five years we will

continue to increase the diversity (age, ethnicity, gender, expertise, educational, and professional background) of the faculty. Currently, 13 colleagues hold PhDs; with an exemplary record of publications and funded research (see section 4.4.5 for more information). The strong academic credentials, scholarly work, and active research programs within the DoA contribute to the department's credibility among the academic disciplines on campus and more widely, helping to balance the department's commitment to both the discipline and profession of architecture.

A number of faculty members are active in national and international academic, research, or scholarly associations and/or societies, often in leadership roles. These include ACADIA (Association for Computer Aided Design in Architecture), ARCC (Architectural Research Centers Consortium), ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers), CIB (International Council for Research and Innovation in Building and Construction), EDRA (Environmental Design Research Association), SAH (Society of Architectural Historians), DCA (Design Communications Association), and others (see faculty resumes in Section 4.4.5).

- Professor Kevin Klinger and Department Chair Mahesh Daas served two terms each as presidents of the Association for Computer Aided Design in Architecture (ACADIA).
- Associate Dean Michel Mounayar served several terms as the president of Architectural Research Centers Consortium (ARCC) from 2006-2009 and as board member at large of the National Academy of Environmental Design from 2011-12.
- Walter Grondzik serves on the board of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE). Stephen Kendall has been a joint coordinator of the CIB W104 Open Building Implementation commission since 1996.

The DoA is experiencing substantial growth of funded and unfunded research and scholarship activities. A \$100,000 university-wide faculty travel fund has been just announced by President Jo Ann Gora. Many of these funded projects employ DoA and BSU graduate research assistants.

One of the larger externally funded research projects was recently completed for the National Institute of Building Sciences, which invited Stephen Kendall to be Principal Investigator on a \$125,000 contract for the Department of Defense to study healthcare facilities design for flexibility.

Faculty members are invited to sit on doctoral committees for students outside the BSU community, for example at the University of Hong Kong, TU Delft, and TU Eindhoven.

We encourage our faculty to maintain professional practices. Several faculty maintain small local practices based in Muncie or Indianapolis. Of the full-time faculty in the department, 54 percent maintain licensure in U.S. jurisdictions (compared to the national average of 35 percent among schools of architecture), and an additional 21 percent hold licensure in international jurisdictions.

We also support faculty to engage in entrepreneurial activities and social activism and to maintain currency and relevance in the profession in other ways. Here are some examples:

- Wes Janz has started **One Small Project**, an organization that brings awareness to issues of architecture and urbanism centered on social justice. Professor Janz has been recognized as a prestigious **Curry Stone Design Prize** winner (the prize is similar to MacArthur Fellowship in structure) in inaugural year 2008.
- Stephen Kendall started a company (Infill Systems US, LLC,) introducing innovative technical products developed in Europe into the U.S. building industry.

- Jonathan Spodek joined hands with the city of Muncie and co-founded a nonprofit organization [ecoREHAB](#). For a complete view of the breadth and depth of faculty expertise, please refer to Section 4.4.5 to see faculty resumes and other statistics about faculty.

### **Interaction between the DoA and other CAP Departments and Academic Units at Ball State University**

Significant interaction takes place between the DoA and other colleges and departments at BSU in academic courses, faculty research, and joint initiatives between departments and colleges. For instance:

- The CAP common First Year Program is a joint effort between the departments of architecture, landscape architecture, and urban planning;
- Honors College enrollees from the DoA write theses that are jointly supported by faculty from both units;
- Ball State, led by Professor Michele Chiuini, is a partner in the 2013 Solar Decathlon team that includes students from BSU's landscape architecture, construction management, and interior design programs. In this case, the team has crossed the university and state boundaries to partner with the University of Louisville's Speed School of Engineering and the University of Kentucky.
- Chair Mahesh Daas' "Unclass" seminar (ARCH 598: Design Thinking and Innovation Methods) collaborated with the university's Emens Auditorium, Teachers College, Honors College, and two visiting artists to transform the College of Architecture and Planning building into a four-story-tall loom and musical instrument with the university's bell tower as a percussion instrument. Students from journalism, digital storytelling, communications, landscape architecture, and Honors College enrolled in his seminar over the last three years. Collaborations of the class involved faculty from finance, entrepreneurship, management, Office of Educational Excellence, Insight+Research, computer science, fine arts, and music.
- Pam Harwood's immersive learning courses engaged students from landscape architecture, Teachers College, College of Arts and Sciences, and other units on campus to produce a study of charter schools in Indiana.
- Stephen Kendall taught several studios that worked with students in the interior design program on studies of "open building" for customized interior fit-out.
- Deborah Middleton, hired in 2011, has already led an initiative to bring new instructional technology-infused classrooms to the university. She collaborated with the Office of Educational Excellence and Steelcase and helped transform space in Bracken Library to create two experimental classrooms to facilitate new pedagogical approaches that embrace new technologies and learning. The space has been used by professors from multiple colleges starting in fall 2012.
- Antonieta Angulo is coordinator of the Las Americas Virtual Design Studio. This studio has called on the participation of students of architecture, landscape architecture, and interior design. Additionally, in this studio, BSU students have received direct mentoring from our alumni working at the firm BSA LifeStructures in Indianapolis. Last, but not least, the project of the Las Americas Studio is simultaneously undertaken by a number of studios in Latin America that collaborate making use of computer networks and technologies. Arguably, one of the best

known design studios of its kind, the Las Americas Virtual Design Studio has been the subject of scholarly publications and citations.

- Guillermo Vásquez de Velasco, dean of CAP and faculty in DoA, offers a university core curriculum course on the Fundamentals of Design Thinking (design for non-designers) that enrolls undergraduate students of all disciplines across campus. The course is in distance education format and is offered in several sections every semester. This course is in line with departmental and college initiatives to educate future generations of clients about the value of design.
- Rod Underwood, along with landscape architecture Professor Les Smith, created the immersive learning experience World Tour, which is embarking on its fifth cycle in spring 2013.
- Several faculty members serve on doctoral or master's degree committees outside the department (within CAP, in Ball State at large, and elsewhere in the U.S. and abroad).

At a time when inter- or multi-disciplinary education and immersive learning are highlighted as singular educational paradigms for BSU that set it apart among peer institutions, the department and CAP continue to provide powerful and persuasive cases of these principles of learning and teaching. The required internship program, built solidly into the professional program, serves as an impetus behind our university-wide commitment to experiential learning models.

With the three academic disciplines in CAP, the historic preservation program within the Department of Architecture, the urban design program in Indianapolis, and its associated centers and institutes, the department offers a model of the benefits of teaching and learning beyond the classroom and outside the traditional academic silos.

In a similar way, the university's Center for Energy Research Education and Service, led by Professor Robert Koester, continues to bring BSU into a national leadership position with respect to integrating the sustainability agenda into the curriculum and ethos of the campus, as witnessed, among other things, by the biennial [Greening of the Campus conference](#) and the nationally-recognized [geo-thermal facility](#).

The University's Center for Media Design was created in 2003 as part of the Emerging Media Initiative with \$20 million in funding from the Eli Lilly Foundation. Architecture faculty Kevin Klinger led the Institute for Digital Fabrication, which was originally incubated by the BSU [Center for Media Design](#), and now part of the department). Chair Mahesh Daas was chosen as the inaugural emerging media fellow of the university.

The department's international perspective is in line with and in some ways preceded and served as an example for the current BSU internationalization mission. The World Tour/PolyArk program is a two-decade old initiative that has brought international recognition to BSU. CAP Asia, CAP Italia, CAP Americano Sur and other international travel-based programs are examples of faculty-initiated international activities that benefit students at BSU and in some cases other universities. DoA faculty members have initiated, and continue to lead, many of these programs. Departmental faculty have been active in the university's Rinker Center for International Programs, helping to recruit their new admissions director, and taking part as friendship families.

Additionally, the university offers several semester-long study abroad programs. The BSU program in Australia is frequently directed/served by DoA faculty and heavily populated by architecture students.

The department's faculty members organize international conferences on campus (e.g. Education for an Open Architecture, an NSF conference), around the country and world (e.g. India, Milan, Boston,

Beijing), often involving students in these academic activities, bringing prominence to the department and the university. DoA faculty lecture internationally, advise doctoral students at universities in other countries, and are invited to teach short courses at universities in Italy, Indonesia, China, and Taiwan.

### **DoA Engagement in University Governance**

DoA faculty contribute to the university governance and social life in a number of ways including:

Membership in university committees include the following committees:

- Core Curriculum Committee
- Master Planning and Facilities Committee
- Teaching Evaluation Committee
- University Council Committee
- University Diversity Committee
- University Graduate Education Committee
- University Faculty Awards Committee
- University Research Committee
- University search committees
- University Undergraduate Education Committee
- Whiting Scholarship selection committee

In addition, in 2008-09, the university called for a comprehensive rethinking of the BSU research center framework. Chair Mahesh Daas was chosen to lead a special task force that studied and produced a policy document called "Supporting Collaborative Knowledge Creation at Ball State University," that proposed a reorganization of the structure of university research centers and institutes. These proposals are being implemented. The task force consisted of high-level members from all colleges and some research centers in the university.

### **Contribution of BSU to the Pre-Professional and Accredited Degree Programs in Respect to Intellectual Resources and Personnel**

The DoA's programs and degree structure are evidence of the value we place on being part of Ball State University. The undergraduate pre-professional program requires all students to become fully immersed in a liberal arts-based education by way of the required core courses. The M.Arch builds its strength in professional education on this liberal arts foundation (and requires students from other university pre-professional backgrounds to match it), and on its participation in such university-wide activities as Building Better Communities, Honors College, and the Virginia Ball Center for Creative Inquiry. The distinctive MSHP (Master of Science in Historic Preservation) program likewise depends on a liberal arts undergraduate education and builds on that to educate the next generation of historic preservation professionals.

The department regards the BSU academic community as an important asset to its educational mission. Students have always engaged in "minor" studies of great variety, across all the academic colleges. These include studies in the arts, sciences, humanities, business, and telecommunications. Our students – often having among the highest SAT scores on admission and among the highest GPAs upon

graduation—frequently enroll in honors courses and are always recognized as among the brightest, most inquisitive, and hard working.

The physical and virtual collections of the university's Bracken Library are available to DoA. Also, CAP has benefited from an in-house architecture library, staffed by a librarian with knowledge of the design and planning professions.

In 1985 the College of Architecture and Planning initiated a unique writing-across-the-curriculum program tailored specifically for design students. This writing program involves all second, third- and fourth-year students in studio classes and emphasizes writing about design, design processes, and issues pertinent to the architecture profession.

The university's Building Better Communities (BBC) is an on-campus unit that acts as a support infrastructure to foster inter-disciplinary, immersive learning, and outreach opportunities for students and faculty from multiple academic departments. Many CAP and DoA faculty and students have participated in BBC initiatives.

The Virginia Ball Center for Creative Inquiry (VBC) offers semester-long funded opportunities for faculty to develop "dream courses" offered to students from the entire university. These have been awarded to DoA faculty Pam Harwood, Tony Costello, and Kevin Klinger in recent years.

The university's Sponsored Programs Office and Office of Contracts and Grants provide support for research and grants administration. These offices were bolstered in 2007 with the addition of an associate provost for research position that expanded the resources and provided expanded support for funded research.

Ball State's Global Health Institute (GHI) focuses on various issues related to the function of health care systems and the promotion of health. The interdisciplinary institute concentrates on: public and community health; public, business, and science policy; information systems and communication technology; and architecture and design. The study of health-related issues is a key research and educational priority for Ball State. The GHI has created a faculty fellows program to enhance these priorities.

### **I.1.3.B. ARCHITECTURAL EDUCATION AND STUDENTS**

We recognize that students in our accredited program will, upon graduation, find their place in an increasingly competitive and diverse global society in which the habits of living, working, and learning built during their time at BSU will be needed to sustain them in their lives and careers.

Like Ball State University in general, the DoA and CAP pride themselves in being student-centered. While situated in a mid-sized university with an enrollment of 19,576 FTE (2011-12), the DoA is noteworthy on campus for maintaining smaller class sizes and a close collaborative relationship with students who call CAP home and the CAP community their family.

The DoA has always taken pride in the quality of its students, when they enter the department and when they graduate. Students entering CAP for the common First Year Program consistently rank at the top of every entering class at Ball State, as measured by their SAT scores and high school achievements.

Table: Average SAT Scores at BSU by college

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>College of Architecture and Planning</b>	<b>1112.4</b>	<b>1115.62</b>	<b>1136.67</b>	<b>1137.46</b>	<b>1115.35</b>
College of Applied Sciences and Technology	996.82	991.26	992.95	1018.82	1006.88
College of Communication Information and Media	1056.39	1048.31	1044.26	1057.16	1049.56
College of Fine Arts	1076.52	1083.71	1082.02	1115.89	1102.33
College of Sciences and Humanities	1067.91	1055.05	1055.86	1072.32	1062.19
Miller College of Business	1021.22	1023.11	1035.55	1047.76	1042.99
Teachers College	996.91	1003.64	990.1	1024.26	1022.85

Table: Average Highschool GPA of Freshmen at BSU by college

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>College of Architecture and Planning</b>	<b>3.37</b>	<b>3.43</b>	<b>3.48</b>	<b>3.51</b>	<b>3.54</b>
College of Applied Sciences and Technology	3.15	3.17	3.22	3.29	3.31
College of Communication Information and Media	3.15	3.18	3.25	3.27	3.27
College of Fine Arts	3.22	3.26	3.29	3.41	3.43
College of Sciences and Humanities	3.16	3.17	3.25	3.3	3.33
Miller College of Business	2.98	3.08	3.14	3.19	3.19
Teachers College	3.17	3.16	3.3	3.35	3.34

While the primary obligation is to students from Indiana, our student body – in DoA and the university – is fairly well balanced between in-state and out-of-state students, and between male and female students as documented in Section 1.3.1. Architecture students learn quickly that they will be part of a family, known for its consistently high standards and work ethic. Ball State students and faculty know well that the midnight lights burn often in the Architecture Building. From this learning environment – with a student to faculty ratio of 11:1 – comes a sense of commitment and participation in learning, in which students are expected to increasingly assume responsibility for their learning, critical thinking, and formulation of their own attitudes toward the profession and their role in shaping the built environment.

Every summer, the college hosts a two-week DesignWorks Summer Studio (previously known as the Summer High School Workshop) that invites high school students to engage in an intensive design program. Since its inception, several of our faculty members have been instructors or coordinators of this program (Janice Shimizu, Karen Keddy). Upon completion of the summer program, numerous students have then applied to our CAP First Year Program, obtained admission, and accepted our offer. In the last two years, this program has been partially sponsored by the National Endowment for the Arts.

Students enroll in CAP in a one-year foundation program in which they are introduced to the issues and methods of each of the three academic programs in CAP: architecture, landscape architecture, and urban planning. At the end of this first year, students seek admission to the departments of their choosing. In Architecture, three years of course work follow, culminating in a bachelor of science or bachelor of arts in architecture degree. Students may then apply for the M.Arch at BSU or to other two-year M.Arch programs, or join the work force. If accepted into the BSU M.Arch (we grant automatic acceptance to students with a GPA of 3.60 or higher (3.5 or higher prior to 2011)), students enter one of two tracks, the difference being when they complete the required immersive experience to complete an



internship or, in case they already have the required internship experience, an approved away experience such as study abroad.

Given the dynamics of the profession, the built environment and society, as well as trends within architectural education, the M.Arch curriculum is equally dynamic. While offering a rigorous academic program with the required internship, individual studios, and courses in the three clusters of directed electives (structured after NAAB's 2009 SPCs' three realms: Critical Thinking and Representation; Integrated Building Practices, Technical Skills and Knowledge; Leadership and Practice) are constantly being retooled and refocused not only around the dynamics of the cultural/professional context but based on faculty expertise and interests. Visiting and contract faculty, as well as the **design innovation fellowship**, bring new energy and expertise to the student experience. Design/build studios, community-based projects, historic preservation courses, digital fabrication, healthcare, social equity, and sustainability are some of the foci available to students.

### M.Arch Assistantships

- Currently, the DoA offers 17 full time graduate assistantships, who participate as teaching and research assistants to faculty members. The financial resources used are a combination of university funds (provided by Graduate School), student fees, and external or internal grants. In addition to providing unique academic experiences, these assistantships also help students reduce the cost of their education receiving a stipend and a proportional amount of their tuition.

### Student Organizations and Participation in DoA Governance (including studio culture)

- Student organizations such as **NOMAS**, **AIAS**, and **USGBC Students**, provide ample leadership opportunities for students. Funding is regularly provided to support DoA student participation in AIAS regional and national events. AIAS has just won the bid to organize the AIAS Midwest Quad conference for the second time in four years, first in fall 2009 and again in fall 2013. A Ball State student was a candidate for the president of AIAS during 2012-13.
- Student participation in faculty searches has been a long-standing tradition in DoA. Students independently meet the candidates and provide relevant feedback to the search committees.
- Students Paul Desmond, Lauren Sherman and Ashley Wilson have served on the NAAB visiting teams, as AIAS representatives, to various schools.
- **Chair's Student Council** consists of two students from each year level and representatives from all student organizations in the department. The council provides a forum for communication and leadership initiatives.
- **GLUE** is a student journal that has provided journalistic and editorial opportunities to students. Despite a brief hiatus due to lack of funding, the journal is back in action this year.
- DoA has developed a unique program of internal, year-level design competitions that are an important part of the undergraduate studio curriculum. The competitions provide a platform for an integrated, coordinated, and highly charged learning environment for students to compete across studio sections. Also, the competition projects are routinely chosen from national competitions such as those sponsored by ACSA and AIAS. Also routinely, the department's students place well in the national competitions. The following are the *internal*, year-level capstone competitions sponsored by external organizations:

- Second year-level: the ICMA competition (Indiana Concrete Masonry Association). This competition has been running for 45 years.
- Third-year-level: The TEG competition (The Estopinal Group) in spring 2012. This competition was sponsored by Gresham Smith and Partners prior to 2011.
- Fourth-year-level: The CRIPE competition (Cripe Architects and Engineers) every year since 2007.

DoA students regularly participate in and win **national and international architectural competitions**. Examples include AIAS-Kawneer competition, Leading Edge competition, *Architect* magazine's R&D competition, USGBC competition, Titanium Bridge competition, and Modular Building Institute competition. The competition participation and awards have brought recognition to the university:

- Michela Cupello and Wes Stabs, M.Arch students, won the national U.S. Green Building Council (USGBC) 2011 Multifamily Midrise Design Competition.
- Susan Butts won first place in the AIAS/Kawneer School of Tomorrow competition in 2011. Chris Simmons and Melissa Klemeyer won honorable mention prize in the same competition.
- Ball State students swept all but second place in the AIAS/Kawneer Municipal Courthouse competition in 2010. Eric Laine won first place for "Justice Center;" Greg Hittler won third place for "Heterogenous Stitching;" Lauren Comes and James Moehring, Jessie Rabideau and Jonathon Meier, and Kelly Goffiney won honorable mention prizes. Their work has been featured in a multi-page full-spread coverage in *Competitions* magazine.
- In spring 2010, Erin Chapman, Jason Klinker, and Andrew Hesterman received a first place award for their sustainable training center in the Leading Edge Student Design Competition. The Ball State team developed a zero net energy project focusing on adaptive forms and interactive building skins.
- The student team of David Kane, Xavier Colon, Paul Lindsay, and Adam Wilson Buente were finalists in the Student Pedestrian Bridge Design Competition, sponsored by the Defense Metals Technology Center in spring 2010.

### Student Opportunities in Learning beyond the Classroom

There are many opportunities in DoA to learn outside of the classroom. In fact, field-based immersive learning has been a hallmark of DoA's pedagogy:

- Design-build projects such as Tim Gray's straw-bale house and the urBARN studio; Jonathan Spodek's ecoREHAB program (on-going); Pamela Harwood's Muncie Children's Museum Tot Spot area makeover; and a design/build graduate elective course by Stephen Kendall- KIT-FIT: Interior Fit-out for Customized Living.
- Field trips and summer study trips that are organized annually and take students to different parts of the country and the world. Field trip week is a unique CAP tradition. Every year, an average of 249 DoA students (73 percent of the department's students) go on field trips (see Appendix 2 at <http://tinyurl.com/bsunaab>).
- World Tour/PolyArk has been a bi-annual one-semester study abroad program for the last 20 years. It emphasizes full course work delivered through immersive, travel-based pedagogy. The last tour featured a journey through more than 50 cities and 25 countries. As a distinctive feature of the program, the students work on projects located back in their home towns as they

travel around the world and are influenced by the global perspective that they acquire. The next tour leaves Jan. 3, 2013.

- The Haiti disaster relief program offered by Emeritus Professor Anthony Costello is a nationally recognized activity that provides service-learning opportunities for DoA students.
- The Sardis Archaeological Expedition (a Harvard-based program) has been a long-standing opportunity facilitated by Emeritus Professor Andrew Seager that takes students from BSU and other prestigious American universities to Turkey and immerses them in active archaeological digs.

### **Diversity**

The DoA, like the university as a whole, is committed to diversity and equal opportunity as stated in the BSU Strategic Plan. This manifests itself in the department's continuous effort to broaden its student body and faculty demographics to represent, as fully as possible, the world and the society that it serves. The diversity of the department's student, faculty, and staff has been documented in Section 1.3.1 and also in Section I.1.2.

### **I.1.3.C. ARCHITECTURAL EDUCATION AND THE REGULATORY ENVIRONMENT**

Given that architecture is a licensed profession, the mission of the DoA has always been and continues to be to provide a high quality education in a university setting to prepare students to become leaders in the profession. In support of that mission, we make available a wide range of opportunities including required and elective courses:

- At least a semester-long internship experience and IDP registration are required for all students of the M.Arch program before they graduate.
  - Student internships occur around Indiana, the U.S. and internationally, in firms committed to providing our students with practical exposure to the profession and to making headway toward licensure.
  - Many of these internships lead to full time employment after graduation.
- Issues of architecture as a licensed profession in all its dimensions are explored in depth in the required professional practice course. (See course syllabus in Section 4-4.4.)
- Many faculty members engage their studios directly and often with practicing professionals, to give added currency and depth of understanding of the realities of practice today.
- AIAS regularly conducts workshops on the IDP and licensing process, inviting the Indiana IDP Director Jeremy Welu to talk with students. Erica Brown, director of NCARB's Architect Registration Examination, also delivered a workshop for students in 2011-12. Five such events were held during the spring 2012 semester.
- Two BSU DoA alumni are leaders in the NCARB: Erica Brown is director of the ARE, and Ryan Misner is assistant director. The career path chosen by these two Ball State alumni is a testimony to the value the department places on connecting students with the regulatory environment through education.
- BSU DoA students have achieved a laudable success rate in passing the ARE compared to our actual or aspirational peers (see Appendix 1 at <http://tinyurl.com/bsunaab>).

### **I.1.3.D. ARCHITECTURAL EDUCATION AND THE PROFESSION**

Linkages to the profession – local, state, regional, national, and international – are a key aspect and strength of our approach to architectural education. As Indiana's only publically funded school of

architecture, the department is in a very fortunate situation. The department has never taken this privilege for granted and works hard to ensure that communication and relationships with the profession remain open and strong. The DoA maintains robust and open links to the profession:

- Required internship program (also refer to section 2-2.2);
- DoA faculty engagement in professional practice and consulting;
- Department sponsored initiatives (eg. CAP Alumni Symposium, adjunct faculty pool, Conversations with the Chair);
- Field trips to architecture offices in Indiana, around the U.S., and internationally;
- Research collaboration, as in for instance Stephen Kendall's NIBS/Department of Defense contract on healthcare facilities design for flexibility, in which over 100 architecture firms were surveyed and a dozen contributed "best-practice" cases and took part in a policy seminar and cost modeling workshop;
- Local and regional practicing architects and designers invited to give guest lectures in classes and participate in studio reviews;
- Practitioners are invited to advise M.Arch final projects.

#### **Faculty involvement in the profession**

- Of the full-time faculty in the department, 54 percent maintain licensure in U.S. jurisdictions (compared to the national average of 35 percent among schools of architecture) and an additional 21 percent hold licensure in international jurisdictions. For a view of the faculty expertise, please refer to Section 4.4.5 to see faculty resumes and other statistics about faculty.
- Several full-time and part-time DoA faculty members maintain active architectural practices.
- Over the years, several faculty members have been active in AIA committees at the state and national levels. These individuals include Jonathan Spodek, who is a member of the Historic Resources Knowledge Community, currently serves on its advisory group, and is slated to be the chair in 2013.
- George Elvin serves as editor of the *AIA Reports on Research in the Schools*.
- Student representatives from the department and the department chair serve on the AIA Indiana and AIA Indianapolis boards of directors in ex-officio capacity.

#### **Professional Society memberships and activities**

- Walter Grondzik serves on the board of American Society of Heating, Refrigeration and Air Conditioning Engineers.
- CIB W104 Open Building Implementation, an international network of academics and professionals led by Stephen Kendall, has been a framework for research and documentation of "flexible" buildings for 16 years.
- One Small Project, initiated by Wes Janz, has been providing an organizational platform for architects, activists, and scholars from around the world to address the issues facing the billions of people living in informal settlements.
- Chair Mahesh Daas serves on the board of Indiana Architectural Foundation.

- The college organizes an annual **CAP Alumni Symposium** that attracts a growing number of practicing architects from around the country for one complete day to share their experiences with the Ball State academic community. The event has been underway for the last five years and provides valuable exposure for the students, faculty, and staff to the professional community.

### **Scholarships and Awards from the State of Indiana Architects**

Indiana Architectural Foundation's mission is to advance education, preservation, and awareness about Indiana architecture. The board consists of many of the alumni of the department and the chair of the department. Joseph Bilello, dean of CAP between 2001 and 2007, also serves on the board. The foundation provides approximately \$25,000 in annual competitive scholarships and grants to the students of architecture, most of whom have been students of the department. The students and their parents are invited to the annual awards banquet which the donors, board members, and other professionals attend.

### **Career Fair**

Nationally and regionally recognized architecture, landscape architecture, and planning firms send representatives for the annual Career Fair organized by the department under the leadership of faculty member Dan Woodfin, offering students the chance to interact with potential future employers.

### **NCARB Prizes to Faculty**

Tim Gray and his students won an NCARB honorable mention prize in 2009 for the straw bale house project. The project combined many aspects of sustainability, building technologies, and research for the students.

### **I.1.3.E. ARCHITECTURAL EDUCATION AND THE PUBLIC GOOD**

Ball State and the College of Architecture and Planning have a long and distinguished record of engaging Indiana's communities and of serving the public good at the local, national, and international levels. Students are prepared to be engaged, active professionals and citizens locally, regionally, nationally and internationally. The ethical responsibilities of professionals are stressed in course work and mentoring, in the required "away" semester experience (internship), and in community-based projects, at the same time that the ethical responsibilities of citizenship are reinforced.

*Architect Magazine* has ranked Ball State's Department of Architecture among the top six architecture schools in the country that excel in social justice, and for a good reason: CAP, since its inception, has been committed to serving communities not just in Indiana but around the world. Consider:

- Community Based Projects (CBP), a college unit, which has served more than 300 communities in Indiana and in the region, involves both students and faculty in intensive charrettes and visioning workshops. Faculty members and students regularly take part in the workshops and projects. One of the goals of CBP is public service in the form of technical assistance to the public sector in community planning and design matters. This goal is based on the assumption that responsible decisions concerning the future of the community's physical environment must be based on accurate, unbiased, information and objective comparisons of alternative strategies and proposals;
- The CAP Asia program has taken students to help in the aftermath of the tsunami in Sri Lanka and India. The program, led by Nihal Perera (Urban Planning department), Wes Janz, and Tim Gray, has also worked with the Charras, a disadvantaged community in Western India. The

Chharas used to be mobile but were forcefully resettled by the British in a camp outside of Ahmedabad in 1871.

- The Center for Historic Preservation has been providing prolific service to Indiana's towns and cities:
  - In 2009, CHP produced a booklet titled *Preservation What?* It explains the preservation movement and philosophies, available grants and tax incentives, and provided contact information for preservation organizations. The booklet was written for the public who was interested in preservation but knew little about the movement. CHP printed and distributed about 500 of these booklets across the state.
  - In 2009, CHP finished a preservation plan for the Theibaud House, owned by the Switzerland County Historical Society in southern Indiana. The society is using the plan to restore the property, which will become a museum that highlights the region's agricultural heritage.
  - In 2010, CHP finished an adaptive use study for the Weiler Building in downtown Hartford City, Indiana. A local non-profit organization is using the report to plan for the reuse of this large vacant building across the street from the Blackford County Courthouse.
  - In 2011, CHP finished a preservation plan for the former building of the Union Literary Institute, a mid-19th century school that was open to all students regardless of race. The non-profit organization that owns the building expects to use the plan to develop a program to interpret the building's significant history to the public.
  - Every year, CHP completes at least two historic structure reports for historic sites managed by the Indiana State Museum and Historic Sites. CHP has also recently completed reports for structures at the T.C. Steele State Historic Site and the Levi Coffin State Historic Site. The site staff use the reports to plan for restorations and to better interpret the sites to the public.
- Tony Costello (professor emeritus) has championed work in Haiti over a number of years following devastating earthquakes there. More than two dozen students have been involved in the projects in Haiti;
- Students regularly participate in local Habitat for Humanity projects;
- Karen Keddy's classes in Cultural and Social Issues consistently address public good issues, engaging students in doing observations, analysis, and writing papers examining the public and ethical dimensions of architecture and professional practice (see course syllabi);
- Pam Harwood has organized a number of projects with students to design and build installations at the Muncie Children's Museum over three years;
- Jonathan Spodek has championed continuous work with the ecoREHAB program, engaging students in rehabilitating older houses in several Muncie neighborhoods in collaboration with the city of Muncie:
  - Completed project #1 601 E. Washington St. Total funding = \$100,000. 33 students involved in 2010; 8 students involved in design/planning fall 2009.

- Completed project #2 522 S. Gharkey St. Total funding = \$75,000. 21 students involved spring and summer 2011. Additional 15 students involved in small project at this house fall 2011.
- In progress project #3 511 W. Main St. Total funding \$175,000. 2 students (through internships) involved in design and planning spring 2012.
- Olon Dotson has pioneered a nationally recognized initiative to recognize fourth world concerns in the United States and teaches classes on this subject (Dotson's work is also part of his doctoral work in American Studies at Purdue University);
- One Small Project is an initiative begun by Wes Janz. The mission of the initiative is: "One person. One architect. One small project. Repeat." As mentioned earlier, his international work has earned him the Curry Stone Design Prize.
- The National Science Foundation symposium on *Research in Materials and Manufacturing for Extreme Affordability* was co-chaired by Mahesh Daas in collaboration with American Society of Mechanical Engineers and Institute of Electrical and Electronics Engineers to address how to bring cutting edge research to bear on four billion people who live on \$4 or less a day, also known as the people at the base of the pyramid (BoP). The symposium, the first of its kind, has been attended by students, architects, designers, engineers, entrepreneurs, and others.

#### I.1.4. LONG-RANGE PLANNING

At Ball State University, the *Ball State Education Redefined: Strategic Plan 2007-12* has just successfully concluded. The new 2012-17 strategic plan for the university is in the final draft stage and expected to be adopted by the beginning of fall semester 2012. The new plan sets the stage for the College of Architecture and Planning's new strategic planning process in fall 2012. As part of the long range planning process, new strategic planning statements for CAP and the DoA are expected to be produced by the beginning of spring 2013. In this section, the just-concluding strategic plan of the university and the department will be discussed. Also, the process for moving forward with the 2012-17 strategic plan will be described.

Ball State's 2007-12 strategic plan has adopted the following mission and vision statements:

##### **Vision**

Ball State University will be a national model of excellence for challenging, learner-centered academic communities that advance knowledge and improve economic vitality and quality of life.

##### **Mission**

Ball State University is an innovative, supportive academic community that inspires students by:

- Offering action-oriented learning, including immersive out-of-class experiences, research, and study-abroad.
- Providing extraordinary access to and collaboration with professors who create scholarship to advance knowledge, improve teaching, and transform learning.
- Engaging state, national, and international communities to enhance educational, economic, and cultural development.

### The plan has identified four major goals:

**Goal 1:** Ball State University will promote academic excellence among undergraduate and graduate students seeking a rigorous learning experience.

(At the department-level, the strategic goal addresses the perspective of architectural education and students by seeking to enhance quality and rigor of the learning process.)

**Goal 2:** Ball State University will support and reward faculty and student scholarship of discovery, integration, application, and teaching.

(At the department-level, the second strategic goal addresses architectural education and the academic community by calling for an enrichment of immersing faculty and students in knowledge creation activities)

**Goal 3:** Ball State University will address local, state, national, and international needs through activities that foster collaboration and mutually beneficial relationships with its diverse constituents.

(At the department-level, the third goal addresses connections between architectural education and the external constituents such as the regulatory environment and the profession)

**Goal 4:** Ball State University will improve the university community's quality of life.

(At the department-level, the fourth strategic goal calls for a close relationship between architectural education and the public good)

These goals have been translated into the college and the department's specific goals that can be found here: <http://tinyurl.com/bsunaab>

In evidence of the clear alignment of departmental activities, college tactics, and university strategies, the *Ball State Education Redefined: Strategic Plan 2007-12* has been used for the last five years as the reporting template by the department and the college. Since our initial implementation of this format, other units on campus have also embraced a similar structure for their annual reports. The standardized college annual reports of the last five years can be found here: <http://tinyurl.com/946anrq>

Dean Guillermo Vásquez de Velasco, upon assuming the role in 2007, has conducted an additional long-range planning process that engaged all the constituents of the college, including the faculty, students, alumni, and staff, to establish the buy-in and strategic priorities of the college and the departments. That year-long process concluded in a **Green Paper and four TIB** (This I Believe) statements that supplement the strategic plan goals and succinctly crystalize the mission of the college:

1. We believe in the power of the studio model
2. We believe in learning without borders: our campus in Muncie is our "basecamp."
3. We believe in multidisciplinary integration: bridging between the silos
4. We believe in perpetual learning: executive and continuing education

With the inauguration of the new 2012-17 strategic plan, the dean will lead a college-wide strategic planning process starting fall 2012 as mentioned above.

Long-range planning is not just a one-time activity, but is a continuous process of improvement, evaluation and mid-course assessment and correction. In order to keep our eyes on the horizon and beyond, the DoA conducts biennial Advance sessions, which are traditionally called retreats. The Advances include representatives from all constituent groups, occupy an entire day, and go through a systematic SWOT analysis, evaluation of progress along the strategic plan and identification of any mid-



course corrections. The results from the Advance process can be found here:

<http://tinyurl.com/bsunaab>

In addition, the DoA has conducted a competitiveness analysis during 2011-12 to evaluate progress along the department's Goal 1.b.1, which aims to improve the department's national rankings. The document, Competitiveness Analysis, can be found here: <http://tinyurl.com/bsunaab>. The study specifically identified challenges facing the department with respect to internal and external domains and lays out the hurdles in fully implementing the 2007-12 strategic plan. The issues raised in this study will inform the 2012-17 strategic planning process for the DoA.

In conclusion, long-range planning in the department, the college, and the university work in concert and are part of a continuous, multi-focal process of looking beyond the horizon while taking the next step.

### **I.1.5. SELF-ASSESSMENT PROCEDURES**

Ball State University requires that academic departments engage in regular self-assessment through development and tracking of student learning outcomes. Such assessment is inherent in the university's regional (the Higher Learning Commission of the North Central Association of Colleges and Schools) accreditation requirements. The department is in compliance with these university expectations for self-assessment and most recently submitted information on the accredited graduate architecture program in fall of 2011.

The university also requires a comprehensive program review once every five years. The process requires an external review and a self-study. The provost, who oversees the process in consultation with the dean of the college, determines the timing of the review. The units have access to \$2,000 to assist in the five-year review. The review is in addition to the annual review using established metrics identified in the university, college, and department strategic plans.

The department's self-assessment process is an ongoing effort that involves both formal and informal vehicles for benchmarking and reflection. The department's faculty are design-thinkers with an inherent concern for the structure and performance of the architecture program. The success of the department in delivering its programs is a topic of discussion at regular faculty meetings, committee meetings, and special meetings (such as the Advance sessions). Input from the several assessment procedures described below informs and shapes these continuing discussions. Formal assessment tools allow for tracking issues over time using consistent metrics. Informal assessments allow for one-time or serendipitous feedback from those who interact with the programs, students, and faculty.

The department regularly employs a number of formal assessment tools. Graduate and undergraduate students are surveyed annually using online questionnaires, in which students are asked their thoughts about a number of aspects of their experiences in the Department of Architecture. The results of these annual surveys are collated, distributed to all faculty, and are the basis for faculty meeting discussion and deeper reflection during Advance sessions (known elsewhere as retreats). The department's mission and the NAAB's five perspectives provide foundations from which student opinions are linked to the curriculum and its delivery.

In response to a university-wide mandate to reassess the merit pay process, the department spent a substantial amount of time during the 2011 fall semester developing a faculty merit review process that provides a valuable window into both the individual and overall performance of the department. Each

faculty member assembles a maximum 50 page portfolio that summarizes his/her activities in teaching, research/scholarship, and service. Each portfolio is reviewed by two panels comprised of four faculty per panel. The work of each individual is essentially assessed and scored with weighting factors by eight colleagues. The process is an annual process—providing for regular introspection into the standing of the department and its aspirations. Respect for the university's mission is reflected in the three key foci of the merit review—teaching, scholarship, and service. Respect for the department's mission is reflected in the weight given to each domain as well as the course evaluations.

Student course evaluation results have been a fixture across the university for some time. The department strongly encourages student participation in this assessment process. Student course evaluations are a mandatory part of the annual merit review process—which is itself mandated by the university provost.

Several less formal assessment processes also exist. The graduate program director regularly discusses impressions, opinions, and attitudes regarding the M.Arch graduate program with both internal and external applicants. Reasons for non-continuance in the Ball State architecture programs are explored with our own undergraduate students choosing to accept offers of acceptance at other graduate programs. These interviews provide useful information about what is successful within the department and what is not so successful—from the student perspective and against the backdrop of competing graduate programs. These student perspectives often track the NAAB's five perspectives—particularly in the realms of Architectural Education and the Student, Architectural Education and the Profession, and Architectural Education and the Public Good.

The chair meets with the Chair's Student Council on a monthly basis. The council consists of two students elected from each year-level, and representatives from all student organizations in the department.

As described in the previous section, DoA conducts biennial Advance sessions, which are traditionally called retreats. The Advances include representatives from all constituent groups, occupy an entire day, and go through a systematic SWOT analysis, evaluation of progress along the strategic plan, and identification of any mid-course corrections.

The faculty teaching graduate courses normally meet at the end of the semester just completed to review and assess the status of the program, student work, and issues needing to be addressed.

For the past two years there has been a formal process of external review of final master's projects for the Estopinal Prize. The feedback from these external reviewers addresses not only the individual student projects, but also the general health and quality of the masters programs as a whole. Similar feedback is received at various points in the undergraduate curriculum via a series of competition studios with external review panels. The feedback thus received from practitioners and academics from other institutions tends to address the NAAB perspectives of Architectural Education and the Profession and Architectural Education and the Regulatory Environment.

There is an active DoA Graduate Curriculum Committee that provides oversight of the department's graduate offerings. This committee is quite active and provides a forum where assessment feedback is converted to action (as necessary and appropriate). Faculty colleagues teaching in the graduate program

have a tradition of openly meeting to debrief their experiences each year at the end of the spring semester.

For the past four years, the department has (via its college representative) been very active in the university Graduate Education Committee, which provides a window into university-wide concerns and trends relating to NAAB perspective Architectural Education and the Academic Community. On a regular basis, an architecture student serves on the university Graduate Education Committee.

A substantial majority of the department's faculty are regular members of the Graduate Faculty of the university. Membership in the Graduate Faculty is renewable on a six-year cycle, providing additional external oversight of faculty credentials and faculty development activities. Departmental requirements for renewal (primarily scholarship) were substantially increased during the 2012 academic year to more closely align with the ongoing evolution of the university's mission.

The university's annual report process (described in the previous section) is also a self-assessment mechanism to reflect on annual progress toward strategic planning goals. These reports are publicly available on the college web site at: <http://tinyurl.com/946anrq>

The department also conducts alumni and employer surveys once every five years in order to inform the strategic direction of the department and its programs. Results of the latest survey, which was underway at the time of this writing, will be available in fall, and the analysis of the results will be available for the NAAB Visiting Team in the spring.

It is an expectation set by the dean of CAP that all department chairs will conduct voluntary performance assessment surveys among their faculty every two years. The assessment provided by faculty on the performance of their chairs serves the chairs in the process of reassessing their performance.

Every other week, the dean of CAP holds a College Leadership Council meeting that provides time for interdepartmental consultation and holds weekly individual meetings with each of the chairs. Beyond such formally scheduled activities, all members of the College Leadership Council (department chairs, associate dean and dean) maintain open door and open line policies to address unforeseen opportunities and challenges and make use of their collective administrative experience.

Every month, the provost holds a university-wide leadership forum open to deans and department chairs where issues that impact all BSU academic units are addressed.

## **I.2. RESOURCES**

### **I.2.1. HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT**

#### **FACULTY/STAFF**

The Department of Architecture consists of 24 full-time tenured or tenure-track faculty and six full-time contract faculty (fall 2012). Two of the full professors serve as college dean and associate dean. In addition, two tenured professors situated in CERES (Center for Energy Research Education and Service), and reporting to the associate provost for research, usually serve as instructors in studio and structural

systems courses. A number of architecture faculty teach in the common First Year Program. Other part-time contract faculty members teach in the Master of Science in Historic Preservation program. All faculty members teaching in the M.Arch program are members of the Graduate Faculty. The department has two full-time non-professional staff: a programs assistant and an administrative coordinator.

In fall of the current academic year, 216 undergraduate students, 86 M.Arch students, 18 MSHP students, and 10 Historic Preservation minors were enrolled in the architecture programs in fall 2012. The student/faculty ratio in the M.Arch program is approximately 15:1 in the ARCH 501 studio (first year) and 9:1 in the ARCH 601 studio. The department would like to have a ratio of 10:1 in studio courses when possible.

A faculty matrix is available for each of the five semesters preceding the visit that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments: See faculty credentials matrices below (next page) or located also at: <http://tinyurl.com/bsunaab>)



Ball State University Architecture Program Report. Submitted to NAAB, September 7, 2012

Table: Faculty CREDENTIALS MATRIX

FALL 2010 / SPRING & SUMMER 2011																																												
FACULTY MEMBER	Summary of expertise, recent research or experience	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	
ANGULO, ANTONIA	B. Arch, Ph.D. International experience in architectural practice and teaching. Research and publications on digital design. Virtual Design Studio and emerging media technology in education. Developing VR system at CAP.																																											
BELLO, JOSEPH	B. Arch, M. Arch, Ph.D., F.A.S. Broad professional, teaching and administration experience. former AIA Director of Education and CAP dean. Research in disaster mitigation, sustainability, adaptive use.																																											
CHURN, MICHELLE	M. ScE, M.A., P.E. Long experience in teaching architectural design and structural design. Research and publications on structural design, housing design, laser scanner technology applications.																																											
COGESHALL, JOSHUA	B.E.D. M. Arch. Runs own architectural firm in California and Indiana. several projects are published and/or received awards. Design focus on materials and sustainability.																																											
CULP, JEFF	B. Arch. CERES Operations Manager, with expertise in teaching and research on environmental systems.																																											
DAS, DEMAGALA, MAHES	B. Arch, M. Arch. ACSA Distinguished Professor of Architecture. Editorial Board member of International Journal of Architectural Computing, and of International Digital Media and Arts Association. Design computation, leadership.																																											
de BOER, JASON	B. Arch, M. Arch. Experience in digital design and fabrication at Cincinnati and Yale.																																											
de BREA, ANA	M. Arch. International professional and teaching experience. Interest in history, theory, and criticism. design communication. Working on book on Radical Urban, Work and Thought.																																											
DETSON, OLON	B.A. B.S. B. Arch, M.S. Practice and research experience on social and cultural issues, on New Urbanism and housing design. led a major Hope VI housing project. Publications and ongoing research on Fourth World Theory.																																											
EGGINK, HARRY	B. Arch, M. Arch. Extensive expertise in architecture, urban design and in design communication. long experience in Community Based Projects. Maintains private architectural practice.																																											
ELVIN, GEORGE	B.S. M. Arch, Ph.D., LEED AP. Internationally recognized expert on green buildings. Numerous publications on Integrated Architectural Practice. Practiced in his own design-build firm.																																											
FISHER, ROBERT	B.S. B. Arch, AIA. Structural design and architectural design. working as CERES fellow on daylighting analysis of buildings.																																											
GIBSON, MICHAEL	B.A. M. Arch. Research on digital design and fabrication. CERES Fellowship for research on solar powered envelope cooling system.																																											
GRAY, TIM	B.S. B. Arch, M. Arch, AIA. Continuing private architectural practice. has worked on award-winning installations and collaborations with performing arts. Research and teaching interest in design-build and sustainable design.																																											
GRONZIK, WALTER	B. Arch ENGGR, M.S., ASHRAE, P.E. Architectural engineer with expertise in environmental systems. Research and practice in environmentally responsible design. Co-author of books on environmental systems in architecture.																																											
HARWOOD, PAMELA	B.S.A.S. M. Arch, NCARB, AIA. Maintains architectural practice. Extensively engaged in combining teaching and research on charter schools and on design-build projects for Kean's Children's Museum.																																											
HEADLEY, DUSTIN	B. Arch, M. Arch. Interest and teaching experience in digital media and digital fabrication.																																											
JANZ, WESLEY	B.S.A.S. M. Arch, Ph.D., R.A. Interest in informal settlements and self-build. Featured in sponsored exhibitions and publications for salvage architecture and reuse of waste materials.																																											
KEDDY, KAREN	B.E.D.S. M. Arch, Ph.D. Researcher, published and lectured internationally on environmental behavior and social justice issues, feminist theory and architecture, visual research methods, and healthcare design analysis.																																											
FACULTY MEMBER	Summary of expertise, recent research or experience	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	CP	AP	
KENDALL, STEPHEN	B.S. M. Arch, Ph.D. Internationally recognized expert on green building design and construction methods. engaged in research on housing and healthcare facilities design. co-author of Residential Green Buildings.																																											
KLINGER, KEVIN	B.A. M. Arch. Involved in digital design research and teaching. current director of the Institute of Digital Fabrication. ACSA past president. Publications and invited presentations on digital fabrication. co-author of Manufacturing.																																											
KOESTER, ROBERT	B. Arch, M. Arch, LEED AP, NCARB, AIA, R.A. Director of Center for Energy Research, Education and Service. teaching on chair of Greening of the Campus conference and founding chair of a number of organizations on building.																																											
MILLER, SAM	B. Ed. B. Arch, AIA, LEED AP. Significant professional experience with focus on green buildings. Principal of Sustainable Architecture, Indianapolis.																																											
MOURAVAY, MICHEL	B. Arch, M. Arch, M. Arch, B.A. Extensive experience in urban design through Community Based Projects, and in design communication. Engaged in private architectural practice. Served as president of ABC and is CAP associate dean.																																											
SAN MIGUEL, MIGUEL	B.E.D. M. Arch, AIA. Practicing architect with award-winning projects and teaching experience in California. contributing to a variety of professional publications. Interest in building technology.																																											
SHIMIZU, JANICE	B. Ed. M. Arch, B.A. Extensive architectural practice and teaching experience in California.																																											
SINK, DONNA	B. Arch, M. Arch, B.A. Over ten years of professional experience including campus master plans, exhibition design and residential. Several years of teaching and visiting critic experience.																																											
SPODEK, JONATHAN	B.S. M. Arch, AIA. Professional experience in architecture and preservation. Focus on historic preservation techniques, and on historic preservation projects. co-author of Historic Preservation Grant.																																											
STERNBERG, PAUL	B. Arch, LEED AP, CH, NCARB. Architect and specification writer with long experience in the profession. recognized expert on building envelope analysis.																																											
SWARTZ, ANDREA	B.A. M. Arch, NCARB, R.A. Expertise in teaching structural systems, architectural design, and photography. Photography exhibited at the 2012 AIA National Convention.																																											
SWITZER, GLENN	B.S. Ph.D. ASHRAE. Architecture design and international professional and research experience with focus on architectural acoustics and lighting. Fulbright Fellow, Sweden. NSF Fellowship, Japan. Significant teaching.																																											
UNDERWOOD, JAMES E.	B.S.E. B. Arch. Long experience in teaching architectural design and structural design. Co-author of Structural Design, a Practical Guide for Architects. Wiley.																																											
VASQUEZ de VELASCO, GUY	B. Arch, M. Arch, Ph.D., AIA (Assoc.). CAP dean. International experience in architectural practice, teaching and administration. Research and publications on Virtual Design Studio and digital media in design education.																																											
VERMILLION, JOSHUA	B. Arch, M. Arch. Design Communications Media, Digital Design, Digital Fabrication. Research and publications on computational design, physical computing and robotics, parametric thinking.																																											
WOLNER, EDWARD	B.A. M. Arch, M.U.P., Ph.D. History of architecture. Research and numerous publications on 19th and 20th C. American city. Author of Henry Jones Cobb's Chicago Architecture, Institutions and the Making of a City.																																											
WOODFIN, CHARLES D.	B. Arch, R.A. Long teaching experience in architectural design. focusing on Pattern Language. practicing architect.																																											
WYMAN, JOHN	B. Arch, B.A. Architectural design. teaching focus on philosophy of architecture and design process. Working on "Early CAP History 1965-1981".																																											

See Supplemental Information for a resume for each faculty member, full-time and adjunct, who taught in the program during 2010-11 and 2011-12 – the two academic years prior to the preparation of this APR.

### **A DESCRIPTION OF THE INSTITUTION'S POLICIES AND PROCEDURES RELATIVE TO EEO/AA FOR FACULTY, STAFF, AND STUDENTS**

Ball State University policies and procedures are on the web at:

<http://cms.bsu.edu/About/AdministrativeOffices/Legal/EqualOpportunity.aspx>

**Faculty:** The department follows all policies and procedures of Ball State University with regard to issues of equity and diversity in faculty appointments, re-appointments, and promotions. The college follows the recommendation of the annual University Diversity Committee report, produced by a committee that is appointed by the provost and reports directly to the Ball State University Board of Trustees. The departmental promotion and tenure policies conform to the college and university policies. Merit salary policy is reviewed annually by faculty and has recently been changed following a directive by the provost. The University Human Resource Services office routinely briefs search committees before they initiate a search, and all faculty position announcements are screened to ensure compliance with the university's affirmative action policies.

**Staff:** The department follows all policies and procedures of Ball State University with regard to issues of equity and diversity in staff hiring and promotions.

**Students:** Guided by the department policies, the chair oversees the graduate assistant appointment process, which is managed by the director of the M.Arch program.

### **A DESCRIPTION OF OTHER INITIATIVES FOR DIVERSITY AND HOW THE PROGRAM IS ENGAGED OR BENEFITS FROM THESE INITIATIVES**

The department supports recruitment of a diverse body of students through the common undergraduate First Year Program, and encourages minority student associations (see I.1.2 Learning Culture and Social Equity).

*The school's policy regarding human resource development opportunities:* Human resource development opportunities are available to faculty and staff and participation is encouraged as described below.

### **A DESCRIPTION OF THE MANNER IN WHICH FACULTY MEMBERS REMAIN CURRENT IN THEIR KNOWLEDGE OF THE CHANGING DEMANDS OF PRACTICE AND LICENSURE**

Seventy-five percent of the tenure or tenure-track faculty during the period fall 2011 – fall 2012 hold an architectural or engineering license in the U.S. or abroad (see the tables below for list of faculty with professional licensure).

All the faculty who taught a master of architecture comprehensive design studio ARCH 501 in the fall 2011- fall 2012 period have a professional license. One of the assistant professors is licensed in the U.S., and two are licensed in foreign jurisdictions. Five of the tenured faculty members are LEED accredited professionals.

Nine of the tenured or tenure-track faculty are members of the American Institute of Architects, FAIA, AIA associate members, or ASHRAE members.



Table: Summary of Faculty Professional Licensure

		Tenured or T-track	Contract	Total
Architecture or Engineering License	US	14	1	15
	Foreign	3	1	4
Other License	US	1	0	1
Not licensed		9	3	12
Total faculty		28	5	33

Table: Professional licensure credentials of faculty

NAME	HIRE DATE	RANK	EXPERTISE	TENURE STATUS	LICENSE LOCATION	LICENSE NUMBER	OTHER CREDENTIALS
Billelo, Joseph	2001	Professor	Design	Tenured	ARCH / NEW MEXICO	1282	FAIA
Chiulini, Michele	1986	Professor	Design, Structural Sys.	Tenured	ENG / ITALY	A-2840	
Daas, Mahesh	2008	Professor	Design, Digital Media	Tenured	ARCH / INDIA	CA/99/25158	LEED AP, DPACSA
Eggink, Harry	1973	Professor	Design	Tenured	ARCH / INDIANA	AR00033742	
Fisher, Robert	1968	Professor	Design, Structural Sys.	Tenured	ARCH / INDIANA	AR00032549	
Grondzik, Walter	2007	Professor	Env't. Systems	Tenured	ENG / OKLAHOMA	PE12072	LEED AP, FASHRAE, FASES
Janz, Wes	1995	Professor	Design	Tenured	ARCH / MINNESOTA	15852	
Kendall, Steve	1999	Professor	Design, Bldg. Tech.	Tenured	ARCH / MISSOURI	3796	
Koester, Robert	1974	Professor	Design, Env't. Systems	Tenured	ARCH / INDIANA	AR00033115	NCARB 17418, LEED AP
					ARCH / OHIO	3081	
Mounayar, Michel	1983	Professor	Design	Tenured	ARCH / INDIANA	AR00910106	
Underwood, Rod	1971	Professor	Design	Tenured	-	-	
Vasquez de Velasco, Guillermo	2007	Professor	Design	Tenured	ARCH / PERU	3186	
Wolner, Ted	1988	Professor	History	Tenured	-	-	
Woodfin, Charles Daniel	1972	Professor	Design	Tenured	ARCH / INDIANA	AR00037282	NCARB
Wyman, John	1970	Professor	Design	Tenured	ARCH / N. CAROLINA	1454	NCARB 12101
					ARCH / INDIANA	2613	
de Brea, Ana	2001	Assoc Prof	Design, Theory	Tenured	ARCH / ARGENTINA	INACTIVE	
Dotson, Olon	1995	Assoc Prof	Design, Theory	Tenured	-	-	
Elvin, George	2005	Assoc Prof	Design, Bldg. Tech.	Tenured	-	-	
Gray, Tim	2003	Assoc Prof	Design, Building Tech.	Tenured	ARCH / INDIANA	AR10500137	LEED AP
					ARCH / CALIFORNIA	22834	
Harwood, Pam	1994	Assoc Prof	Design	Tenured	ARCH / NORTH CAROLINA	7496	NCARB 52855
Klinger, Kevin	2002	Assoc Prof	Design, Digital Media	Tenured	-	-	
Spodek, Jonathan	1998	Assoc Prof	Design	Tenured	ARCH / VIRGINIA	0401-008275	NCARB 43940
					ARCH / INDIANA	AR19800213	
Swartz, Andrea	1992	Assoc Prof	Design, Structural Sys.	Tenured	ARCH / INDIANA	AR19500168	NCARB 46372
					ARCH / RHODE ISLAND	1981	
Coggeshall, Josh	2009	Asst Prof	Design	Tenure Track	ARCH / INDIANA	PENDING	
Keddy, Karen	2006	Asst Prof	Theory	Tenure Track	-	-	
Middleton, Deborah	2011	Asst Prof	History	Tenure Track	-	-	
Angulo, Antonieta	2007	Assoc Prof	Design, Digital Media	FT Contract	ARCH / PERU	1626	
Campbell, Duncan	2007	Assoc Prof	Historic Preserv.	FT Contract	IN DEPT OF ENV MGMT SUPV LEAD	IN 4007108	
Headley, Dustin	2010	Asst Prof	Digital Media	FT Contract	-	-	
San Miguel, Miguel	2010	Visiting Asst Prof	Design, Bldg. Tech.	FT Contract	ARCH / CALIFORNIA	C-30496	
Silver, Michael	2011	Visiting Asst Prof	Design Innovation Fellow	FT Contract	-	-	
Vermillion, Joshua	2004	Asst Prof	Digital Media	FT Contract	-	-	

Public lectures convey continuing education credits. The registered architects and AIA members remain current in their knowledge of the changing demands of practice and licensure by fulfilling continuing education requirements. All faculty members benefit from attending the public lectures and visiting the public exhibitions.

An Internship Development Program coordinator serves as the point person for up-to-date information about the licensure process.

The department supports faculty to attend professional meetings with travel funds, specifically for attendance of the ACSA annual meeting by the ACSA representative, in addition to the chair and the dean, and attendance of AIA conventions.

Sabbatical leave (special assigned leave) is available to faculty. Ball State University sabbatical leave policy is on the web at: <http://tinyurl.com/bsusabbatical>. Two faculty members were on sabbatical during the 2011-12 academic year. Two more faculty members were on sabbatical recently, one in 2009

and one in 2010. Faculty returning from sabbatical are required to make formal presentations at the annual CAP Faculty and Student Symposium and at the provost's sabbatical presentations series. In addition, full or partial buy-out options are available for faculty members to pursue research or professional opportunities.

A major aspect of faculty development is travel to present research, scholarship, and creative work at conferences. Faculty travel expenses are part of the DoA budget.

In 2010-11 and 2011-12, more than \$16,000 of the department's travel funds was spent to support respectively 19 and 15 faculty attending conferences and professional meetings, presenting papers, or traveling for research or faculty development purposes. Staff can also use these funds for professional development, as one staff member did in 2011.

The faculty handbook sets forth the faculty travel policy, which the Department of Architecture follows. This policy can be viewed on line at:

<http://cms.bsu.edu/About/AdministrativeOffices/Accounting/TravelInfo/TravelManual.aspx>

### **Priorities for Assigning Faculty Travel Funds**

- Funding is provided first to tenure-track and tenured faculty, then to full time contract faculty, then to graduate students, then to part time contract faculty, depending on the availability of funds
- Persons presenting refereed research papers at national or international venues
- Persons participating in invited or refereed panel discussions, or giving major addresses or equivalent activities at national or international venues
- Officers of national and international associations attending meetings of those associations
- Chairing or moderating of scholarly sessions at national or international events

The department chair may consider exceptions to these priorities on a case-by-case basis if they do not fall into one of the categories above.

### **Additional Faculty Development Opportunities**

- Mentoring of junior faculty by senior faculty
- University grants (see SPO web site), Virginia B. Ball Center, BBC, Discovery grant, etc.
- DoA grant program to fund "making" projects using the "In-situ Fund" (listed in the Financial Resources section)
- Public lectures and exhibits at the university
- Release time for research and creative work
- Leave without pay to pursue scholarship and/or professional activities
- Partial leave to pursue professional activities
- The annual CAP Faculty and Student Symposium (spring semesters) is a day-long event in which faculty and students engaged in scholarship of discovery, integration, application, and/or teaching, make formal presentations of their work to an in-house audience. The event combines plenary sessions, parallel sessions, round table discussions, and workshops. As in the case of the Annual Alumni Symposium (fall semesters) the event provides continuing education credit for registered participants.

## **A DESCRIPTION OF THE POLICIES, PROCEDURES, AND CRITERIA FOR FACULTY APPOINTMENT, PROMOTION, AND WHEN APPLICABLE, TENURE**

The university policies, procedures, and criteria for faculty appointment, promotion, and tenure are on the web at <http://cms.bsu.edu/web/facultyprofessionalhandbook.aspx>

### **DEPARTMENT'S CRITERIA FOR FACULTY APPOINTMENT, PROMOTION, AND TENURE, ARE AS FOLLOWS:**

The Department of Architecture faculty promotion and tenure policies document is at: <http://tinyurl.com/bsunaab>

#### **Merit Salary Policy and Procedures**

The department has developed detailed policies and procedures for annual salary and merit considerations. The department's merit and salary policies and procedures are available at: <http://tinyurl.com/bsunaab>

### **A LIST OF LECTURERS, VISITING SCHOLARS AND STUDIO REVIEWERS SINCE THE PREVIOUS SITE VISIT**

The **Bracken Lecture Series** began in September of 1997 to bring visiting scholars to campus to enhance Ball State's academic environmental programs.

<http://cms.bsu.edu/Academics/CentersandInstitutes/COTE/Sustainability/Bracken.aspx>

**CAP Alumni Symposium** showcases the contributions of our alumni whose participation prepares the upcoming generations for the challenges and opportunities of the future.

<http://cms.bsu.edu/Academics/CollegesandDepartments/CAP/NewsEvents/Symposia.aspx>

**Charles M. Sappenfield Series** was begun in 2011 as a way to bring prominent speakers with a multidisciplinary perspective in architecture, landscape architecture and urban planning to the college. This series continues as a leading resource for faculty, alumni, and students.

The **Conversations Series Dialogs** presents up close and personal dialogs about leadership with prominent leaders from the profession. Each session begins with a brief life sketch about the featured guest, followed by an open dialog about his or her life journey and the origins development, and ascent to the leadership position.

The college has long provided a **Guest Lecture Series** bringing outside professionals in to speak on issues relevant to the three disciplines within college: architecture; landscape architecture; and urban planning. Originally, the lecture series was managed by the assistant to the dean. Shortly after the previous site visit (spring 2007), coordination of the lecture series was handed over to various faculty within each discipline area. This was done to provide an even distribution of lecturers from all three departments. In 2008, management of the Guest Lecture Series was written into the job description of Carol Street, archivist for architectural records, resulting in the best organized guest lecture series of the last few years. Carol will continue to coordinate such events, including the Charles M. Sappenfield series, and extend her influence towards establishing a more integrated calendar (coordinated by Lori Pence, assistant to the dean) that may take full advantage of all the opportunities potentially available. Most of the events are recorded and cataloged in the Drawings and Documents Archive to be utilized as educational resources. The first installment of the first 50 audio recordings in the College of Architecture

and Planning Guest Lecture Series recordings is now live in the Digital Media Repository. Patrons can listen to some of the very first speakers to come to the fledgling Indiana design school from 1966-73. There's also a recording of the dedication of the original CAP building in 1972. These can be found at <http://libx.bsu.edu/cdm4/collection.php?CISOROOT=/CAPLectures>.

**David Letterman Lecture Series** focuses on communication and its position in leadership. <http://cms.bsu.edu/Web/Letterman/About.aspx>

Throughout the academic year faculty seek outside **studio reviewers** to critique student work. Many area professionals, academics, and alumni participate in studio reviews.

In addition to these series, student organizations also arranged for multiple speakers 2011-2012.

### 2007 – 2008

#### BRACKEN LECTURE SERIES

- **Cheryl Charles** – Earth Day Week kickoff

#### CAP LECTURE SERIES

- **Dean Kelbaugh**, MOD, TOD, and TND: Another Look at Sprawl and its Alternatives
- **Parris Glendening**, Smart Growth: Transit and Sustainability Lecture
- **Marilee Utter**, Transit Oriented Development
- **Bruce Race**, Bruce Race lecture on Transit Oriented Development
- **Jane Amidon**, "Contemporary Parks: Productive and Seductive"
- **Bryan Bell**, "The Bat Signal"
- **Laura Hartman & Richard Fernau**, "Design as a Controlled Accident: Pieces of Work"
- **Walter Hood**, "Enmeshed Landscapes"
- **Rafael Iglesia**, "When the Problem Becomes the Solution"
- **William Massie**, "Experimentation versus Speculation: The Construction of Idea"
- **Mike Pyatok**, "Cozy by Design: Affordable and Sustainable Communities for the 21st Century"
- **Rollin Stanley**, "Rebuilding Inner Cities"

### 2008 – 2009

#### BRACKEN LECTURE SERIES

- **Thomas L. Friedman** – "Hot, Flat and Crowded: Why We Need a Green Revolution – and How It Can Renew America"
- **Robert F. Kennedy Jr.** - "Our Environmental Destiny"

#### CAP ALUMNI SYMPOSIUM

- **Fiona Aldous**, "Is the Building a Disappointment?"; Wiss, Janney, Elstner Associates, Inc.

- **Zachary Benedict / Mike McKay** – “Sustainability = Opportunity” and “[r]evolutions and the in[ter]ventions”; Morrison Kattman Menze, Inc.
- **Charles Borders**, the National Park Service
- **Diana Brenner**, 2008 Outstanding Achievement Award, “Design as a Business Strategy”; Brenner Design
- **Rod Collier**, “BSU Sets the New Standard”; MSKTD
- **Ron Fisher / Steve Schaecher**, “Sustainable and High Performance Design Initiatives”; Schmidt Associates
- **John Hawkins**, “Tilt-up Concrete”; Kovert Hawkins Architects
- **Tom Kerwin**, “Chicago 2016”; Skidmore, Owings & Merrill LLP
- **Chris Moore**, “Hybrid Communities”; DJT
- **Don Powell**, 2008 Outstanding Achievement Award, “Technology & Innovative Solutions in Design Practice”; BOKA Powell
- **Jeffrey Rawlins**, “C H A N G E”; Architectural Artisans
- **Randall Schumacher**, “Why do we need a shingle on the wall that proves our building is green?” CSO Architects, Inc.
- **Les Smith**, 2008 Charles M. Sappenfield Award of Excellence, “Teaching the Art in Design in Practice”
- **Robert Snyder**, “Evidence based Design in a Sustainable World”; BSA LifeStructures
- **Karl Sonnenberg**, 2008 Distinguished Alumnus Award, “The Craft of Architecture”; Zimmer Gunsul Frasca Architects, LLP

#### EDUCATION FOR AN OPEN ARCHITECTURE CONFERENCE

- **Jia Beisi**, Associate Professor, Department of Architecture, University of Hong Kong
- **Renee Chow**, Associate Professor, Department of Architecture, UC Berkeley
- **Dietmar Eberle**, Partner, Baumschlager Eberle, Vaduz, Vienna, Hong Kong
- **Andres Mignucci**, FAIA, Professor of Architecture, Director, Laboratory of Urbanism and Housing, Polytechnic University of Puerto Rico

#### DAVID LETTERMAN LECTURE SERIES

- **Kathleen Hall Jamieson** – Emerging Media and the Path to the Oval Office
- **Brian Storm** – Multimedia Storytelling in the Age of Emerging Media

2009 – 2010

#### CAP ALUMNI SYMPOSIUM

- **Wendell Adams**, “Getting Hired in a Down Market and Controlling One’s Destiny”
- **Katherine Baker & Jeff Bone**, “Bunk Beds to City Blocks: Designing for Housing Needs Big & Small”

- **Diana Brenner**, "Interior Architecture – Form Concept to Completion"
- **Harry Eggink**, 2009 Charles M. Sappenfield Award of Excellence, "The Layers and Spaces of Sustainable Urban Design"
- **Timothy Hawk & Hank Hildebrandt**, Panel discussion
- **John Hawkins**, 2009 Award of Outstanding Achievement, "Digital Design, Analog Brian"
- **Sarah Hempstead & Debra Kunce**, "The Diverse Practice of Architecture"
- **Julie Kern & Gary Vance**, LifeStructures Matrics, "Impacting Today's Healthcare World"
- **Tom Kerwin**, "The Link Between Corporate Responsibility, Civic Involvement and the Built Environment"
- **Ron Menze**, "LEAN Methodologies in Healthcare"
- **Rachel Minnery**, 2009 Award of Outstanding Achievement, "Social and Environmental Sustainability: Design and Disaster Response for Communities"
- **Victoria Nichols**, "Evidence Based Design in a Real World Practice"
- **Matthew Seybert**, "My Life as a Design Polyglot"
- **Mark Williams**, 2009 Award of Outstanding Achievement, "Sports and Entertainment Venues – The Rebirth of an Architectural Statement"

#### DAVID LETTERMAN LECTURE SERIES

- **Stuart Brotman** - Can Broadband Save the World?
- **Stacey Halota** – Privacy, Please!
- **Tom Kelley** – Designing for the Future
- **Ted Koppel** – An Evening with Ted Koppel
- **Edward James Olmos** – Student Participation in Politics and Government
- **Jason Whitlock** - The Importance of Developing a Distinctive Voice in the New Media

2010 – 2011

#### BRACKEN LECTURE SERIES

- **J. Carl Ganter** – Global Water Crisis

#### David Letterman Interview Series

- Biz Stone, founder and CEO of Twitter in conversation with David Letterman

#### CAP ALUMNI SYMPOSIUM

- **Sandeep Arora & Shweta Saxena**, "Building Information Modeling: Redefining the Process"
- **Harold Baker**, "Abstract for an Abstraction"
- **Brad Beubien**, "I Start Fires"
- **Lindsay Bacurin**, "Gandhinagar: Indian New Town Planning"

- **Craig Farnsworth**, ASLA, Award of Outstanding Achievement, Plenary Address, "Drawing Spaces / Making Places: Layers, Washes, and the Act of Design"
- **Edward Gerns & Gregory Dowell**, "Forensic Architecture: Diagnostics and Repair of Historic Chicago Skyscrapers"
- **Daniel Haake**, "Regional Assisted Evacuation Plan"
- **Greg Hempstead & Kevin Shelley**, "Delivering Projects Through Building Information Modeling"
- **Tadd Miller**, "Big Box Redevelopment in Mid-Tier Markets"
- **Panel Discussion** – "Polyark': CAP's Heritage in Interdisciplinary Study Tours", Session Coordinator **Karen Courtney**, AIA, BArch '78. Faculty Guests: **Rod Underwood**, **Ted Wolner** and **Les Smith**
- **Bruce Race**, "Triple Net Zero Campus and Community for the Next Century"
- **Larry Roan**, Award of Outstanding Achievement, Plenary Address, "Why Can't We All Just Get Along? Lessons Learned from a Non-traditional CAP Career"
- **Rose Scovel**, "Safe Routes to School"
- **Rose Scovel, Greg Jacoby & Katie Clark**, "The Interdisciplinary Masonic Home"
- **Philip Stinson**, Ph.D., Award of Outstanding Achievement, Plenary Address, "Reflecting on Nearly a Quarter Century of BSU Architecture Involvement at the Archaeological Exploration of Sardis in Turkey"
- **Gary Vance**, AIA, Distinguished Alumni Award, Keynote Address, "Art of Lifelong Learning"

#### GUEST LECTURE SERIES

- **Carol Ross Barney**, "Appearing Green"
- **Robert and Sandra Bluestone**, "Woven Harmony"
- **Markus Dochantschi**, "Passive Patterns"
- **Roberta Brandes Gratz**, "The Shrinking Syndrome: Repeating the Mistakes of Urban Renewal"
- **Mia Lehrer**, "Urban CLASH/Landscape: Calibrating Infrastructure through Landscape Architecture"
- **Steven Mouzon**, "The Original Green"
- **John Norquist**, "New Urbanism"
- **Daniel Roehr**, "Innovative Trends in Landscape Architecture Greenskins – Green Roofs, Green Facades and Green Streets"

2011 – 2012

#### BRACKEN LECTURE SERIES

- **Majora Carter** "Home(town) Security"

#### David Letterman Interview Series

- Rachel Maddow (MSNBC) in conversation with David Letterman

### **CAP ALUMNI SYMPOSIUM**

- **Brad Baker**, "Design: The Currency of a Smarter World"
- **Jeff Bone**, "Sustaining Community: Small Steps, Big Change"
- **Cynthia Bowen**, "Learning to Plan for Different Cultures"
- **Richard Fetz**, "Total Cost Modeling"
- **Dominick J. Gallegos**, "Design Agency: Opportunistic Design and Generative Processes"
- **Daniel Haake**, "Tsunami of Freight: The Challenges and Opportunities for Midwestern Planners"
- **Michael Holtz**, "Design of a Large Net-Zero Energy Office Building"
- **John McCreery & Katrin Klingenberg**, "Introducing Passive House Institute US History, Theory, Principles, and Practice"
- **Richard Moake**, "Listening, Hearing, and Understanding"
- **Panel Discussion - Recent graduates with diverse transitional experiences:** "The Crystal Ball. What Does Your Future Hold?" moderated by students of CAP
- **Panel Discussion - "Women in the Field"** moderated by Jody Rosenblatt-Naderi, chairperson of the Department of Landscape Architecture
- **Robin Randall**, "Inspired to Learn: Innovation in Educational Design"

### **CHARLES M. SAPPENFIELD SERIES**

- **Henry Cheung**, IDEO
- **Taryn Mead**, "Biomimicry in the Built Environment: Case Studies in the Conscious Emulation of Nature's Genius"

### **CONVERSATIONS SERIES DIALOGS**

- **Joe Mrak**, RQAW
- **Paul Strom**, HOK
- **Debra Kunce**, Schmidt Associates

### **GUEST LECTURE SERIES**

- **David L. Baker**, Department of Metropolitan Developments, Indianapolis Historic Preservation Commission Office
- **Michael W. Bischoff**, Pei Cobb Freed & Partners
- **Daniel Bonilla**, Daniel Bonilla Arquitectos, Bogota, Columbia
- **Elizabeth Boone**, Skidmore Owings & Merrill, LLP
- **Mary Burger**, Indiana Landmarks
- **Francis Halsband & Natalie Rebuck**, Kliment Halsband Architects
- **Dr. Leonard Harris**, Purdue University, "Premiering: "the Pruitt-Igoe Myth: an Urban History"
- **Panelists: Reverend Emory Davis, Jacey Foley, Jeffrey Hager, Dr. Patricia Wittberg**
- **Malcolm Holzman**, FAIA, Holzman Moss Bottino, "Observations"



- **Jennifer Kime & Jamie Thompson**, downtown managers of the city of Mansfield, Ohio
- **Shae Kmicikewycz**, program director for Indiana Main Street
- **Cynthia Hoyle**, partner at Orion Planning Group, "Complete Streets,"
- **Chris Matthews**, Michael Van Valkenburgh Associates, "Urban Landscapes"
- **Vern Mesler**, adjunct professor from Lansing Community College
- **Alan Reed**, GWWO, Inc. Architects, "Exploring Context – Deriving the Essence of Place"
- **Larry Scarpa**, Brooks & Scarpa
- **Dan Wilson**, Olson Kundig Architects

#### **Studio Jurors (2008-2012)**

List is limited to competition reviewers (jury). The annual estimate of studio external reviewers is in the range of 60.

- 2008 (ARCH 401) CRIPE Design Competition Reviewers: Bill Brown, Browning Day Mullins Dierdorf; Rod Collier, MSKTD; Kalevi Houtilainen, BSA LifeStructures; Mike McKay, BSU alumni with Morrison Kattman Menze; Sam Miller, Solstice Architecture
- 2009 (ARCH 302) GRESHAM SMITH Competition Reviewers: Maria Vera; Kevin Russell; Michael Zaretsky
- 2010 (ARCH 401) CRIPE Design Competition Reviewers: Andrew Seager, former BSU faculty; Stuart Godfrey, KRM Architecture; Jeff Rawlins, Architectural Artisans
- 2010 (ARCH 302) GRESHAM SMITH Competition Reviewers (all BSU Alumni): Daniel Brueggert; Tom Gallagher; David Magner; Craig McCormick; Brittany Rasdall; Jevon Ritchey
- 2010 (ARCH 602) ESTOPINAL MASTER'S PRIZE Reviewers: Robert Adams – Ann Arbor; Daniel Overbey, Browning Day Mullins Dierdorf; Dan Porthe, Chicago; Tim Ritchotte, Browning Day Mullins Dierdorf
- 2011 (ARCH 202) ICMA Design Competition Reviewers: Ron Dick, Design Collaborative, Inc.; Rod Collier, Rottmann Collier Architects; Andy Hine, arcDESIGN; Deb Kunce, Schmidt Associates
- 2011 (ARCH 401) CRIPE Design Competition Reviewers: Kenneth Beache, Shrewsbury Assoc.; Zachary Benedict, Morrison Kattman Menze; Stuart Godfrey, krM Architecture; Kalevi Houtilainen, BSA LifeStructures; Sarah Shelley, arcDESIGN Graduate Architect
- 2012 (ARCH 202) ICMA Design Competition Reviewers: Jeff Bone Landon, Bone, Baker Architects, Chicago; Catherine Baker, Landon, Bone Baker Architects, Chicago; Greg Klosowski, ellipsis a+d architecture and design, Chicago; Sarah Bongiorno, Ohio State University Faculty; Paul Benigno, Turn Collaborative LLC Chicago
- 2012 (ARCH 302) ESTOPINAL 3rd Year Capstone Competition Reviewers (all BSU Alumni): Isaac Bracher, OPN Architects; Tom Gallagher, RATIO; Jake Plummer, RATIO; Matt VanSoest, Ancon

#### **Exhibitions**

- Design Communication Association's 2007 Juried Design Exhibition: "Continuing to Grow and Mature" showcased a broad sample of what design communication is and can be across

multiple design disciplines. Jurors: **Nancy Cheng, Robert Frank** and **Tom Yamamoto**.  
[http://www.designcommunicationassociation.org/dca\\_pdfs/DCANewsletterSpring2009.pdf](http://www.designcommunicationassociation.org/dca_pdfs/DCANewsletterSpring2009.pdf)

- Michele Chiuini (Architecture) and John Fillwalk (Art) exhibited in spring 2009, the digital information system for the 1894 Chicago Stock Exchange by Adler and Sullivan. This exhibit is a prototype for a larger project and consists of digital models of surviving fragments obtained with laser scanner technology.
- Exhibition for Research in Materials and Manufacturing for Extreme Affordability was curated during spring 2011 concurrent with the National Science Foundation Symposium on the same topic.
- Imagine Indiana, fall 2011: Community Visioning Workshops showcasing the latest in the college's long-standing and award-winning efforts to improve the physical, social, and economic environment of Indiana's cities and towns.
- Unity & Utopia, fall 2011: The 1893 World's Columbian Exposition exhibit. The photographic profile features scans of photogravure plates selected from William Henry Jackson's *The White City (as it was)* and Jackson's *Famous Pictures of the World's Fair*, published in 1894 and 1895. The publications are both part of the archival collection of the CAP Drawings and Documents Archive.
- Georgia Street, spring 2012: Super Street for the Super Bowl. The CAP exhibit features the Ratio Architects' designs created in support of Indianapolis' successful bid for the Super Bowl and the urban design profile for the Georgia Street renovation.
- Exhibit of International Practice in Open Architecture + Results of the 2011 International Student Competition in Open Building held in conjunction with the 17th international conference of the CIB W104 in Boston.

### Workshops

- Revit Workshop @ MMFX Symposium, with Autodesk sponsorship, venue sponsorship (at BSU Indy Center) provided by IDF, April 2007
- Ecotect Workshop, led by Nash Hurley, SHoP Architects (sponsored by IDF), 28-29 Sept 2007
- Revit Workshop @ Mitchell Place, led by John Herridge, Autodesk (venue and refreshments sponsored by IDF), Jan. 18, 2008
- Stephen Deters Workshop, Info here: <http://www.i-m-a-d-e.org/stephen-deters-ucla-deterskraft-workshop>, spring 2008
- Generative Components Workshop, Info here: <http://www.i-m-a-d-e.org/generative-components-workshop>, spring 2008
- Mark Cabrinha Workshop, info here: <http://www.i-m-a-d-e.org/workshop-series-mark-cabrinha>, spring 2008
- Philip Beesley workshop and lecture, Interactive and Responsive Architecture, March 2009
- Building Information Modeling and Digital Simulation Mini-Symposium,
  - Ecotect Workshop, led by John Herridge, Autodesk, Jan. 20, 2010

- 1st Session and 2nd Session (March 20 and 21, 2010). Revit and Ecotect, by **John Herridge** (Autodesk)
- 3rd Session and 4th Session (April 10 and 11), Advanced BIM, by **David Fano** (Case Inc.)
- Round Table: Presentations and Panel (April 10, 2010)
- BIM + Performance-based Design: Theory and Future, Organized by Michael Gibson and Antonieta Angulo, sponsored by CAP IT and Institute for Digital Fabrication (March 2010)
- BSU Energy Simulation Workshop: Revit, Vasari, Ecotect, led by John Herridge, Autodesk, Feb. 15, 2011
- CAP Walkthrough Environment: Vizard, 3D Studio Max, Phyton by Michael Schaletzki and Michael Nicolayeff of WorldViz Inc., December 14- 16, 2011, sponsored by CAP IT

## **STUDENTS**

### **ADMISSIONS AND EVALUATION OF APPLICANTS TO M.ARCH PROGRAM**

Please see part two (ii): section 3 – evaluation of preparatory/pre-professional education

### **Student Support Services such as Advising, Career Guidance and Internships**

Ball State University provides support services to students throughout their education. Below is an alphabetical listing of office and services which fall under Student Affairs Administration  
<http://cms.bsu.edu/About/AdministrativeOffices/StudentAffairs.aspx>

- |  |  |
|--|--|
| • Airport Shuttle  | • Office of Victim Services                                  |
| • Alcohol Awareness                                      | • Parent Advisory Council                                    |
| • Assistant to the Vice President<br>for Student Affairs | • Public Safety and Parking<br>Services                      |
| • Bias Response Team                                     | • Student Center and Programs                                |
| • Career Center and Student<br>Employment                | • Student Legal Services                                     |
| • Counseling Center                                      | • Student Life   |
| • Disabled Student Development                           | • Student Rights and Community<br>Standards                  |
| • Health Center  | • Vice President for Student<br>Affairs and Dean of Students |
| • Health Education                                       | • Withdrawal from all classes                                |
| • Housing and Residence Life                             |  |
| • Multicultural Center                                   |  |

### **Undergraduate Admissions**

Undergraduate admissions and orientation is overseen by Enrollment, Marketing, and Communications. This office processes entry into the university, answering introductory questions such as “Why Choose Ball State?” and “Who Studies at Ball State?” The office provides documents including university admission requirements; guides for new and transfer students; dates and deadlines; majors and special programs; information for parents; etc. Questions regarding specific degree programs are referred to the appropriate department.

### **Departmental Undergraduate Admissions**

In addition to application to the university, a separate admission application is required for students interested in entering the College of Architecture and Planning First Year Program. CAP has a common first year where students are introduced to architecture, landscape architecture and urban planning. The applications and admission to first year architecture are processed by the dean's Office. At the conclusion of the first year, students declare the area in which they wish to major. The undergraduate architecture advisor, Rod Underwood, meets with all students who declare architecture their major and explains to them the acceptance process, the program, and what kind of learning environment they can expect. The DoA does not have a separate application into second year architecture; however, declaring architecture your major does not mean automatic admission into architecture. First year portfolios and grades upon which admission is based are reviewed. The DoA programs assistant works closely with the undergraduate architecture advisor (who is also the undergraduate program coordinator) in the area of admissions and notifies students of acceptance or denial, and alternative options if denied. These alternatives are to either repeat courses to improve skills and/or grades and re-apply to architecture, or select an alternative major.

### **Undergraduate Advising**

Undergraduate students are assigned freshman advisors who help students transition between their high school experience and college. Upon completing 30 or more credit hours and declaring a major, students are assigned a faculty advisor within their major to advise them on courses within their major. Additionally, students are assigned an advising coordinator who advises them on core courses and oversees overall completion of degree requirements. Students are encouraged to meet with their advisor each semester. Students can obtain an electronically created report called a DAPR (Degree Audit Progress Report) from their advising coordinator. An individual DAPR indicates which courses a student has taken and still needs to take to complete his or her degree.

### **Graduate Admissions**

Graduate admissions and orientation is under Graduate School and processes entry into the university answering similar introductory questions as the undergraduate admissions staff. Specific questions regarding specific degree programs are referred to the respective department.

### **Departmental Graduate Admissions**

The DoA has the following graduate programs: professional master of architecture; post-professional graduate degree; certificate in digital design and fabrication; and master of historic preservation degree. Graduate admission into these programs is a two-step process: 1) all U.S. applicants must meet the requirements of Graduate School and International applicants must meet the requirements of the Rinker Center for International Programs; 2) applicants then must meet departmental requirements. The DoA's programs assistant corresponds with all applicants and monitors the receipt of required application materials. The programs assistant notifies Graduate School and the student of acceptance or denial and codes accepted students for their respective degree. Upon completion – application materials are reviewed for admissions by the graduate admissions committee.

### **Graduate Advising**

Unlike undergraduate advising, the Graduate School provides no curricular advising and does not provide an electronically created DAPR. Instead, all advising is handled by the student's department through a graduate program director. A custom made graduate check sheet must be manually created and information entered by the department to track each student's progress through the curriculum.

### **Additional Support Services**

Regardless of whether a student is an undergraduate or graduate, advisors, faculty, and staff are all available to assist students who may have a special need or concern and can help students find assistance through other professionals on campus. When appropriate, students are referred to various units--such as Disability Support Service, Counseling Center, Student Rights and Community Standards--where they may obtain additional support. Currently, our AIAS organization is looking into establishing upperclassmen as mentors to incoming architecture students.

### **Career Guidance/Internship**

The University Career Center is available to students to help them explore career options and internships, prepare them for job searches, and help them to think about their futures. The DoA also has an internship director who notifies students of internship opportunities and provides a job fair each year. As always, students may approach any faculty member for advice regarding their area of special interest; however, it is up to the student to locate an internship. This is often done through networking with alumni, professionals, reviewers, lecturers, and faculty.

### **Scholarships**

Seventy-five percent of Ball State students receive financial aid in some form or another (e.g., grants, loans, scholarships, fee remission, student employment, veterans and dependents educational benefits, and vocational rehabilitation). The DoA also provides monetary competition awards and scholarship opportunities. Primarily these opportunities are for undergraduate students, but they do also exist for graduate students.

### **Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities**

Week-long field trips, semester-long study abroad programs, and travel-based summer programs have been a tradition in the college since its inception. One of our "This I Believe" statements is that we believe in learning without borders and view our campus in Muncie as our basecamp.

Over the last six years, an average of 249 students per year (73 percent of DoA students) attended the faculty-led field trips week and travelled to all corners of the country (see Appendix 2 at <http://tinyurl.com/bsunaab>).

## **STUDENT PARTICIPATION OPPORTUNITIES IN PROFESSIONAL SOCIETIES AND ORGANIZATIONS, HONOR SOCIETIES AND CAMPUS-WIDE ACTIVITIES**

### **AIAS and Freedom by Design**

The American Institute of Architecture Students consists of second- through fourth-year undergraduate students and graduate students enrolled in the Department of Architecture, but AIAS is open to students of all majors. Since 1956, the organization has nationally served as an official voice of students to the educational system and the profession. Community outreach includes the Freedom by Design initiative, which teaches students how to resolve accessibility issues and gives them real-world connections and the experience of working with a client.

## **NOMAS**

Ball State's chapter of National Organization of Minority Architecture Students is active not only in the college community, but also in national activities. Regular contingents of students participate in the NOMAS national design competition.

## **GLUE**

*Glue* is the student journal of the Department of Architecture. The journal ceased publication in 2009 due to lack of sponsored funding and is currently in the process of regrouping and reviving the journal activities with the help of Program Fee funds.

## **USGBC Students**

USGBC Students promotes sustainability throughout the College of Architecture and Planning, Ball State University, and the state of Indiana. The chapter is in the Muncie branch of the USGBC Students, and the parent chapter is the USGBC Indiana. The organization is an interdisciplinary group of students, each with unique talents, and representing diverse backgrounds. Together, the students discuss passive design and renewable energy as it relates to the world around us, in order to become the future leaders in the green building industry. (from <http://usgbc.iweb.bsu.edu>)

## **Tau Sigma Delta**

The honor society Tau Sigma Delta's Ball State chapter recognizes meritorious students of architecture and landscape architecture.

## **Campus Student Organizations at Ball State University**

Ball State supports many student organizations. These include Greek organizations, honorary and professional fraternities and sororities, multicultural organizations, performing arts organizations, religious organizations, service organizations, special interest groups, sports and recreation groups, and university housing organizations. More information can be found at: <http://cms.bsu.edu/CampusLife/StudentLife/StudentOrgs.aspx>

## **STUDENT PARTICIPATION IN RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES**

A number of graduate student assistantships were offered between 2007 and 2010 for two research projects in the Simlab directed by Michele Chiuini: Digital Santa Maria Antiqua (DiSMA) and Digital Chicago Stock Exchange (DiCSX). Both projects used laser scanner technology for the documentation of historic structures and gave students the opportunity to learn the use of the hand-held Zscanner 700 with related software for three-dimensional computer modeling. Three graduate students working on DiCSX prepared a poster presentation for the 2010 ACSA meeting and went to the presentation in New Orleans with departmental support.

Three graduate students also worked with Michele Chiuini on a creative teaching grant project on laser scanner technologies in fall 2010. The students helped to organize and conduct an elective on Laser Scanner Applications in Historic Preservation, using the newly-acquired FARO Photon 120 terrestrial scanner and the Zscanner 700.

CAP's participation in the 2013 Solar Decathlon is offering opportunities to undergraduate and graduate students to work on the design of a net-zero energy solar house prototype. The design team includes engineering students at the University of Louisville and students from other BSU departments and colleges: Landscape Architecture, Construction Management, and Family and Consumer Science (primarily in the interior design program). This project integrates required courses such as architectural

design studios and workshops (see the table below) as well as graduate electives in architecture. Participation has included weekend-long visits to the University of Louisville (March 2012 and July 2012). Two internships are also available (fall 2012) for M.Arch students to work in this competition under the supervision of the Conn Center for Renewable Energy Research at University of Louisville.

2013 SOLAR DECATHLON - TEAM KENTUCKIANA				
BSU Interdisciplinary Course Integration, 2011-2012				
Semester	Course	Department	Faculty	Students
fall 2011	ARCH 301 Architectural Design	Architecture	M. Chiuini	14
	ARCH 632 High-performance Buildings	Architecture	W. Grondzik	10
	ITEDU 490/697 Construction Management	Technology	J. W. Jones, T. Mahfouz	5
spring 2012	ARCH 402 Architectural Design	Architecture	M. Chiuini	10
	ITEDU 490-006G Independent Study	Technology	J. W. Jones	5
	FCSID 434 Interior Design Studio 4	Interior Design	R. Ahmadi	5
summer 2012	ARCH 600 Architecture Workshop	Architecture	M. Chiuini	23
	LA 498/598 Solar Decathlon	Landscape Arch	J. Rosenblatt-Naderi	5

One graduate student worked with Stephen Kendall on a research program focused on the development of technology for consumer-oriented interior fit-out of multi-tenant buildings.

One graduate student worked on a \$125,000 research contract under the direction of Principal Investigator Stephen Kendall for the National Institute of Building Sciences and the U.S. Department of Defense – healthcare facilities design for flexibility, with consultants from the Netherlands and from Washington, D.C., (formerly chief of staff of the undersecretary of defense for health affairs).

Two graduate students participated in funded research led by Chair Mahesh Daas that dealt with *Personal Residential Automation Networking Kit*. Two undergraduate students also participated in the prototyping, testing, and design of the system. Funding was received from Ball State's Emerging Media Innovation Grant in 2010-11.

## I.2.2. ADMINISTRATIVE STRUCTURE AND GOVERNANCE

### I.2.2.A. ADMINISTRATIVE STRUCTURE

Ball State University is a stand-alone institution of higher learning located in Muncie, Indiana. The university maintains a center in Indianapolis (<http://tinyurl.com/indycenter>), but the vast majority of the university's students, faculty, and programs are housed on the Muncie campus.

The university operates under the auspices of the Indiana Commission for Higher Education. The commission (<http://www.in.gov/che/>) is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.

The university is governed by a board of trustees and administered by a president—as illustrated in the university-level organizational chart (included below). Various vice-presidents are responsible for

defined aspects of university operations. Of particular interest to the accredited programs in architecture, the provost and vice-president for academic affairs is the chief academic officer of the university; the associate provost for research and dean of the Graduate School is responsible for graduate education (including the department's masters programs and graduate faculty).

The university is comprised of seven colleges—one of which is the College of Architecture and Planning. CAP is administered by a dean. An associate dean assists the dean of the college. The CAP organizational chart (included below) illustrates the administrative structure of the college.

The College of Architecture and Planning is comprised of three departments (Architecture, Landscape Architecture, and Planning). Each department is administered by a chair. CAP also runs a Master of Urban Design program in Indianapolis, which is directly administered by the college.

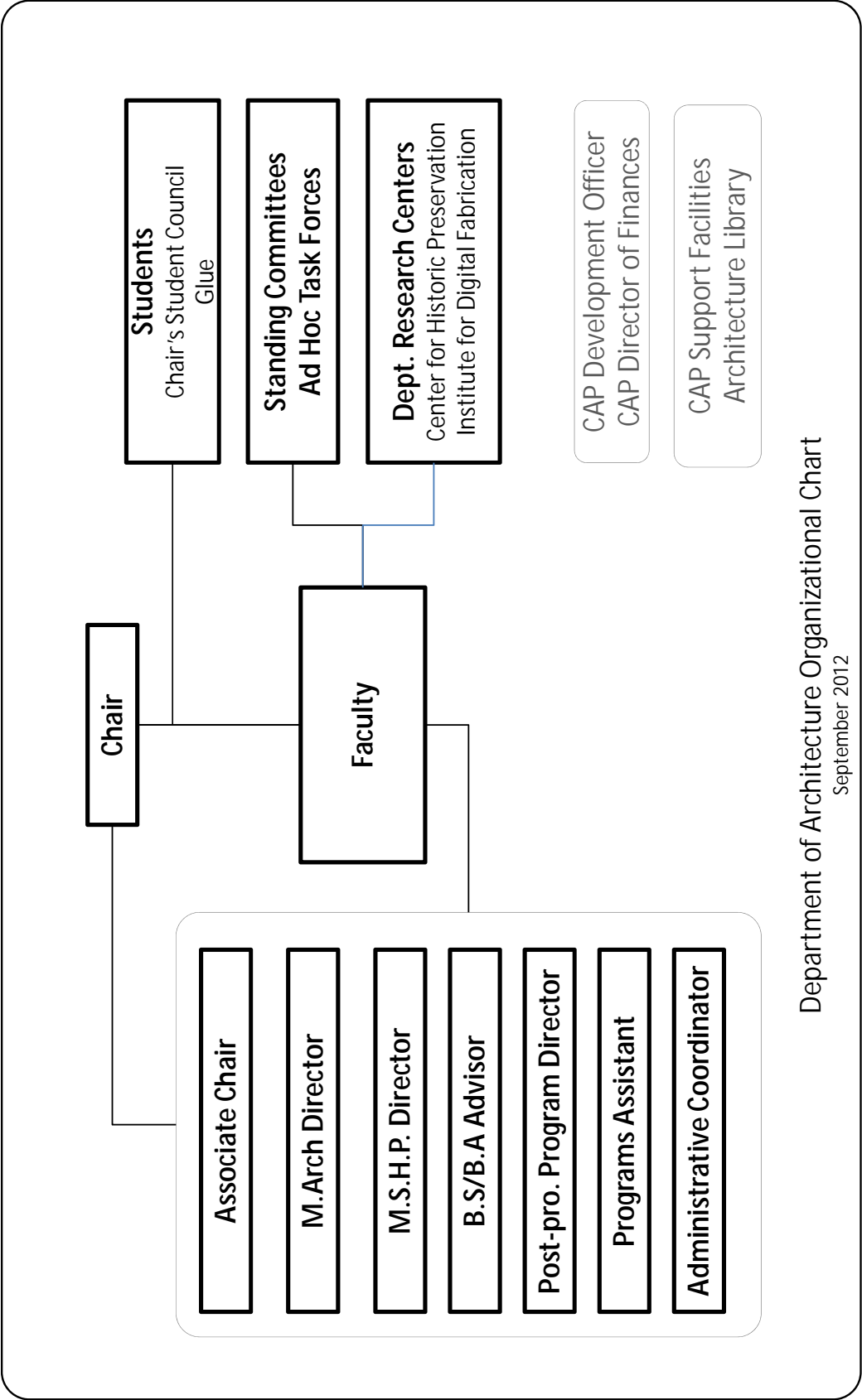
The administrative structure of the Department of Architecture is illustrated in the organizational chart (included below). The chair of the department is legally responsible for all actions of the department. The day-to-day operations of the department are informed by input from staff, an associate chair, four program directors (for the professional accredited master's degree, the post-professional non-accredited master's degree, the undergraduate programs, and the master of historic preservation), several standing committees, ad-hoc committees (as appropriate), and the faculty as a whole. This administrative arrangement is further described in the next section of the report (Governance).

Several entities not reporting to the Department of Architecture regularly interact with departmental faculty and initiatives to enrich the experiences of architecture students. These include:

- The Architecture Library  
<http://cms.bsu.edu/Academics/Libraries/CollectionsAndDept/Architecture.aspx>
- Building Better Communities <http://cms.bsu.edu/About/AdministrativeOffices/BBC/>
- CERES (the Center for Energy Research/Education/Service  
<http://cms.bsu.edu/Academics/CentersandInstitutes/CERES.aspx>)
- The Center for Historic Preservation
- Community Based Projects <http://cms.bsu.edu/Academics/CentersandInstitutes/CBP.aspx>
- The Honors College  
<http://cms.bsu.edu/Academics/CollegesandDepartments/HonorsCollege/AcademicsandAdmissions.aspx>
- The Institute for Digital Fabrication; <http://www.i-m-a-d-e.org/>
- Land Design Institute  
<http://cms.bsu.edu/Academics/CollegesandDepartments/CAP/CentersOutreach/LDI.aspx>
- Institute for Digital Intermedia Arts
- The Australia Center <http://tinyurl.com/StudyAbroadCenters>
- The London Center <http://tinyurl.com/StudyAbroadCenters>
- The Muncie Urban Design Studio  
<https://sitecorecms.bsu.edu/Academics/CentersandInstitutes/AlphabeticalListing/MuncieUrbanDesignStudio.aspx>
- The Virginia B. Ball Center for Creative Inquiry  
<http://cms.bsu.edu/Academics/CentersandInstitutes/VirginiaBallCenter.aspx>

The following department, college and university organizational charts could also be found at <http://tinyurl.com/bsucharts>.









### **I.2.2.B. GOVERNANCE**

Governance of the department is conducted under the umbrella of the university's administrative structure as described in Section I.2.1. General departmental meetings and committee meetings provide regular and structured opportunities for faculty participation in departmental governance.

General faculty meetings are typically held once a month (or more often, as the situation requires). Participation varies from meeting to meeting—but a quorum is typically present and attendance is diverse. Departmental staff attend faculty meetings, and contract faculty are also invited to participate. The general faculty meeting dates for the 2011-2012 academic year were Aug. 20, Sept. 20, Oct. 11, Oct. 25, Jan. 10, Jan. 24, Feb. 7, Mar. 20, Apr. 10, and May 1.

In addition to these regular meetings, a number of special full-faculty meetings were held during the 2011-2012 academic year to discuss and approve a new merit policy for the department. These meetings were held on Nov. 8, Nov. 15, Nov. 29, Dec. 6, and Dec. 13.

Advance sessions were held in January 2009 and January 2010.

Elections for the standing departmental committees and departmental appointments to college committees are conducted during the final faculty meeting of the academic year. A list of the standing committees in place as of the 2011-2012 academic year is provided below. This list of standing committees has been stable since the last accreditation visit.

#### **Departmental Committees**

- Promotion and Tenure Committee: consists of five elected members who serve staggered two-year terms; tenure and tenure-track faculty only; disciplinary diversity is inherent in the election process; the committee elects its own chair.
- Merit Committee: consists of three elected members who serve staggered two-year terms; all regular members of the faculty are eligible; disciplinary diversity is inherent in the election process; the committee elects its own chair.
  - Merit Review Panels: all regular faculty participate in a structured review of merit dossiers through the formation of ad hoc merit review panels that operate under the guidance of the Merit Committee.
- Graduate Curriculum Committee: consists of four elected members who serve two-year terms and an appointed committee chair; all regular members of the faculty are eligible; disciplinary diversity is inherent in the election process; the committee is chaired by the graduate program coordinator.
- Undergraduate Curriculum Committee: consists of three elected members who serve two-year terms and an appointed committee chair; all regular members of the faculty are eligible; disciplinary diversity is inherent in the election process; the committee is chaired by the undergraduate program coordinator.

#### **ACSA Counselor**

Elected by the faculty for a three-year term; all regular members of the faculty are eligible.

### College Committees

- Promotion and Tenure Committee: the department Promotion and Tenure Committee elects two of its members to serve on the college committee.
- Curriculum Committee: the department has two members on the college committee; policy states that the department Undergraduate Curriculum Committee appoints one member to the college committee and the department Graduate Curriculum Committee appoints the second member to the college committee.
- IT Committee: the department has two members on this committee; they are elected by the department faculty for a one-year term.
- Library Committee: the department has one member on this committee; elected by the department faculty for a one-year term.
- First Year Curriculum Committee: the department has two members on this committee; they are elected by the department faculty for a one-year term; tradition holds that those elected be involved in delivery of the first-year curriculum.
- Facilities Planning Committee: the department has two members on this committee; they are elected by the department faculty for a one-year term.
- Council for Off-Campus Programs: per college policy, members are appointed to this council; in the 2011-2012 academic year the department had five representatives on the council by virtue of their involvement with off-campus programs.
- Council for Research and Creative Endeavors: tradition suggests that the department elect one at-large representative for a one-year term; other representatives are appointed by virtue of their involvement with a defined college research hub.

Search committees and ad-hoc committees/task forces are formed for short-term purposes, and members are generally appointed by the department chair. Membership on these types of committees typically reflects the objective of the particular committee. Two ad-hoc committees that have become semi-established via repeated formation are the Design Innovation Fellow search committee and the In-Situ Fund selection committee.

Students are involved in departmental governance via a student council comprised of elected representatives from each year of the curriculum.

Faculty members in the department are actively involved in university governance at a number of levels. In general, such involvement is the result of appointment through the college or a personal desire to volunteer on the part of a faculty member. During the 2011-2012 academic year department faculty were active in:

- the university's Council on the Environment
- the University Senate
- the University Graduate Education Committee
- the University Library Committee

### RESPONSIBILITY FOR ACCREDITED DEGREE PROGRAMS

The responsibility for development and assessment of the accredited master's curricula is vested in the departmental Graduate Curriculum Committee. By tradition, all major proposals regarding the curriculum developed by this committee are presented to the full department faculty for discussion and approval. By policy, major curriculum changes are then reviewed by the College Curriculum Committee before being forwarded to university graduate curriculum committee for final approval.

## **NON-ACCREDITED DEGREE PROGRAMS OFFERED BY THE DEPARTMENT OF ARCHITECTURE**

### **Bachelor's Degree in Architecture (BA or BS)**

These are 126 credit-hour pre-professional degrees. The core of the undergraduate architecture curriculum is a sequence of courses in design, design communications, architectural history, structures, environmental systems, and building technology. Related electives in architecture and a variety of other disciplines are available. The program culminates with an architectural design capstone project. This program may be pursued as either a bachelor of science or a bachelor of arts. The BA degree requires two years (or the equivalent) of study in a foreign language.

### **Bachelor of Environmental Design (BAED or BSED)**

These four-year bachelor of science or bachelor of arts degrees are intended for students interested in architecture-related careers but not as a licensed architect. The environmental design major provides a strong design-based preparation for a range of career options in design, construction, and related fields. The BS/BA in environmental design program is not open to undergraduate students majoring in architecture. The BA degree requires two years (or the equivalent) of study in a foreign language.

### **Master of Science in Historic Preservation (MSHP)**

The master of science in historic preservation program provides a solid foundation for a career in modern preservation. The nominal two-year course of study prepares students from varied undergraduate backgrounds to deal with the complex challenges of rejuvenating the historic main streets of cities and towns, revitalizing neighborhoods, preserving rural areas, and finding new uses for historic landmarks and landscapes. The MS in historic preservation meets the academic standards of the National Council for Preservation Education. The department has just launched a one-year MSHP program for those with advanced standing.

### **Post-professional Graduate Program (previously M.Arch II, currently on hold)**

Following NAAB's memo about nomenclature of non-accredited degrees, this degree is currently on hold pending a name change. No students are being admitted until the name change occurs in 2012-13. The interdisciplinary post-professional master's program is intended to offer advanced education and specialization for those with design education—or an interest in design education—including those with degrees in architecture, industrial design, landscape architecture, urban planning, and allied fields. Note: This is not a professionally accredited degree and is not applicable toward state licensing.

### **Graduate Certificate in Digital Design and Fabrication**

This certificate is offered to reflect a specialization in digital fabrication and requires the completion of 12 credit hours of work (nine hours in core courses and three hours of electives). Admission requires meeting graduate school admission requirements.

## **I.2.3. PHYSICAL RESOURCES**

### **COLLEGE OF ARCHITECTURE AND PLANNING (CAP) FACILITIES**

The Architecture Building is the college's primary physical resource and houses all the college's degree programs. It is open to students and faculty when the university is in session. As the academic home for our students and faculty, the facility includes unique features and spaces in addition to offices,

conference rooms, and classrooms. A large five-level glass-walled atrium offers settings for exhibits, special events, and informal meetings among students and faculty in a pleasant lounge atmosphere of plants and comfortable furniture. The 25 studios, where students have their own areas for design and graphics courses, are the hub of activity.

The Architecture Building, excluding the contiguous Center for Energy Research, Education, and Service, constitutes a total area of 70,000 square feet, 22,000 of which are dedicated to studio space.

Constructed in two phases beginning in 1972, there have been no substantial additions to the physical space of the building since phase two was completed in 1982. From that time to the present, the college has continued to grow to exceed the building's foreseen capacity. What follows is an inventory of spaces (other than circulation) as they are currently being utilized; the programming and partitioning of spaces has changed somewhat and several times over the course of the building's occupation. All space is in the keeping of the college, and none of the three departments has exclusive claim to any part of it. In any given term, however, approximately three-fifths of the available space in the building is dedicated to the use of architecture programs and personnel.

The college features a wide variety of support facilities for teaching, research, and service. In addition to college facilities, students and faculty benefit from other university units located in the Architecture Building, such as the Center for Energy Research and Service (CERES), and the Architecture Library. The college also houses the Institute for Digital and Intermedia Arts and the Institute for Digital Fabrication. The IDF resources, including computers, a 3D printer, and laser cutters, are open for faculty and student projects.

The College of Architecture and Planning continues to engage its students, faculty, and staff through committee work in an on-going process of facility improvements. The college in partnership with the university has allocated \$750 million dollars for the updating of graduate studios. New custom-designed studio work stations were delivered to CAP in August 2012. The new setup includes an adjustable-height table, a large storage cabinet, and an office chair for each graduate student.

A new Building Technology Laboratory in a separate, nearby building will be available in fall 2012: see Section 2.3 2.

## GROUND FLOOR

### WEST WING:

- Multi-Purpose Room (20 x 30)
- Custodial lounge and storage (12 x 24, 8 x 16)
- Mechanical room (30 x 50), connected by tunnel to university steam/chilled water systems
- Men's restroom
- Fabrication Lab with Laser Cutters (20 x 4)
- Woodshop (24 x 90)
- CNC Lab (new addition, 14x13)

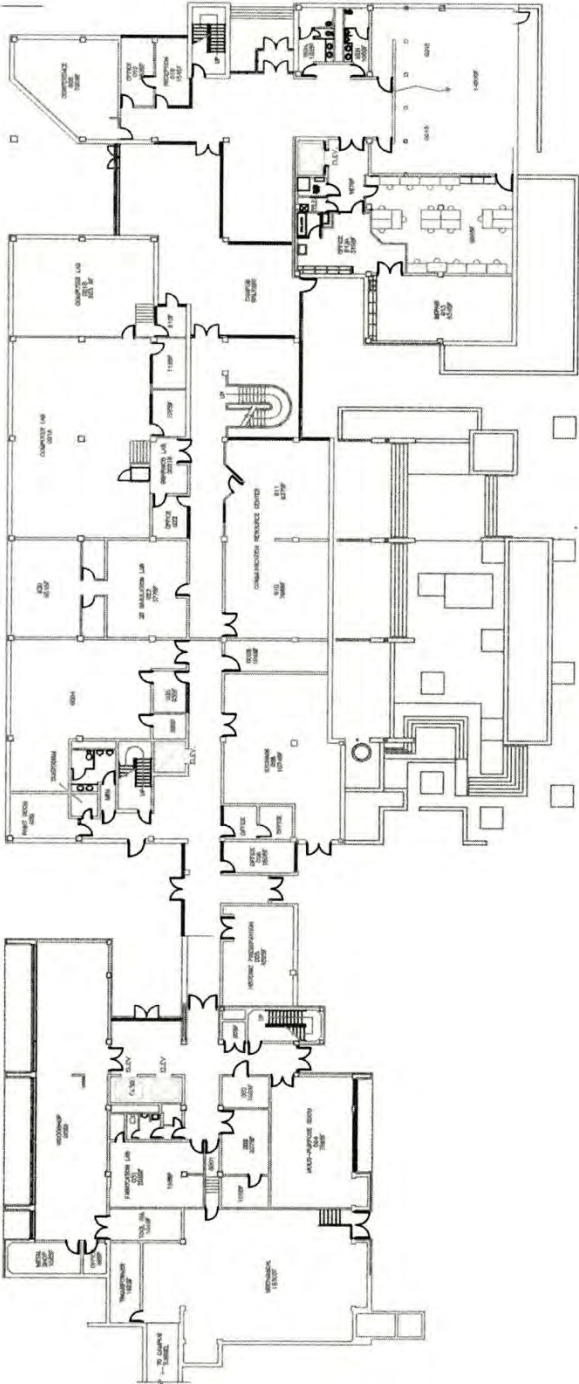
### EAST WING:

- Communication Resource Center (30 x 60), with 6 plotters, 4 laser printers, copy center, and supply sales
- Classroom (40 x 80)
- Equipment storage (30 x 40)
- Historic Preservation Lab (14x20)
- Mechanical room (40 x 45), for isolated systems of East Wing

- Men's restroom (one)
- Paint spray room (10 x 15)
- 3D Simulation Lab
- Technical staff offices (three)
- IDIA (20x14)
- CERES Wing
  - Classroom (40 x 45) that can be partitioned into two
  - Conference center workroom
  - Offices (three)
  - PDL lab
  - Restrooms (two)



COLLEGE OF ARCHITECTURE & PLANNING  
GROUND FLOOR PLAN



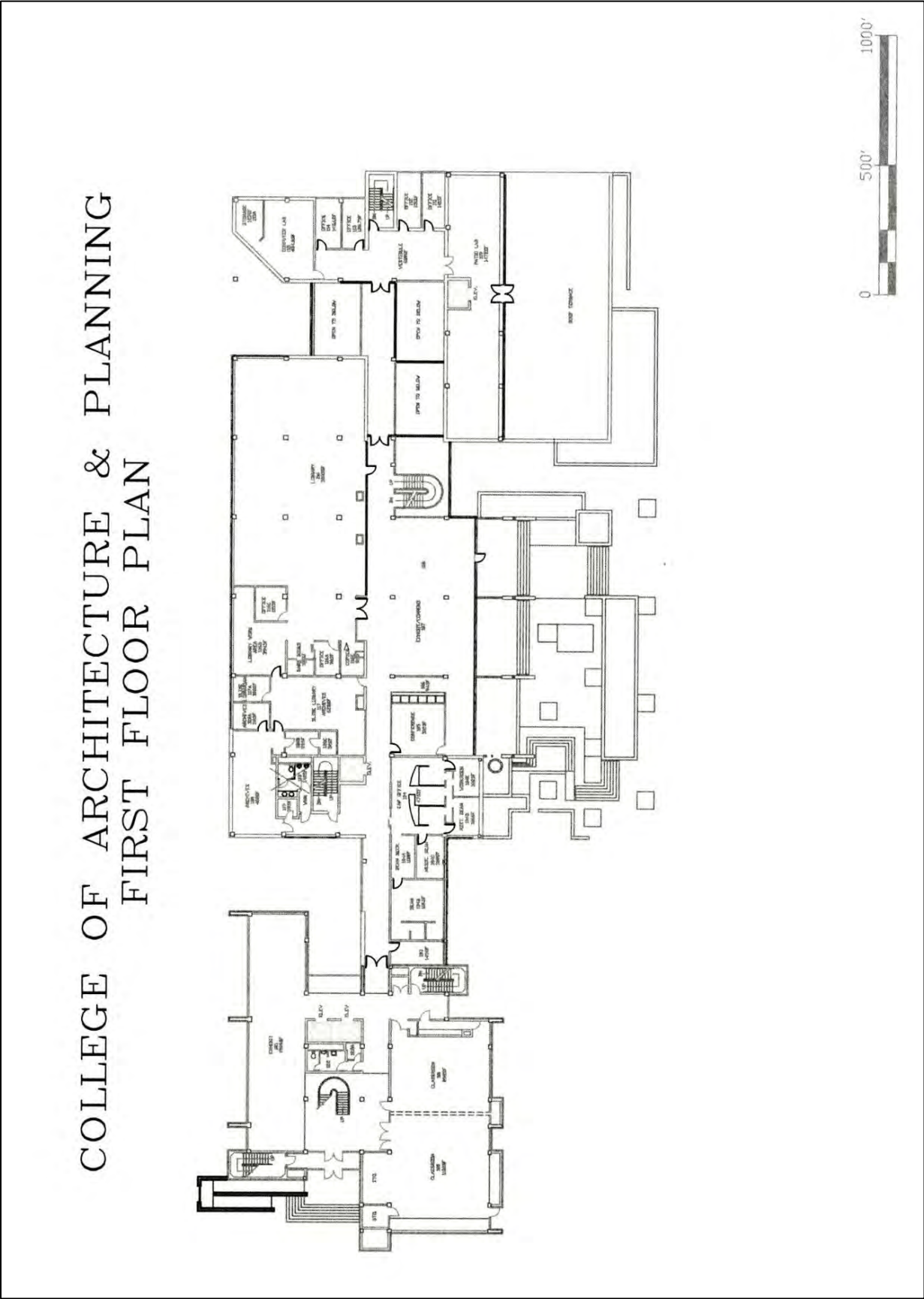
## FIRST FLOOR

### WEST WING:

- Auditorium (35 x 65) that can be partitioned into three classroom/crit spaces
  - Balcony (35 x 30)
  - Electronic console
  - Projection booths at rear of both levels (this space was retrofitted to include advance computing)
  - Seats 200-250
  - Storage (12 x 35) for exhibitions
  - Video projector
- Exhibition gallery (24 x 80)
- Men's restroom (one)

### EAST WING:

- Architecture and Planning library (45 x 100)
  - Library staff offices (three)
  - Document Archives (20 x 50)
  - Visual Resources Center (25 x 30)
- Atrium event space (40 x 50)
- College office suite (Dean, Associate Dean, Office Staff)
  - Conference Room
  - Men's restroom (one)
  - Storage (12 x 35) for exhibitions
- Women's restroom (one)



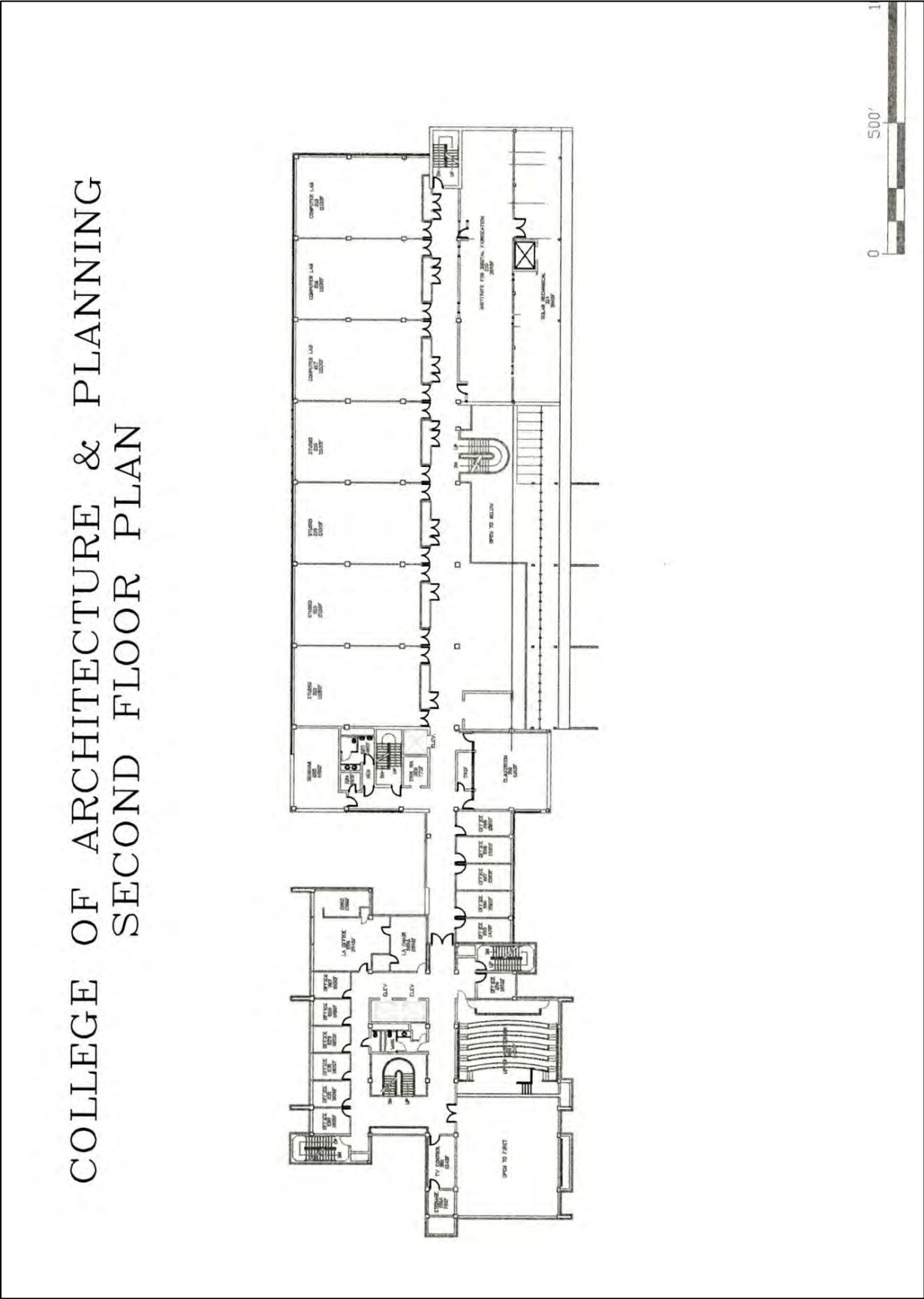
## SECOND FLOOR

### WEST WING:

- Auditorium balcony (lower entry access) doubles as classroom with partitions closed
- Faculty offices (five)
- Landscape Architecture office suite (Chair, Office Staff)
- Conference room (20 x 35)
- Men's restroom (one)
- Storage (12 x 6)
- Women's restroom (one)

### EAST WING:

- Café space (20 x 40)
  - Vending machines
- Classroom (20 x 25)
  - Projection booth
- Classroom (15 x 20)
  - Projection booth
- Faculty offices (five)
- Men's restroom (one)
  - Storage/cleaning space
- Studio space (north side, 45 x 140) that can be partitioned into as many as seven separate studios
- Studio space (south side)



### THIRD FLOOR

#### WEST WING:

- Auditorium balcony (upper entry access)
- Faculty offices (seven)
- Men's restroom (one)
- Storage (12 x 35)
- Urban Planning and Development office suite (Chair, Office Staff)
  - Conference room (20 x 35)

#### EAST WING:

- Classroom (20 x 25)
  - Projection booth
- Classroom (15 x 20)
  - Projection booth
- Crit space (20 x 25)
- Faculty offices (five)
- Studio space (45 x 140) that can be partitioned into as many as seven separate studios
- Women's restroom (one)
  - Storage/cleaning space
- CERES Wing
- IDF office



## **FOURTH FLOOR PLAN**

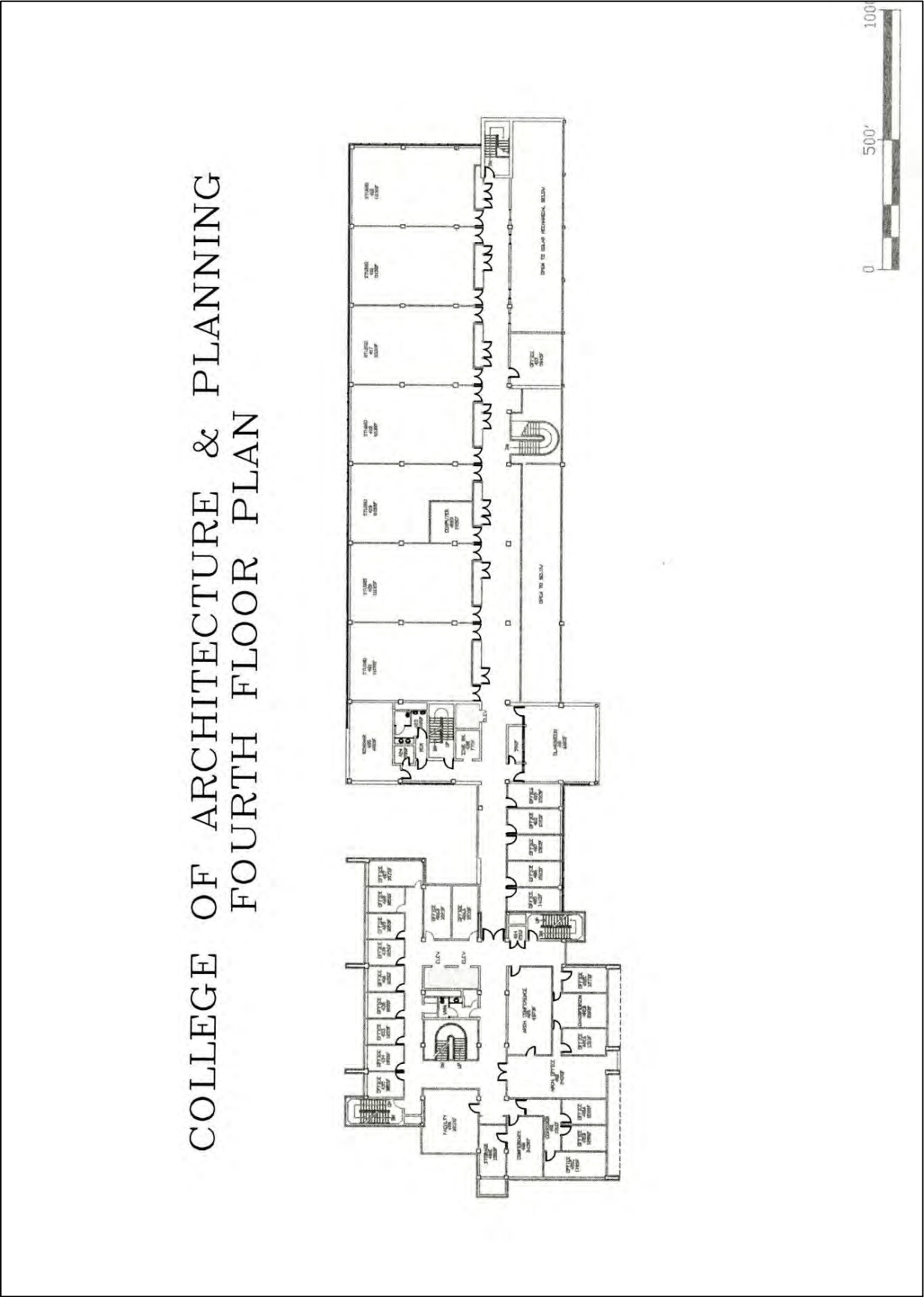
### **WEST WING:**

- Architecture office suite (Chair, Office Staff)
- Conference room (35 x 40)
- Conference room (additional) (15 x 20)
- Storage
- Faculty offices (fourteen – one double)
- Kitchenette/storage
- Faculty shared office (15 x 20)
- Women's restroom (one)

### **EAST WING:**

- Classroom (20 x 25)  
Projection booth
- Classroom (15 x 20)  
Projection booth
- Faculty offices (five)
- Men's restroom (one)  
Storage/cleaning space
- Studio space (45 x 140) that can be partitioned into as many as seven separate studios
- Institute for Digital Intermedia Arts office (15 x 20)





**FIFTH FLOOR****WEST WING:**

- CBP office (10 x 20)
- CBP studio (10 x 12)
- Faculty/student group offices (four)
- Student organization office
- Glue office
- Men's restroom (one)
- Studio space (open) (1500 sq. ft.)

**EAST WING: (N/A)****SIXTH FLOOR****WEST WING:**

- Overflow studio space (one)
- IDF office
- Studio space (open) (1800 sq. ft.)
- Women's restroom (one)

**EAST WING: (N/A)**

[illegible]



**DESCRIPTION OF ANY CHANGES TO THE PHYSICAL FACILITIES EITHER UNDER CONSTRUCTION OR PROPOSED.****Physical Facilities under Construction**

A facility for a new Building Technology Laboratory in support of design-build courses, construction science, and technology courses has been made available by the university in a building previously occupied by Printing Services at 1902 W. Petty Road, across the street from the Architecture Building. It will include a full building mock-up space, a welding workshop, a classroom, and offices. We anticipate that it will be in use by the College of Architecture and Planning in the fall semester of 2012.

The university has placed the Architecture Building at the top of the legislative request for a major renovation. This prioritization was approved by the Ball State University Board of Trustees in summer 2012.

**CAP Resources: Facilities, Hardware and Software****Faculty Computers and Software**

The new CAP IT strategic plan builds on the following central concepts:

1. People focus
2. Commitment to mobile computing
3. Student-owned personal computers
4. Maintaining and keeping faculty laptops and software up-to-date (three-year replacement cycle)
5. Concentrated focus on high-end digital tools
6. Onsite IT support services via CAPCARE

New equipment for faculty needs is procured as designated in the annual CAP computer plan. Typically all faculty receive a laptop (PC or Mac) and a printer as the basic hardware resources. Upgraded hardware may be provided to faculty who request improved resources or who are currently working with obsolete equipment. Decisions on re-allocations are made in consultation with the department chairpersons.

Applications software provided by the university varies with each computer. Newer computers have come bundled with certain software programs. The college will provide a minimum of Microsoft Office Pro and the network software indicated below.

The College of Architecture and Planning continues its tradition of computer technology integration and studio instruction. To this end full-time CAP faculty have the opportunity to purchase software or hardware items essential to their mission as teacher/scholars and design/planning educators. Each full-time faculty member (tenured, tenure line, or full-time contract) may be reimbursed up to an amount of \$300 dollars for IT related item such as software, hardware, or computer accessories (presentation remotes, flash drives, cameras, or other such items).

Computers in all faculty offices are connected to an Ethernet port or high capacity wireless hub and have software relevant to their productivity and networking needs.

### Student Computers and Software

Students have access to computers, printers, and scanners in a number of CAP facilities as well as in the University Libraries, including the Architecture Library. All workstations are connected to the two black and white printers in the Architecture Library, and University Libraries allocates 500 free prints per semester to every student and faculty member. Laptop users logged into the university's secure network may also print to the library's black and white printer. The computer workstations can print to the Architecture Library's color copier/printer for 25 cents per page. Additionally, the library has a large format scanner that saves scans directly to a flash drive and a black and white copier. Bracken Library has a number of laptops available to faculty and students at the Educational Resources Collections desk.

The Visual Resources Collection now has two public workstations, one with a slide scanner for faculty members to scan slides from their personal collections. Both workstations are connected to the Architecture Library's black and white printers and the color printer/copier.

The Drawings and Documents Archive provides digital scans of large format drawings for students upon request and charges \$5 per scan.

More details about college-wide resources are available in the *CAP Faculty Guide 2012-2013*.

At the university level, there are numerous resources that faculty and students have access to, starting with the university libraries.

Other computer labs commonly used by architecture students are the VIA Lab, and Bracken Library labs, which also have plotters able to print on large-format paper. The Visualization, Imaging, and Animation (VIA) lab is a joint venture between the College of Architecture and Planning, the College of Fine Arts, and the College of Communication, Information and Media. Previously housed in the Architecture Building, it is now located in the Ball Communication Building. The lab features a multitude of high-end multi-processor stations suitable for complex rendering and animation work.

### Communications Resource Center (CRC) (AB 011)

The CRC is managed by Bart Amburn, design resources manager, and is staffed by student employees. An array of equipment is available in the center for checkout. The center also offers full-service photocopying and self-serve printing and plotting. Certain studio materials not readily available in local stores are sold in this facility.

Items available for check-out for both faculty and students include cameras, video projectors, screens, and laser pointers. Faculty can also check out interactive plasma carts for use in studio reviews.

CRC fall and spring hours:

Monday-Thursday	8 a.m.-10 p.m.
Friday	8 a.m.-5 p.m.
Sunday	4 p.m.-9 p.m.

CRC summer Hours:

Monday-Friday	8 a.m.-4 p.m.
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### Wood Shop and FAB LAB (AB 029, AB 031)

The wood and metal shops are available for student and faculty use and operate as sister facilities with the digital fabrication lab. The shop contains an array of large woodworking tools and other heavy equipment for physical construction. Hours and guidelines for use are posted in the facility and on the [CAP website](#); the shop supervisor and digital fabrication technician is Kyle Sechrest. The wood shop and fab lab are both staffed by student employees. Most portable equipment and tools are available for check-out and use outside of the shop on a 24-hour basis.

The College of Architecture and Planning's wood shop contains equipment for working with wood, metal, plastics, glass, and many other materials. Equipment includes woodworking machines, such as the cutting-edge new SawStop technology, which can actually detect contact with human flesh and prevent injuries when using a table saw, welding equipment, metal brakes and shears, a sand-blasting cage, hot-wire foam cutters, vacuum forming machines, and laser cutters.

The full-time shop supervisor oversees the use of the equipment and the area and assists students in model building and special creative projects for CAP's hands-on courses. Additionally, the shop supervisor employs a number of student attendants to help provide wood shop and fab lab patrons with the support and assistance they need.

The fab lab includes four Universal Laser Systems, solid-state CO<sub>2</sub> laser cutters. These machines are extremely useful for etching patterns and cutting two-dimensional shapes from vector artwork into a wide variety of thin materials such as chipboard, cardstock wood, Delrin, stamp rubber, and acrylic.

Two of these machines have a bed size of 18" x 24" and the other two have an 18" x 32" bed. They can typically process materials up to ¼" in thickness.

Powering these machines are several workstations on which are installed an array of CAD and drawing software.

Woodshop and fab lab fall and spring hours:

Monday-Thursday	8 am- noon, 1 pm - 5 pm, 6 pm - 10 pm
Friday	8 am- noon, 1 pm - 5 pm
Sunday	5 p.m.-10 p.m.

Woodshop and fab lab summer hours:

Monday-Friday	8 a.m.-4 p.m.
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Shop supervisor/ digital fabrication technician: Kyle Sechrest (285-5864)

### CNC Lab (AB 032)

The CAP CNC Lab is a brand new facility created specifically to house our college's two three-axis CNC table mills. In this space, which is currently available by arrangement, we have a ShopBot CNC table router and an industrial- grade Thermwood CNC mill.

CNC, which stands for Computer Numeric Control, is an advanced technology that uses a very powerful electric motor mounted on a moving robotic gantry to carve both two- and three-dimensional shapes using a variety of rotary cutting tools.

Nearly any type of non-ferrous material can be cut on CNC mill. Sheet materials such as plywood, MDF, acrylic, HDPE and LDPE plastics, and all manner of closed and open-cell foam can be carved easily on these machines.

Our ShopBot PRT Alpha has a 96" x 48" table, and can process materials a single tool at a time, whereas our Thermwood Model 45 has a 120" x 60" table, and features a four-position "garage" style tool changer, allowing it to perform many types of carving operations in a single cutting file. Both machines are capable of true three-axis milling.

Powering these machines are several workstations on which are installed an array of CAD and CAM drafting and drawing software.

The CNC Lab is co-administered by Josh Vermillion and Kyle Sechrest

### **Paint Spray Booth (AB 028)**

This facility is outfitted with a spray booth, hood, and fume exhaust system, and is the only facility in the building where paint and spray adhesive may be used.

### **Digital Simulation Lab (AB 023)**

The College of Architecture and Planning's Digital Simulation Lab (SIMLab) provides a state-of-the-art environment for creating stereoscopic 3D design presentations and virtual reality modeling.

The SIMLab technologies are available to both graduate and undergraduate students for high-end visual analysis of their design work. The main atrium lobby of the architecture lobby has been replicated in the virtual reality environment providing students with a context for testing in digital format potential installations to be later fabricated and deployed in the lobby of the building. Our virtual reality infrastructure is currently used in the analysis of our project for the 2013 Solar Decathlon. This lab also offers infrastructure for funded contracts in collaboration with Indiana practitioners and public, or not-for-profit corporations. The lab offers opportunities for CAP faculty and students to work in collaboration with practitioners on real-life architecture, landscape architecture, urban planning or historic preservation projects. The lab provides its clients a digital proving-ground to consider thermal, solar, environmental, acoustical, or structural simulations of proposed construction projects. Typical funded contracts team CAP faculty and students with lead designers or planners in Indiana firms. Using limited contracts faculty and student teams can provide design recommendations in support of new construction projects.

The space is divided into two main sections. The front is comprised of dual-Xeon and dual-G5 workstations simulating an office environment. The meeting area includes a 50" plasma monitor with web connections for webcam conferences. The workstations include high-end software such as Maya, Rhinoceros, Visual Nature Studio, and 3D Studio Max. The back room is a presentation space with a nearly 14' diagonal rear-projection screen used for larger presentations, as well as stereoscopic 3D viewing. A Worldviz virtual reality system has recently been set up this space.

#### **Available hardware:**

(3) Mac Pro Quad-core; (2) Dell Precision 670; 3 Dell Precision T3500; Vizio 50" DHTV plasma screen; (2) HP laser printers; (2) HP inkjet printers.

#### **Laser scanner equipment:**

Zscanner 700 hand-held laser scanner with Zscan software, calibration plate;



FARO Photon 120 terrestrial laser scanner with Nikon D200, tripod, batteries, targets, FARO Scene software and dedicated laptop.

**VR and 3D imaging system:**

Worldviz Virtual Reality system, including: Wizard software; SX 111 HMD helmet and PPT wand; dedicated computer with PPT tracking devices; Dell T3500 with 3D Studio Max and rendering software.

Geowall setup for stereoscopic projection (screen with two back projectors).

**Available software:**

Adobe Creative Suite program, Alias Maya 6, Apple Final Cut Pro HD, AutoCAD, 3D Studio Max, Corel Painter 8, Curious Labs Poser 5, Delcam Artcam Pro 8, Goemagic, Macromedia Authorware 7, Macromedia Studio MX, Microsoft Office, Revit Architecture, Rhinoceros 3 with Flamingo 1.1, Sketchup Pro, Visual Nature Studio 2.

Technology support: Chris Helms (285-4612)

Website: [http://simlab.iweb.bsu.edu/#SlideFrame\\_0](http://simlab.iweb.bsu.edu/#SlideFrame_0)

**Institute for Digital Fabrication (AB 213)**

The Institute for Digital Fabrication's mission is to act as a catalyst of digital design and fabrication techniques for both industry and education related to architecture and allied arts. Through immersive projects deploying interdisciplinary, applied design and fabrication research, the institute is a conduit between students, design professionals, and the manufacturing sector. The institute's laboratory (in AB213) is aligned with this mission in serving CAP students and faculty. The lab supports many of CAP's courses by offering expertise with state-of-the-art software and equipment using simulation, analysis, fabrication, and a rigorous examination of the craft inherent in digital design and production. Providing access to CNC equipment, such as laser cutters, a 3D printer, and a milling machine, the lab provides a highly experimental atmosphere for coursework and projects dealing with the translation of bits into atoms, shifting scales between models, prototypes, 1:1 construction, and the development of solutions to real problems by managing a complex set of design constraints.

Institute director: Kevin Klinger 28(5-1912)

**Landscape Architecture Computer Lab (AB 221)**

Available Software: Microsoft Office, Adobe Suite, AutoCAD, Google Sketch-Up, ArchGIS, DivX, Python 2.5, Rhinoceros 4.0, Sassafras K2

- |              |  |
|--------------|--|
| Description: | Shared studio lab; available on a "first come, first serve" basis; offers CAD modeling and rendering, GIS, image creation/editing, desktop publishing, Web graphics/design/browsing, word processing.                |
| Hours:       | Individual 24-hour access (key entry)  |
| Software:    | <ul style="list-style-type: none"> <li>• AutoCAD</li> <li>• Microsoft Office 2010</li> <li>• ArcGIS</li> <li>• Adobe CS (including Illustrator, Indesign, Photoshop, Acrobat 6 Pro, InDesign, and GoLive)</li> </ul> |

Lab Manager: Chris Marlow

### **Historic Preservation Lab (AB 005)**

Historic preservation students in the College of Architecture and Planning use this contemporary facility to carry out class projects in preservation technology, including paint and mortar analysis and conservation.

Located in the basement of the Architecture Building, this laboratory includes two stereo microscopes with the ability to capture digital images of material samples up to 180X. It also has field kits for building assessments, heat lamps for drying mortar samples, a desiccating chamber, various hand tools for material sampling, a pressure washer, and catalogs and literature of currently available materials and products.

MSHP interim-graduate program director: Susan Lankford (285-1900)

### **College of Architecture and Planning Indianapolis Center, 50 S. Meridian St., Indianapolis, IN 46204**

The College of Architecture and Planning: Indianapolis Center (CAP:IC) gives Ball State students the opportunity to help shape the future of Indiana's capital and largest city by taking part in neighborhood planning, community design, and design workshops. The center draws from the rich interdisciplinary nature of Ball State's programs in architecture, landscape architecture, urban planning, and historic preservation and serves as a laboratory to engage students in real-world immersive learning experiences.

As an extension of Ball State's College of Architecture and Planning, CAP:IC

- serves as a community resource for neighborhoods, organizations, and local government by providing technical assistance in the design and planning fields
- offers one- and two-day visioning workshops, planning facilitation, and community outreach, providing students with real-world experience while fulfilling a need in the Indianapolis area
- serves as an urban laboratory for students by facilitating Indianapolis-based studio design projects
- offers graduate-level courses most semesters
- serves as a design advocate for the largest concentration of Ball State alumni and design and planning professionals in Indiana
- promotes the value that design and planning professionals have in Indiana through professional development offerings and conferences, exhibits, and public education

Director: Brad Beaubien (317-822-6170)

### **Wireless Network**

The Architecture Building is now a totally wireless facility as part of Ball State University's campus-wide wireless network. This network means faculty and students can use laptop computers and handheld devices to access the Internet or send e-mail without having to physically plug in hardware.

### **Electronic Classrooms**

- AB 004, 100, 101, 202 - digital classrooms
- AB 100 and 101 Auditorium (fixed installation)

- Wired/wireless Ethernet access, Mac (AB 004 & 100 only), Intel-based PC (AB 101 & 202), VIS console, Elmo projection unit, VCR, computer/video projector, screen
- AB 014, 015, 210, 225, 310, 325, 410, 425 - projection classrooms
- Wired/wireless Ethernet access, computer/video projector, screen, Smart Boards (AB 225, 325 & 425)

Note: Console keys and remote controls for AB 004, 100, 101, and 202 may be checked out (faculty only) in the departmental offices. Other needed equipment could be checked out at the CRC.

### **Enhanced Studio Initiative**

CAP has six 62" portable interactive plasma screens available for studio presentations and classes throughout the building. The plasma screens have interactive overlays and can be used to display design projects for review. The drawings can be uploaded to the digital screen, allowing students to forgo plotters, which use paper and ink and can take a long time to print.

Four plasma screens are available for checkout from the CRC during its open hours. Only faculty or graduate assistants may check them out.

### **COMPUTER SUPPORT SERVICES**

#### **Faculty Office Computers**

The university supports all hardware that it purchases, in addition to many commonly used applications software (Microsoft Office Suite, Adobe Suite, etc.). Assistance for hardware and software applications is available from personnel in University Computing Services and/or their on-site hardware maintenance contractor, Advanced Micro.

#### **Computer Centers, Instructional Labs and Electronic Studios**

Assistance with networking and hardware is available from Roger Whitted, video/computer specialist, (285-5855; [rwhitted@bsu.edu](mailto:rwhitted@bsu.edu)).

Students are instructed to contact their instructor or call the Computer Help Desk (285-1517) for assistance.

#### **Faculty Training**

During the academic year, training opportunities are made available through the college and through University Computing Services. Training opportunities through the college are announced as they become available and have included Ectoect and Revit. Funds are available for off-campus training or to bring outside training/faculty development opportunities to the college.

#### **Computer Planning**

Each year, the college submits a computer plan to University Computing Services, outlining programs for computer competency development and requests for new resources for the next year. The Department Chairs' Council appoints a task force representing the academic departments.

#### **Request for Resources**

A small college contingency fund from the 2012-13 budget provides limited unencumbered funds for use in this academic year. Priority will be given for additional support for instructional programs. Hardware or software requests (for purchases in the next fiscal year) for either office or instructional use are made to the academic department.

## **NON-COLLEGE FACILITIES IN THE ARCHITECTURE BUILDING**

### **Center for Energy Research Education Service (CERES)**

CERES conducts a variety of interdisciplinary programs under the direction of Robert Koester. Although administratively not a part of CAP, CERES works in close cooperation with the college in many programmatic areas. The center occupies facilities at the east end of the Architecture Building on the first three floors. The center provides architecture students access to mirror sky, two heliodons (moveable sun and fixed sun types), and fluid mapping table (analogous to a wind tunnel).

### **Architecture Library (AB 116-117)**

The Architecture Library is a facility of University Libraries and is managed and staffed by that unit. As a university library, it is available to the entire university community (and to local residents). Hours and circulation regulations are posted in the facility.

Hardware: (16) Gateway E-4100c with dual monitors; (7) 11" X 17" flatbed scanners; slide scanner

Software: Microsoft Office Pro (including Word, Excel, PowerPoint, Outlook, Access, FrontPage); ArcView 3.3 (and other GIS software); AutoCAD 2004; Adobe CS (including Illustrator, Indesign, Photoshop, Acrobat 6 Pro, InDesign, and GoLive); Macromedia Studio MX (including Flash, Dreamweaver, Director); Daystar Multiframe 4D

Architecture librarian: Amy Trendler (285-5858)

### **Drawing and Document Archive**

The mission of the archive is to collect and preserve records of historic sites and structures in Indiana and the work of Indiana environmental design practitioners. The goal, in cooperation with other repositories, is the preservation and dissemination of information about the history of Indiana's built environment. The archive is maintained to support research and structure/site documentation. A staff of graduate assistants is available to help in accessing archival materials. Prints of reproducible drawings are available at cost.

Director: Carol Street (285-8441)

### **Visual Resources Collection (AB 117)**

University Libraries personnel administer the VRC and develop the collections and assist faculty and students with finding and using images and building material samples. Images in the collection are available online to both faculty and students; samples in the collection may be checked out to faculty or students for four days. Circulation regulations and hours are posted in the facility.

The David R. Hermansen Slide Collection of more than 89,000 slides of images related to architecture, landscape architecture, and urban planning formed the basis of the digital image collection. The collection is named for David R. Hermansen, one of the founding faculty members of the college, who was responsible for the initial development of the Architecture Library and slide collection.

Curator: Cindy Turner (285-5865)

### **Institute for Digital Intermedia Arts (IDIA) AB 021A**

The Institute for Digital Intermedia Arts is an arts and research center established as part of the Digital Exchange, a digital media initiative at Ball State University's Center for Media Design funded by Lilly

Endowment, Inc. The institute is an interdisciplinary, collaborative research and studio environment that explores intersections between art and technology. Students, faculty, and industry partners engage in a wide range of innovative digital media projects employing technologies such as virtual reality, visualization, simulation, human computer interface, and interactive art works. Students, faculty and staff from the College of Fine Arts, College of Architecture and Planning, Information Technology, and other disciplines take part in this experiential, project-based learning center, a digital studio environment that immerses students in the production of innovative digital media projects and connects them to regional, national, and international partners. The centerpiece of the Institute for Digital Intermedia Arts is an immersive seminar in virtual worlds that provides students an experiential, project-based learning environment investigating the forefront of discourse in emerging media.

Director: John Fillwalk (285-2642)

Website: <http://idiarts.org/>

### **Global Health Institute**

Under the direction of Kerry Ann McGeary, Phyllis A. Miller professor of health economics, Ball State's Global Health Institute focuses on various issues related to the function of health care systems and the promotion of health. The interdisciplinary institute concentrates on public and community health; public, business, and science policy; information systems and communication technology; architecture and design. The study of health-related issues is a key research and educational priority for Ball State. The Global Health Institute's mission is to encourage interdisciplinary investigation of critical issues that impact local and global health.

Website: <http://cms.bsu.edu/Academics/CentersandInstitutes/GlobalHealth.aspx>

## **2.3.5 UNIVERSITY COMPUTER FACILITIES**

### **VIA 2 (BC 209)**

Advanced, interactive video, Internet, and audio Mac lab open to all BSU students, faculty, and staff.

Hardware:	(31) Apple Macintosh G5s – w DVD-R capabilities (4) Apple Macintosh G4s – w DVD-R capabilities (29) Sony DSR-11 DVCAM/miniDV Decks (18) Sony NTSC Monitors (20) Digidesign Mbox ProTools LE (4) Digidesign HD1 ProTools TDM system (1) Digidesign ProControl Surface (3) Digidesign Control 24 Surface (20) Midiman Oxygen8 MIDI controllers Gigabit Ethernet Network Appliance FAS960 Filer (2TB storage for lab classes)
Software:	Apple Final Cut Pro HD Apple DVD Studio Pro 3 Apple Motion Apple iMovie Adobe Creative Suite Macromedia MX 2004 w/Flash Professional

Bias Peak  
 Microsoft Office  
 Discreet Cleaner 5  
 Roxio Toast with Jam

### **Geospatial Center and Map Collection (2<sup>nd</sup> floor, Bracken Library)**

This is an integrated GIS lab and traditional map collection. The collection consists of a wide range of geospatial materials, including over 145,000 paper maps, GIS data, atlases and more.

Hardware: (8) Pentium 4 PC machines, 3.0GHz, 1GB RAM, 130GB HD, CD/CDR/CDRW/DVD combo drive, Zip750 drive, (2) flat LCD monitors per station, (1) HP 1055CM 36" large-format plotter, (1) HP small-format b/w laser printer

Software: ArcGIS 8.3, ArcView GIS 3.3, GeoMedia Pro 5.1, Microsoft Office XP (Word, Excel, Access, PowerPoint)

### **Ball/TCOM (BC194R)**

Lending resource for digital cameras and video editing equipment, as well as video editing stations

Hardware: (5) VHS camera packages (tripod included), (7) Canon GL-1 mini-dv camera packages (includes: Camera, AC power cord, wide angle lens, wireless microphone, handheld microphone, lapel microphone, one xlr cable, one xlr mini cable, tripod), (19) Sony PD-150 mini-dv/dvcam camera packages (includes: DvCam Camera, AC power cord, headphone, two 30-ft. cables, lapel microphone, handheld microphone, tripod, 3-point light kit), (10) Marantz Cassette Recorder Kit (includes: cassette recorder, AC power cord, handheld microphone, xlr cable), (2) Dat recorder, (4) Shotgun microphone, (2) DP lights, (3) Soft lights

Software: Varies

### **Cooper Graphics (CL 469)**

Cooper Graphics is the home of the Office of Geographic Information Systems (OGIS). Software is available for remote sensing, scientific visualization, mapping and GIS. There is also two-dimensional graphic and web development software and three-dimensional CAD software.

Hardware:

- (20) Dell Precision
- (1) HP 5000 PS Plotter
- (1) HP LaserJet 8550
- (1) Polaroid Sprintsan 35 (slide scanner)
- (1) HP ScanJet iicx
- (1) Focus Imagecoder Plus (screen to slide)
- (1) GTCO Accutab 3648AT Digitizer

Software:

- ArcGIS 8.2
- ArcView 3.3
- ERDAS 8.6
- Unigraphics 17
- Microsoft Office 2000 Pro
- Vericut 5.2
- Macromedia Flash5
- Visual Studio 6

- S Plus 6
- SPSS 11
- Cambridge Crystallographic Data Center 1.4
- Moldflow 6
- Vector NTI 8.1
- Adobe Illustrator 10

**Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it.**

The College of Architecture and Planning website has been an issue of concern to the department. Despite five years of repeated requests for a website that reflects the unit's mission and creative culture, the website concerns continue to be unresolved. The centralized branding, marketing, and communications services have not been responsive to the DoA needs. The DoA faculty have passed an unanimous resolution that was transmitted to the upper administration in the university but it has not resulted in any action. Thus, the CAP website, which is the primary marketing and recruitment mechanism for the department, does not adequately reflect the life, buzz, and work of the department. The CAP website continues to be an Achilles' heel of the college.

**I.2.4. FINANCIAL RESOURCES****PROGRAM BUDGETS****Current fiscal year report(s) showing revenue and expenses from all sources**Larger-size tables are available at: <http://tinyurl.com/bsunaab>**1.2.4 Table: Current fiscal year report showing revenue and expenses from all sources**

<b>A. Program Budgets</b>							
<b>ARCHITECTURE # 200020</b>							
<b>NAME</b>	<b>2011-12 Budget</b>	<b>Additions to Budget</b>	<b>Buyouts &amp; Grants</b>	<b>2011 FTE</b>	<b>Base Salary</b>	<b>2011-12 Actual Expenses</b>	<b>2011-12 Surplus (Deficit)</b>
<b>STATE INCOME/EXPENSES</b>							
<b>FACULTY</b>							
Professor	\$ 122,475.00			1.00	\$ 122,475.00	\$ 122,475.00	0.00
Assistant Professor	\$ 60,000.00			1.00	\$ 60,000.00	\$ 60,000.00	0.00
Professor	\$ 121,711.00		\$ 13,500.00	1.00	\$ 121,711.00	\$ 121,711.00	13,500.00
Professor	\$ 80,647.00	\$ 527.00		1.00	\$ 81,174.00	\$ 81,174.00	0.00
Assistant Professor	\$ 60,756.00			1.00	\$ 60,756.00	\$ 60,756.00	0.00
Associate Professor	\$ 62,659.00			1.00	\$ 62,659.00	\$ 62,659.00	0.00
Associate Professor	\$ 61,209.00			1.00	\$ 61,209.00	\$ 61,209.00	0.00
Professor	\$ 93,764.00			1.00	\$ 93,764.00	\$ 93,764.00	0.00
Associate Professor	\$ 72,885.00			1.00	\$ 36,442.50	\$ 36,442.50	36,442.50
Associate Professor	\$ 69,251.00			1.00	\$ 69,251.00	\$ 69,251.00	0.00
Professor	\$ 86,162.00			1.00	\$ 86,162.00	\$ 86,162.00	0.00
Associate Professor	\$ 77,907.00			1.00	\$ 77,907.00	\$ 77,907.00	0.00
Professor	\$ 69,342.00			1.00	\$ 69,342.00	\$ 69,342.00	0.00
Assistant Professor	\$ 58,120.00			1.00	\$ 58,120.00	\$ 58,120.00	0.00
Professor	\$ 79,620.00		\$ 39,811.00	1.00	\$ 79,620.00	\$ 79,620.00	39,811.00
Associate Professor	\$ 61,058.00			1.00	\$ 61,058.00	\$ 61,058.00	0.00
Associate Professor	\$ 62,967.00			1.00	\$ 62,967.00	\$ 62,967.00	0.00
Associate Professor	\$ 71,967.00			1.00	\$ 71,967.00	\$ 71,967.00	0.00
Professor	\$ 101,124.00			1.00	\$ 101,124.00	\$ 101,124.00	0.00
Professor	\$ 83,671.00		\$ 7,575.00	1.00	\$ 83,671.00	\$ 83,671.00	7,575.00
Professor	\$ 85,792.00			1.00	\$ 85,792.00	\$ 85,792.00	0.00
Professor	\$ 93,213.00			1.00	\$ 93,213.00	\$ 93,213.00	0.00
<b>TOTALS:</b>	<b>\$ 1,736,300.00</b>	<b>\$ 527.00</b>	<b>\$ 60,886.00</b>	<b>22.00</b>	<b>\$ 1,700,384.50</b>	<b>\$ 1,700,384.50</b>	<b>97,328.50</b>
<b>Faculty &amp; Professional Budget Pool</b>	<b>\$ 1,736,300.00</b>	<b>\$ 527.00</b>	<b>*C \$ 60,886.00</b>	<b>*B 22.00</b>	<b>\$ 1,700,384.50</b>	<b>\$ 1,700,384.50</b>	<b>97,328.50</b>
<b>Grad/Doct Asst Academic Yr Pool</b>	<b>\$ 110,432.00</b>	<b>\$ 5,248.00</b>	<b>*D \$ -</b>		<b>\$ 99,064.00</b>	<b>\$ 99,064.00</b>	<b>16,616.00</b>
<b>Service &amp; Staff Budget Pool</b>	<b>\$ 69,115.00</b>					<b>\$ 70,178.41</b>	<b>(1,063.41)</b>
<b>Student Wages Budget Pool</b>	<b>\$ 6,796.00</b>	<b>\$ 3,541.66</b>	<b>*E \$ -</b>		<b>\$ 7,423.37</b>	<b>\$ 7,423.37</b>	<b>2,914.29</b>
<b>Supplies &amp; Expense Pool</b>	<b>\$ 19,146.00</b>	<b>\$ 2,195.67</b>	<b>*F \$ -</b>			<b>\$ 17,321.03</b>	<b>4,020.64</b>
<b>Travel Expense Pool</b>	<b>\$ 16,407.00</b>	<b>\$ 281.60</b>	<b>*G \$ -</b>			<b>\$ 17,336.92</b>	<b>(648.32)</b>
<b>Contract Faculty &amp; Unfilled Reserve Pool</b>	<b>\$ 224,621.00</b>	<b>\$ 42,754.00</b>	<b>*H \$ -</b>	<b>8.42</b>	<b>\$ 376,530.00</b>	<b>\$ 376,530.00</b>	<b>(109,155.00)</b>
<b>TOTAL ARCH STATE/TUITION BUDGET</b>	<b>\$ 2,182,817.00</b>	<b>\$ 54,547.93</b>	<b>\$ 60,886.00</b>	<b>30.42</b>	<b>\$ 2,183,401.87</b>	<b>\$ 2,288,238.23</b>	<b>10,012.70</b>
<b>Program Fee</b>	<b>\$ 219,100.00</b>				<b>\$ 40,600.00</b>	<b>\$ 40,600.00</b>	<b>178,500.00</b>
<b>TOTAL ARCH BUDGET</b>	<b>\$ 2,401,917.00</b>	<b>\$ 54,547.93</b>	<b>\$ 60,886.00</b>		<b>\$ 2,224,001.87</b>	<b>\$ 2,328,838.23</b>	<b>188,512.70</b>

\*A BUDGET GAP IS FUNDED AT YEAR END BY PROVOST FOR CONTRACT FACULTY.

\*B BUYOUT FOR FACULTY AWAY ON STUDY ABROAD, SALARY RETURN FOR FACULTY

AWAY ON FULL YEAR SABATICAL, AND BUYOUT FOR GRANT WORK

\*C SALARY MERIT CHANGE AFTER FISCAL YEAR BEGAN

\*D GRADUATE MERIT FELLOWSHIP FUNDING

\*E FUNDING FOR STUDENT EMPLOYEES THROUGH UNIVERSITY COMPLIANCE

\*F FOUNDATION SUPPORT SUPPLIES: PRIOR YEAR ENCUMBERANCES

\*G FOUNDATION SUPPORT FOR TRAVEL

\*H FUNDING FROM PROVOST FOR CONTRACT FACULTY MEMBER

\*I BALANCE REMAINING (CARRY FORWARD) FROM PROGRAM FEE IS RETAINED IN A DESIGNATED ACCOUNT TO BE USED WITH PROVOST APPROVAL.

\*J 2011-12 PROGRAM FEE LIMITED TO GRADUATE ASSISTANTSHIP EXPENDITURES ONLY.



## Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year

Table: Budget Projections									
NAME	2011-12 Budget	Additions to Budget	Buyouts, Grants, Study Abroad	2011-12 Expenditures	PROJECTED 2012-13 BUDGET	Additions to Budget	Buyouts, Grants, Study Abroad	PROJECTED 2012-13 EXPENDITURES	2012-13 EXPENDITURES
STATE INCOME/EXPENSES									
FACULTY									
Professor	\$ 122,475.00			\$ 122,475.00	\$ 126,761.00			\$ 126,761.00	
Assistant Professor	\$ 60,000.00			\$ 60,000.00	\$ 64,282.00			\$ 64,282.00	
Professor	\$ 121,711.00		\$ 13,500.00	\$ 121,711.00	\$ 124,709.00			\$ 124,709.00	
Professor	\$ 80,647.00	\$ 527.00		\$ 81,174.00	\$ 83,845.00			\$ 83,845.00	
Assistant Professor	\$ 60,756.00			\$ 60,756.00	\$ 65,696.00			\$ 65,696.00	
Associate Professor	\$ 62,659.00			\$ 62,659.00	\$ 65,088.00			\$ 65,088.00	
Associate Professor	\$ 61,209.00			\$ 61,209.00	\$ 65,790.00			\$ 65,790.00	
Professor	\$ 93,764.00			\$ 93,764.00	\$ 96,721.00			\$ 96,721.00	
Associate Professor	\$ 72,885.00			\$ 36,442.50	\$ 73,885.00			\$ 73,885.00	
Associate Professor	\$ 69,251.00			\$ 69,251.00	\$ 71,616.00			\$ 71,616.00	
Professor	\$ 86,162.00			\$ 86,162.00	\$ 88,794.00			\$ 88,794.00	
Associate Professor	\$ 77,907.00			\$ 77,907.00	\$ 82,727.00			\$ 82,727.00	
Professor	\$ 69,342.00			\$ 69,342.00	\$ 74,313.00			\$ 74,313.00	
Assistant Professor	\$ 58,120.00			\$ 58,120.00	\$ 60,522.00			\$ 60,522.00	
Professor	\$ 79,620.00		\$ 39,811.00	\$ 79,620.00	\$ 81,854.00		\$ 20,464.00	\$ 81,854.00	
Associate Professor	\$ 61,058.00			\$ 61,058.00	\$ 65,008.00			\$ 65,008.00	
Associate Professor	\$ 62,967.00			\$ 62,967.00	\$ 65,273.00		\$ 8,017.00	\$ 65,273.00	
Associate Professor	\$ 71,967.00			\$ 71,967.00	\$ 74,568.00			\$ 74,568.00	
Professor	\$ 101,124.00			\$ 101,124.00	\$ 104,048.00			\$ 104,048.00	
Professor	\$ 83,671.00		\$ 7,575.00	\$ 83,671.00	\$ 43,226.00			\$ 43,226.00	
Professor	\$ 85,792.00			\$ 85,792.00	\$ 87,856.00			\$ 87,856.00	
Professor	\$ 93,213.00			\$ 93,213.00	\$ 93,213.00			\$ 93,213.00	
TOTALS:	\$ 1,736,300.00	\$ 527.00	\$ 60,886.00	\$ 1,700,384.50	\$ 1,759,795.00	\$ -	\$ 28,481.00	\$ 1,759,795.00	
Faculty & Professional Budget Pool	\$ 1,736,300.00	\$ 527.00	\$ 60,886.00	\$ 1,700,384.50	\$ 1,759,795.00	\$ -	\$ 28,481.00	\$ 1,759,795.00	
Grad/Doct Asst Academic Yr Pool	\$ 110,432.00	\$ 5,248.00		\$ 99,064.00	\$ 99,347.00			\$ 97,005.00	
Service & Staff Budget Pool	\$ 69,115.00			\$ 70,178.41	\$ 71,226.00			\$ 71,226.00	
Student Wages Budget Pool	\$ 6,796.00	\$ 3,541.66		\$ 7,423.37	\$ 6,965.00			\$ 6,965.00	
Supplies & Expense Pool	\$ 19,146.00	\$ 2,195.67		\$ 17,321.03	\$ 19,530.00			\$ 19,350.00	
Travel Expense Pool	\$ 16,407.00	\$ 281.60		\$ 17,336.92	\$ 16,600.00			\$ 16,600.00	
Contract Faculty & Unfilled Reserve Pool	\$ 224,621.00	\$ 42,754.00		\$ 376,530.00	\$ 223,375.00	\$ 43,754.00		\$ 461,624.00	
TOTAL ARCH STATE/TUITION BUDGET	\$ 2,182,817.00	\$ 54,547.93	\$ 60,886.00	\$ 2,288,838.23	\$ 2,196,838.00	\$ 43,754.00	\$ 28,481.00	\$ 2,432,565.00	
*A PROGRAM FEE EXPENSES	\$ 219,100.00			\$ 40,600.00					
GRADUATE ASSISTANTSHIPS					\$ 80,000.00			\$ 80,000.00	
UG ACADEMIC RECRUITING & YIELD					\$ 20,000.00			\$ 20,000.00	
EXTERNAL REVIEWERS					\$ 5,000.00			\$ 5,000.00	
STUDIO DOCUMENTATION					\$ 15,000.00			\$ 15,000.00	
DESIGN/BUILD - INSTRUCTIONAL									
SUPPLIES					\$ 4,000.00			\$ 4,000.00	
STUDIO LEARNING ENVIRONMENT					\$ 3,000.00			\$ 3,000.00	
VISITING LECTURERS					\$ 20,000.00			\$ 20,000.00	
WORKSHOPS					\$ 14,000.00			\$ 14,000.00	
STUDENT MOBILITY					\$ 16,000.00			\$ 16,000.00	
MULTIDISCIPLINARY PROJECTS					\$ 10,000.00			\$ 10,000.00	
TOTAL ARCH BUDGET	\$ 2,401,917.00	\$ 54,547.93	\$ 60,886.00	\$ 2,328,838.23	\$ 2,383,838.00	\$ 43,754.00	\$ 28,481.00	\$ 2,619,565.00	

\*A PROGRAM FEE FOR 2011-12 WAS ONLY PERMITTED TO BE USED FOR GRADUATE ASSISTANTS.

\*B ADDITIONS TO BUDGET ARE BASED ON A 2.3% INCREASE FOR ALL SALARIES FOR FY 14 & FY 15, TENURE TRACK POOL, CONTRACT POOL EXCLUDES UNFILLED.

Table: Budget Projections		Table: Budget Projcitons (Continued)														
	PROJECTED 14	2013- BUDGET	Additions to Budget	*B	Buyouts, Grants, Study Abroad	PROJECTED EXPENDITURES	2013-14	PROJECTED 15	2014- BUDGET	Additions to Budget	*B	Buyouts, Grants, Study Abroad	PROJECTED EXPENDITURES	2014-15		
NAME																
STATE INCOME/EXPENSES																
FACULTY																
Professor	\$	129,676.50				\$	129,676.50	\$	132,659.06				\$	132,659.06		
Assistant Professor	\$	65,760.49				\$	65,760.49	\$	67,272.98				\$	67,272.98		
Professor	\$	127,577.31				\$	127,577.31	\$	130,511.59				\$	130,511.59		
Professor	\$	85,773.44				\$	85,773.44	\$	87,746.22				\$	87,746.22		
Assistant Professor	\$	67,207.01				\$	67,207.01	\$	68,752.77				\$	68,752.77		
Associate Professor	\$	66,585.02				\$	66,585.02	\$	68,116.48				\$	68,116.48		
Associate Professor	\$	67,303.17				\$	67,303.17	\$	68,851.14				\$	68,851.14		
Professor	\$	98,945.58				\$	98,945.58	\$	101,221.33				\$	101,221.33		
Associate Professor	\$	75,584.36				\$	75,584.36	\$	77,322.80				\$	77,322.80		
Associate Professor	\$	73,263.17				\$	73,263.17	\$	74,948.22				\$	74,948.22		
Professor	\$	90,836.26				\$	90,836.26	\$	92,925.50				\$	92,925.50		
Associate Professor	\$	84,629.72				\$	84,629.72	\$	86,576.20				\$	86,576.20		
Professor	\$	76,022.20				\$	76,022.20	\$	77,770.71				\$	77,770.71		
Assistant Professor	\$	61,914.01				\$	61,914.01	\$	63,338.03				\$	63,338.03		
Professor	\$	83,736.64				\$	83,736.64	\$	85,662.58				\$	85,662.58		
Associate Professor	\$	66,503.18				\$	66,503.18	\$	68,032.76				\$	68,032.76		
Associate Professor	\$	66,774.28				\$	66,774.28	\$	68,310.09				\$	68,310.09		
Associate Professor	\$	76,283.06				\$	76,283.06	\$	78,037.57				\$	78,037.57		
Professor	\$	106,441.10				\$	106,441.10	\$	108,889.25				\$	108,889.25		
Professor	\$	44,220.20				\$	44,220.20	\$	45,237.26				\$	45,237.26		
Professor	\$	89,876.69				\$	89,876.69	\$	91,943.85				\$	91,943.85		
Professor	\$	95,356.90				\$	95,356.90	\$	97,550.11				\$	97,550.11		
TOTALS:	\$	1,800,270.29	\$	-	\$	-	\$	1,800,270.29	\$	1,841,676.50	\$	-	\$	-	\$	1,841,676.50
Faculty & Professional Budget Pool	\$	1,800,270.29	\$	-	\$	-	\$	1,800,270.29	\$	1,841,676.50	\$	-	\$	-	\$	1,841,676.50
Grad/Doct Asst Academic Yr Pool	\$	101,631.98				\$	99,236.12	\$	103,969.52				\$	101,518.55		
Service & Staff Budget Pool	\$	72,864.20				\$	72,864.20	\$	74,540.07				\$	74,540.07		
Student Wages Budget Pool	\$	7,125.20				\$	7,125.20	\$	7,289.07				\$	7,289.07		
Supplies & Expense Pool	\$	19,979.19				\$	19,795.05	\$	20,438.71				\$	20,250.34		
Travel Expense Pool	\$	16,981.80				\$	16,981.80	\$	17,372.38				\$	17,372.38		
Contract Faculty & Unfilled Reserve Pool	\$	223,725.00	\$	44,760.34		\$	472,241.35	\$	224,083.00	\$	45,789.83		\$	483,102.90		
TOTAL ARCH STATE/TUITION BUDGET	\$	2,242,577.65	\$	44,760.34	\$	-	\$	2,488,514.00	\$	2,289,369.26	\$	45,789.83	\$	-	\$	2,545,749.82
*A PROGRAM FEE EXPENSES																
GRADUATE ASSISTANTSHIPS	\$	80,000.00				\$	80,000.00	\$	80,000.00				\$	80,000.00		
UG ACADEMIC RECRUITING & YIELD	\$	20,000.00				\$	20,000.00	\$	20,000.00				\$	20,000.00		
EXTERNAL REVIEWERS	\$	5,000.00				\$	5,000.00	\$	5,000.00				\$	5,000.00		
STUDIO DOCUMENTATION	\$	15,000.00				\$	15,000.00	\$	15,000.00				\$	15,000.00		
DESIGN/BUILD - INSTRUCTIONAL SUPPLIES	\$	4,000.00				\$	4,000.00	\$	4,000.00				\$	4,000.00		
STUDIO LEARNING ENVIRONMENT	\$	3,000.00				\$	3,000.00	\$	3,000.00				\$	3,000.00		
VISITING LECTURERS	\$	20,000.00				\$	20,000.00	\$	20,000.00				\$	20,000.00		
WORKSHOPS	\$	14,000.00				\$	14,000.00	\$	14,000.00				\$	14,000.00		
STUDENT MOBILITY	\$	16,000.00				\$	16,000.00	\$	16,000.00				\$	16,000.00		
MULTIDISCIPLINARY PROJECTS	\$	10,000.00				\$	10,000.00	\$	10,000.00				\$	10,000.00		
TOTAL ARCH BUDGET	\$	2,429,577.65	\$	44,760.34	\$	-	\$	2,675,514.00	\$	2,476,369.26	\$	45,789.83	\$	-	\$	2,732,749.82

\*A PROGRAM FEE FOR 2011-12 WAS ONLY PERMITTED TO BE USED FOR GRADUATE ASSISTANTS.

\*B ADDITIONS TO BUDGET ARE BASED ON A 2.3% INCREASE FOR ALL SALARIES FOR FY 14 & FY 15, TENURE TRACK POOL, CONTRACT POOL EXCLUDES UNFILLED.

Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities

Table: PROGRAM FEE / TUITION &amp; STATE

2006-07			PROGRAM FEE		TUITION & STATE	
	Revenue	Expense			Revenue	Expense
INITIAL UNIVERSITY TRANSFER	\$ 133,640.00	\$ -	FACULTY & PROFESSIONAL PERSONNEL	\$ 1,425,046.89	\$ 1,425,046.89	
			CONTRACT FACULTY, AY	\$ 440,430.00	\$ 440,430.00	
			GRADUATE & DOCTORAL ASSISTANTS, AY	\$ 198,823.25	\$ 198,823.25	
			STAFF & SERVICE PERSONNEL	\$ 69,080.20	\$ 69,080.20	
			WAGES, STUDENT	\$ 8,418.39	\$ 8,418.39	
			ACCOUNT POOL	\$ 29,793.74	\$ 37,450.64	
			TRAVEL	\$ 21,255.94	\$ 30,575.19	
2007-08			PROGRAM FEE		TUITION & STATE	
	Revenue	Expense			Revenue	Expense
BASED ON \$750 PER STUDENT	\$ 249,750.00	\$ 230,478.30	FACULTY & PROFESSIONAL PERSONNEL	\$ 1,561,347.67	\$ 1,561,347.67	
333 STUDENTS			CONTRACT FACULTY, AY	\$ 399,527.00	\$ 399,527.00	
			GRADUATE & DOCTORAL ASSISTANTS, AY	\$ 53,255.50	\$ 53,255.50	
			STAFF & SERVICE PERSONNEL	\$ 69,129.42	\$ 69,129.42	
			WAGES, STUDENT	\$ 6,893.42	\$ 6,893.42	
			ACCOUNT POOL	\$ 56,879.24	\$ 56,544.33	
			TRAVEL	\$ 22,004.47	\$ 25,284.62	
2008-09			PROGRAM FEE		TUITION & STATE	
	Revenue	Expense			Revenue	Expense
BASED ON \$750 PER STUDENT	\$ 259,500.00	\$ 366,031.30	FACULTY & PROFESSIONAL PERSONNEL	\$ 1,712,871.46	\$ 1,712,871.46	
346 STUDENTS			CONTRACT FACULTY, AY	\$ 250,412.40	\$ 250,412.40	
			GRADUATE & DOCTORAL ASSISTANTS, AY	\$ 48,085.91	\$ 48,085.91	
* ADDITIONAL EXPENSES COVERED BY RESERVE FROM PREVIOUS YEARS			STAFF & SERVICE PERSONNEL	\$ 63,838.68	\$ 63,838.68	
			WAGES, STUDENT	\$ 5,517.49	\$ 5,517.49	
			ACCOUNT POOL	\$ 41,294.04	\$ 36,066.04	
			TRAVEL	\$ 20,436.27	\$ 23,443.27	
2009-10			PROGRAM FEE		TUITION & STATE	
	Revenue	Expense			Revenue	Expense
BASED ON \$820 PER STUDENT	\$ 288,640.00	\$ 314,776.55	FACULTY & PROFESSIONAL PERSONNEL	\$ 1,659,254.66	\$ 1,659,254.66	
352 STUDENTS			CONTRACT FACULTY, AY	\$ 285,815.26	\$ 285,815.26	
			GRADUATE & DOCTORAL ASSISTANTS, AY	\$ 45,485.82	\$ 45,485.82	
* ADDITIONAL EXPENSES COVERED BY RESERVE FROM PREVIOUS YEARS			STAFF & SERVICE PERSONNEL	\$ 60,890.30	\$ 60,890.30	
			WAGES, STUDENT	\$ 4,927.54	\$ 4,927.54	
			ACCOUNT POOL	\$ 32,820.88	\$ 18,768.16	
			TRAVEL	\$ 18,698.36	\$ 15,669.27	
2010-11			PROGRAM FEE		TUITION & STATE	
	Revenue	Expense			Revenue	Expense
BASED ON \$820 PER STUDENT	\$ 282,080.00	\$ 174,404.37	FACULTY & PROFESSIONAL PERSONNEL	\$ 1,595,408.88	\$ 1,595,408.88	
344 STUDENTS			CONTRACT FACULTY, AY	\$ 395,319.45	\$ 395,319.45	
			GRADUATE & DOCTORAL ASSISTANTS, AY	\$ 43,995.82	\$ 43,995.82	
			STAFF & SERVICE PERSONNEL	\$ 66,224.68	\$ 66,224.68	
			WAGES, STUDENT	\$ 7,671.67	\$ 7,671.67	
			ACCOUNT POOL	\$ 26,517.04	\$ 25,272.67	
			TRAVEL	\$ 17,265.30	\$ 16,865.30	
2011-12			PROGRAM FEE		TUITION & STATE	
	Revenue	Expense			Revenue	Expense
Based on \$700 per student	\$ 219,100.00	\$ 40,600.00	FACULTY & PROFESSIONAL PERSONNEL	\$ 1,736,300.00	\$ 1,736,300.00	
313 STUDENTS			CONTRACT FACULTY, AY	\$ 267,375.00	\$ 376,530.00	
			GRADUATE & DOCTORAL ASSISTANTS, AY	\$ 110,432.00	\$ 110,432.00	
			STAFF & SERVICE PERSONNEL	\$ 70,178.41	\$ 70,178.41	
			WAGES, STUDENT	\$ 8,056.91	\$ 8,056.91	
			ACCOUNT POOL	\$ 21,341.67	\$ 16,739.73	
			TRAVEL	\$ 16,688.60	\$ 17,336.92	

\* The University covers summer faculty wages.

\*\* Original budget transfers are done at fiscal year end to clear accounts.

Table: Revenue from all sources and expenditures for each year since the last accreditation

2006-07	Foundation Annual Accounts		Endowed Accounts		Scholarship Annual Accounts		Endowed Accounts	
	Revenue	Expense	Revenue	Expense	Revenue	Expense	Revenue	Expense
607 Architecture General	\$ 8,820.00	\$ 12,672.80			654 Glen Sabados Mem Scholarship		\$ 13,709.38	\$ 2,000.00
609 History Preservation	\$ 5,125.00	\$ 4,942.05			655 David Hermansen Scholarship		\$ 857.52	\$ 1,145.00
613 World 2000	\$ -	\$ -			657 Morrison Kattman Menze Inc. Sch	\$ 2,400.00	\$ 1,000.00	
614 Costello Family Fund - AIAS			\$ 1,333.61	\$ 760.54	658 Estopinal Group Master's Project	\$ 1,200.00	\$ 1,200.00	
617 Pattern Language Research Fund	\$ -	\$ -			665 CSI/Pella Design Competition	\$ 205.00	\$ 150.00	
618 BSA LifeStructures Fund			\$ 4,125.18	\$ -	668 Andrew Zabel Scholarship		\$ 59,843.97	\$ 333.78
627 Straw Bale Eco Lab	\$ -	\$ -			671 Lickety Split Scholarship	\$ 13,624.91	\$ -	
4415 Institute for Digital Fabrication	\$ -	\$ -			672 Gresham Smith & Partners	\$ 5,000.00	\$ 4,000.00	
					676 Kevin W. Theobald Mem Sch	\$ 1,032.19	\$ -	
					677 Indiana Concrete Masonry Assoc	x	x	
					678 CRIPE Architects + Engineers	x	x	
					679 Harding Merit Scholarship	x	x	
					680 Kovert Hawkins Scholarship	x	x	
Total	\$ 13,945.00	\$ 17,614.85	\$ 5,458.79	\$ 760.54	\$ 23,462.10	\$ 6,350.00	\$ 74,410.87	\$ 3,478.78 Grand Total: \$ 145,480.93
2007-08	Foundation Annual Accounts		Endowed Accounts		Scholarship Annual Accounts		Endowed Accounts	
	Revenue	Expense	Revenue	Expense	Revenue	Expense	Revenue	Expense
607 Architecture General	\$ 22,143.68	\$ 24,761.42			654 Glen Sabados Mem Scholarship		\$ 3,766.52	\$ 3,000.00
609 History Preservation	\$ 3,750.00	\$ 4,751.55			655 David Hermansen Scholarship		\$ 840.13	\$ 1,052.00
613 World 2000	\$ -	\$ -			657 Morrison Kattman Menze Inc. Sch	\$ 600.00	\$ 1,000.00	
614 Costello Family Fund - AIAS			\$ 1,505.98	\$ 2,880.00	658 Estopinal Group Master's Project	\$ 1,800.00	\$ 1,500.00	
617 Pattern Language Research Fund	\$ -	\$ -			665 CSI/Pella Design Competition	\$ 25.00	\$ 500.00	
618 BSA LifeStructures Fund			\$ 5,473.44	\$ 2,733.27	668 Andrew Zabel Scholarship		\$ 1,746.19	\$ 1,981.35
627 Straw Bale Eco Lab	\$ 7,000.00	\$ 6,951.59			671 Lickety Split Scholarship		\$ 1,784.77	\$ -
4415 Institute for Digital Fabrication	\$ 12,100.00	\$ 1,921.97			672 Gresham Smith & Partners	\$ 5,000.00	\$ 5,030.26	
					676 Kevin W. Theobald Mem Sch	\$ 2,000.00	\$ 1,000.00	
					677 Indiana Concrete Masonry Assoc	\$ 3,000.00	\$ -	
					678 CRIPE Architects + Engineers	\$ 10,000.00	\$ 4,051.72	
					679 Harding Merit Scholarship	x	x	
					680 Kovert Hawkins Scholarship	x	x	
Total	\$ 44,993.68	\$ 38,386.53	\$ 6,979.42	\$ 5,613.27	\$ 22,425.00	\$ 13,081.98	\$ 8,137.61	\$ 6,033.35 Grand Total: \$ 145,650.84
2008-09	Foundation Annual Accounts		Endowed Accounts		Scholarship Annual Accounts		Endowed Accounts	
	Revenue	Expense	Revenue	Expense	Revenue	Expense	Revenue	Expense
607 Architecture General	\$ 11,991.79	\$ 3,182.02			654 Glen Sabados Mem Scholarship		\$ 1,542.87	\$ 3,000.00
609 History Preservation	\$ 7,350.00	\$ 5,353.18			655 David Hermansen Scholarship		\$ 693.33	\$ -
613 World 2000	\$ -	\$ -			657 Morrison Kattman Menze Inc. Sch	\$ 400.00	\$ -	
614 Costello Family Fund - AIAS			\$ 2,330.50	\$ 1,891.55	658 Estopinal Group Master's Project		\$ 12,500.00	\$ 1,500.00
617 Pattern Language Research Fund	\$ -	\$ -			665 CSI/Pella Design Competition	\$ 1,075.00	\$ -	
618 BSA LifeStructures Fund			\$ 4,224.83	\$ 408.00	668 Andrew Zabel Scholarship		\$ 1,181.40	\$ 21,171.40
627 Straw Bale Eco Lab	\$ 2,500.00	\$ 50.00			671 Lickety Split Scholarship		\$ 2,299.51	\$ 500.00
631 "In Situ-Hands On" Learning Fund	\$ -	\$ -			672 Gresham Smith & Partners	\$ 5,000.00	\$ 3,586.86	
4415 Institute for Digital Fabrication	\$ -	\$ 3,723.98			676 Kevin W. Theobald Mem Sch	\$ 1,500.00	\$ 1,000.00	
					677 Indiana Concrete Masonry Assoc	\$ 3,000.00	\$ -	
					678 CRIPE Architects + Engineers	\$ 5,000.00	\$ 4,467.92	
					679 Harding Merit Scholarship	\$ -	\$ -	
					680 Kovert Hawkins Scholarship		\$ 28,560.00	\$ -
					682 Carl & Marjorie Stroh Scholarship	\$ -	\$ -	
Total	\$ 21,841.79	\$ 12,309.18	\$ 6,555.33	\$ 2,299.55	\$ 15,975.00	\$ 9,054.78	\$ 46,777.11	\$ 26,171.40 Grand Total: \$ 140,984.14
2009-10	Foundation Annual Accounts		Endowed Accounts		Scholarship Annual Accounts		Endowed Accounts	
	Revenue	Expense	Revenue	Expense	Revenue	Expense	Revenue	Expense
607 Architecture General	\$ 11,443.50	\$ 5,088.21			654 Glen Sabados Mem Scholarship		\$ 1,483.08	\$ 3,000.00
609 History Preservation	\$ 1,230.00	\$ 6,305.83			655 David Hermansen Scholarship		\$ 854.95	\$ 475.00
613 World 2000	\$ -	\$ -			657 Morrison Kattman Menze Inc. Sch	\$ 600.00	\$ 1,000.00	
614 Costello Family Fund - AIAS			\$ 790.90	\$ 1,077.50	658 Estopinal Group Master's Project		\$ 10,500.00	\$ 1,000.00
617 Pattern Language Research Fund	\$ -	\$ -			665 CSI/Pella Design Competition	\$ 25.00	\$ -	
618 BSA LifeStructures Fund			\$ 2,533.49	\$ 1,594.14	668 Andrew Zabel Scholarship		\$ 5,783.24	\$ 4,177.23
627 Straw Bale Eco Lab	\$ -	\$ 312.57			671 Lickety Split Scholarship		\$ 2,102.25	\$ 500.00
631 "In Situ-Hands On" Learning Fund	\$ 10,000.00	\$ 5,120.30			672 Gresham Smith & Partners	\$ 5,000.00	\$ 3,865.29	
4415 Institute for Digital Fabrication	\$ -	\$ -			676 Kevin W. Theobald Mem Sch	\$ 6,000.00	\$ 1,000.00	
					677 Indiana Concrete Masonry Assoc	\$ 3,000.00	\$ 6,050.00	
					678 CRIPE Architects + Engineers	\$ 5,000.00	\$ 4,443.21	
					679 Harding Merit Scholarship	\$ -	\$ -	
					680 Kovert Hawkins Scholarship		\$ 52,328.93	\$ 3,339.03
Total	\$ 22,673.50	\$ 16,826.91	\$ 3,324.39	\$ 2,671.64	\$ 19,625.00	\$ 16,358.50	\$ 73,052.45	\$ 12,491.26 Grand Total: \$ 167,023.65
2010-11	Foundation Annual Accounts		Endowed Accounts		Scholarship Annual Accounts		Endowed Accounts	
	Revenue	Expense	Revenue	Expense	Revenue	Expense	Revenue	Expense
607 Architecture General	\$ 3,264.00	\$ 7,219.27			654 Glen Sabados Mem Scholarship		\$ 1,819.85	\$ 1,000.00
609 History Preservation	\$ 3,683.88	\$ 6,242.00			655 David Hermansen Scholarship		\$ 455.34	\$ -
613 World 2000	\$ -	\$ -			657 Morrison Kattman Menze Inc. Sch	\$ 1,300.00	\$ 1,000.00	
614 Costello Family Fund - AIAS			\$ 611.99	\$ 3,013.37	658 Estopinal Group Master's Project		\$ 15,401.73	\$ 3,000.00
617 Pattern Language Research Fund	\$ -	\$ -			665 CSI/Pella Design Competition	\$ -	\$ -	
618 BSA LifeStructures Fund			\$ 4,060.52	\$ 606.91	668 Andrew Zabel Scholarship		\$ 8,583.03	\$ 1,739.23
627 Straw Bale Eco Lab	\$ -	\$ -			671 Lickety Split Scholarship		\$ 2,076.91	\$ 430.00
631 "In Situ-Hands On" Learning Fund	\$ 11,000.00	\$ 5,220.00			672 Gresham Smith & Partners	\$ -	\$ 5,130.00	
632 Open Building Research	\$ 9,475.00	\$ 149.50			676 Kevin W. Theobald Mem Sch	\$ 6,296.00	\$ 1,000.00	
4415 Institute for Digital Fabrication	\$ -	\$ 76.84			677 Indiana Concrete Masonry Assoc	\$ 3,000.00	\$ 2,950.00	
					678 CRIPE Architects + Engineers	\$ 5,000.00	\$ 4,295.56	
					679 Harding Merit Scholarship		\$ 5,000.00	\$ -
					680 Kovert Hawkins Scholarship		\$ 17,568.03	\$ 2,092.35
					682 Carl & Marjorie Stroh Scholarship		\$ 25,565.66	\$ -
					683 A.E. Sonne Palmer Scholarship	\$ 1,150.00	\$ -	
					685 The Estopinal Group Architects	\$ 5,000.00	\$ -	
Total	\$ 27,422.88	\$ 18,907.61	\$ 4,672.51	\$ 3,620.28	\$ 21,746.00	\$ 14,375.56	\$ 76,470.55	\$ 8,261.58 Grand Total: \$ 175,476.97
2011-12	Foundation Annual Accounts		Endowed Accounts		Scholarship Annual Accounts		Endowed Accounts	
	Revenue	Expense	Revenue	Expense	Revenue	Expense	Revenue	Expense
607 Architecture General	\$ 4,575.00	\$ 6,889.20			654 Glen Sabados Mem Scholarship		\$ 3,056.15	\$ 4,000.00
609 History Preservation	\$ 1,167.50	\$ 1,224.66			655 David Hermansen Scholarship		\$ 507.95	\$ -
613 World 2000	\$ -	\$ -			657 Morrison Kattman Menze Inc. Sch	\$ 2,500.00	\$ 1,000.00	
614 Costello Family Fund - AIAS			\$ 2,945.46	\$ 2,003.00	658 Estopinal Group Master's Project		\$ 14,635.08	\$ 1,350.00
617 Pattern Language Research Fund	\$ -	\$ -			665 CSI/Pella Design Competition	\$ -	\$ -	
618 BSA LifeStructures Fund			\$ 3,358.33	\$ -	668 Andrew Zabel Scholarship		\$ 2,416.41	\$ 4,148.14
627 Straw Bale Eco Lab	\$ -	\$ -			671 Lickety Split Scholarship		\$ 2,508.58	\$ 500.00
631 "In Situ-Hands On" Learning Fund	\$ 5,500.00	\$ 6,866.20			672 Gresham Smith & Partners	\$ -	\$ 2,830.00	
632 Open Building Research	\$ 7,500.00	\$ 15,183.20			676 Kevin W. Theobald Mem Sch	\$ 5,000.00	\$ 1,000.00	
686 Browning Day Mullins Dierdorf	\$ -	\$ -			677 Indiana Concrete Masonry Assoc	\$ 3,000.00	\$ 3,000.00	
4415 Institute for Digital Fabrication					678 CRIPE Architects + Engineers	\$ 5,000.00	\$ 3,888.05	
					679 Harding Merit Scholarship		\$ 2,500.00	\$ -
					680 Kovert Hawkins Scholarship		\$ 6,642.21	\$ 7,207.57
					682 Carl & Marjorie Stroh Scholarship		\$ 27,293.12	\$ -
					683 A.E. Sonne Palmer Scholarship	\$ -	\$ -	
					685 The Estopinal Group Architects	\$ 5,000.00	\$ 875.23	
Total	\$ 18,742.50	\$ 30,163.26	\$ 11,303.79	\$ 2,003.00	\$ 20,500.00	\$ 12,593.28	\$ 59,559.50	\$ 17,205.71 Grand Total: \$ 172,071.04

Table: Revenue and Expenditures from Contracts and Grants											
INTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS						EXTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS					
ACCOUNT	2006-07	REVENUE	EXPENSE			ACCOUNT	2006-07	REVENUE	EXPENSE		
2-27721	Live, Work, Learn: A Design Build Architectural Education Residen	\$ 5,450.00	\$ -			5-46677	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Stu	\$ 137,403.44	\$ 137,403.44		
	BSU BBC - MATCHING SUPPORT - Harwood	\$ 41,838.00	\$ 41,838.00			5-46683	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Stu	\$ 14,501.10	\$ 14,501.10		
2-26693	Mary Carin and Damon Hitchcock - CHP	\$ -	\$ 2,349.08			5-46811	Indiana Main Street, Indiana Office of Rural Affairs - CHP	\$ 17,056.70	\$ 17,056.70		
						5-47511	ATAIN (Access Technology Across Indiana) Digital Fabrication - Klinger	\$ 123.96	\$ 123.96		
						5-47528	Columbia Club Foundation - CHP	\$ 10,307.63	\$ 10,307.63		
						5-47559	Muncie Public Library - CHP	\$ 7,161.06	\$ 7,161.06		
						5-47563	Wabash Marketplace, Inc. - CHP	\$ 8,510.00	\$ 8,510.00		
						5-47594	Elroyson Fund, East Central Indian Community Foundation - CHP	\$ 6,533.65	\$ 6,533.65		
						5-47617 + 18	Minnetrista Cultural Center/Marion Grant County Convention and Visitors Bureau	\$ 3,356.12	\$ 3,356.12		
						5-47619	Heart of Rushville, Inc. - CHP	\$ 9,120.93	\$ 9,120.93		
						5-47620	City of Anderson - CHP	\$ 5,001.61	\$ 5,001.61		
						5-47622	Graham Fdn for Advanced Studies in the #06069	\$ -	\$ -		
						5-47672	City of Noblesville - CHP	\$ 3,541.30	\$ 3,541.30		
INTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS						EXTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS					
ACCOUNT	2007-08	REVENUE	EXPENSE			ACCOUNT	2007-08	REVENUE	EXPENSE		
2-24577	Digital Modeling of World Heritage Sites: the Church of Santa Ma	\$ 2,800.00	\$ 2,678.99			5-46677	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Stu	\$ 1,020.41	\$ 1,020.41		
	BSU BBC - MATCHING SUPPORT	\$ 49,160.00	\$ 49,160.00			5-46683	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Stu	\$ 157,005.56	\$ 157,005.56		
2-26693	Mary Carin and Damon Hitchcock	\$ -	\$ 6,822.98			5-46717 + 18	Minnetrista Cultural Center/Marion Grant County Convention and Visitors Bureau	\$ 4,778.88	\$ 4,778.88		
						5-46811	Indiana Main Street, Indiana Office of Rural Affairs - CHP	\$ 1,028.81	\$ 1,028.81		
						5-46832	Indiana Main Street, Indiana Office of Community and Rural Affairs - CHP	\$ 14,167.20	\$ 14,167.20		
						5-46834	Indiana Office of Energy & Defense Development - Gray	\$ 23,657.25	\$ 23,657.25		
						5-47511	ATAIN (Access Technology Across Indiana) Digital Fabrication - Klinger	\$ -	\$ -		
						5-47528	Columbia Club Foundation - CHP	\$ 11,011.10	\$ 11,011.10		
						5-47559	Muncie Public Library - CHP	\$ 1,338.94	\$ 1,338.94		
						5-47594	Elroyson Fund, East Central Indian Community Foundation - CHP	\$ 3,466.35	\$ 3,466.35		
						5-47619	Heart of Rushville, Inc. - CHP	\$ 1,469.07	\$ 1,469.07		
						5-47620	City of Anderson - CHP	\$ 658.39	\$ 658.39		
						5-47622	Graham Fdn for Advanced Studies in the #06069 - Klinger	\$ 3,252.13	\$ 3,252.13		
						5-47672	City of Noblesville - CHP	\$ 15,311.76	\$ 15,311.76		
						5-47741	Elroyson Fund, East Central Indian Community Foundation - CHP	\$ 6,370.31	\$ 6,370.31		
						5-47755	The AIA Report on Univ - Elvin	\$ 3,908.24	\$ 3,908.24		
						5-47791	Cornelius Allig - CHP	\$ 1,806.00	\$ 1,806.00		
						5-47863	Bloomington restorations, Inc. - CHP	\$ -	\$ -		
INTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS						EXTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS					
ACCOUNT	2008-09	REVENUE	EXPENSE			ACCOUNT	2008-09	REVENUE	EXPENSE		
	BSU BBC - MATCHING SUPPORT - Harwood	\$ 13,000.00	\$ 13,000.00			5-46683	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Stu	\$ 22,427.12	\$ 22,427.12		
2-24740	Application of Infrared Thermography to Historic Building Investi	\$ 300.00	\$ 300.00			5-46686	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Stu	\$ 64,428.08	\$ 64,428.08		
2-24890	Spot on Schools Exhibition - Klinger	\$ 400.00	\$ 300.00			5-46689	INNR/DHPA Staff funding for professional services	\$ 16,957.16	\$ 16,957.16		
2-26693	Mary Carin and Damon Hitchcock	\$ -	\$ 4,262.17			5-46832	Indiana Main Street, Indiana Office of Community and Rural Affairs - CHP	\$ 16,302.78	\$ 16,302.78		
						5-46834	Indiana Office of Energy & Defense Development - Gray	\$ -	\$ -		
						5-47511	ATAIN (Access Technology Across Indiana) Digital Fabrication - Klinger	\$ -	\$ -		
						5-47622	Graham Fdn for Advanced Studies in the #06069 - Klinger	\$ 3,526.52	\$ 3,526.52		
						5-47672	City of Noblesville - CHP	\$ 16,216.94	\$ 16,216.94		
						5-47741	Elroyson Fund, East Central Indian Community Foundation - CHP	\$ 3,583.58	\$ 3,583.58		
						5-47755	The AIA Report on Univ - Elvin	\$ 19,995.14	\$ 19,995.14		
						5-47832	AIA Assemblies in Building Skins - Gibson	\$ 7,000.00	\$ 7,000.00		
						5-47863	Bloomington restorations, Inc. - CHP	\$ 355.54	\$ 355.54		
						5-47889	Carmel-Clay Historical Society - CHP	\$ 3,135.00	\$ 3,135.00		
						5-47911	Historic Preservation Education, IN Humanities Council & Historic Landmarks Fou	\$ 2,000.00	\$ 2,000.00		
						5-47975	Subcontract w/HLEI to complete county surveys and publish interim reports - CH	\$ 7,583.67	\$ 7,583.67		

Table: Revenue and Expenditures from Contracts and Grants (contd.)

INTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS				EXTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS			
ACCOUNT	2009-10	REVENUE	EXPENSE	ACCOUNT	2009-10	REVENUE	EXPENSE
2-24752	Digital Armature: Exploring Design as Construction Through Emer	\$ 2,000.00	\$ 220.00	5-46683	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Sta	\$ 13,111.32	\$ 13,111.32
2-24890	Safety in your Backyard: The Residential Fallout Shelter during th	\$ 1,000.00	\$ 200.00	5-46686	Indiana Division of Historic Preservation and Archaeology, Indiana Division of Sta	\$ 47.45	\$ 47.45
2-24890	NSF Pre-Proposal - Kendall	\$ 250.00	\$ 250.00	5-46689	IDNR/DHPA Staff funding for professional services - CHP	\$ 120,241.26	\$ 120,241.26
2-24890	ASPIRE Faculty International Travel Application - Keddy	\$ 400.00	\$ 400.00	5-46694	IDNR/T.C. Steele - CHP	\$ -	\$ -
2-24890	After the 1971 Halifax Explosion: an analysis of design for the disa	\$ 250.00	\$ 250.00	5-46695	IDNR/T.C. Steele - CHP	\$ -	\$ -
2-24577	Digital Modeling of World Heritage Sites: the Church of Santa Ma	\$ -	\$ 121.01	5-46832	Indiana Main Street, Indiana Office of Community and Rural Affairs CHP	\$ -	\$ -
2-26693	Mary Carin and Damon Hitchcock - CHP	\$ -	\$ 13,434.23	5-46863	Indiana Army National Guard - CHP	\$ -	\$ -
8-80088	Eggink	\$ 100.00	\$ -	5-47328	Discovery Group Smart Stone: Re-using Waste - Klingler	\$ -	\$ -
8-80091	Elvin	\$ 2,424.00	\$ -	5-47330	City of Galena, Illinois - CHP	\$ 17,507.77	\$ 17,507.77
8-80115	Gibson	\$ 100.00	\$ 100.00	5-47333	Union Library Institute Preservation Society and the Randolph County Commiss	\$ 26,123.13	\$ 26,123.13
8-80395	Grondzik	\$ 25.00	\$ 25.00	5-47340	Knox County Public Library - CHP	\$ 1,575.51	\$ 1,575.51
8-80139	Harwood	\$ 500.00	\$ 25.00	5-47341	Anderson Family YMCA - CHP	\$ 2,213.99	\$ 2,213.99
8-80163	Janz	\$ 100.00	\$ 100.00	5-47351	Donation from Josie and Geoff Fox - CHP	\$ 742.54	\$ 742.54
8-80411	Keddy	\$ 100.00	\$ 100.00	5-47364	Nova Scotia Museum - After the 1917 Halifax - Keddy	\$ -	\$ -
8-80423	Kendall	\$ 500.00	\$ -	5-47366	Subcontract w/Indiana Landmarks / county survey - CHP	\$ 14,648.86	\$ 14,648.86
8-80444	Spodek	\$ 400.00	\$ 400.00	5-47367	Subcontract w/Indiana Landmarks/ publish reports - CHP	\$ 294.80	\$ 294.80
8-80330	Swartz	\$ 25.00	\$ 25.00	5-47368	Subcontract w/Indiana Landmarks/ county survey - CHP	\$ 9,742.00	\$ 9,742.00
8-80415	Vermillion	\$ 75.00	\$ -	5-47369	Ball Brothers Foundation EcoREHAB Model #1206 - Spodek	\$ -	\$ -
8-80409	Wolner	\$ 100.00	\$ -	5-47425	Driehaus Fnd. Great War to Great Depress - Wolner	\$ 15,000.00	\$ 15,000.00
				5-47444	Switzerland County Historic Society with a grant from the National Trust for Histo	\$ 19,873.00	\$ 19,873.00
				5-47511	ATAIN (Access Technology Across Indiana) Digital Fabrication - Klingler	\$ 171.69	\$ 171.69
				5-47622	Graham Fdn for Advanced Studies in the #06069 - Klingler	\$ 1,822.50	\$ 1,822.50
				5-47741	Efroyson Fund, East Central Indian Community Foundation - CHP	\$ 46.11	\$ 46.11
				5-47755	The AIA Report on Univ - Elvin	\$ 18,130.26	\$ 18,130.26
				5-47832	AIA Assemblies in Building Skins - Gibson	\$ 171.81	\$ 171.81
				5-47863	Bloomington restorations, Inc. - CHP	\$ 391.32	\$ 391.32
				5-47889	Carmel-Clay Historical Society - CHP	\$ -	\$ -
				5-47911	Historic Preservation Education, IN Humanities Council & Historic Landmarks Fou	\$ -	\$ -
				5-47944	Curry Stone Foundation Design Prize Finalist - Janz	\$ 8,009.97	\$ 8,009.97
				5-47975	Subcontract w/HLEI to complete county surveys and publish interim reports - CH	\$ 91,498.34	\$ 91,498.34
INTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS				EXTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS			
ACCOUNT	2010-11	REVENUE	EXPENSE	ACCOUNT	2010-11	REVENUE	EXPENSE
2-24680	Disaster Healthcare: Transforming public buildings into medical f	\$ 9,000.00	\$ 3,000.00	5-45880	NSF Defining Opportunities - Daas	\$ 31,930.86	\$ 31,930.86
2-24890	Salvaged Layers: a collaborative site specific performance - Gray	\$ 400.00	\$ 395.00	5-46689	IDNR/DHPA Staff funding for professional services - CHP	\$ 120,396.95	\$ 120,396.95
2-24890	Digital Reconstruction of the Chicago Stock Exchange - Chuiini	\$ 400.00	\$ 400.00	5-46693	IDNR/Levi Coffin House - CHP	\$ 24,610.00	\$ 24,610.00
2-24752	Digital Armature: Exploring Design as Construction Through Emer	\$ -	\$ 1,780.00	5-46694	IDNR/T.C. Steele - CHP	\$ 11,737.32	\$ 11,737.32
2-24762	Henry Ives Cobb's Chicago - Wolner	\$ 3,000.00	\$ 1,474.88	5-46695	IDNR/T.C. Steele - CHP	\$ 12,978.38	\$ 12,978.38
2-26693	Mary Carin and Damon Hitchcock - CHP	\$ -	\$ 1,424.02	5-46832	Indiana Main Street, Indiana Office of Community and Rural Affairs - CHP	\$ -	\$ -
8-80463	Daas	\$ 100.00	\$ -	5-46863	Indiana Army National Guard - CHP	\$ 47,849.88	\$ 47,849.88
8-80088	Eggink	\$ 100.00	\$ -	5-47328	Discovery Group Smart Stone: Re-using Waste - Klingler	\$ -	\$ -
8-80091	Elvin	\$ 38.00	\$ 2,462.00	5-47330	City of Galena, Illinois - CHP	\$ 1,950.23	\$ 1,950.23
8-80395	Grondzik	\$ 675.00	\$ -	5-47333	Union Library Institute Preservation Society and the Randolph County Commiss	\$ 22,250.87	\$ 22,250.87
8-80139	Harwood	\$ 300.00	\$ 694.99	5-47340	Knox County Public Library - CHP	\$ 1,929.49	\$ 1,929.49
8-80163	Janz	\$ -	\$ -	5-47341	Anderson Family YMCA - CHP	\$ 2,700.01	\$ 2,700.01
8-80423	Kendall	\$ 200.00	\$ -	5-47351	Donation from Josie and Geoff Fox - CHP	\$ 1,757.46	\$ 1,757.46
8-80444	Spodek	\$ 263.00	\$ 245.11	5-47364	Nova Scotia Museum - After the 1917 Halifax - Keddy	\$ 3,837.00	\$ 3,837.00
				5-47366	Subcontract w/Indiana Landmarks / county survey - CHP	\$ 38,577.59	\$ 38,577.59
				5-47367	Subcontract w/Indiana Landmarks/ publish reports - CHP	\$ 25,512.20	\$ 25,512.20
				5-47368	Subcontract w/Indiana Landmarks/ county survey - CHP	\$ 23,540.00	\$ 23,540.00
				5-47369	Ball Brothers Foundation EcoREHAB Model #1206 - Spodek	\$ 67,477.03	\$ 67,477.03
				5-47425	Driehaus Fnd. Great War to Great Depress - Wolner	\$ -	\$ -
				5-47444	Switzerland County Historic Society with a grant from the National Trust for Histo	\$ -	\$ -
				5-47470	Muncie Children's Museum The Tot Spot - Harwood	\$ 35,618.37	\$ 35,618.37
				5-47473	Lincoln Sargent Farm Foundation - CHP	\$ 9,921.00	\$ 9,921.00
				5-47511	ATAIN (Access Technology Across Indiana) Digital Fabrication - Klingler	\$ 778.82	\$ 778.82
				5-47520	Infill Systems, B.V. Just in time Residential Interiors - Kendall	\$ 7,835.39	\$ 7,835.39
				5-47578	City of Evansville's Department of metropolitan Development with funding from	\$ 1,000.06	\$ 1,000.06
				5-47622	Graham Fdn for Advanced Studies in the #06069 - Klingler	\$ -	\$ -
				5-47755	The AIA Report on Univ - Elvin	\$ 9,150.40	\$ 9,150.40
				5-47944	Curry Stone Design Prize Finalist - Janz	\$ 563.20	\$ 563.20
				5-47975	Subcontract w/HLEI to complete county surveys and publish interim reports - CH	\$ 5,942.69	\$ 5,942.69
INTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS				EXTERNAL SPONSORED PROGRAMS, CONTRACTS, & GRANTS			
ACCOUNT	2011-12	REVENUE	EXPENSE	ACCOUNT	2011-12	REVENUE	EXPENSE
2-24762	Henry Ives Cobb's Chicago - Wolner	\$ -	\$ 1,522.70	5-45111	Richard J. Driehaus Foundation - Wolner	\$ 9,597.72	\$ 9,597.72
130551	Alignment & Design Conference in C.A. Dixieland and Kenao Tang	\$ 1,500.00	\$ 754.04	5-45139	IDNR Foundation - CHP	\$ 9,319.62	\$ 9,319.62
130484	Instrumental Re-Stitching and Perceptual Rotation: Spatial Recal	\$ 400.00	\$ 400.00	5-45140	Subcontract w/Indiana Landmarks / publish reports	\$ 27,186.93	\$ 27,186.93
130484	Looking back on a post-disaster response: analyzing medical acti	\$ 400.00	\$ -	5-45167	National Institute of Building Sciences TMA Task Order - Kendall	\$ 29,751.65	\$ 29,751.65
2-24680	Disaster Healthcare: Transforming public buildings into medical f	\$ -	\$ 6,000.00	5-45181	Indiana Division of Historic Preservation and Archaeology - CHP	\$ 12,294.14	\$ 12,294.14
130594	Bilello	\$ 100.00	\$ -	5-45182	Indiana Division of Historic Preservation and Archaeology - CHP	\$ 11,513.92	\$ 11,513.92
130383	Daas	\$ 1,397.00	\$ 372.88	5-45205	Lawrenceburg Main Street, Inc. - CHP	\$ 1,006.67	\$ 1,006.67
130073	Eggink	\$ -	\$ 100.00	5-45251	City of Ft. Wayne, Board of Park Commissioners - CHP	\$ 494.83	\$ 494.83
130076	Elvin	\$ 1,062.00	\$ -	5-45262	City of Lafayette, Community Development Department - CHP	\$ -	\$ -
130327	Grondzik	\$ -	\$ 675.00	5-45263	City of Muncie, Community Development Department - CHP	\$ -	\$ -
130118	Harwood	\$ -	\$ 77.00	5-45272	Jennings County Visitors and Recreation Commission - CHP	\$ -	\$ -
130138	Janz	\$ 100.00	\$ -	5-45880	NSF Defining Opportunities - Daas	\$ 213.72	\$ 213.72
130351	Kendall	\$ 400.00	\$ 1,297.64	5-46689	IDNR/DHPA Staff funding for professional services - CHP	\$ 137,104.13	\$ 139,104.13
130653	Middletown	\$ 100.00	\$ -	5-46694	IDNR/T.C. Steele - CHP	\$ -	\$ -
130638	Silver	\$ 500.00	\$ 134.79	5-46695	IDNR/T.C. Steele - CHP	\$ -	\$ -
8-80444	Spodek	\$ 100.00	\$ 95.88	5-46863	Indiana Army National Guard - CHP	\$ 48,482.55	\$ 48,482.55
8-80415	Vermillion	\$ 500.00	\$ 427.36	5-47328	Discovery Group Smart Stone: Re-using Waste - Klingler	\$ 19,362.10	\$ 19,362.10
130339	Wolner	\$ 200.00	\$ 99.20	5-47364	Nova Scotia Museum - After the 1917 Halifax - Keddy	\$ -	\$ -
				5-47366	Subcontract w/Indiana Landmarks / county survey - CHP	\$ -	\$ -
				5-47369	Ball Brothers Foundation EcoREHAB Model #1206 - Spodek	\$ 7,522.97	\$ 7,522.97
				5-47470	Muncie Children's Museum The Tot Spot - Harwood	\$ 18,799.31	\$ 18,799.31
				5-47473	Lincoln Sargent Farm Foundation - CHP	\$ -	\$ -
				5-47511	ATAIN (Access Technology Across Indiana) Digital Fabrication - Klingler	\$ -	\$ -
				5-47520	Infill Systems, B.V. Just in time Residential Interiors - Kendall	\$ 19,191.10	\$ 19,191.10
				5-47578	City of Evansville's Department of metropolitan Development with funding from	\$ 701.94	\$ 701.94
				5-47622	Graham Fdn for Advanced Studies in the #06069 - Klingler	\$ -	\$ -
				5-47755	The AIA Report on Univ - Elvin	\$ -	\$ -
				5-47944	Curry Stone Design Prize Finalist - Janz	\$ 468.68	\$ 468.68
Grand Total		\$ 142,732.00	\$ 160,193.95			\$ 1,880,600.24	\$ 1,882,600.24

Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution

**Table: Comparative Expenditures Data**

Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution (see table below)

	LANDSCAPE		URBAN	
	ARCHITECTURE	ARCHITECTURE	PLANNING	
<b>Expenditures - FY 2011-12 Tuition/State Supported</b>	\$ 2,182,817	\$ 966,945	\$ 929,970	
<b>Credit Hours Taught</b>				
UG	7355	3905	3176	
Grad	2341	503	998	
Total	9696	4408	4174	
<b>\$/Credit Hour</b>	\$ 225	\$ 219	\$ 223	
<b>Students</b>				
UG	256	136	112	
Grad	95	24	43	
Total	351	160	155	
<b>\$/Student</b>	\$ 6,219	\$ 6,043	\$ 6,000	

#### **Institutional Financial Issues: Pending reductions or increases in enrollment and plans for addressing these changes.**

With the announcement of changes to the performance funding formula, the state of Indiana is incentivizing undergraduate completion rates and STEM-designated degrees. Initial recommendations of Indiana Commission for Higher Education cuts each of the state institution's baseline funding by 6 percent in 2013-14 and 7 percent in 2014-15 and then reallocates those dollars based on results of a new formula. As a result, Ball State is estimated to lose 4.4 percent of state appropriations in FY2014 and 5.2 percent in FY2015. The implications for CAP and DoA are unclear as the proposed cuts have not yet been finalized. With the recent addition of architecture degree programs under STEM category, the department does have an advantage, over many other programs on campus and in CAP, to leverage its traditionally high completion rates and on-time graduation rates compared to the rest of the university.

### I.2.4.B. INSTITUTIONAL FINANCIAL ISSUES

The university has, like any other public institution in the country, weathered, and continues to weather, budget cuts. The university's financial report of 2011 (The university financial reports are available here: <http://cms.bsu.edu/About/FactBook/Finances.aspx>) makes the following observations about the financial health of the university:

*In December 2009, the state announced a \$150.0 million cut to higher education over the 2009-11 biennium. Ball State's share of the cut was \$15.2 million. Utilizing an open process that enabled every employee to participate, the university developed and implemented a plan that met the target over the remaining 18 months of the biennium. The final plan reflected Ball State's commitment to academic excellence and the need to invest in its future, while being mindful that the uncertainty of future appropriations demands careful cost containment. In July 2011, the Indiana General Assembly passed a budget that further reduced the total state higher education fiscal year 2011-12 budget by 3.4 percent and the Ball State operating appropriation by 5.2 percent from fiscal year 2010-11. Total state appropriations to the university including debt service and line item appropriations decreased by 4.2 percent from fiscal year 2010-11 to fiscal year 2011-12. Although cost-saving measures have been undertaken, maintaining the quality of the students' educational experience has been and continues to be the highest priority in the decision-making process. The results of the Strategic Plan, as discussed in the following section, indicate that this priority is being met, and Ball State's reputation continues to grow.*

*Finally, Ball State University raised a record \$210.8 million at the conclusion of its Ball State Bold capital campaign, the most ambitious and successful effort in the university's history. Commitments to the campaign totaled \$210,814,367. All told, 65,398 donors supported the campaign; nearly half — 29,024 — were first-time contributors to the university. The public phase of the campaign began in September 2008 and officially concluded on June 30, 2011.*

*The University's financial position, as a whole, improved during the fiscal year ended June 30, 2011, as compared to the previous year. Net assets increased by \$32.3 million, due primarily to an increase in capital assets net of related debt of \$22.2 million, some of which was offset by a reduction in restricted net assets for construction of \$5.8 million. Unrestricted net assets also increased by \$13.9 million.*

*The current ratio for the university, which is calculated by dividing current assets by current liabilities, increased from 3.11 to 1 at June 30, 2010, to 3.88 to 1 at June 30, 2011. This ratio measures the university's ability to meet short term obligations with short term assets. One of the most basic determinants of clear financial health is the availability of expendable net assets to cover debt should it become necessary to settle those debt obligations. The viability ratio measures the university's ability to fund these long-term obligations. At June 30, 2011, the university's viability ratio was 1.52 to 1. A ratio above 1 to 1 indicates that the university is able to respond to adverse conditions as well as attract capital from external resources and fund new objectives.*

The Department of Architecture stays within the allotted budget each year in the majority of all of the budget lines. The graduate assistant, student wage, staff wage, account, and travel pools are all maintained and balanced within their budgets at each year end. While overall the department's budget and spending seems to be aligned, there is an issue with lack of funding for faculty. There is a budget line for tenure/tenure track faculty that is managed each year and continues to stay in the black, but there currently is not funding in the budget that will cover the gap that is filled with contract faculty.



That leaves the department, and the college as a whole, with a gap between the funding received and the expense of salaries in order to meet the needs of the department. Currently that gap is funded at end of the year at the university level, but the funding is not in the budget as the new fiscal year begins.

The university has required all the academic departments to develop new salary and merit policies that mandate that a minimum of 70 percent of the pay raises are awarded by merit and 30 percent at the discretion of the department as across-the-board or other means.

The program fee for architecture majors, which has been in effect since 2006, generates an average of nearly \$185,000 per annum. Until fiscal year 2011-12, the entire fee money was, by a mandate from the university board of trustees, used to fund graduate assistantships in support of the M.Arch program. Starting in fiscal year 2012-13, the university has decided to withhold 30 percent of the funds and release 65 percent of the funds to the College of Architecture and Planning. The provost has decided to withhold 5 percent of the funds as contingency funds. The 65 percent of the program fee money is to be spent based on a rubric of enhancement activities (that include graduate assistantships) that the college has been developing, pending approval from the provost and the president of the university.

### I.2.5. INFORMATION RESOURCES

#### **INSTITUTIONAL CONTEXT AND ADMINISTRATIVE STRUCTURE OF THE LIBRARY AND ARCHIVE**

The Architecture Library, which includes the Visual Resources Collection, is a branch of the university Libraries. It is managed by the architecture librarian, a professional librarian who reports to the assistant dean for public services of University Libraries. The Drawings and Documents Archive is jointly administered by University Libraries and the College of Architecture and Planning, and it is managed by the archivist for architectural records, which is a professional position that reports to the assistant dean for digital initiatives and special collections. Librarians at Ball State University are classified as professional staff. Although administered separately, the Architecture Library and the Drawings and Documents Archive frequently collaborate on instruction sessions for CAP courses and other projects.

The University Libraries' mission is to support student pursuits for academic success and faculty endeavors for the creation of knowledge. The Architecture Library, the Visual Resources Collection, and the Drawings and Documents Archive participate in achieving this mission through their support of the teaching and research efforts related to the bachelor's and master's degrees offered by the College of Architecture and Planning. These include degrees in architecture, landscape architecture, urban planning, and the master's program in historic preservation administered by the Department of Architecture.

During the academic year, the Architecture Library is open seven days a week and 83 hours per week. During summer sessions, the library is open seven days a week and 76.5 hours per week. During academic breaks, the library is open Monday – Friday and 50 hours per week. The Visual Resources Collection is open Monday – Friday, 8am – 5pm, or 45 hours per week, and the Drawings and Documents Archive is open Monday – Thursday, 9am – 5pm, or 28 hours per week, with additional hours by appointment. During interims and academic breaks, the archive is open Monday–Friday by appointment.

The [Architecture Library](#), [Visual Resources Collection](#), the [Architecture Building Material Samples Collection](#) and [Drawings and Documents Archive](#) websites, [online research guides](#), [Architecture Images collection](#), [article databases](#), electronic course reserves, and the [archive's online collections](#) are available to users 24 hours a day and seven days a week. If a login is required, faculty members and students may access these resources on or off campus using their Ball State University usernames and passwords.

Students and faculty members have ready access to library and archives staff through drop-in visits, phone calls, email, and chat (accessed via the Architecture Library online research guides; see, for example, the [guide for architecture](#)). Staff members respond to inquiries quickly, and when more in-depth interaction is required will schedule appointments with users for reference interviews (in the case of the library) or arrange for a visit to the collection (in the case of the archive). Faculty work with the librarian, archivist, or visual resources curator to schedule class visits or instruction sessions as needed. Often, as in the case of the research methods courses, these class visits are scheduled to coordinate with a particular phase of the course research assignment.

### Collections

The Architecture Library offers more than 30,000 volumes of books and periodicals, just over 100 current periodical subscriptions (including 43 of the 54 titles on the Association of Architecture School Librarians Core List of Periodicals, and 12 of the 42 supplementary titles on the list), 330 videos, access to the *Avery Index to Architectural Periodicals* and other databases, and a Visual Resources Collection with 70,000 digital images and 500 building material samples. The Drawings and Documents Archive offers over 100,000 original, historical architectural drawings, blueprints, manuscripts, photographs, and building models related to the history of Indiana's built environment.

In addition, library users have access to the many resources of the university Libraries: approximately 1.1 million volumes of books, monographic serial and periodical volumes, 1,709 periodical subscriptions, 1.1 million microforms, 131,000 maps, and 32,700 unique electronic journals, as well as audio-visual materials, cartographic resources, manuscripts, music scores, archival records, government documents, reference materials, and other information resources. The University Libraries digital collections and databases provide an information-rich online environment for students and faculty, such as the [Digital Media Repository](#), [Electronic Theses and Dissertations](#), [e-Journals](#), and e-Books. Other digital collections include JSTOR journals in Arts & Sciences and the Life Sciences, Project Muse, Annual Reviews, and Oxford University Press. E-book resources are available from Project Gutenberg, Alex Catalogue, Hathi Trust Digital Library, Google Book Search Project, and netLibrary. A number of reference e-books, including encyclopedias, dictionaries, and handbooks from various vendors, are also available.

The Architecture Library collection supports and reflects the curriculum of programs in the college. A written collection development policy guides the architecture librarian in selecting materials and the policy allows for responsiveness to changes in the curriculum [[link to separate document](#)]. Faculty and student requests also help grow the collection and identify new interest areas such as universal design or architectural activism. The librarian meets annually with department chairs to review purchases, discuss future collecting priorities, and analyze the current periodical subscriptions.

The Visual Resources Collection (VRC) supports the [Architecture Images Collection](#) of images related to architecture, landscape architecture, urban planning, and historic preservation. The image collection is available through the University Libraries Digital Media Repository (DMR). The VRC is now also home to the [Architecture Building Material Samples Collection](#). The samples collection opened in the fall of 2009 to offer students and faculty the opportunity to familiarize themselves with some of the many sustainable and innovative materials available to designers today. The collection currently comprises more than 500 samples. Traditional materials are added to the collection at faculty request, but the main collecting focus is on innovative or sustainable materials. Priority is given to faculty or student recommendations for acquisitions.

Since the economic downturn in 2008, two slight decreases were made to the Architecture Library collections budget as part of decreases that were applied to all academic departments' collections

budgets in University Libraries. In terms of the Architecture Department's library budget, this resulted in an overall decrease of 8.9 percent from the 2008/2009 budget year to 2010/2011.

**Table: Architecture Department Library Budget by AY**

<b>Fiscal Year</b>	<b>Architecture Department Library Budget</b>
2006-2007	\$20,975
2007-2008	\$20,975
2008-2009	\$20,975
2009-2010	\$20,045
2010-2011	\$19,115
2011-2012	\$19,115

However, the library continues to benefit from purchases made with University Libraries general funds for resources such as JSTOR, Project Muse, and Art Full Text that offer full text and indexing of architectural publications as well as items purchased under the approval plan. As a result of the latter, the decrease in the Architecture Library budget overall was only 5.2 percent from 2008-2009 to 2010-2011. Despite these decreases, funding for the collections is sufficient, and it should be noted that there was no decrease in funding in the 2011-2012 budget.

The Visual Resources Collection budget has remained stable and continues to be used to purchase images related to architecture, landscape architecture, urban planning, and historic preservation topics. Images of contemporary buildings and sites are a particular focus of collection efforts, as are requests from faculty members or students. The Visual Resources Collection budget may also be used in the rare occasions when a material sample is only available for a fee, but most often samples are sent by manufacturers free of charge.

At the Drawings and Documents Archive, students have ready access to more than 100,000 original architectural plans and documentation dating from the 19th century to the present that can be found nowhere else. The collection contains drawings and plans for buildings, landscapes, urban design, and documentation of historic structures in Indiana. There are 46 practitioner collections, 420 general collections, a College of Architecture and Planning collection, a Historic American Building Survey (HABS) collection, and a Ball State University properties collection; in addition, there are significant collections of biographical materials, maps, artifacts, and historic documentation files.

The Drawings and Documents Archive has an impressive collection that continues to grow with historic and current materials. A written collection development policy guides the archivist for architectural records in selecting collections that enhance its mission to preserve the history of Indiana's built environment and support the educational goals of the College of Architecture and Planning. A constant effort is made to digitize the collections to provide worldwide online access to the collection. To date, the archive has digitized [22 collections](#) which are available online in the University Libraries' Digital Media Repository.

In addition, the Drawings and Documents Archive is available to alumni as a resource that extends past their graduations and into their careers. Alumni utilize collection materials to aid their practice as architects, landscape architects, urban planners, and historic preservationists.

The Drawings and Documents Archive budget has remained stable and is supplemented by digital reproduction fees garnered from commercial and private entities. These funds are used primarily to purchase archival supplies necessary to preserve the collection.

## Services

The Architecture Library, Visual Resources Collection, and Drawings and Documents Archive each offer a variety of services tailored to their collections, and they collaborate in these efforts whenever possible. All three locations provide reference services, instruction, and collection development. Additionally, the Architecture Library offers electronic and print course reserves and [online research guides](#) for architecture, landscape architecture, urban planning, and historic preservation as well as guides for individual classes or projects. University Libraries provides [interlibrary loan services](#) to students, faculty, and staff, and [document delivery for faculty members](#).

Beginning with courses in the First Year Program, instruction sessions are tailored to build on the research skills students learn in required English classes and teach them subject-specific skills for pursuing research in the library, VRC, and archival collections. Students in CAP 101 are introduced to research in the architecture library and engage in book and article finding exercises in the library as well as an introductory visit to the archive. New graduate students often receive similar introductions targeted towards their more advanced research needs. In other classes throughout the curriculum the librarian, curator, or archivist partner with faculty members to design instruction sessions to support class assignments and projects. Online [research guides](#) for the collections are supplemented with guides for specific classes or projects whenever appropriate (see, for example, the guides for a [CAP 101 assignments](#) or a section of [ARCH 429](#)).

Monthly emails sent to all students and faculty in the College of Architecture and Planning highlight new items in the collections, services, exhibitions, and the thematic monthly display of items in the library (recent themes include design and social justice, materials, building types, and nature and design). Links to a list of new materials in the library, a list of new samples in the VRC, and highlights from the archive's collections are included in the emails. Faculty and graduate students also receive a newsletter each semester that spotlights projects, services, and collections of the library, archive, and VRC.

Exhibitions and events are also organized by the librarian, curator, and archivist to promote the collections. For example, in fall 2010 the VRC began hosting the Materials Talks at Lunch series, which brings in two to three manufacturers' representatives each semester to give presentations on their products to interested faculty and students. The Drawings and Documents Archive creates topical exhibits that are displayed in the archives' three exhibit cases outside its entrance. Larger exhibits, such as *Unity + Utopia: The 1893 World's Columbian Exposition*, *Indiana Diners and Drive-ins*, and *Civic Pride Begins in Your Backyard: The Mid-Century Work of Edward Pierre*, are presented in the CAP Gallery and facilitated with the CAP gallery coordinator; these exhibits also travel to libraries, nonprofits, and architecture firms throughout the state.

## Staff

The Architecture Library is staffed by the architecture librarian (professional), the architecture library coordinator (paraprofessional), and seven to eight student assistants (2.075 FTE). The present architecture librarian, Amy Trendler, has been in the position for seven years. In addition to a master of science in library science, Ms. Trendler holds a master of art in art history. She focused on architectural history while pursuing her M.A. and has a broad knowledge of the subject. Before coming to the Architecture Library, Ms. Trendler worked for nearly six years as catalog/reference librarian and later senior reference librarian in the Ryerson and Burnham Libraries at the Art Institute of Chicago. She is an active member of several professional organizations: the Association of Architecture School Librarians, the Art Libraries Society of North America, and the local Mid-states chapter of that organization, and the Visual Resources Association. Ms. Trendler has published several articles on topics in art and architecture librarianship; she reviews periodicals for the architecture section of the reference resource

*Magazines for Libraries*, and she reviews architecture books for *Library Journal*. Helen Ulrich, the current architecture library coordinator, has more than 22 years of experience in University Libraries. She has been architecture library coordinator for the last 11 years.

The Visual Resources Collection is staffed by the visual resources curator (paraprofessional) and four to five student assistants (1.625 FTE). Cindy Turner, the current curator, brings her 32 years of experience in University Libraries to her position, which she has held for the last 22 years.

The Drawings and Documents Archive is staffed by the archivist for architectural records (professional) [position description attached] and two college graduate assistants (.75 FTE). The present archivist for architectural records, Carol Street, has been in the position for three years and holds a master of science in library science. Ms. Street is the first full-time archivist in the position, which was created in 2009, and her presence has increased the stature of the Drawings and Documents Archive and fostered greater use by students and faculty. Before coming to the Drawings and Documents Archive, Ms. Street worked for four years as assistant curator for fine art at the Eiteljorg Museum of American Indians and Western Art in Indianapolis. She is an active member of several professional organizations: Society of American Archivists, Midwest Archives Conference, and the Society of Indiana Archivists. She has created numerous exhibits and published several articles on the collection, in addition to several conference presentations on preserving architectural records.

### Facilities

The Architecture Library, Visual Resources Collection, and Drawings and Documents Archive are conveniently located on the first floor of the Architecture Building in close proximity to the classrooms, studios, faculty and administrative offices, and other support facilities for the College of Architecture and Planning. Bracken Library, the main library on campus, is located directly across from the Architecture Building, so the many resources of this collection are only a short walk away.

The Architecture Library supports individual study and group collaboration, networked computing and laptop use in a light-filled space that also comfortably houses the collection. Since 2006, a number of improvements have been made to the space. Bamboo flooring was laid in the entrance and new carpeting installed throughout the rest of the library. A new circulation desk was installed. Workstations and counter-height study tables along the library's exterior windows take advantage of the natural light, and the wall of windows on the building's interior hallway allow for high visibility of items on display and new periodical issues.

The VRC has also received new carpeting and, with the slide collection condensed into compact storage, the space was redesigned to support the Architecture Building Material Samples collection. Open shelving provides storage for the collection, and there are several areas designated for changing displays of colorful, tactile samples that are easily seen through the windows from the interior hallway. Two computer workstations in the VRC are available to students researching materials online or finding digital images, and study tables provide space to spread out items from the samples collection. The VRC can now host class visits or the audience for the Materials Talks at Lunch series, and the Architecture Library, after minor modifications to its study table arrangement, can better accommodate group meetings and small classes.

The Drawings and Documents Archive has made the best of the limited space available for the collections and has even accommodated class visits of up to 22 students, but future growth will require additional storage and reading room facilities.

## Equipment

Since 2006 the Architecture Library and Visual Resources Collection have added additional workstations and scanners for the use of students and faculty members. The Architecture Library now offers 16 computer workstations, and each workstation has dual monitors that provide users with an expansive desktop for working on their projects. Seven of the workstations have 11 x 17 flatbed scanners ideal for scanning large drawings or illustrations, and one workstation has a slide scanner. All workstations are connected to the two black and white printers in the Architecture Library, and University Libraries allocates 500 free prints per semester to every student and faculty member. Laptop users logged into the university's secure network may also print to the library's black and white printer. The computer workstations can print to the Architecture Library's color copier/printer for 25 cents per page. Additionally, the library has a large format scanner that saves scans directly to a flash drive, and a black and white copier.

The Visual Resources Collection now has two public workstations, one with a slide scanner for faculty members to scan slides from their personal collections. Both workstations are connected to the Architecture Library's black and white printers and the color printer/copier.

The Drawings and Documents Archive provides digital scans of large format drawings for students upon request and charges \$5 per scan.

**MATERIALS EXPENDITURES FOR THE COLLEGE OF ARCHITECTURE & PLANNING****MATERIALS EXPENDITURES FOR THE COLLEGE OF ARCHITECTURE & PLANNING**

	Fiscal Year 2003	Fiscal Year 2004	Fiscal Year 2005	Fiscal Year 2006	Fiscal Year 2007	Fiscal Year 2008	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012*
<b>Monographs, Serials &amp; Sets</b>	\$15,334	\$15,652	\$14,335	\$12,741	\$13,921	\$11,946	\$21,552	\$25,541	\$14,230	
<b>Periodicals</b>	\$12,747	\$14,059	\$15,232	\$15,080	\$17,629	\$16,645	\$13,792	\$12,589	\$10,320	
<b>Approval Books &amp; Orders</b>	\$6,228	\$10,262	\$11,353	\$15,638	\$12,524	\$13,805	\$6,989	\$6,802	\$13,669	
<b>Architecture Images</b>	\$2,388	\$2,583	\$2,456	\$2,500	\$2,500	\$2,500	\$7,500	\$0	\$5,345	
<b>Other A-V Materials (Videos)</b>	\$2,203	\$1,716	\$116	\$322	\$2,862	\$357	\$1,741	\$2,443	\$1,504	
<b>Electronic Media and Databases</b>	\$1,145	\$2,243	\$2,768	\$2,994	\$4,883	\$9,085	\$7,446	\$3,413	\$10,881	
<b>Foundation Fund</b>	\$109	\$422	\$55	\$3,392	\$3,888	\$3,201	\$0	\$5,909	\$0	
<b>TOTAL EXPENDITURE:</b>	<b>\$40,154</b>	<b>\$46,937</b>	<b>\$46,315</b>	<b>\$52,667</b>	<b>\$58,197</b>	<b>\$57,539</b>	<b>\$59,020</b>	<b>\$56,697</b>	<b>\$55,949</b>	

\* Data for 2011/2012 will likely be prepared by University Libraries Collections Development in late July/August.

**Statistical Data for Information Resources**

Departmental Library NA collection	11,997
Total Architecture Collection in Departmental Library	24,557
University Library NA collection	1,594
Total Architecture Collection in University Library	26,151
Departmental Library Architecture Slides	89,436 slides 71,888 digital images
Departmental Library Architecture Videos	334
Staff in Dept. Library	8.45*
Annual budget for library resources	[2012 figures due end of July/August]

\* Includes Drawings + Documents Archive staff.



### I.3. INSTITUTIONAL AND PROGRAM CHARACTERISTICS

#### I.3.1. STATISTICAL REPORTS

##### PROGRAM STUDENT CHARACTERISTICS

Demographics for Ball State University students (see Ball State University Fact Book 2007-2012 tables below):

- By Race/Ethnicity
- By Gender

Enrollment by Race - On- and Off-Campus Unduplicated*					
Level	2007-08	2008-09	2009-10	2010-11	2011-12
<b>By Race</b>					
Undergraduate					
African American	1,148	1,159	1,260	1,311	1,064
Asian American	125	131	135	133	135
Caucasian	14,314	14,360	14,909	15,098	14,872
Hispanic American	298	350	408	448	512
Native American	49	58	59	45	40
Pacific Islander	15	12	13	13	14
Biracial	205	208	260	332	377
Nonresident Alien	160	178	265	367	338
Unknown	380	376	428	380	275
Percent Ethnic Minorities	11.00%	11.40%	12.00%	12.60%	12.20%
Graduate					
African American	111	116	122	122	160
Asian American	28	25	22	21	25
Caucasian	2,568	2,798	2,855	2,943	3,419
Hispanic American	41	42	41	65	63
Native American	13	11	7	9	11
Pacific Islander	4	7	5	2	3
Biracial	13	23	23	29	42
Nonresident Alien	210	198	242	287	286
Unknown	167	191	347	478	511
Percent Ethnic Minorities	6.70%	6.60%	6.00%	6.30%	6.70%
Total Percent Ethnic Minorities	10.30%	10.60%	11.00%	11.50%	11.00%

\* Unduplicated headcounts count students who are enrolled both on- and off-campus only once.

\*All RACE Codes for Domestic Students

Source: Office of Director of Systems Technology - Enrollment, Marketing, and Communications

Enrollment by Gender and Residency - On- and Off-Campus Unduplicated*					
Level	2007-08	2008-09	2009-10	2010-11	2011-12
By Gender					
Undergraduate					
Men	8,044	8,090	8,462	8,588	7,715
Women	8,650	8,742	9,275	9,539	9,912
Percent Women	51.80%	51.90%	52.30%	52.60%	56.20%
Graduate					
Men	1,157	1,255	1,361	1,425	1,495
Women	1,998	2,156	2,303	2,531	3,025
Percent Women	63.30%	63.20%	62.90%	64.00%	66.90%
Total Men	9,201	9,345	9,823	10,013	9,210
Total Women	10,648	10,898	11,578	12,070	12,937
Total Percent Women	53.60%	53.80%	54.10%	54.70%	58.40%
By Residency**					
Undergraduate					
Resident	15,396	15,483	16,312	16,514	15,949
Nonresident	1,298	1,349	1,425	1,613	1,678
Graduate					
Resident	2,344	2,568	2,724	2,884	3,380
Nonresident	811	843	940	1,072	1,140
Total Resident	17,740	18,051	19,036	19,398	19,329
Total Nonresident	2,109	2,192	2,365	2,685	2,818
Percent Nonresident	10.60%	10.80%	11.10%	12.20%	12.70%

\* Unduplicated headcounts count students who are enrolled both on- and off-campus only once.

\*\* Resident of Indiana or Non-Resident of Indiana.

Source: Office of Director of Systems Technology - Enrollment, Marketing, and Communications

**Demographics for Masters in Architecture students (see table 2007-2012 below):**

By Race/Ethnicity &amp; Gender (source: Office of Institutional Effectiveness)

Table: Master of Architecture students by race							
Race	Gender	2006	2007	2008	2009	2010	2011
AMERICAN-INDIAN	M						1
ASIAN	F		1				
ASIAN	M		1	1		1	1
BI-RACIAL	M		1	1		1	2
BLACK	F		1	1			
BLACK	M						1
CAUCASIAN	F	10	17	22	27	20	15
CAUCASIAN	M	16	36	50	57	38	35
HISPANIC	M	1	2	2	1		
NON-RESIDENT-ALIEN	F	5	2	2	4	5	4
NON-RESIDENT-ALIEN	M	3	2	3	2	9	6
PACIFIC-ISLANDER	F		1	1	1		
UNKNOWN	F					4	5
UNKNOWN	M				3	10	6
Grand Total		35	64	83	95	88	76

**Qualifications of students admitted in the fiscal year prior to the visit (2011-2012)**

Graduate Record Exam Scores for Admitted Students		
Architecture		<u>2011-2012</u>
Count	35	
Verbal	450	
Quantitative	595	
Writing	3.6	

\*Tests taken on or after August 1, 2011

Verbal	130-170, in 1 point increments
Quantitative Reasoning	130-170, in 1 point increments
Analytical Writing	0-6, in half point increments

\*\*Tests taken prior to August 1, 2011

Verbal	200-800, in 10 point increments
Quantitative Reasoning	200-800, in 10 point increments
Analytical Writing	0-6, in half point increments

Source: [http://www.ets.org/gre/revised\\_general/scores](http://www.ets.org/gre/revised_general/scores)

Grade Point Ratio		
	summer 2011 Admissions	fall 2011 Admissions
Average GPA for Option 1		3.370
Average GPA for Option 2	3.40	

### Time to Graduation

#### Graduation Rates for first-time, full-time graduate students in Architecture

At this time, Ball State University's Office of Institutional Effectiveness does not track these data; however, by mid-fall 2012 they hope to have a program in place that will provide these data for departments and their respective programs and make the data accessible to the NAAB visiting team.

#### 1.3.1.B. PROGRAM FACULTY CHARACTERISTICS

Table: Faculty Characteristics							
	Name	Hire Date	BSU ID #	Short Title	Tenure/Progress	Gender	Ethnicity
Angulo	Antonieta	8/17/2007	822680	Associate Professor of Practice	Contract	Female	Hispanic/Latino
Bilello	Joseph	7/1/2001	793146	Professor	Tenured	Male	White - Non-Hispanic
Brubaker	Cynthia	8/20/2010	823794	Instructor	Contract	Female	White - Non-Hispanic
Campbell	Duncan Craig	8/1/2007	367656	Associate Professor	Retired Contract	Male	White - Non-Hispanic
Chiuni	Michele	9/9/1986	784692	Professor	Tenured	Male	White - Non-Hispanic
Coggeshall	Joshua	8/21/2009	823401	Assistant Professor	Tenure-Track/5th yr	Male	White - Non-Hispanic
Daas	Mahesh	7/1/2008	822992	Professor	Tenured	Male	Asian
de Brea	Ana M.	8/20/2001	793352	Associate Professor	Tenured	Female	Hispanic/Latino
Dotston	Olon	8/18/1995	787317	Associate Professor	Tenured	Male	Black - Non-Hispanic
Eggink	Harry A.	11/27/1973	787100	Professor	Tenured	Male	White - Non-Hispanic
Elvin	George	8/19/2005	821838	Associate Professor	Tenured	Male	White - Non-Hispanic
Gray	Timothy	8/22/2003	803543	Associate Professor	Tenured	Male	White - Non-Hispanic
Grondzik	Walter	8/17/2007	822560	Professor	Tenured	Male	White - Non-Hispanic
Harwood	Pamela	8/19/1994	790845	Associate Professor	Tenured	Female	White - Non-Hispanic
Headley	Dustin	1/11/2010	799149	Assistant Professor	Contract	Male	White - Non-Hispanic
Janz	Wesley R.	8/18/1995	790786	Professor	Tenured	Male	White - Non-Hispanic
Keddy	Karen	8/18/2006	822315	Assistant Professor	Tenure-Track/5th yr	Female	White - Non-Hispanic
Kendall	Stephen	8/20/1999	781161	Professor	Tenured	Male	White - Non-Hispanic
Klinger	Kevin	8/16/2002	798640	Associate Professor	Tenured	Male	White - Non-Hispanic
Koester	Robert	9/1/1974	790914	Professor	Tenured	Male	White - Non-Hispanic
Lankford	Susan	5/17/2004	802948	Instructor	Contract	Female	White - Non-Hispanic
Middleton	Deborah	8/19/2011	824021	Assistant Professor	Tenure-Track/1st yr	Female	White - Non-Hispanic
Mounayar	Michel	11/29/1983	791266	Professor	Tenured	Male	White - Non-Hispanic
San Miguel	Miguel	8/20/2010	823772	Visiting Assistant Professor	Contract	Male	Hispanic/Latino
Silver	Mike	8/19/2011	824054	Visiting Assistant Professor	Contract	Male	White - Non-Hispanic
Spodek	Jonathan C.	8/21/1998	790190	Associate Professor	Tenured	Male	White - Non-Hispanic
Swartz	Andrea M.	8/25/1992	780067	Associate Professor	Tenured	Female	White - Non-Hispanic
Underwood	James R.	9/1/1971	785418	Professor	Tenured	Male	White - Non-Hispanic
Vasquez de Velasco	Guillermo	8/1/2007	822620	Professor	Tenured	Male	Hispanic/Latino
Vermillion	Joshua	8/20/2004	802763	Assistant Professor	Contract	Male	White - Non-Hispanic
Wolner	Edward W.	8/29/1988	780301	Professor	Tenured	Male	White - Non-Hispanic
Woodfin	Charles D.	9/1/1972	791193	Professor	Tenured	Male	White - Non-Hispanic
Wyman	John E.	9/1/1970	780836	Professor	Tenured	Male	White - Non-Hispanic

## DoA faculty Promoted 2007-2012:

Table: Faculty Receiving Promotions

Name	Year Promoted	Promotion
Tim Gray	2008-09	Associate Professor
Ana de Brea	2009-10	Associate Professor
Wesley Janz	2010-11	Professor
Edward Wolner	2011-12	Professor

## DoA faculty receiving tenure 2007-2012

Table: Faculty Receiving Tenure

Name	Year
Ana de Brea	2007-08, 2008-09, tenured
Tim Gray	2007-08, 2008-09, tenured

## DoA faculty with professional licensure

Table: Professional licensure credentials of faculty

NAME	HIRE DATE	RANK	EXPERTISE	TENURE STATUS	LICENSE LOCATION	LICENSE NUMBER	OTHER CREDENTIALS
Bilello, Joseph	2001	Professor	Design	Tenured	ARCH / NEW MEXICO	1282	FAIA
Chiellini, Michele	1986	Professor	Design, Structural Sys.	Tenured	ENG / ITALY	A-2840	
Daas, Mahesh	2008	Professor	Design, Digital Media	Tenured	ARCH / INDIA	CA/99/25158	LEED AP, DPACSA
Eggink, Harry	1973	Professor	Design	Tenured	ARCH / INDIANA	AR00033742	
Fisher, Robert	1968	Professor	Design, Structural Sys.	Tenured	ARCH/ INDIANA	AR00032549	
Grondzik, Walter	2007	Professor	Env't. Systems	Tenured	ENG / OKLAHOMA	PE12072	LEED AP, FASHRAE, FASES
Janz, Wes	1995	Professor	Design	Tenured	ARCH / MINNESOTA	15852	
Kendall, Steve	1999	Professor	Design, Bldg. Tech.	Tenured	ARCH / MISSOURI	3796	
Koester, Robert	1974	Professor	Design, Env't. Systems	Tenured	ARCH / INDIANA	AR00033115	NCARB 17418, LEED AP
					ARCH / OHIO	3081	
Mounayar, Michel	1983	Professor	Design	Tenured	ARCH / INDIANA	AR00910106	
Underwood, Rod	1971	Professor	Design	Tenured	-	-	
Vasquez de Velasco, Guillermo	2007	Professor	Design	Tenured	ARCH / PERU	3186	
Wolner, Ted	1988	Professor	History	Tenured	-	-	
Woodfin, Charles Daniel	1972	Professor	Design	Tenured	ARCH / INDIANA	AR00037282	NCARB
Wyman, John	1970	Professor	Design	Tenured	ARCH / N. CAROLINA	1454	NCARB 12101
					ARCH / INDIANA	2613	
de Brea, Ana	2001	Assoc Prof	Design, Theory	Tenured	ARCH / ARGENTINA	INACTIVE	
Dotson, Olon	1995	Assoc Prof	Design, Theory	Tenured	-	-	
Elvin, George	2005	Assoc Prof	Design, Bldg. Tech.	Tenured	-	-	
Gray, Tim	2003	Assoc Prof	Design, Building Tech.	Tenured	ARCH / INDIANA	AR10500137	LEED AP
					ARCH / CALIFORNIA	22834	
Harwood, Pam	1994	Assoc Prof	Design	Tenured	ARCH / NORTH CAROLINA	7496	NCARB 52855
Klinger, Kevin	2002	Assoc Prof	Design, Digital Media	Tenured	-	-	
Spodek, Jonathan	1998	Assoc Prof	Design	Tenured	ARCH / VIRGINIA	0401-008275	NCARB 43940
					ARCH / INDIANA	AR19800213	
Swartz, Andrea	1992	Assoc Prof	Design, Structural Sys.	Tenured	ARCH / INDIANA	AR19500168	NCARB 46372
					ARCH / RHODE ISLAND	1981	
Coggeshall, Josh	2009	Asst Prof	Design	Tenure Track	ARCH / INDIANA	PENDING	
Keddy, Karen	2006	Asst Prof	Theory	Tenure Track	-	-	
Middleton, Deborah	2011	Asst Prof	History	Tenure Track	-	-	
Angulo, Antonieta	2007	Assoc Prof	Design, Digital Media	FT Contract	ARCH / PERU	1626	
Campbell, Duncan	2007	Assoc Prof	Historic Preserv.	FT Contract	IN DEPT OF ENV MGMT SUPV LEAD	IN 4007108	
Headley, Dustin	2010	Asst Prof	Digital Media	FT Contract	-	-	
San Miguel, Miguel	2010	Visiting Asst Prof	Design, Bldg. Tech.	FT Contract	ARCH / CALIFORNIA	C-30496	
Silver, Michael	2011	Visiting Asst Prof	Design Innovation Fellow	FT Contract	-	-	
Vermillion, Joshua	2004	Asst Prof	Digital Media	FT Contract	-	-	

## I.3.2. ANNUAL REPORTS

The DoA has responded to this revision by providing the annual reports for years 2008, 2009, 2010, and 2011, along with all NAAB responses to these annual reports. The annual reports and NAAB responses

are all part of the public information that the DoA maintains on its NAAB Accreditation web page at <http://tinyurl.com/bsunaab>.

### STATISTICAL DATA CERTIFICATION

The program's certification that all statistical data it has submitted to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies follows as a signed statement.



### MEMORANDUM

TO: National Architecture Accrediting Board

FROM: William E. Knight, Ph.D. *W.E. Knight*  
Executive Director, Institutional Effectiveness

DATE: August 1, 2012

SUBJECT: Statistical Reports

All information provided by Ball State's Office of Institutional Effectiveness for use in the NAAB Annual Report Submission since the last visit is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Educational Statistics.

### I.3.3. FACULTY CREDENTIALS

#### MATRIX OF FACULTY CREDENTIALS

(Full size PDF file available at: <http://tinyurl.com/bsunaab>)

FALL 2010 / SPRING &amp; SUMMER 2011

[illegible]

[illegible]



FALL 2011 / SPRING &amp; SUMMER 2012

[illegible]

FACULTY MEMBER	Summary of expertise, recent research or experience	CAP 101	CAP 161	CAP 162	ARCH 100	ARCH 103	ARCH 200	ARCH 214	ARCH 229	ARCH 252	ARCH 261	ARCH 301	ARCH 313	ARCH 314	ARCH 318	ARCH 373	ARCH 401	ARCH 402	ARCH 406	ARCH 416	ARCH 429	ARCH 430	ARCH 436	ARCH 437	ARCH 438	ARCH 439	ARCH 440	ARCH 441	ARCH 442	ARCH 443	ARCH 444	ARCH 445	ARCH 446	ARCH 447	ARCH 448	ARCH 449	ARCH 450	ARCH 451	ARCH 452	ARCH 453	ARCH 454	ARCH 455	ARCH 456	ARCH 457	ARCH 458	ARCH 459	ARCH 460	ARCH 461	ARCH 462	ARCH 463	ARCH 464	ARCH 465	ARCH 466	ARCH 467	ARCH 468	ARCH 469	ARCH 470	ARCH 471	ARCH 472	ARCH 473	ARCH 474	ARCH 475	ARCH 476	ARCH 477	ARCH 478	ARCH 479	ARCH 480	ARCH 481	ARCH 482	ARCH 483	ARCH 484	ARCH 485	ARCH 486	ARCH 487	ARCH 488	ARCH 489	ARCH 490	ARCH 491	ARCH 492	ARCH 493	ARCH 494	ARCH 495	ARCH 496	ARCH 497	ARCH 498	ARCH 499	ARCH 500	ARCH 501	ARCH 502	ARCH 503	ARCH 504	ARCH 505	ARCH 506	ARCH 507	ARCH 508	ARCH 509	ARCH 510	ARCH 511	ARCH 512	ARCH 513	ARCH 514	ARCH 515	ARCH 516	ARCH 517	ARCH 518	ARCH 519	ARCH 520	ARCH 521	ARCH 522	ARCH 523	ARCH 524	ARCH 525	ARCH 526	ARCH 527	ARCH 528	ARCH 529	ARCH 530	ARCH 531	ARCH 532	ARCH 533	ARCH 534	ARCH 535	ARCH 536	ARCH 537	ARCH 538	ARCH 539	ARCH 540	ARCH 541	ARCH 542	ARCH 543	ARCH 544	ARCH 545	ARCH 546	ARCH 547	ARCH 548	ARCH 549	ARCH 550	ARCH 551	ARCH 552	ARCH 553	ARCH 554	ARCH 555	ARCH 556	ARCH 557	ARCH 558	ARCH 559	ARCH 560	ARCH 561	ARCH 562	ARCH 563	ARCH 564	ARCH 565	ARCH 566	ARCH 567	ARCH 568	ARCH 569	ARCH 570	ARCH 571	ARCH 572	ARCH 573	ARCH 574	ARCH 575	ARCH 576	ARCH 577	ARCH 578	ARCH 579	ARCH 580	ARCH 581	ARCH 582	ARCH 583	ARCH 584	ARCH 585	ARCH 586	ARCH 587	ARCH 588	ARCH 589	ARCH 590	ARCH 591	ARCH 592	ARCH 593	ARCH 594	ARCH 595	ARCH 596	ARCH 597	ARCH 598	ARCH 599	ARCH 600	ARCH 601	ARCH 602	ARCH 603	ARCH 604	ARCH 605	ARCH 606	ARCH 607	ARCH 608	ARCH 609	ARCH 610	ARCH 611	ARCH 612	ARCH 613	ARCH 614	ARCH 615	ARCH 616	ARCH 617	ARCH 618	ARCH 619	ARCH 620	ARCH 621	ARCH 622	ARCH 623	ARCH 624	ARCH 625	ARCH 626	ARCH 627	ARCH 628	ARCH 629	ARCH 630	ARCH 631	ARCH 632	ARCH 633	ARCH 634	ARCH 635	ARCH 636	ARCH 637	ARCH 638	ARCH 639	ARCH 640	ARCH 641	ARCH 642	ARCH 643	ARCH 644	ARCH 645	ARCH 646	ARCH 647	ARCH 648	ARCH 649	ARCH 650	ARCH 651	ARCH 652	ARCH 653	ARCH 654	ARCH 655	ARCH 656	ARCH 657	ARCH 658	ARCH 659	ARCH 660	ARCH 661	ARCH 662	ARCH 663	ARCH 664	ARCH 665	ARCH 666	ARCH 667	ARCH 668	ARCH 669	ARCH 670	ARCH 671	ARCH 672	ARCH 673	ARCH 674	ARCH 675	ARCH 676	ARCH 677	ARCH 678	ARCH 679	ARCH 680	ARCH 681	ARCH 682	ARCH 683	ARCH 684	ARCH 685	ARCH 686	ARCH 687	ARCH 688	ARCH 689	ARCH 690	ARCH 691	ARCH 692	ARCH 693	ARCH 694	ARCH 695	ARCH 696	ARCH 697	ARCH 698	ARCH 699	ARCH 700	ARCH 701	ARCH 702	ARCH 703	ARCH 704	ARCH 705	ARCH 706	ARCH 707	ARCH 708	ARCH 709	ARCH 710	ARCH 711	ARCH 712	ARCH 713	ARCH 714	ARCH 715	ARCH 716	ARCH 717	ARCH 718	ARCH 719	ARCH 720	ARCH 721	ARCH 722	ARCH 723	ARCH 724	ARCH 725	ARCH 726	ARCH 727	ARCH 728	ARCH 729	ARCH 730	ARCH 731	ARCH 732	ARCH 733	ARCH 734	ARCH 735	ARCH 736	ARCH 737	ARCH 738	ARCH 739	ARCH 740	ARCH 741	ARCH 742	ARCH 743	ARCH 744	ARCH 745	ARCH 746	ARCH 747	ARCH 748	ARCH 749	ARCH 750	ARCH 751	ARCH 752	ARCH 753	ARCH 754	ARCH 755	ARCH 756	ARCH 757	ARCH 758	ARCH 759	ARCH 760	ARCH 761	ARCH 762	ARCH 763	ARCH 764	ARCH 765	ARCH 766	ARCH 767	ARCH 768	ARCH 769	ARCH 770	ARCH 771	ARCH 772	ARCH 773	ARCH 774	ARCH 775	ARCH 776	ARCH 777	ARCH 778	ARCH 779	ARCH 780	ARCH 781	ARCH 782	ARCH 783	ARCH 784	ARCH 785	ARCH 786	ARCH 787	ARCH 788	ARCH 789	ARCH 790	ARCH 791	ARCH 792	ARCH 793	ARCH 794	ARCH 795	ARCH 796	ARCH 797	ARCH 798	ARCH 799	ARCH 800	ARCH 801	ARCH 802	ARCH 803	ARCH 804	ARCH 805	ARCH 806	ARCH 807	ARCH 808	ARCH 809	ARCH 810	ARCH 811	ARCH 812	ARCH 813	ARCH 814	ARCH 815	ARCH 816	ARCH 817	ARCH 818	ARCH 819	ARCH 820	ARCH 821	ARCH 822	ARCH 823	ARCH 824	ARCH 825	ARCH 826	ARCH 827	ARCH 828	ARCH 829	ARCH 830	ARCH 831	ARCH 832	ARCH 833	ARCH 834	ARCH 835	ARCH 836	ARCH 837	ARCH 838	ARCH 839	ARCH 840	ARCH 841	ARCH 842	ARCH 843	ARCH 844	ARCH 845	ARCH 846	ARCH 847	ARCH 848	ARCH 849	ARCH 850	ARCH 851	ARCH 852	ARCH 853	ARCH 854	ARCH 855	ARCH 856	ARCH 857	ARCH 858	ARCH 859	ARCH 860	ARCH 861	ARCH 862	ARCH 863	ARCH 864	ARCH 865	ARCH 866	ARCH 867	ARCH 868	ARCH 869	ARCH 870	ARCH 871	ARCH 872	ARCH 873	ARCH 874	ARCH 875	ARCH 876	ARCH 877	ARCH 878	ARCH 879	ARCH 880	ARCH 881	ARCH 882	ARCH 883	ARCH 884	ARCH 885	ARCH 886	ARCH 887	ARCH 888	ARCH 889	ARCH 890	ARCH 891	ARCH 892	ARCH 893	ARCH 894	ARCH 895	ARCH 896	ARCH 897	ARCH 898	ARCH 899	ARCH 900	ARCH 901	ARCH 902	ARCH 903	ARCH 904	ARCH 905	ARCH 906	ARCH 907	ARCH 908	ARCH 909	ARCH 910	ARCH 911	ARCH 912	ARCH 913	ARCH 914	ARCH 915	ARCH 916	ARCH 917	ARCH 918	ARCH 919	ARCH 920	ARCH 921	ARCH 922	ARCH 923	ARCH 924	ARCH 925	ARCH 926	ARCH 927	ARCH 928	ARCH 929	ARCH 930	ARCH 931	ARCH 932	ARCH 933	ARCH 934	ARCH 935	ARCH 936	ARCH 937	ARCH 938	ARCH 939	ARCH 940	ARCH 941	ARCH 942	ARCH 943	ARCH 944	ARCH 945	ARCH 946	ARCH 947	ARCH 948	ARCH 949	ARCH 950	ARCH 951	ARCH 952	ARCH 953	ARCH 954	ARCH 955	ARCH 956	ARCH 957	ARCH 958	ARCH 959	ARCH 960	ARCH 961	ARCH 962	ARCH 963	ARCH 964	ARCH 965	ARCH 966	ARCH 967	ARCH 968	ARCH 969	ARCH 970	ARCH 971	ARCH 972	ARCH 973	ARCH 974	ARCH 975	ARCH 976	ARCH 977	ARCH 978	ARCH 979	ARCH 980	ARCH 981	ARCH 982	ARCH 983	ARCH 984	ARCH 985	ARCH 986	ARCH 987	ARCH 988	ARCH 989	ARCH 990	ARCH 991	ARCH 992	ARCH 993	ARCH 994	ARCH 995	ARCH 996	ARCH 997	ARCH 998	ARCH 999	ARCH 1000																																																																																				
KOESTER, ROBERT	B. Arch, M. Arch, LEED AP, NCARB, AIA, R.A. Director of Center for Energy Research, Education and Service; founding co-chair of Greening of the Campus conference and founding chair of a number of organizations on sustainability. Teaching focus on lighting and sustainability. Recent publications on sustainability education.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

**Summary of expertise, recent research, or experience:**

**Antonieta Angulo, Ph.D.**

International experience in architectural practice and teaching. Research and publications on Virtual Design Studio and CAAD education; developing virtual reality system at CAP.

**Joseph Bilello, Ph.D., FAIA**

Broad professional, teaching, research, and administration experience; former AIA director of education. Interest in research methods, disaster relief, risk, and sustainability.

## Duncan Campbell

Professional qualifications and experience in historic preservation; currently working on a publication for the Columbus, Indiana, Architectural Foundation.

## Michele Chiuini

Structural engineering and architecture. Research and publications on structural design, housing design, laser scanner technology applications.

**Joshua Coggeshall**

Runs own architectural firm in California and Indiana; several projects are published and/or received awards. Design focus on materials and sustainability.

**Tony Costello, FAIA**

B.Arch, M.S.Arch, FAIA. Thirty-eight years of teaching and creative endeavors at BSU, practicing in Muncie since 1976. Co-founded CBP and Muncie Urban Design Studio. First Irving distinguished professor of architecture. Fulbright Scholar, Turkey. Teaching and design awards. Publications on professional practice.

**Jeff Culp**

B.S, M.Arch. CERES operations manager, with long teaching and research experience on environmental systems, day lighting, and energy analysis software.

**Mahesh Daas, DPACSA, LEED AP**

Broad professional, teaching, and administration experience. Interest in design computing and extreme affordability; served as president of Association for Computer Aided Design in Architecture and serving on several boards of journals, associations, and foundations.

**Ana de Brea**

International professional and teaching experience. Interest in history, theory, and criticism; design communication. Working on a monograph: *Rafael Iglesia, Work and Thought*.

**Olon Dotson**

General architectural practice and research experience on social and cultural issues and on new urbanism; led a major Hope VI housing project; ongoing research on fourth world.

**Harry Eggink, RA**

Extensive expertise in urban design through Community Based Projects and in design communication. Engaged in private architectural practice.

**George Elvin, Ph.D.**

Numerous publications on Integrated Architectural Practice; teaching focus on sustainable construction practices; internationally-recognized keynote speaker on nanotechnologies and sustainability.

**Robert Fisher, RA**

Structural design and architectural design; working as CERES fellow on day lighting analysis of buildings.

**Michael Gibson**

B. A, M.Arch. Research on digital design and fabrication. CERES Fellowship for research on solar-powered envelope cooling system.

**Tim Gray, AIA, LEED AP**

Continuing private architectural practice; has worked on award-winning installations and collaborations with performing arts. Principal Investigator for straw bale house project.

**Walter Grondzik, P.E., LEED AP**

Environmental systems. Co-author of books on environmental systems in architecture and of *The Green Studio Handbook*, 2nd ed.

**Pamela Harwood, AIA, NCARB**

Private architectural practice. For several years engaged in teaching and research on charter schools; design-build project for Muncie Children's Museum.

**Dustin Headley**

Digital media and digital fabrication; design foundations.

**Wes Janz, Ph.D., R.A.**

Featured in sponsored exhibitions and publications for salvage architecture and reuse of waste materials; founder of One Small Project.

**Karen Keddy, Ph.D.**

Has researched, published and lectured internationally on environment-behavior and social-justice issues, feminist theory and architecture, visual research methods, and healthcare design analysis.

**Stephen Kendall, Ph.D., R.A.**

Internationally recognized expert, author and lecturer on open building theory and practice; engaged in research on flexible healthcare facilities design (e.g. DoD research) and consumer-oriented and adaptable housing.

**Kevin Klinger**

Involved in digital fabrication research; current director of Institute for Digital Fabrication; ACADIA past president. Publications and invited presentations on digital fabrication.

**Robert J. Koester, AIA, LEED AP**

Director of Center for Energy Research, Education and Service; recent publications on sustainability education; organizer of Greening of the Campus conference.

**Deborah Middleton, Ph.D.**

Modern architectural history and Islamic architecture. Expert on C. A. Doxiadis urban planning methodology and recently worked on the master plan for Riyadh, Saudi Arabia.

**Sam Miller, AIA, LEED AP**

B.ED, B.Arch, AIA, LEED AP. Significant professional experience with focus on green buildings. Principal of Solstice Architecture, Indianapolis.

**Michel Mounayar, R.A.**

Extensive expertise in urban design through Community Based Projects and in design communication. Engaged in private architectural practice. Currently the associate dean of the college.

**Dan Overbey, AIA, NCARB, LEED AP**

B.Arch, M.Arch, AIA, LEED. Professional and academic expertise in green buildings. Numerous awards, publications and service accomplishments, including AIA Certificate of Merit; teaching and research experience; proven communication skills.

**Bruce Race, FAIA, FAICP**

B.Arch, FAIA, FAICP. Expertise in urban design. Founded RACESTUDIO in Berkeley, Cal., which has received 31 awards from AIA, APA, EPA and others. Research focuses on the impacts of climate change mitigation and adaptation on cities.

**Miguel San Miguel, AIA**

Practicing architect with teaching experience in California; contributes to a variety of professional publications.

**Janice Shimizu, R.A.**

B. ED, M.Arch, RA. Extensive architectural practice and teaching experience in California.

**Michael Silver**

Professional and academic experience in New York; has published *Digital Landscape Architecture Now*, Thames on Hudson, 2010.

**Donna Sink, AIA**

B.Arch, M.Arch, RA. More than 10 years of professional experience including campus master plans, exhibition design, and residential design. Several years of teaching and visiting critic experience.

**Jonathan Spodek, AIA**

Historic preservation technologies and architectural design; *ecoREHAB Demonstration Green Rehab Project*, HUD Community Development Block Grant, 2009-2011.

**Andrea Swartz, R.A.**

Structural systems, architectural design, and photography. Photography exhibition at the 2012 AIA National Convention.

**James R. Underwood**

Architectural design and structural design. Coauthor of *Structural Design, a Practical Guide for Architects*, Wiley.

**Guillermo Vásquez de Velasco, Ph.D.**

International experience in architectural practice, teaching and administration. Computer graphics; research and publications on Virtual Design Studio and CAAD education. Dean of the College of Architecture and Planning.

**Joshua Vermillion**

Design Communications Media, Digital Design, Digital Fabrication. Research and publications on CAAD education.

**Edward Wolner, Ph.D.**

History of architecture. Author of *Henry Ives Cobb's Chicago: Architecture, Institutions and the Making of a Modern Metropolis*. University of Chicago Press, 2011.

**Charles Daniel Woodfin, AIA**

Architectural design, focusing on Pattern Language; practicing architect.

**John Wyman, AIA**

Architectural design; working on *"Early CAP History 1965-1981."*

## I.4. POLICY REVIEW

### I.4.1. POLICY REVIEW

A list of the documents to be placed in the team room:

- A. Studio Culture Policy
- B. Self-Assessment Policies and Objectives
- C. Personnel Policies including:
  - o Position descriptions for all faculty and staff
    - Chair
    - Program directors
    - Administrative coordinator
    - Programs assistant
    - Architecture librarian
    - Architecture archivist
    - Shop staff
    - Other staff in the college

Rank, Tenure, & Promotion (Architecture Promotion and Tenure Document)

Graduate Faculty Policy

Salary & Merit Policy

*Reappointment*

EEO/AA website: <http://cms.bsu.edu/About/AdministrativeOffices/Legal/EqualOpportunity.aspx>

Diversity (including special hiring initiatives) website:

<http://cms.bsu.edu/About/AdministrativeOffices/Provost/OurStrategicPlan/DiversityInitiatives.aspx>

Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.

- D. Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- E. Square feet per student for space designated for studio-based learning
- F. Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- G. Admissions requirements
- H. Advising policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where Student Performance Criteria s are expected to have been met in educational experiences in non-accredited programs
- I. Policies on use and integration of digital media in architecture curriculum
- J. Policies on academic integrity for students (e.g., cheating and plagiarism)
  - o Section VII. Student Academics Ethics Policy website: <http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/VIIEthicsPolicy.aspx>
- K. Policies on library and information resources collection development
  - o Architecture Library Collection Development Policy
  - o Drawings and Documents Archive Collection Development Policy

## PART TWO (II). EDUCATIONAL OUTCOMES AND CURRICULUM

### II.1. STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

#### II.1.1. STUDENT PERFORMANCE CRITERIA

Realm A: Critical Thinking and Representation

Realm B: Integrated Building Practices, Technical Skills and Knowledge

Realms C: Leadership and Practice

The department offers two distinct paths to an accredited degree in architecture:

- a traditional 4+2 curriculum path (identified as Option 1)
- a curriculum path for career change students (identified as Option 2 and available to those with a non-architectural bachelor's degree)

Details of the two curriculum paths are presented in section II.2.2 of this report. The goals embodied in these curriculum paths are congruent with the department's mission—presented in Section I.1.1.

Four matrices that map the NAAB Student Performance Criteria (SPC) against coursework are provided below. Two matrices are provided for each of the two options. For purposes of curricular clarity and ease of navigation for the reader, one of the two matrices shows the SPC mapped onto an array of *all* courses required for degree completion, including electives (no instance of SPC compliance is linked to an elective). The other matrix includes *only* those courses identified as providing evidence of SPC compliance. This pattern is repeated for the second degree option.

The department believes in an in-depth education and that repeated exposure to concepts and issues is a beneficial educational philosophy. Thus, we have identified two courses (the maximum allowable) that substantially contribute to student achievement of each criterion.

Most of the student performance criteria are actively addressed in the accredited master's degree program, as illustrated by these matrices. A number of criteria, however, are primarily addressed in the undergraduate program, as clearly noted in the matrices. This is a reflection of the topical depth and breadth of a contemporary architectural education.

Students who transfer into the Option 1 program from other institutions undergo a detailed review of coursework to ensure that criteria not fully addressed in our master's curriculum have been appropriately addressed in work brought forward as part of their application for admission. This review process is described in greater depth elsewhere in this report (see Section II.3.).

A.1	Communication Skills	A.2	Design Thinking Skills	A.3	Visual Communication Skills	A.4	Technical Documentation	A.5	Investigative Skills	A.6	Fundamental Design Skills	A.7	Use of Precedents	A.8	Ordering Systems	A.9	Historical Traditions + Global Culture	A.10	Cultural Diversity	A.11	Applied Research		
CRITICAL THINKING + REPRESENTATION																							
B.1	Pre-Design	B.2	Accessibility	B.3	Sustainability	B.4	Site Design	B.5	Life Safety	B.6	Comprehensive Design	B.7	Financial Considerations	B.8	Environmental Systems	B.9	Structural Systems	B.10	Building Envelope Systems	B.11	Building Service Systems	B.12	Building Materials + Assemblies
INTEGRATED BUILDING PRACTICES																							
C.1	Collaboration	C.2	Human Behavior	C.3	Client Role in Architecture	C.4	Project Management	C.5	Practice Management	C.6	Leadership	C.7	Legal Responsibilities	C.8	Ethics + Professional Judgment	C.9	Community + Social Responsibility						
LEADERSHIP AND PRACTICE																							

Ball State University Architecture Program Report. Submitted to NAAB, September 7, 2012



## Student Performance Criteria Matrix: Career Change

			CRITICAL THINKING + REPRESENTATION											INTEGRATED BUILDING PRACTICES, TECHNICAL SKILLS, + KNOWLEDGE												LEADERSHIP AND PRACTICE												
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9				
M_ARCH FIRST + YEAR(S)																																						
SUMMER	ARCH 103	Architectural Design Studio	6																																			
	ARCH 163	Architectural Comm Media	4																																			
	ARCH 273	Environmental Systems 1	3																																			
FALL	ARCH 203	Architectural Design Studio	4																																			
	ARCH 214	Arch Building Technology 1	3																																			
	ARCH 218	Structural Systems 1	3																																			
	ARCH 229	History of Architecture 1	3																																			
	ARCH 263	Digital Design	3																																			
SPRING	ARCH 304	Architectural Design Studio	5																																			
	ARCH 314	Arch Building Technology 2	3																																			
	ARCH 318	Structural Systems 2	3																																			
	ARCH 329	History of Architecture 2	3																																			
	ARCH 252	Cultural and Social Issues	3																																			
SUMMER	ARCH 403	Architectural Design Studio	6																																			
	ARCH 373	Environmental Systems 2	3																																			
	ARCH 418	Structural Systems 3	3																																			
M_ARCH THIRD YEAR																																						
FALL	ARCH 601	Topics Studio	6																																			
	ARCH 603	Final Project Prep	1																																			
		Directed Elective	3																																			
		Free Elective	3																																			
SPRING	ARCH 602	Final Project Studio	6																																			
		Directed Elective	3																																			
		Free Elective	3																																			
M_ARCH SECOND YEAR																																						
FALL	ARCH 501	Comprehensive Studio	6																																			
	ARCH 503	Research Methods	3																																			
	ARCH 520	Professional Practice	3																																			
		Free Elective	3																																			
SPRING	ARCH 555	Away Experience	0																																			
SUMMER	ARCH 600	Architecture Workshop	3																																			
		Free Elective	3																																			

## II.2. CURRICULAR FRAMEWORK

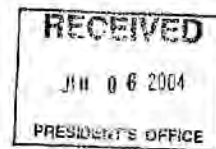
### II.2.1. REGIONAL ACCREDITATION

#### REGIONAL ACCREDITATION LETTER



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602-2504 | 312-263-0438  
800-621-7440 | Fax: 312-263-7462 | [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

Serving the common good by assuring and advancing the quality of higher learning



June 21, 2004

Dr. Beverley Pitts  
Acting President/Provost and VPAA  
Ball State University  
2000 University Avenue  
Muncie, IN 47306

Dear Acting President Pitts:

This letter is formal notification of the action taken concerning Ball State University by The Higher Learning Commission. At its meeting on June 14, 2004, the Institutional Actions Council voted to continue the accreditation of Ball State University, to extend accreditation to include a degree site in Indianapolis, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated that action through its validation process concluded on June 21, 2004. The date on this letter constitutes the effective date of this new status with the Commission.

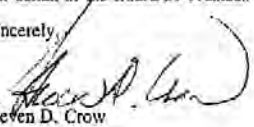
Normally a new Record of Status and Scope (RSS) is attached to this letter. The RSS includes the SAS and the Statement of Institutional Scope and Activities (SISA). The SISA is generated from the database and includes specific information gleaned from your Annual Report as well as from the team. This year we are holding the annual report information gathered online until our database redesign is complete. The Annual Report was designed to link with the new database, not our current one. Therefore, instead of sending you a Record of Status and Scope that is not current, I choose only to send the SAS portion of it. As soon as the new database is finished and tested, I will forward your full Record of Status and Scope. It will summarize the relationship between the Commission and Ball State University. Modifications to it may require prior approval from the Commission, although several sections of the Statement of Institutional Scope and Activity can be modified through submission of the Annual Report. In the meantime, I highly recommend that if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Robert R. Appleson, your staff liaison.

**Changes in your institution that would require further Commission action prior to their initiation are found in Chapter 7.2 of *The Handbook of Accreditation, Third Edition*. Please review them with care.**

Information about informing the public of this action is found in Chapter 8.3 of the Commission's *Handbook*.

On behalf of the Board of Trustees I thank you and your associates for your cooperation.

Sincerely,

  
Steven D. Crow  
Executive Director

Enclosure: Statement of Affiliation Status  
cc: Evaluation Team Members  
Chair of the Board

## II.2.2. PROFESSIONAL DEGREES AND CURRICULUM

### PROFESSIONAL DEGREES AND CURRICULUM

- Master of Architecture Degree [professional degree] Option 1: 46 graduate credit hours
- Master of Architecture Degree [professional degree] Option 2: 46 graduate credit hours + 58 undergraduate credit hours

**Option 1:** this program of studies is for graduates of pre-professional undergraduate architecture programs or their international equivalents and requires 46 graduate credits for completion. Students are admitted in the fall semester only.

**Option 2 (career change):** this program of studies is for students holding a bachelor's degree in academic fields other than architecture. The number of undergraduate prerequisite courses required for successful completion before commencing graduate courses is determined after evaluation of prior academic work.

DEPARTMENT OF ARCHITECTURE New Professional Program - AY 2011-2013					
MASTER OF ARCHITECTURE: OPTION 1					
COURSE	FALL 11	cr.hrs	COURSE	SPR 12	cr.hrs
ARCH 501	Comprehensive Architecture Studio	6	ARCH 555	Immersive Away Experience	0
ARCH 503	Research Methods in Architecture	3			
ARCH 520	Professional Practice	3			
XXXX XXX	Free Elective	<u>3</u>			
		15			
	1ST SUMMER 12			2ND SUMMER 12	
			ARCH 600	Architecture Workshop	3
			XXXX XXX	Free Elective	<u>3</u>
					6
COURSE	FALL 12	cr.hrs	COURSE	SPR 13	cr.hrs
ARCH 601	Architecture Topic Studio	6	ARCH 602	Final Architecture Project Studio	6
ARCH 603	Final Project Preparation	1	XXXX XXX	Directed Elective Critical Thinking and Representation	3
XXXX XXX	Directed Elective Integrated Building Technologies	3	XXXX XXX	Free Elective	<u>3</u>
XXXX XXX	Free Elective	<u>3</u>			
		13			12
Minimum of 46 graduate credit hours is required.					

DEPARTMENT OF ARCHITECTURE New Professional Program - AY 2011-2014					
MASTER OF ARCHITECTURE: OPTION 2					
COURSE	SUMMER 11	cr.hrs	COURSE	FALL 11	cr.hrs
ARCH 103	Architectural Design Studio	6	ARCH 203	Architectural Design Studio	4
ARCH 163	Architectural Communications Media	4	ARCH 214	Architectural Building Technology 1	3
ARCH 273	Environmental Systems 1	<u>3</u>	ARCH 218	Structural Systems 1	3
			ARCH 229	History of Architecture 1	3
			ARCH 263	Digital Design	<u>3</u>
	undergrad credits	13		undergrad credits	16
COURSE	SPRING 12	cr.hrs	COURSE	SUMMER 12	cr.hrs
ARCH 304	Architectural Design Studio	5	ARCH 403	Architectural Design Studio	6
ARCH 314	Architectural Building Technology 2	3	ARCH 373	Environmental Systems 2	3
ARCH 318	Structural Systems 2	3	ARCH 418	Structural Systems 2	<u>3</u>
ARCH 329	History of Architecture 2	3			
ARCH 252	Introduction to Social and Cultural Issues of Design	<u>3</u>			
	undergrad credits	17		undergrad credits	12
Maximum of 58 undergraduate credit hours.					
COURSE	FALL 12	cr.hrs	COURSE	SPRING 13	cr.hrs
ARCH 501	Comprehensive Architecture Studio	6	ARCH 555	Immersive Away Experience	0
ARCH 503	Research Methods in Architecture	3			
ARCH 520	Professional Practice	3			
XXXX XXX	Free Elective	<u>3</u>			
		15			
et. 5th & 6th Y	1ST SUMMER 13			2ND SUMMER 13	
			ARCH 600	Architecture Workshop	3
			XXXX XXX	Free Elective	<u>3</u>
					6
COURSE	FALL 13	cr.hrs	COURSE	SPRING 14	cr.hrs
ARCH 601	Architecture Topic Studio	6	ARCH 602	Final Architecture Project Studio	6
ARCH 603	Final Project Preparation	1	XXXX XXX	Directed Elective Critical Thinking and Representation	3
	Directed Elective Integrated Building Technologies	3	XXXX XXX	Free Elective	<u>3</u>
	Free Elective	<u>3</u>			
		13			12
Minimum of 46 graduate credit hours is required.					

**EXAMPLES, FOR EACH ACCREDITED DEGREE OFFERED OR TRACK FOR COMPLETING THE NAAB-ACCREDITED DEGREE, OF THE MINORS OR CONCENTRATIONS STUDENTS MAY ELECT TO PURSUE; LIST OF THE MINIMUM NUMBER OF SEMESTER CREDIT HOURS REQUIRED FOR EACH SEMESTER**

(See tables above)

**Degree requirements for Option 1**

All students must complete a minimum of 46 credit hours, consisting of a set of core seminar and architecture studio courses (25 credits); a minimum of three directed electives (9 credits); a minimum of four free electives (12 credits); and an immersive away experience outside of the College of Architecture and Planning consisting of a) a professional internship or b) an approved academic or research experience.

**Degree Recap for Option 1**

Core requirements (25 credit hours)

- Comprehensive Architecture Studio ARCH 501 (6 credit hours)
- Professional Practice ARCH 520 (3 credit hours)
- Immersive away experience ARCH 555 (0 credit hours)
- Architecture Workshop ARCH 600 (3 credit hours)
- Architecture Topic Studio ARCH 601 (6 credit hours)
- Final Architecture Project Studio ARCH 602 (6 credit hours)
- Final Project Preparation ARCH 603 (1 credit hour)

**Directed Electives** (9 credit hours) (Students are required to select from a “basket” of courses):

- Research Methods basket (3 credit hours)
  - Research Methods ARCH 503
  - ARCH 573 HP Research
  - PLAN 695+PLAN 696+PLAN 697 Planning Research Methods
- Integrated Building Technology basket (3 credit hours)
  - Fundamentals of Historic Preservation ARCH 630
  - Life Safety ARCH 631
  - High Performance Building ARCH 632
  - Green Technology ARCH 633
  - Fabrication Seminar ARCH 634
- Critical Thinking and Representation basket (3 credit hours)
  - History, Theory and Criticism ARCH 640
  - Cultural Factors ARCH 641

- Architectural Theory ARCH 642
- The Structure of the Ordinary ARCH 643
- Theories of Sustainability ARCH 644
- Free electives (12 credit hours)

**Total minimum graduate credit hours****Option 1 = 46 hours****Degree Requirements for Option 2**

Students are admitted as graduate students; however, they must complete a number of undergraduate prerequisite courses (maximum 58 credits) listed below, the number of credit hours determined after evaluation of prior academic work. Upon completion, all students must complete a minimum of 46 graduate credit hours, consisting of a set of core seminar and architecture studio courses (25 credit hours); a minimum of three directed electives (9 credit hours)

**Degree Recap for Option 2****Undergraduate prerequisites (58 credits maximum)****Design (21 credit hours)**

- Architectural Design Studio ARCH 103 (6 credit hours)
- Architectural Design Studio ARCH 203 (4 credit hours)
- Architectural Design Studio ARCH 304 (5 credit hours)
- Architectural Design Studio ARCH 403 (6 credit hours)

**Technology (21 credit hours)**

- Architectural Communications Media ARCH 163 (4 credit hours)
- Digital Design ARCH 263 (3 credit hours)
- Environmental Systems 1 ARCH 273 (3 credit hours)
- Environmental Systems 2 ARCH 373 (3 credit hours)
- Architectural Building Technology 1 ARCH 214 (3 credit hours)
- Architectural Building Technology 2 ARCH 314 (3 credit hours)
- Structural Systems 1 ARCH 218 (3 credit hours)
- Structural Systems 2 ARCH 318 (3 credit hours)
- Structural Systems 3 ARCH 418 (3 credit hours)

**History/Theory/Cultural Issues (9 credit hours)**

- History of Architecture 1 ARCH 229 (3 credit hours)
- History of Architecture 2 ARCH 329 (3 credit hours)
- Introduction to Social and Cultural Issue of Design ARCH 252 (3 credit hours)

**Total maximum undergraduate credit hours**

**Option 2 = 58 hours****Core Requirements** (25 credit hours)

- Comprehensive Architecture Studio ARCH 501 (6 credit hours)
- Professional Practice ARCH 520 (3 credit hours)
- Immersive away experience (0 credit hours)
- Architecture Workshop ARCH 600 (3 credit hours)
- Architecture Topic Studio ARCH 601 (6 credit hours)
- Final Architecture Project Studio ARCH 602 (6 credit hours)
- Final Project Preparation ARCH 603 (1 credit hour)

**Directed Electives** (9 credit hours) (Students are required to select from a “basket” of courses):

- Research Methods basket (3 credit hours)
  - Research Methods ARCH 503
  - ARCH 573 HP Research
  - PLAN 695+PLAN 696+PLAN 697 Planning Research Methods
- Integrated Building Technology basket (3 credit hours)
  - Fundamentals of Historic Preservation ARCH 630
  - Life Safety ARCH 631
  - High Performance Building ARCH 632
  - Green Technology ARCH 633
  - Fabrication Seminar ARCH 634
- Critical Thinking and Representation basket (3 credit hours)
  - History, Theory and Criticism ARCH 640
  - Cultural Factors ARCH 641
  - Architectural Theory ARCH 642
  - The Structure of the Ordinary ARCH 643
  - Theories of Sustainability ARCH 644
- Free electives (12 credit hours)

**Total minimum graduate credit hours****Option 1 = 46 hours**

For either Option 1 or Option 2, a minimum of three credit hours must be taken from each of the following directed elective areas:

Area 1: Research Methods (3 credit hours)

- Research Methods in Architecture ARCH 503
- Directed Research in Historic Preservation ARCH 573
- Planning Capstone Research Methods 1, 2 and 3 PLAN 695, PLAN 696, and PLAN 697

Area 2: Integrated building practices, technical skills and knowledge (3 credit hours)

- Fundamentals of Historic Preservation ARCH 630
- Life Safety ARCH 631
- High Performance Buildings ARCH 632
- Advanced Technologies for Green Building ARCH 633
- Advanced Fabrication Seminar ARCH 634
- Advanced Building Information Modeling ARCH 635

Area 3: Critical thinking and representation (3 credit hours)

- History, Theory, and Criticism ARCH 640
- Human and Cultural Factors ARCH 641
- Architectural Theory ARCH 642
- The Structure of the Ordinary ARCH 643
- Theories of Sustainability ARCH 644

For Option 1 and Option 2, a minimum of four free elective graduate courses (12 credit hours) are required; these can include ARCH 590 (Independent Study) and ARCH 598 (Special Studies in Architecture) and any graduate course at Ball State University approved by the graduate program director. Free elective topics vary from semester to semester, year to year. Courses listed under directed electives may count as a free elective; however, free electives may not count as directed electives.

#### **LIST OF OFF-CAMPUS PROGRAMS, DESCRIPTIONS OF FACILITIES AND RESOURCES, COURSE REQUIREMENTS, AND LENGTH OF STAY.**

**Field Trip Week:** a one week, immersive experience usually in late September or early October led by studio faculty to various locations within the U.S. or abroad, as part of the studio curriculum.

**Summer Field Study:** five-week immersive experience led by faculty to various locations abroad (e.g., CAP Americano Sur to Argentina, Uruguay, and Chile; and CAP Italia to Italy).

**Other Off-Campus Study** – a semester long experience usually in spring led by faculty. Options include:

- Australia
- Costa Rica
- World Tour (every two or three years)
- Cap Asia (every two to three years)
- Ecosa Institute (study program in Arizona)



Graduate students may register for as few as three credit hours during a five-week summer session; however, most students take at least six credit hours, fulfilling their ARCH 600 and ARCH 598 summer session requirement.

Graduate students who participate in a semester-long field study often fulfill ARCH 501 studio and elective requirements.

### **II.2.3. CURRICULUM REVIEW AND DEVELOPMENT**

The curricula for the two accredited degree programs offered by the department are reviewed and assessed regularly. Benchmarking the performance of these programs is an ongoing element of the department's assessment process (see Section I.1.5 for more details on assessment procedures). Likewise, maintaining the health and relevancy of the graduate programs in architecture is a key objective of the department's long-range planning process (see Section I.1.4 for a detailed description of long-range planning).

The day-to-day responsibility for the master of architecture curricula (both Option 1 and Option 2) is vested in an elected Graduate Curriculum Committee (see Section I.2.2.B for contextual information on the department's governance structure). The Graduate Curriculum Committee is responsible for the structure of the master's degrees, for development and maintenance of master syllabi for master's courses, and for establishment of requirements for Graduate Faculty status (within the department). By tradition, all major changes to the graduate programs initiate within the Graduate Curriculum Committee—but are taken before the full department faculty for discussion and approval.

The Graduate Curriculum Committee is a standing committee of the department. The M.Arch program director chairs the committee, and the faculty elects four other members. Members serve two-year terms staggered to provide institutional continuity. Diversity of membership across disciplinary areas is maintained through an electoral process. The directors of the MSHP and the post-professional programs participate as ex-officio committee members.

During the 2011-2012 academic year the Graduate Curriculum Committee membership was as follows:

- Chair: Joshua Coggeshall, assistant professor, graduate program coordinator
- Member: Tim Gray, associate professor, technology, first year of term
- Member: Robert Koester, professor, design, first year of term
- Member: Walter Grondzik, professor, at large, second year of term
- Member: Ted Wolner, professor, design, second year of term

University policy requires that all faculty teaching graduate courses (including design studios and final projects) be members of the university Graduate Faculty. As noted above, the Graduate Curriculum Committee is tasked with maintenance of the department's graduate faculty policy (with the advice and consent of the full department faculty and approval of the university Graduate Education Committee). The graduate faculty policy for the department was substantially strengthened during the 2011-2012 academic year as part of a university-wide review of policies.

## **II.3. EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

Requirements for admission are the same for all students. Students must complete the requirements of Graduate School as well as the department. International students must complete the requirements of

the Rinker Center for International Programs, the Graduate School, and the department. Our admission requirements are available for review in the team room (part 1: section 4 – policy review – G. Admission Requirements).

Acceptance of transfer credit is limited by Graduate School policy provided in the Graduate Catalog (part 1: section 4 – policy review – Admission Requirements).

The evaluation of preparatory and pre-professional education depends on the degree option track. The various issues involved in evaluating the two options are described below. A form used to evaluate and record their preparatory and pre-professional education has been included in the appendices (See Appendix 3 at <http://tinyurl.com/bsunaab>).

**Option 1:** *Designed for students with undergraduate degrees in architecture from universities offering an accredited architecture program or its equivalent (in the case of international students).*

The requirement for our Option 1 program is a four-year undergraduate degree in architecture or environmental design from an accredited professional program. The first step is certifying the applicant's grade point average and transcripts through the Graduate School; international degrees must be cleared by the Rinker Center for International Programs. Ball State uses *World Education Services* to examine and certify the applicant's degree credentials. Once cleared, the applicant's transcript is reviewed against our undergraduate curriculum using a standard form (see Appendix 3 at <http://tinyurl.com/bsunaab>). If the applicant is lacking any prerequisites, he or she will be required to take additional classes on top of the required graduate coursework. The next step is reviewing their portfolio, writing sample, statement of purpose, GRE scores (min of 1000 on the old scale), and letters of recommendation. The Graduate Curriculum Committee conducts the departmental evaluations of the M.Arch applicants. Applicants who are not considered to be up to par or are lacking potential are denied admission.

**Option 2:** *Designed for students holding a bachelor degree in a field other than architecture or students of unaccredited architecture programs.*

The requirement for our Option 2 program is a four-year bachelor's degree in a field other than architecture or a degree from an unaccredited architecture program. The first step is to be cleared through the Graduate School where transcripts and grade point average are checked. The next step is reviewing their portfolio, writing sample, statement of purpose, GRE scores (min of 1000 on the old scale), and letters of recommendation. Portfolios are reviewed by the Graduate Curriculum Committee for potential to succeed. Students in the Option 2 M.Arch program have been admitted from the following institutions:

- |                                    |                                   |                                      |
|------------------------------------|-----------------------------------|--------------------------------------|
| • Bowling Green State University   | • Technology                      | • University                         |
| • Catholic University of America   | • Kent State University           | • Ohio State University              |
| • Clemson University               | • Lehigh University               | • Savannah College of Art and Design |
| • Florida International University | • Miami University of Ohio        | • Texas A&M University               |
| • Georgia Institute of Technology  | • Montana State University        | • Texas Tech University              |
|                                    | • North Carolina State University |                                      |

- University of Buffalo
- University of Cincinnati
- University of Colorado
- University of North Carolina-Charlotte
- University of Maryland
- University of Texas San Antonio
- University of Toronto
- University of Virginia
- Washington University
- Woodbury University

## II.4. PUBLIC INFORMATION

### II.4.1. STATEMENT ON NAAB-ACCREDITED DEGREES

The following language found in the NAAB Conditions for Accreditation, Appendix 5, must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs. This exact language may be found on our promotional program materials distributed to prospective students and may also be found on our department Accreditation website:

<http://cms.bsu.edu/Academics/CollegesandDepartments/CAP/Programs/Architecture/AboutUs/Accreditation.aspx>

The following latest version appears in the 2012-2013 [Undergraduate](#) and 2012-2014 [Graduate](#) Catalog:

*In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on its degree of conformance with established educational standards.*

*Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.*

*Ball State University, Department of Architecture offers the following NAAB-accredited degree programs:*

*M.Arch (pre-professional degree + 46 graduate credits)*

*M.Arch (non-pre-professional degree + 104 credits)*

*Next accreditation visit for all programs: 2013*

## COLLEGE OF ARCHITECTURE AND PLANNING

### ARCHITECTURE CURRICULUM

#### Bachelor of Science or Arts in Architecture (Preprofessional Degree, 126 credits)

Professional education in architecture at Ball State University now consists of two degree programs: a four-year undergraduate degree (BS or BA) with a major in architecture, followed by the professional master of architecture graduate degree (MArch). Students seeking an accredited program of studies in architecture must complete both the preprofessional undergraduate degree program (or its equivalent from another accredited program) and the professional MArch degree. It is important to note that there are separate admission requirements for the undergraduate major and the MArch program. Admission and completion of the undergraduate major does not guarantee admission into the graduate program.

##### FIRST YEAR

See College of Architecture and Planning First-Year Program (33 Credits)

##### SECOND YEAR

###### Fall Semester

Architectural Design 1 (ARCH 201) .....	4
Architectural Building Technology 1 (ARCH 214) .....	3
History of Architecture 1 (ARCH 229)* .....	3
Computer Applications (ARCH 263) .....	3
University Core Curriculum* .....	3
<b>Total Credits</b> .....	<b>16</b>

###### Spring Semester

Architectural Design 2 (ARCH 202) .....	4
Structural Systems 1 (ARCH 218)* .....	3
Cultural and Social Issues (ARCH 252) .....	3
Design Communications Media 3 (ARCH 261) .....	1
Environmental Systems 1 (ARCH 273) .....	3
University Core Curriculum* .....	3
<b>Total Credits</b> .....	<b>17</b>

##### THIRD YEAR

###### Fall Semester

Architectural Design 3 (ARCH 301) .....	5
Structural Systems 2 (ARCH 318)* .....	3
Environmental Systems 2 (ARCH 373) .....	3
University Core Curriculum* .....	3
University Core Curriculum* .....	3
<b>Total Credits</b> .....	<b>17</b>

###### Spring Semester

Architectural Design 4 (ARCH 302) .....	5
Architectural Building Technology 2 (ARCH 314) .....	3
History of Architecture 2 (ARCH 329)* .....	3
University Core Curriculum* .....	3
University Core Curriculum* .....	3
<b>Total Credits</b> .....	<b>17</b>

\*Courses are typically offered in the fall and spring semesters.

For more information about our bachelor's degree in architecture, contact Rod Underwood, undergraduate architecture advisor, at [rod@rod-underwood.net](mailto:rod@rod-underwood.net).

For complete information on programs and requirements, consult the *Ball State University Undergraduate Catalog*.

Students in the Department of Architecture's architecture major are required to purchase a laptop computer that meets designated performance specifications.

##### FOURTH YEAR

###### Fall Semester

Architectural Design 5 (ARCH 401) .....	5
Structural Systems 3 (ARCH 418)* .....	3
Environment and Culture (ARCH 429)* .....	3
University Core Curriculum* .....	3
University Core Curriculum* .....	3
<b>Total Credits</b> .....	<b>17</b>

###### Spring Semester

Architectural Design 6 (ARCH 402) .....	6
Elective (CAP, ARCH, LA, or PLAN)* .....	3
<b>Total Credits**</b> .....	<b>9</b>

\*\*Additional 3 credits—free elective—are required to maintain full-time status.

##### SUMMER OPTION

ARCH 405 and 406 are incremental versions of ARCH 402 that allow students to engage architectural design projects on or off campus, providing students a high degree of self-direction. This sequence draws on knowledge and skills of previous course work. Both ARCH 405 and 406 (two independent summer sessions) must be completed to obtain substitute credit for ARCH 402. Prerequisite: ARCH 202. These courses are open only to architecture majors.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Doctor of architecture and master of architecture degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree. Ball State offers the following NAAB-accredited degree programs:

MArch (preprofessional degree plus 46 graduate credits)

MArch (non-preprofessional degree plus 104 credits)

Next accreditation visit for all programs: 2013.

The information presented here, correct at the time of publication, is subject to annual review. Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.

September 2011

7702-11 umc

## BALL STATE UNIVERSITY EDUCATION REDEFINED



## COLLEGE OF ARCHITECTURE AND PLANNING

### MASTER OF ARCHITECTURE CURRICULUM: OPTION 1

For Graduates of Accredited Undergraduate Architecture Programs (46 credits)

The professional master of architecture degree (MArch) is the second component of architectural education at Ball State University for students who seek licensure in the profession. It is accredited by the National Architectural Accrediting Board (NAAB). Applicants to the MArch program must meet the admission requirements of both the Graduate School and the Department of Architecture. International students must also meet the requirements of the Rinker Center for International Programs. MArch applicants may be required to take additional course work based on a review of transcripts to meet NAAB's requirements for a professional degree.

Ball State offers two options for completing the master of architecture degree. Option 1 is for students who have earned a bachelor's degree in architecture from an accredited program. There are two tracks. In Track 1 (represented below), students take ARCH 501, 503, 520, and a free elective in the fall semester and ARCH 555 Immersive Away Experience in the spring semester. In Track 2, students take ARCH 555 Immersive Away Experience in the fall semester and ARCH 501, 503, 520, and a free elective in the spring semester. Option 2 is for students who have not earned a bachelor's degree in architecture from an accredited program. It requires undergraduate preparatory courses prior to following the Option 1 graduate curriculum.

#### FIRST YEAR

##### Fall Semester

Comprehensive Studio (ARCH 501)	6
Research Methods (ARCH 503)	3
Professional Practice (ARCH 520)	3
Free Elective	3
<b>Total Credits</b>	<b>15</b>

##### Spring Semester

Immersive Away Experience (ARCH 555)	0
<b>Total Credits</b>	<b>0</b>

##### Second Summer Session

Architecture Workshop (ARCH 600)	3
Free Elective	3
<b>Total Credits</b>	<b>6</b>

For course descriptions and complete information on program requirements, please consult the *Ball State University Graduate Catalog*.

For more information about our master's degree in architecture, contact Joshua Coggeshall, director of the professional MArch degree program, at [jrcoggeshall@bsu.edu](mailto:jrcoggeshall@bsu.edu).

#### SECOND YEAR

##### Fall Semester

Topic Studio (ARCH 601)	6
Final Project Preparation (ARCH 603)	1
Directed Elective	3
Free Elective	3
<b>Total Credits</b>	<b>13</b>

##### Spring Semester

Final Project Studio (ARCH 602)	6
Directed Elective	3
Free Elective	3
<b>Total Credits</b>	<b>12</b>

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Doctor of architecture and master of architecture degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree. Ball State offers the following NAAB-accredited degree programs:

MArch (preprofessional degree plus 46 graduate credits)  
MArch (non-preprofessional degree plus 104 credits)

Next accreditation visit for all programs: 2013.

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November 2011

7719-11 umc

## BALL STATE UNIVERSITY EDUCATION REDEFINED

## COLLEGE OF ARCHITECTURE AND PLANNING

### MASTER OF ARCHITECTURE CURRICULUM: OPTION 2

For Graduates of Non-Architecture Undergraduate Programs (104 credits)

The professional master of architecture degree (MArch) is the second component of architectural education at Ball State University for students who seek licensure in the profession. It is accredited by the National Architectural Accrediting Board (NAAB). Applicants to the MArch program must meet the admission requirements of both the Graduate School and the Department of Architecture. International students must also meet the requirements of the Rinker Center for International Programs.

Ball State offers two options for completing the master of architecture degree. Option 1 is for students who have earned a bachelor's degree in architecture from an accredited program. Option 2 is for students who have not earned a bachelor's degree in architecture from an accredited program. It requires undergraduate preparatory courses prior to following the Option 1 graduate curriculum.

#### FIRST YEAR

##### Summer Semester

Design Studio (ARCH 103) .....	6
Communications Media (ARCH 163) .....	4
Environmental Systems 1 (ARCH 273) .....	3
<b>Total Credits</b>	<b>13</b>

##### Fall Semester

Design Studio (ARCH 203) .....	4
Building Technology 1 (ARCH 214) .....	3
Structural Systems 1 (ARCH 218) .....	3
History of Architecture 1 (ARCH 229) .....	3
Digital Design (ARCH 263) .....	3
<b>Total Credits</b>	<b>16</b>

##### Spring Semester

Design Studio (ARCH 304) .....	5
Building Technology 2 (ARCH 314) .....	3
Structural Systems 2 (ARCH 318) .....	3
History of Architecture 2 (ARCH 329) .....	3
Social and Cultural Issues of Design (ARCH 252) .....	3
<b>Total Credits</b>	<b>17</b>

For course descriptions and complete information on program requirements, please consult the *Ball State University Graduate Catalog*.

For more information about our master's degree in architecture, contact Joshua Coggeshall, director of the professional MArch degree program, at [jrooggeshall@bsu.edu](mailto:jrooggeshall@bsu.edu).

#### SECOND YEAR

##### Summer Semester

Design Studio (ARCH 403) .....	6
Environmental Systems 2 (ARCH 373) .....	3
Structural Systems 3 (ARCH 418) .....	3
<b>Total Credits</b>	<b>12</b>

(Maximum total of undergraduate credit hours: 58)

Follow Option 1 for remaining required core courses

**Total Credits 46**

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Doctor of architecture and master of architecture degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree. Ball State offers the following NAAB-accredited degree programs:

MArch (preprofessional degree plus 46 graduate credits)

MArch (non-preprofessional degree plus 104 credits)

Next accreditation visit for all programs: 2013.

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November 2011.

7720-11 unc

## BALL STATE UNIVERSITY EDUCATION REDEFINED

## II.4.2. ACCESS TO NAAB CONDITIONS AND PROCEDURES

### **LOCATION OF NAAB-RELATED MATERIALS**

The 2009 NAAB Conditions for Accreditation as well as the most recent NAAB Procedures for Accreditation are located on the NAAB website <http://www.naab.org/accreditation/>. To provide public access, this link has been added to our department Accreditation website <http://cms.bsu.edu/Academics/CollegesandDepartments/CAP/Programs/Architecture/AboutUs/Accreditation.aspx>

## II.4.3. ACCESS TO CAREER DEVELOPMENT INFORMATION

The following resources are available to all students, parents and faculty on our Internship/Away Experience webpage <http://cms.bsu.edu/Academics/CollegesandDepartments/CAP/Programs/Architecture/Interns.aspx>

- [www.ARCHCareers.org](http://www.ARCHCareers.org)
- The NCARB Handbook for Interns and Architects <http://www.ncarb.org/Publications.aspx>
- Toward an Evolution of Studio Culture <http://www.aias.org/website/download.asp?id=312>
- The Emerging Professional's Companion <http://www.epcompanion.org/>
- National Council of Architectural Registration Boards (NCARB) [www.NCARB.org](http://www.NCARB.org)
- American Institute of Architects (AIA) [www.aia.org](http://www.aia.org)
- American Institute of Architecture Students (AIAS) [www.aias.org](http://www.aias.org)
- Association of Collegiate Schools of Architecture (ACSA) [www.acsa-arch.org](http://www.acsa-arch.org)

## II.4.4. PUBLIC ACCESS TO APRS AND VTRS

The following resources are available to the public on DoA accreditation web page: <http://tinyurl.com/bsunaab>.

- All annual reports, including the narrative
- All NAAB responses to the annual reports
- The final decision letter from the NAAB
- The most recent APR
- The final edition of the most recent Visiting Team Report, including attachments and addenda

## II.4.5. ARE PASS RATES

### **ARCHITECT REGISTRATION EXAMINATION (ARE) PASS RATES**

As developed by NCARB, the ARE assesses a candidate's knowledge, skills, and abilities to provide the various services required in the practice of architecture. It has been adopted for use by all U.S. registration boards and the Canadian provincial architectural associations as the registration examination for all candidates seeking architectural licensing. A link titled [View the ARE Pass Rates by school](#) is provided on our Accreditation website <http://tinyurl.com/bsunaab> and takes students, parents, and faculty directly to the information on the NCARB website.

## PART THREE (III). PROGRESS SINCE LAST SITE VISIT

### SUMMARY OF RESPONSES TO THE TEAM FINDINGS [2007]

*"The team was delighted to visit the Ball State University (BSU) campus and discover its many strengths built on collaborative efforts; we admire the spacious and excellent facility that houses the College of Architecture and Planning (CAP). The new university strategic plan, which emphasizes immersive learning environments, looks toward the college as a model for other university programs and schools. The department of architecture is well poised both for continuing a tradition of excellence and to embrace dynamic change in the current public perception of architecture and emerging technologies...In the context of BSU's position as a teaching institution, the CAP faculty research is a major asset to the intellectual vitality of the graduate program. The faculty's research efforts and accomplishments are a model of professional dedication and enrichment for both undergraduate and graduate students. CAP enjoys several state-of-the-art research facilities that are supported by university initiatives and funding...The culture of collaboration and community outreach is imbedded in the architecture program and is a cornerstone of the CAP's exceptional immersive education experience. The Muncie Urban Design Center and the Indy Center are essential anchors for these initiatives that sustain outreach to diverse communities, populations and built environments across the state of Indiana...These collaborative programs are exportable assets to the rest of the university and position the CAP to be a leader in the realization of the BSU Strategic Plan.*

*The committee noted in the 2001 VTR, that the collaboration opportunities within the university could be more fully realized. While much has been accomplished since the last VTR, there is a desire by the university administration to have CAP take a leadership position within the university system in collaborative ventures. Faculty would also like to take on this leadership role; however, a lack of resources presents a major obstacle in fully achieving this goal. A need for additional personnel resources was noted in the previous team report and continues to be a significant concern. In addition, budgeting on a cost per student basis is substantially lower in the architecture program than in the other professional programs within the college." (2007 VTR)*

### RESPONSES TO CONDITIONS NOT MET

#### Preface

The last continuing accreditation of the Ball State's architecture program took place in spring 2007, which was a time of transition in the department and in the structure of the program. After nearly a decade of discussions and developments, like most other programs in the country at that time, the forty-year old department moved from a five-year bachelor of architecture program to a two-year master of architecture program supported by a four-year pre-professional degree. It was a time of cultural transformation for a department whose reputation, teaching practices and indeed the entire organization of people and resources were based on the five-year program. The department was only one full year into its first implementation of the master of architecture program. Therefore, most of the work evaluated by the 2007 NAAB visiting team was based on the four-year bachelor of science in architecture program and one year of master of architecture program.

Over the past five decades, Ball State's architecture program has developed a solid reputation for its practice-based and technology-centered curriculum with integrated and required internship. Due to the partial implementation of the program, many of the traditional strengths of the department were only partially represented in 2007. Thus, not surprisingly, although the program had successfully secured full



six-year, continuing accreditation, some of the conditions where the program should have scored highly were found to be deficient. Five conditions were found to be “not met” in the last team visit:

- 6. Human Resources
- 13.17. Site Conditions (Natural Sites)
- 13.22. Building Service Systems
- 13.23. Building Systems Integration
- 13.28. Comprehensive Design

#### **Condition Not Met: [6.] Human Resources**

*VTR: “As the graduate program expands its enrollment, recruiting, advising, career planning, graduate assistantship and scholarship management, and the simple nature of graduate education suggests expanded staff and administrative resources. These needs are currently met as an overload to department staff that are already taxed. The modest teaching release for the graduate program director is tied to an equally modest (current) enrollment.” (p. 11)*

**Response from the Program [2012]:** In response to the unmet condition, a number of steps were taken within the scope of action of the department and the college:

Dean Guillermo Vásquez de Velasco has approved increasing the administrative release to the director of the master of architecture program to six load hours (compared to three load hours before).

In view of the increasing enrollment in the M.Arch program, and to alleviate the growing burdens on the two-person department staff, some of the tasks associated with the field trips were reassigned to a staff member elsewhere on campus. The reassignment is estimated to save between 20 percent and 30 percent of time related to travel administration in the department. Further, a staff person from the Graduate School supports recruitment, which enables the M.Arch director more time to attend to other program management issues. Thus, the department has maximized efficiencies within the means available.

Repeated requests were made to the upper administration of the university about the increasing workload on our staff and the program director, and cases were made about the need for an additional professional staff person to support advising, admissions, and data collection and analysis. However, the university has not been able to increase the staffing support.

#### **Condition Not Met: [13.17] Site Conditions**

*Comment from previous VTR [2007]: “This condition is only partially met. Learning outcomes of two studio courses (ARCH 401 & 501) demonstrate students’ ability to analyze and respond to primarily built site conditions in the development of the design project. Strategies for responding to natural environments remain mostly unexplored, or undocumented for the team’s review.” (p. 19)*

**Response from the Program [2012]:** Since the time of the last accreditation, the department has made consistent and multi-level efforts to address “strategies for responding to natural environments.” The department’s annual reports since the last team visit document the efforts in detail. Syllabi and other documents were also provided along with the annual reports. Many faculty members of the program are nationally and internationally recognized experts on sustainable design. They regularly engage the issue of responding to natural environments as part of their studio projects as listed below.

- ARCH 301 F2009 Indiana Dunes State Park, Ind.
- ARCH 429 F2009 White River Corridor, Muncie, Ind.
- ARCH 102 S2010 Any biome ecosystem in the world
- ARCH 103 Su2010 Indiana Museum of Arts 100 Acres nature preserve, Indianapolis
- ARCH 302 S2010 Cooper-Skinner Field Station (prairie), Muncie, Ind.
- ARCH 402 S2010 Lennox Head and Balina, Australia (natural coastal environment)
- ARCH 103 Su2010 IMA Fields\_Streams
- ARCH 402 S2010 Charter Schools
- ARCH 498/598 S2010 Australia: Beach Climate; Schematic Design and Tectonic Precedent
- ARCH 401 F2011 Field Station and Environmental Education Center
- ARCH 302 S2012 [Un]Restricted Access: From Military Space to Civic Space
- ARCH 301 F2012 Project at the Cooper Skinner Woodlands
- ARCH 401 F2012 Outdoor Activity Center for the Cooper Skinner Woodlands

### Condition Not Met: [13.22] Building Service Systems

*VTR: "This criterion is partially met. The curriculum matrix in the APR identified ARCH 214, ARCH 314 and ARCH 401 as the documentation for fulfilling this requirement...There is no evidence of a focused building service systems presentation and/or discussion in this course [ARCH 214]...No evidence was found of a larger and more appropriately comprehensive presentation of building service systems in this course [ARCH 314]. One of the syllabi in ARCH 401 refers to a focused consideration of...'environmental systems.' However, the evidence of that focus was not found.*

*ARCH 373: Environmental Systems was not indicated in the curriculum matrix as contributing to the fulfillment of this criterion. However, it substantially fulfills the requirements for the basic principles and appropriate application and performance for plumbing, electrical distribution. However, no evidence was found in the syllabi, or documented student work that related to vertical circulation, communication, security and fire protection." (p. 21)*

As indicated by the 2007 visiting team, Environmental Systems (ARCH 373) should have been identified as the primary course for attainment of this criterion (2007 matrix of SPCs erroneously cited ARCH 214 and ARCH 314 Building Technology courses to meet criterion 13.22).

Professor Walter Grondzik, P.E., FASHRAE, FASES, hired in 2007 to bolster environmental systems area, is an internationally recognized expert in environmental systems. He has included plumbing, electrical distribution, vertical circulation, communication, security, and fire protection in ARCH 273 lectures, readings, labs, exams, and analyses. Prof. Grondzik is the author of six major books on the subject:

*Mechanical and Electrical Equipment for Buildings* by Walter T. Grondzik, Alison G. Kwok, Benjamin Stein, and John S. Reynolds (Hardcover – Nov. 23, 2009)

*Principles of Building Commissioning* by Walter T. Grondzik (Hardcover – Mar. 3, 2009)

*Mechanical and Electrical Equipment for Buildings*, 11th Edition by Benjamin Stein, John S. Reynolds, Walter T. Grondzik, and Alison G. Kwok (Hardcover – Nov. 18, 2005)

*Earth Shelter Technology* by Lester L. Boyer and Walter T. Grondzik (Paperback - June 1, 2000)

*Instructor's Manual to Accompany Mechanical and Electrical Equipment for Buildings* by Benjamin Stein, John S. Reynolds, Walter T. Grondzik, and Alison G. Kwok (Paperback - 2006)

*The Green Studio Handbook: Environmental Strategies for Schematic Design* by Alison G. Kwok and Walter T. Grondzik (Paperback - 2007)

The introductory courses ARCH 214 and ARCH 314 in the preparatory undergraduate program have been redesigned. In addition, the department has comprehensively revised the graduate curriculum to include two required directed electives ARCH 632 and ARCH 633 in Integrated Building Technology domain.

ARCH 632: Environmental Systems deals with high-performance buildings, including aspects such as green design, carbon-neutral design, net-zero-energy design, and sustainability.

ARCH 633: Advanced Technologies for Green Buildings course deals with investigations of green technologies including solar and wind energy, energy conservation, water management, building envelope design, lighting, building-integrated photovoltaic and wind energy systems, LED lighting, smart building systems, and sensor networks.

More about building services is addressed below in response to [13.28].

### **Condition Partially Met: [13.23] Building Systems Integration**

*VTR: "Work exhibited did not demonstrate the ability to integrate building systems. The student work addressed systems integration only at a small residential scale in course 314. This team felt that the criteria [sic] of 'ability' should be demonstrated on a large scale project where the building systems and life safety issues are more complex, requiring relevant principles to coordinate and resolve the integration of these systems..." (p. 21)*

Integration of building systems has been addressed at multiple levels in the preparatory and the graduate curricula. Response to this condition is combined with the response to [13.28 Comprehensive Design] as well.

In the undergraduate curriculum, Building Systems Integration has been addressed in lecture courses (ARCH 214, ARCH 314, ARCH 273 and ARCH 373), and in a capstone studio (ARCH 401). As mentioned earlier in the APR, year-level, coordinated design competitions have become a defining feature of architecture curriculum. ARCH 401 features an eight-week capstone design competition sponsored by Cripe Architects + Engineers of Indianapolis (\$2,000 first prize, \$1,000 second prize and \$500 prizes for two runners-up). Students at high and low pass levels were able to demonstrate ability in comprehensive design. Exhibition of student work on the second, third, and fourth floors of the CAP building at the end of each fall semester since 2008 showed the highest average level of systems integration across all sections of the fourth-year studio. In addition, as part of our comprehensive revision of the M.Arch program, ARCH 501 studio (first graduate-level studio) now addresses systems integration at the graduate level. Thus, we have added a much-needed redundancy in addressing comprehensive design with focus on systems integration at both undergraduate and graduate levels. More about this condition has been addressed below in response to [13.28: Comprehensive Design].

### **Condition Not Met: [13.28] Comprehensive Design**

*VTR: "The comprehensive design studio as taught in the 401 studio is unclear in regard to satisfying its curricular agenda and pedagogy; this appears as a result of the 4+ 2 restructuring and a lack of requisite coordination and topic development for this studio. The student outcomes, required texts, and the topical/methodological focus of the studios differed considerably across the studio sections. A more comprehensive studio pedagogy and content is evidenced in the 501 studio." (p. 4)*

A number of changes to curriculum, processes and people have been accomplished over the last six years in response to the cited deficiency. First, as part of a comprehensive redesign of our graduate curriculum, the condition has been addressed in its entirety in ARCH 501: Comprehensive Design Studio

in the graduate program. ARCH 401 now acts as an additional place where a majority of comprehensive design criteria are addressed. Moving the opportunity to meet the condition to the graduate program has brought focus, control and results. ARCH 401 now acts as a beneficial warm up to ARCH 501. Moreover, the program has been consistently assigning practicing professionals (who are full or part time faculty members) to teach ARCH 501.

ARCH 401 now serves as a preparatory capstone studio addressing most of the comprehensive design criteria. The studio features a capstone internal competition sponsored by Cripe Architects + Engineers as addressed above.

## RESPONSES TO CAUSES OF CONCERN

### Separate Matrix for Career Change Option of M.Arch

*VTR: "...a separate NAAB matrix for this program (called "Option 5" [for career change students who have undergraduate degrees in fields other than architecture]) is necessary to fully comprehend and evaluate this degree-program." (p. 4)*

A separate matrix for the career change option of M.Arch has been included in the current APR. The M.Arch career change Option 5 (now M.Arch Option 2) has been comprehensively revised for better coordination with our undergraduate and graduate M.Arch Option 1 course offerings. The department began implementing the new program starting summer 2010. Our previous Option 1 program required 45-48 graduate credit hours as part of the accredited program while our previous M.Arch career change program required 70 graduate credit hours and 33 undergraduate credit hours. The revised M.Arch Option 2 career change program now has a 12-month (summer+fall+spring+summer) preparatory first year of undergraduate courses by which students meet the same performance criteria requirements as M.Arch Option 1 students who have received an undergraduate degree in architecture. Both M.Arch Option 1 and Option 2 take the same two years of graduate courses.

### Cause of Concern: ARCH 401

*VTR: "The comprehensive design studio as taught in the 401 studio is unclear in regard to satisfying its curricular agenda and pedagogy..." (p. 4)*

This cause for concern is fully addressed above in response to conditions [13.23] and [13.28].

### Cause of Concern: Staffing Deficiency

*VTR: "There is concern for the expanding administrative and academic advising needs for the graduate program. Presently this work is "added on" to the current staff responsibilities. The concern for the staff work load was expressed in the last report..."*

This concern has been addressed above in [6]. Human Resources.

### Cause of Concern: Graduate Recruitment

*VTR: "There are concerns for recruiting and retaining BSU's "best students" while remaining committed to the diversity initiatives and preparing undergraduates for other excellent graduate schools. A clear plan or strategy for recruitment and retention in the graduate segment is needed and is under consideration." (p. 5)*

The M.Arch program has, over the last seven years, seen a leveling-off of the ratio between BSU and non-BSU students entering the program. The ratio of BSU to non-BSU students is approximately 60:40, which appears to be consistent with M.Arch programs elsewhere in the country. A *Strategic Plan for*

*Recruitment* has been attached (see Appendix 4 at <http://tinyurl.com/bsunaab>). The plan has been developed in concert with recruitment staff in the Graduate School and the Rinker Center for International Programs, a plan which is also part of our effort to improve our national rankings. As part of the recruitment plan, a live one-hour interactive broadcast has been conducted, which can be found here: <http://dvisweb1.bsu.edu/media/bsu/march.html>.

When the master of architecture program was originally approved six years ago, a program fee was introduced to support the program. However, the funds were restricted by the Ball State University Board of Trustees for use toward graduate assistantships based on the assumption that the assistantships would be sufficient attraction for internal or external applicants. The restriction has limited the program's ability to comprehensively address recruitment beyond merely offering financial aid. Prior to the creation of the master of architecture program, DoA's recruitment was at the undergraduate level and largely conducted by the university's undergraduate admissions office. Further, the regional reputation of CAP did not require the extensive national marketing and communication campaigns that graduate programs need. Thus, the now defunct B.Arch program was regionally-focused in its recruitment efforts, while the M.Arch program needs a national or international recruitment effort. The department and the college are not staffed or resourced for national recruitment. In 2012-13, the restriction on the use of funds was partly lifted, and a more strategic use of the funds is being discussed by the CAP community and negotiated with the university.

In order to retain the best undergraduate students, the program has instituted the Best and Brightest initiative. Best and Brightest students are Ball State DoA students who are cum laude or above. These students are given automatic departmental admission and an assistantship.

Despite the restrictions on the use of program fees, and with the enhanced recruitment efforts, the program continues to see greater demand from non-BSU pre-professional and career change students. In addition to recruiting significant portion of our undergraduate students, the program attracts students from China, Greece, North Africa, South America, and India. However, the resources available to the department for recruitment are limited. As a strategy, the department is aiming to build greater distinction into our unique graduate experience, which will differentiate our program. With the national rankings in digital fabrication, social justice and practice-readiness, the program is quickly gaining a greater national profile that aids recruitment and retention.

#### **Cause of Concern: Recruitment and Professional Development of Faculty**

*VTR: "With expansion to graduate education, and in light of faculty retirements, recruiting top-ranked faculty is a significant challenge. The modest support for faculty research travel also appears incongruent with the context and needs of graduate level faculty research and production." (p. 5)*

Many new faculty members have been successfully recruited in the last six years. The program's reputation and the university's support through the Emerging Media Initiative have helped draw top-class faculty to the program.

Dr. Deborah Middleton was hired in 2011 to teach history, theory, and design courses. She holds a doctorate from Georgia Tech and conducts research involving the Middle East.

Designer Michael Silver was hired in 2011 as the inaugural Design Innovation Fellow, an annually recurring fellowship. In addition to his academic associations, Silver has held professional posts with IM Pei Architects, Skidmore, Owings & Merrill New York, Stan Allen Architect, and Reiser+Umemoto. He is the author of numerous books and articles including *Mapping in the Age of Digital Media* (Wiley & Sons, 2003) and the upcoming *Programming Cultures*. The New Museum of Contemporary Art in Manhattan

has featured his designs, as have the National Building Museum in Washington, D.C., and the Architecture League and Cooper-Hewitt National Design Museum in New York. Silver earned his master's degree in building design from Columbia University and a bachelor of architecture from the Pratt Institute.

Architect Miguel San Miguel was recruited from Los Angeles in 2010. He has taught and practiced on the West Coast.

Architect Joshua Coggeshall was recruited from Los Angeles in 2009. He brought extensive practice experience from Morphosis and teaching experience from Woodbury University and Southern California Institute of Architecture.

Engineer Walter Grondzik and theorist Karen Keddy were the two hires for academic year 2007-08. For 2008-09, the new department Chair and Irving Distinguished Professor Mahesh Daas was recruited with the aid of the Emerging Media Fellowship at Ball State. He was formerly the associate dean for academic affairs and research in the College of Architecture at the University of Texas at San Antonio and 2007-09 president of ACADIA.

Despite the widespread economic hardship in the country and funding cuts at the university, the department has maintained a total annual travel budget of \$16,500. The same level of funding is expected to be in place for years to come. Further, at least 40 percent of the program faculty members support their travel from grant funds they receive for their research.

## **PART FOUR (IV): SUPPLEMENTAL INFORMATION**

### **COURSES**

#### **[COURSE DESCRIPTIONS](#)**

(This page intentionally left blank. Course descriptions start on the next page)

**ARCH 100, Introduction to Architecture, 2 credits**

**Course Description:** An introduction to architecture through an exploration of products of the built environment.

**Course Goals & Objectives:**

- Provide an overview of architecture and architectural education
- Introduce architectural theory, perspectives, and critique
- Develop the skill to analyze architectural form and space
- Examine the interrelationships between the disciplines of landscape architecture, urban planning, art, construction etc.
- Examine social, technical, cultural, economic, and environmental issues which architecture addresses

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A5 / Investigative Skills

A9 / Historical Traditions and Global Culture

**Topical Outline:**

Solids and cavities in architecture; contrasting effects of solids and cavities; architectural experience in color planes (25%)

Scale and proportion; rhythm in architecture (25%)

Textual effects; daylight in architecture; color in architecture; hearing architecture (25%)

Comprehensive final project (25%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Rasmussen. *Experiencing Architecture*

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Joe Bilello (FT)

Miguel San Miguel (FT)



**LA 100, Introduction to Landscape Architecture, 2 credits**

**Course Description:** An introduction to landscape architecture, including lectures, site observations and environmental experiences which focus on landscape architectural practice, representative projects, philosophy, and areas of specialization within the field.

**Course Goals & Objectives:**

- Address the definition and scope of landscape architecture
- Introduce the types of landscape architectural practices, and a representative range of professional landscape architectural projects
- Outline the influence of history on landscape architectural design
- Explore the importance and influence of the arts and of natural, social, and behavioral sciences on landscape architectural design.
- Introduce the vocabulary of landscape architectural processes, materials and construction practices, and professional practice

**Student Performance Criteria Addressed:**

A6 / Fundamental Design Skills

A7 / Use of Precedents

**Topical Outline:**

Introduction to landscape architecture (20%)

Landscape architecture practice (15%)

Representative projects (15%)

History and landscape architecture (15%)

Societal and physical influences on landscape architecture (20%)

Landscape architecture vocabulary (15%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

None

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Taught outside department

**PLAN 100, Introduction to Urban Planning & Development, 2 credits**

**Course Description:** An introduction to urban planning and development. Open to all students.

**Course Goals & Objectives:**

- Offer students an introduction to the discipline and practice of urban planning
- Provide the broad context needed for future study in urban planning
- Provide all students the background needed to function in an environment often governed by planners
- Provide all students an understanding of local government and prepare them to be better community members and property owners

**Student Performance Criteria Addressed:**

A6 / Fundamental Design Skills

A7 / Use of Precedents

**Topical Outline:**

Profile (4%)

Carbon footprint (8%)

Walk score (8%)

History (10%)

Lynch map (10%)

Cognitive mapping (10%)

Census (10%)

Survey Monkey (15%)

SWOT (10%)

Final recommendations (15%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Required readings are incorporated into course syllabus

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Taught outside department

**CAP 101, Environmental Design and Planning 1, 3 credits**

**Course Description:** Basic problem solving related to abstract and historical and contemporary problems in environmental design. Elements of space, form, function, and human use as they affect the natural and built environments.

**Course Goals & Objectives:**

- How to be a design student: time/task management, learning and functioning in a studio environment, working independently and as a team member
- The fundamental tools and processes of design: spatial organizations and relationships, analytical tools and ordering principles
- Effective use of basic communication methods and the tools used in their making: diagrams, drawing, lettering, model making, speaking and writing
- The investigations and processes that lead to the formation of design concepts, and their realization as objects, plans and places
- Basic critical thinking, and a foundation of literacy in design and environmental ideas
- The relationships of the environmental design and planning professions to each other
- The roles, contributions and responsibilities of the professions to society and to environmental health

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking

A6 / Fundamental Design Skills

A8 / Ordering Systems

**Topical Outline:**

Order of things; design fundamentals; ordering systems (25%)

Spatial definition with points, lines and planes; design process, development of cohesion in design relative to interpretation of music (25%)

Translations; design abstraction via painting precedent, design method understanding; integration of experience, issues of meaning; design by scenario (25%)

Environmental and spatial exploration; fundamentals of site analysis and site design; continued development of abstract thinking (25%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Ching. *Architecture: Form Space + Order* (latest edition)

**Offered:**

Fall and spring; annually

Summer only; annually – for Accelerated Entry Program (AEP) students

**Faculty Assigned:**

Joe Bilello (FT)

Dustin Headley (FT) (AEP)

Kevin Klinger (FT)

Miguel San Miguel (FT)

**CAP 102, Environmental Design and Planning 2, 3 credits**

**Course Description:** Basic problem solving related to abstract and historical and contemporary problems in environmental design. Elements of space, form, function, and human use as they affect the natural and built environments.

**Course Goals & Objectives:**

- Awareness of and confidence in a productive design process for environmental design, including problem solving, and the ability to work in a team situation on complex projects
- Effective time/task management for assignments
- Communication skills: use of color, value and three-dimensional visualization techniques
- Exploring, documenting and analyzing the natural and cultural aspects of a site, and how these factors are reflected in sustainable design
- The experience of scale and place, and how to work with these factors in small and large scale design situations
- The idea of materiality, and how it's related to design ideas and sustainability
- How to research, study, and use precedents: the work of exemplary designers and planners

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking

A6 / Fundamental Design Skills

A8 / Ordering Systems

**Topical Outline:**

People, perception, place and materiality; investigation of a real space via drawing, 3D abstraction; understanding a space and its use (33%)

Site and design; diversity of ecotypes; low impact design through planning, design, material choices; programming that addresses social issues and group dynamics; structure as an ordering system (33%)

Planning and the design of public space; immersive learning experience using an urban site; emphasis on historic, cultural, social, as well as natural conditions; site investigation and analysis; addressing density, community design, mixed used developments (33%)

**Prerequisites:**

CAP 101

**Textbooks/Learning Resources:**

Ching. *Architecture: Form Space + Order* (latest edition)

**Offered:**

Fall and spring; annually

Summer only; annually – for Accelerated Entry Program (AEP) students

**Faculty Assigned:**

Joe Bilello (FT)

Olon Dotson (FT)

Harry Eggink (FT)

Dustin Headley (FT)

Karen Keddy (FT)

**ARCH 103, Architectural Design Studio, 6 credits**

**Course Description:** Introduction to architectural form manipulation skills in both green field and built environments. Focus on design moves linking concepts of site, schematic building structure, materials, and forces of human habitation. Design reasoning and spatial thinking, vocabulary, concept formulation, use of precedents, and basic investigative skills are linked to basic ways of building in both individual and collaborative design exercises.

**Course Goals & Objectives:**

- Ability to apply fundamental design skills (basic organizational, spatial, formal principles) to the conception and development of interior and exterior spaces
- Explore point, line and plane
- Engage shape, form and geometry
- Understand formal ordering systems (the fundamentals of visual perception and the principles and systems of order that inform two-and three-dimensional design)
- Ability to employ critical thinking skills to raise clear and precise questions, use abstract ideas to interpret

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

A7 / Use of Precedents

A8 / Ordering Systems

**Topical Outline:**

Point, line and plane (15%)

3D point, line and plane (15%)

Shape, form, geometry (10%)

Combine point, line and plane with shape, form and geometry (10%)

Qualities of space (15%)

3D form and space (15%)

Final project (20%)

**Prerequisites:**

Graduate standing or permission of the program director.

**Textbooks/Learning Resources:**

Ching, *Architecture: Form, Space, and Order* (3<sup>rd</sup> ed)

**Offered:**

Summer only; annually

**Faculty Assigned:**

Josh Coggeshall (FT)

Olon Dotson (FT)

Joshua Vermillion (FT)

**CAP 161, Design Communication Media 1, 2 credits**

**Course Description:** Basic problem solving related to abstract and historical and contemporary problems in environmental design. Elements of space, form, function, and human use as they affect the natural and built environments.

**Course Goals & Objectives:**

- Understand how to be a design student: time/task management, learning and functioning in a studio environment, working independently and as a team member
- Engage the fundamental tools and processes of design: spatial organizations and relationships, analytical tools and ordering principles
- Explore effective use of basic communication methods and the tools used in their making: diagrams, drawing, lettering, model making, speaking and writing
- Understand the investigations and processes that lead to the formation of design concepts, and their realization as objects, plans and places
- Understand basic critical thinking, and a foundation of literacy in design and environmental ideas
- Appreciate the relationships of the environmental design and planning professions to each other
- Understand the roles, contributions and responsibilities of the professions to society and to environmental health

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking

A6 / Fundamental Design Skills

A8 / Ordering Systems

**Topical Outline:**

L-R shift: developing basic graphic skills and thinking (10%)

Contour line drawing: understanding the contours of an object; learning to see not just look (10%)

Tonal value: development of graphic and drawing material skills (10%)

Visual notes: techniques for quickly documenting in the field (10%)

Diagramming: fundamentals of abstraction (10%)

Plan, section and elevation: understanding orthographic drawings and projections (10%)

Site planning: understanding orthographics as they apply to site design (10%)

One-point perspective: perspective and its function in design discussion and discourse (10%)

Board layout: design and organization of visual elements; understanding flow of content (10%)

Documentation and portfolio: techniques for documenting work (10%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Ching. *Design Drawing* (latest edition)

Laseau. *Freehand Sketching, An Introduction* (2004)

**Offered:**

Fall and spring; annually

Summer only; annually – for Accelerated Entry Program (AEP) students

**Faculty Assigned:**

Joe Bilello (FT)

Ana de Brea (FT)

Jason de Boer (PT)

Dustin Headley (FT), Janice Shimizu (PT), Dan Woodfin (FT)

**CAP 162, Design Communication Media 2, 2 credits**

**Course Description:** Basic problem solving related to abstract and historical and contemporary problems in environmental design. Elements of space, form, function, and human use as they affect the natural and built environments.

**Course Goals & Objectives:**

- Awareness of and confidence in a productive design process for environmental design, including problem solving, and the ability to work in a team situation on complex projects
- Effective time/task management for assignments
- Communication skills: use of color, value and three-dimensional visualization techniques
- Exploring, documenting and analyzing the natural and cultural aspects of a site, and how these factors are reflected in sustainable design
- Engage the experience of scale and place, and how to work with these factors in small and large scale design situations
- Explore the idea of materiality, and how it's related to design ideas and sustainability
- Research, study, and use precedents: the work of exemplary designers and planners

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking

A6 / Fundamental Design Skills

A8 / Ordering Systems

**Topical Outline:**

Color theory: color theory application, color perception; color utensils (10%)

Collage: expand ability to represent an experience; build on color theory; design process (10%)

Constructed and rendered drawings: axon and isometric drawing skills; integration of color schemes (10%)

Two-point: technique for building 2-point perspective and its function as a design tool (10%)

Diagram workshop: revisiting diagramming skill and continuing to build abstraction skills (10%)

Photoshop: use of digital tool in the development of different types of graphics (10%)

Field trip journal: sketching as documentation of a journey (10%)

Joiner: creative approach to investigating events and places (10%)

Building a drawing: extends previous work on perspective drawing (10%)

Portfolio: build on previous work on portfolio and page design; drawing and model documentation (10%)

**Prerequisites:**

CAP 161

**Textbooks/Learning Resources:**

Ching. *Design Drawing* (latest edition)

Laseau. *Freehand Sketching, An Introduction* (2004)

**Offered:**

Spring and summer; annually

Summer only; annually – for Accelerated Entry Program (AEP) students

**Faculty Assigned:**

Michele Chiuini (FT), Harry Eggink (FT), Kevin Klinger (FT), Dan Woodfin (FT), Jack Wyman (FT)

**ARCH 163, Architectural Communication Media, 4 credits**

**Course Description:** Introduction to architectural design representation techniques and media, including freehand drawing, orthographic and perspective drawing, analytic drawing, concept diagramming, and 3-D modeling.

**Course Goals & Objectives:**

- Understand that design media is more than an end-of-project effort
- Appreciate that design media is not about making perfect images
- Explore drawings and models a concept
- Explore drawings and model making as critical theory and thinking
- Engage drawings and models in practice – methods of drawing, geometric modeling, mental ray rendering, laser cutting, etc.
- Develop graphic designs and layouts

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

**Topical Outline:**

Ongoing hands-on participation (10%)

Research, design, collaboration, leadership, and presentation projects (60%)

Final portfolio development (20%)

Sketchbook development (10%)

**Prerequisites:**

Graduate standing or permission of the program director.

**Textbooks/Learning Resources:**

None

**Offered:**

Summer only; annually

**Faculty Assigned:**

Joe Bilello (FT)

Joshua Vermillion (FT)



**ARCH 201, Architectural Design, 4 credits**

**Course Description:** Introduction to the architectural design sequence. Projects focus on conceptual architectural design and design methodologies in small and intermediate-scale projects, introduction of architectural technology, research, analysis, and programming. Open only to architecture majors.

**Course Goals & Objectives:**

- Fundamental design skills: ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components
- Formal ordering systems: understand the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design
- Critical thinking skills: ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

A7 / Use of Precedents

A8 / Ordering Systems

C1 / Collaboration

**Topical Outline:**

Studio design projects (100%)

Field trip to Canada (Montreal, Ottawa, Toronto)

Introduction to and integration of basic structural systems

Introduction to emergency egress

Introduction to building systems

Development of floor plans, sections, supporting diagrams

**Prerequisites:**

CAP 102

**Textbooks/Learning Resources:**

Vary with course section/instructor

**Offered:**

Fall only; annually

**Faculty Assigned:**

Jason de Boer (PT)

Dustin Headley (FT)

Rod Underwood (FT)

Joshua Vermillion (FT)

Dan Woodfin (FT)

**ARCH 202, Architectural Design, 4 credits**

**Course Description:** Conceptual architectural design and design methodologies in large-scale projects; introduction of architectural technology, research, analysis, and programming. Workshops in the exploration and development of visualization and communication skills at all stages of the design process.

**Course Goals & Objectives:**

- Design of a variety of architectural spaces of different sizes and levels of complexity by means of explicit generation of "prime design ideas" or concepts
- Evaluation of the generated architectural object against already established formal/aesthetic values, flexible use, environmental performance, structural performance, relationship with the site, fitting within the neighborhood, and sustainability concerns
- Application of organizing principles and formal manipulations to define spatial order in terms of shape, size, and degree of enclosure, configuration, depth, and density of spaces
- Application of principles of spatial fit and spatial sequence to define a consistent spatial-functional order supporting accessibility and satisfying egress conditions
- Under the umbrella of sustainable solutions, select and assess specific building systems and building configurations for satisfaction with environmental performance criteria

**Student Performance Criteria Addressed:**

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

A7 / Use of Precedents

A8 / Ordering Systems

B3 / Sustainability

B5 / Life Safety

**Topical Outline:**

Studio design projects

Medium-sized building with focus on expression and context (25%)

Small building with focus on form/function/materials (25%)

Large building for ICMA Competition (50%)

**Prerequisites:**

ARCH 201

**Textbooks/Learning Resources:**

Vary with faculty and project focus

**Offered:**

Spring only; annually

**Faculty Assigned:**

Antonieta Angulo (FT)

Jeff Culp (PT)

Joshua Vermillion (FT)

Rod Underwood (FT)

Dan Woodfin (FT)

Jack Wyman (FT)

**ARCH 203, Architectural Design Studio, 4 credits**

**Course Description:** Design projects of moderate scale and complexity consider tectonic issues, enclosure, territory and movement paths. Projects address concepts of space and place in the context of a variety of building types, ordering systems, and theories. Continued development of digital and manual visualization methods. Prerequisite: graduate standing or permission of the program director.

**Course Goals & Objectives:**

- Integrate building technology, structures, and environmental controls in architecture
- Integrate in the material and functional dimensions as well as in the aesthetic dimension
- Understand the interface between the natural environment and human constructs, as represented by the enclosure/skin and the structure (resisting natural forces)
- Inside-outside relationships, daylight, relationship of building to cultural context
- Integration of individual research, input of specialists, and interviews with real clients in the programming and design process
- Visualization of site analysis, research, programming and design process

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A2 / Design Thinking Skills  
A3 / Visual Communication Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A8 / Ordering Systems  
B4 / Site Design  
B11 / Building Service Systems  
C1 / Collaboration  
C6 / Leadership

**Topical Outline:**

Design projects (80%)  
Field study (10%)  
Workshops and field activities (10%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Ramsey/Sleeper. *Architectural Graphic Standards: Student Edition* (1994)

**Offered:**

Summer only; annually

**Faculty Assigned:**

Harry Eggnik (FT)  
Andrea Swartz (FT)

**ARCH 214, Architectural Building Technology 1, 3 credits**

**Course Description:** Methods and materials of architectural construction. Emphasizes interface of material selections and construction technology in the design, production, and construction process.

**Course Goals & Objectives:**

- To increase the student's understanding of building materials and related construction methods, including traditional, contemporary, and innovative methods
- To introduce the student to information, resources, and examples pertaining to the technological aspects of architecture and construction
- To involve the student in issues concerning the role of materials and methods in sustainable construction and in various design philosophies

**Student Performance Criteria Addressed:**

A4 / Technical Documentation

B3 / Sustainability

B11 / Building Envelope Systems

B12 / Building Materials and Assemblies

**Topical Outline:**

Sustainability (10%)

Wood (10%)

Concrete (10%)

Steel (10%)

Construction details (20%)

Foundations (10%)

Enclosures (20%)

Systems integration (10%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Ching. *Building Construction Illustrated* (3<sup>rd</sup> ed.)

Allen. *Fundamentals of Building Construction* (4<sup>th</sup> ed.)

**Offered:**

Fall only; annually

**Faculty Assigned:**

Tim Gray (FT)

Miguel San Miguel (FT)

Jonathan Spodek (FT)

Dick Stafford (PT)

**ARCH 218, Structural Systems 1, 3 credits**

**Course Description:** Basic introduction to the mathematical foundations of statics--equilibrium, balance, centroids, neutral axis--with primary focus on developing a basic understanding of concepts of conditions of equilibrium and force systems.

**Course Goals & Objectives:**

- Fundamental understanding of statics
- Fundamental understanding of equilibrium conditions and force systems
- Basic understanding of dead and live loads within buildings

**Student Performance Criteria Addressed:**

B9 / Structural Systems

**Topical Outline:**

Statics (30%)

Equilibrium conditions (20%)

Force systems (25%)

Dead and live loads (25%)

**Prerequisites:**

MATHS 125

**Textbooks/Learning Resources:**

Onouye and Kane. *Statics and Strength of Materials* (3<sup>rd</sup> Ed.)

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Bob Fisher (FT)

Andrea Swartz (FT)

**ARCH 229, History of Architecture 1, 3 credits**

**Course Description:** A survey of the major movements in Western architecture and urbanism from antiquity through the nineteenth century, and an introduction to developments in vernacular and high-style architecture outside the West in precolonial and/or post-colonial periods.

**Course Goals & Objectives:**

- Students will recognize, describe and discuss architecture with an artistic appreciation of influential contexts informing its development and transformation

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A5 / Investigative Skills

**A9 / Historic Traditions + Global Culture**

A10 / Cultural Diversity

**Topical Outline:**

Ancient world: Greek and Roman Architecture (35%)

Early Christian: Byzantine period (20%)

The Renaissance and Baroque (30%)

Colonial architecture (15%)

**Prerequisites:**

ARCH 100

**Textbooks/Learning Resources:**

Moffet, Fazio and Wodehouse. *A World History of Architecture* (2<sup>nd</sup> ed.)

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Deborah Middleton (FT)

Edward Wolner (FT)

**ARCH 252, Introduction to Social and Cultural Issues of Design, 3 credits**

**Course Description:** Examines social, political, cultural, ecological, technological, and psychological influences on architecture and human behavior in space. Introduces various ways of understanding the material and social processes used in constructing the built environment.

**Course Goals & Objectives:**

- Continue to explore ways to graphically communicate an analysis of a person/environment relationship
- Comprehend the relationship between human behavior and architecture
- Understand how culture and values change over time and with place
- Develop an ability to see how multiple points of views, as well as different economic and political positions, enable people to interpret the built environment differently
- Learn how the built environment cannot be solely understood through economic or aesthetic lenses
- Understand how the built environment shapes and is shaped by individuals and groups, affecting the integrated system of socially acquired values, beliefs and rules of conduct which impact the range of accepted behaviors in any given society
- Help students critically see themselves as active participants in this relationship

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A9 / Historic Traditions and Global Culture

**A10 / Cultural Diversity**

**C2 / Human Behavior**

**Topical Outline:**

In-class and external topical exercises (25%)

Fourth World position paper (10%)

Critical issues in architecture (25%)

Safety and security (25%)

From stigmatized to stylized (15%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Numerous readings/documentaries/films supporting topical focuses (see course syllabus)

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Olon Dotson (FT)

Pamela Harwood (FT)

Karen Keddy (FT)

**ARCH 261, Design Communications Media 3, 1 credit**

**Course Description:** Exploration of a variety of communication media including pencil, ink, pastel, markers, watercolor, and photography.

**Course Goals & Objectives:**

- Promote the critical use of media (traditional and/or digital) in graphic communications
- Reinforce the understanding of the different drawing / painting / rendering tools, materials, and techniques to be applied for particular design visualization purposes
- Emphasize the ability to generate different types of representations that include diagrams, sketches, concept drawings, and final drawings, among others
- Promote the awareness of the impact of color in design and design communication

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

**Topical Outline:**

Visualization of information (20%)

Visualization of space, time, and events (30%)

Visualization of objects (25%)

Design project communication (25%)

**Prerequisites:**

CAP 162

**Textbooks/Learning Resources:**

Varies with course section/instructor

**Offered:**

Spring only; annually

**Faculty Assigned:**

Antonieta Angulo (FT)

Mahesh Daas (FT)

Jason de Boer (PT)

Dustin Headley (FT)

Joshua Vermillion (FT)



**ARCH 263, Digital Design, 3 credits**

**Course Description:** Introduction to the use of digital technology in architecture with an emphasis on design applications. Introduction to a wide range of digital programs, techniques and skills. Development of judgment and discernment regarding the use of computers in architectural design.

**Course Goals & Objectives:**

- Survey a wide-variety of contemporary design, visualization, and fabrication tools;
- Address contemporary issues in computationally enhanced design which are rapidly transforming the theoretical underpinning and practice of architecture;
- Empower the students for the rest of their academic career on learning how to learn the always evolving techniques and processes of digital design;
- Encourage the generation of creative geometrical solutions for a variety of architectural design projects;
- Develop skill sets for 2d drafting (vector and raster graphic manipulation), 3d modeling, digital fabrication (laser cutting, 3d printing, and cnc milling), rendering of still images and animations
- Introduce the concept of parametric thinking implemented by the use of simple scripting and graphical algorithm editors

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

**Topical Outline:**

Digital website (5%)

Patterned façade (30%)

Urban tower (35%)

Undulating wall (30%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Vary with course section/instructor

**Offered:**

Fall only; annually

**Faculty Assigned:**

Antonieta Angulo (FT)

Dustin Headley (FT)

Kevin Klinger (FT)

Joshua Vermillion (FT)

**ARCH 273, Environmental Systems 1, 3 credits**

**Course Description:** Introduction to environmental systems in architecture with emphasis on passive interventions.

**Course Goals & Objectives:**

- Understand basic terminology and measurement units,
- Understand key system functions (what the systems can and cannot do),
- Understand the place of the various systems in typical building applications and contexts (including green, net-zero energy, and carbon-neutral building design efforts),
- Understand the fundamentals of system selection, placement, components, sizing, and integration concerns,
- Be able to make preliminary decisions regarding the appropriateness of various systems and design concepts during the architectural design process.

**Student Performance Criteria Addressed:**

A5 / Investigative Skills

B3 / Sustainability

**B8 / Environmental Systems**

B10 / Building Envelope Systems

B12 / Building Materials and Assemblies

C6 / Leadership

C8 / Ethics and Professional Judgment

C9 / Community and Social Responsibility

**Topical Outline:**

Energy context (21%)

Daylighting (25%)

Building envelope (20%)

Thermal comfort (6%)

Passive heating/cooling (18%)

Architectural acoustics (10%)

**Prerequisites:**

None

**Textbooks/Learning Resources:**

Grondzik et al. *Mechanical and Electrical Equipment for Buildings* (11<sup>th</sup> ed)

Kwok and Grondzik. *The Green Studio Handbook* (2<sup>nd</sup> ed)

**Offered:**

Spring only; annually

Summer only; annually – for Option 2 students

**Faculty Assigned:**

Walter Grondzik (FT)

Dan Overbey (PT)

Glenn Sweitzer (PT)

**ARCH 301, Architectural Design, 5 credits**

**Course Description:** Integration of all facets of design including design, research, programming, technology, function, human behavior, scheduling, time management, communication, use of materials, and systems. Workshops in the further exploration and development of visualization and communication skills at all stages of the design process.

**Course Goals & Objectives:**

- Expand on and sharpen your skills as developing designers
- Sharpen existing, and introduce new, representational skills
- Foster critical thinking
- Understand how technology and sustainability strategies inform architectural theory and design
- Integrate the knowledge acquired in the second year courses in architectural design

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

A7 / Use of Precedents

**A8 / Ordering Systems**

B3 / Sustainability

**B4 / Site Design**

B5 / Life Safety

B8 / Environmental Systems

B9 / Structural Systems

B10 / Building Envelope Systems

**Topical Outline:**

Design studio project (100%)

**Prerequisites:**

ARCH 202

**Textbooks/Learning Resources:**

Ramsey/Sleeper. *Architectural Graphic Standards – Student Edition*

Ching. *Building Codes Illustrated*

Depending upon faculty assigned, the following resources are also used: DeKay. *Integral Sustainable Design*; Allen and Iano. *The Architect's Studio Companion*; Kwok and Grondzik *The Green Studio Handbook*; Brown and DeKay. *Sun, Wind & Light* (2nd Ed)

**Offered:**

Fall only; annually

**Faculty Assigned:**

Michele Chiuini (FT)

Ana de Brea (FT)

Olon Dotson (FT)

Tim Gray (FT)

Pamela Harwood (FT), Wes Janz (FT), Bob Koester (FT)

**ARCH 302, Architectural Design, 5 credits**

**Course Description:** A rigorous in-depth exploration of a selected topic in architectural design. Design studio and seminar in theories and principles related to the selected topic.

**Course Goals & Objectives:**

- Integrate building, environmental, cultural, and site systems in architectural design
- Show how these systems are interdependent on one another
- Incorporate passive and active environmental systems, materials, and methods of construction, and cultural information examined in second-year courses into integrated architectural solutions

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A2 / Design Thinking Skills  
A3 / Visual Communication Skills  
A4 / Technical Documentation  
A5 / Investigative Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A11 / Applied Research  
B1 / Pre-Design  
B2 / Accessibility  
B3 / Sustainability  
B4 / Site Design  
B5 / Life Safety  
B8 / Environmental Systems  
B9 / Structural Systems  
B10 / Building Envelope Systems  
B11 / Building Service Systems  
B12 / Building Materials and Assemblies

**Topical Outline:**

First design project (45%)  
Estopinal Competition project (55%)

**Prerequisites:**

ARCH 301

**Textbooks/Learning Resources:**

Vary with project focus

**Offered:**

Spring only; annually

**Faculty Assigned:**

Michele Chiuini (FT)	Tim Gray (FT)
Ana de Brea (FT)	Pamela Harwood (FT)
Olon Dotson (FT)	Wes Janz (FT)
Harry Eggink (FT)	Kevin Klinger (FT)
George Elvin (FT)	Andrea Swartz (FT)

**ARCH 304, Architectural Design Studio, 5 credits**

**Course Description:** Design of increasingly complex projects with documentation of structure, materials, construction methods, and life safety. Continued emphasis on concept development vis-a-vis historical and contemporary architectural thought and project context in all its dimensions. Reinforcement and application of sustainability principles including passive/active systems and day-lighting

**Course Goals & Objectives:**

- Acquire the ability to integrate building technology, structures, and environmental controls in architecture, functionally and aesthetically, through exploration of materiality and tectonics of design solutions
- Develop the ability to respond to site conditions, including the natural and the urban environment, to address the design exterior space
- Expand on visualization skills with appropriate application of digital media at all stages of the design process

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A4 / Technical Documentation

**A8 / Ordering Systems**

**B4 / Site Design**

**Topical Outline:**

Studio project 1 (30%)

Studio project 2 (65%)

Refined portfolio representation (5%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Resources described in course syllabus

**Offered:**

Summer only; annually

**Faculty Assigned:**

Kevin Klinger (FT)

Janice Shimizu (PT)

**ARCH 314, Architectural Building Technology 2, 3 credits**

**Course Description:** Methods and materials of architectural construction. Emphasizes interface of material selections and construction technology in the design, production, and construction process. Production of construction documentation.

**Course Goals & Objectives:**

- Increase understanding of building materials and related construction methods, including traditional, contemporary, and innovative methods
- Foster an appreciation for the potential for design in material and building assemblies
- Introduce the principles of sustainability including an overview of leed guidelines and criteria
- Introduce information, resources, and examples pertaining to the technological aspects of architecture and construction
- Introduce the organizational skills necessary to plan, execute and administer a set of construction documents (cds), including office procedures, general conditions, working drawings, and specifications
- Introduce the basic graphic skills required to execute a competent set of working drawings

**Student Performance Criteria Addressed:**

**A4 / Technical Documentation**

B3 / Sustainability

**B10 / Building Envelope Systems**

B12 / Building Materials and Assemblies

**Topical Outline:**

Specifications (10%)

Working drawings (25%)

Codes (10%)

Systems (25%)

Systems integration (20%)

Sustainability (10%)

**Prerequisites:**

ARCH 214

**Textbooks/Learning Resources:**

Ching. *Building Construction Illustrated* (4th ed.)

Allen. *Fundamentals of Building Construction* (4th ed.)

Wakita and Linde. *The Professional Practice of Architectural Working Drawings*

**Offered:**

Spring only; annually

**Faculty Assigned:**

Tim Gray (FT)

Miguel San Miguel (FT)

Dick Stafford (PT)

**ARCH 318, Structural Systems 2, 3 credits**

**Course Description:** Strength of materials, stress, strain, and modulus of elasticity. Introduction to steel systems and their application to the design of horizontal and vertical building systems. Introduction to lateral force systems for earthquake and wind.

**Course Goals & Objectives:**

- Develop the ability to calculate fundamental geometric properties of structural sections
- Develop the ability to design components of small/medium scale structures
- Develop an understanding of the application of these basic principles to large scale structures

**Student Performance Criteria Addressed:****B9 / Structural Systems****Topical Outline:**

Geometrical/structural properties (10%)  
Strength of materials and material properties (10%)  
Design of structural elements (20%)  
Details and connections (20%)  
Framing systems (20%)  
Lateral forces (20%)

**Prerequisites:**

ARCH 218

**Textbooks/Learning Resources:**

Onouye and Kane. *Statics and Strength of Materials for Architecture and Building* (4<sup>th</sup> ed.)  
Underwood and Chiuini. *Structural Design, A Practical Guide for Architects* (2<sup>nd</sup> ed.)

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Rod Underwood (FT)

**ARCH 329, History of Architecture 2, 3 credits**

**Course Description:** Survey of the movements and major figures in architecture and design from the late nineteenth century to the present, with consideration given to the social and cultural context of design ideas.

**Course Goals & Objectives:**

- Increase student fluency in building analysis
- Understand structure, function, and aesthetics as components of the 3d physical reality of buildings
- Increase student fluency in cultural analysis
- Understand the multi-dimensional culture coding of buildings

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A5 / Investigative Skills

A9 / Historical Traditions and Global Culture

A10 / Cultural Diversity

**Topical Outline:**

Early modern movements (20%)

High modern movements (20%)

Late modern movements (25%)

Postmodern and pluralist movements (35%)

**Prerequisites:**

ARCH 229

**Textbooks/Learning Resources:**

Curtis. *Modern Architecture Since 1900* (3<sup>rd</sup> ed.)

Mallgrave and Contandriopoulos. *Architectural Theory, Volume II* (2008)

plus numerous reserve readings

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Deborah Middleton (FT)

Edward Wolner (FT)



**ARCH 373, Environmental Systems 2, 3 credits**

**Course Description:** Application of the principles of physics to the design and engineering of environmental systems in buildings and technologies of active intervention.

**Course Goals & Objectives:**

- Understand basic terminology and performance metrics,
- Understand key system functions (what various systems can and cannot do),
- Understand the place of such systems in typical building applications and contexts (including green and carbon-neutral building design efforts),
- Understand the fundamentals of system components, selection, sizing, placement, and integration,
- Be prepared to participate in emerging practice trends such as commissioning, integrated design, and building information modeling,
- Be able to make preliminary decisions regarding the appropriateness of various systems and design concepts during the conceptual and schematic design phases of the building acquisition process.

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A5 / Investigative Skills

A11 / Applied Research

B3 / Sustainability

B5 / Life Safety

B8 / Environmental Systems

**B11 / Building Service Systems**

C1 / Collaboration

C6 / Leadership

C8 / Ethics and Professional Judgment

**Topical Outline:**

High-performance buildings (16%)

Thermal comfort/IAQ (6%)

HVAC systems (27%)

Active solar systems (7%)

Electrical systems (4%)

Fire protection (12%)

Plumbing systems (7%)

Mechanized circulation (5%)

**Prerequisites:**

ARCH 273

**Textbooks/Learning Resources:**

Grondzik et al. *Mechanical and Electrical Equipment for Buildings* (11<sup>th</sup> ed)

**Offered:**

Fall only; annually

Summer only; annually – for Option 2 students

**Faculty Assigned:**

Walter Grondzik (FT)

Dan Overbey (PT)

Glenn Sweitzer (PT)

**ARCH 401, Architectural Design, 5 credits**

**Course Description:** Capstone project: a design-based study in depth requiring students to reflect on and synthesize previous course work.

**Course Goals & Objectives:**

- synthesize previous work in structures, environmental systems, building materials, design, and theory
- Produce a capstone project that integrates across plan, section, elevation, site, and context

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A4 / Technical Documentation

A5 / Investigative Skills

A6 / Fundamental Design Skills

A8 / Ordering Systems

A11 / Applied Research

B1 / Pre-Design

B2 / Accessibility

**B3 / Sustainability**

B4 / Site Design

**B5 / Life Safety**

B6 / Comprehensive Design

B8 / Environmental Systems

B9 / Structural Systems

B10 / Building Envelope Systems

B11 / Building Service Systems

B12 / Building Materials and Assemblies

C1/ Collaboration

**Topical Outline:**

First design project (40%)

CRIPE design competition (60%)

**Prerequisites:**

ARCH 302

**Textbooks/Learning Resources:**

No formal requirements

**Offered:**

Fall only; annually

**Faculty Assigned:**

Olon Dotson (FT)

George Elvin (FT)

Robert Fisher (FT)

Wes Janz (FT)

Kevin Klinger (FT)

Janice Shimizu (PT)

Jonathan Spodek (FT)

Andrea Swartz (FT)

**ARCH 402, Architectural Design, 6 credits**

**Course Description:** ARCH 402 allows students to engage in architectural design projects on or off campus providing students a high degree of self-direction. Draws on knowledge and skills of previous course work.

**Course Goals & Objectives:**

- Provide further exposure to contemporary issues in design
- Understand how to categorize design issues using conceptual frameworks
- Apply deductive and inductive, problem-centered, value-centered design methods

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A2 / Design Thinking Skills  
A3 / Visual Communication Skills  
A5 / Investigative Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A8 / Ordering Systems  
B2 / Accessibility  
B4 / Site Design  
B5 / Life Safety  
B8 / Environmental Systems  
B9 / Structural Systems  
B10 / Building Envelope Systems  
B11 / Building Service Systems  
B12 / Building Materials and Assemblies

**Topical Outline:**

Studio design project/projects; specifics vary from section-to-section (100%)

**Prerequisites:**

ARCH 302

NOTE: Both ARCH 405 and 406 (two independent summer programs) must be completed to obtain substitute credit for ARCH 402.

**Textbooks/Learning Resources:**

No formal requirements

**Offered:**

Spring only; annually

**Faculty Assigned:**

Joseph Bilello (FT)  
Michele Chiuini (FT)  
Robert Fisher (FT)  
Tim Gray (FT)  
Pamela Harwood (FT)  
Bruce Race (FT)  
Michael Silver (FT)  
Jonathan Spodek (FT)

**ARCH 403, Architectural Design Studio, 6 credits**

**Course Description:** A capstone project that continues a rigorous emphasis on all aspects of sustainability. This in-depth design study requires synthesis of previous course work.

**Course Goals & Objectives:**

- Address comprehensive design skill in a strong architectural context, i.e. Conceptual structural systems, conceptual mechanical systems, architectural wall sections which demonstrate specific architectural objectives, not simply a technical wall section
- Address daylighting, natural ventilation and passive solar heating/cooling as consistent considerations in all design projects and to acknowledge their appropriate inclusion

**Student Performance Criteria Addressed:****B3 / Sustainability****B5 / Life Safety****Topical Outline:**

A series of short conceptual design exercises to identify clear and concise conceptual positions (10%)

A project which allows students to individually identify an object of value and importance to themselves and then design a "place" to exhibit, use, create, and purchase this item (40%)

A project which identifies an invention, object, or event which has changed the world, other than 9/11. The students are responsible for elaborating on a base program to exhibit, archive, and represent their selection in a museum atmosphere in a context which has three very strong and unique contextual influences (50%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Ching, *Form, Space, and Order*

precedent research on the topics selected for the two main projects

**Offered:**

Summer; annually

**Faculty Assigned:**

Rod Underwood (FT)

**ARCH 405, Architectural Design, 3 credits**

**Course Description:** Incremental version of ARCH 402 that allows students to engage architectural design projects on or off campus providing students a high degree of self-direction. Draws on knowledge and skills of previous course work.

**Course Goals & Objectives:**

- Provide further exposure to contemporary issues in design
- Understand how to categorize design issues using conceptual frameworks
- Apply deductive and inductive, problem-centered, value-centered design methods

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A2 / Design Thinking Skills  
A3 / Visual Communication Skills  
A5 / Investigative Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A8 / Ordering Systems  
B2 / Accessibility  
B4 / Site Design  
B5 / Life Safety  
B8 / Environmental Systems  
B9 / Structural Systems  
B10 / Building Envelope Systems  
B11 / Building Service Systems  
B12 / Building Materials and Assemblies

**Topical Outline:**

Studio design project; specifics vary from section-to-section (100%)

**Prerequisites:**

ARCH 202

Both ARCH 405 and 406 (two independent summer programs) must be completed to obtain substitute credit for ARCH 402.

**Textbooks/Learning Resources:**

Variable

**Offered:**

Summer only

**Faculty Assigned:**

Ana de Brea (FT): CAPAmericano Sur  
Jonathan Spodek (FT): ecoREHAB

**ARCH 406, Architectural Design, 3 credits**

**Course Description:** Incremental version of ARCH 402 that allows students to engage architectural design projects on or off campus providing students a high degree of self-direction. Draws on knowledge and skills of previous course work.

**Course Goals & Objectives:**

- Provide further exposure to contemporary issues in design
- Understand how to categorize design issues using conceptual frameworks
- Apply deductive and inductive, problem-centered, value-centered design methods

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A2 / Design Thinking Skills  
A3 / Visual Communication Skills  
A5 / Investigative Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A8 / Ordering Systems  
B2 / Accessibility  
B4 / Site Design  
B5 / Life Safety  
B8 / Environmental Systems  
B9 / Structural Systems  
B10 / Building Envelope Systems  
B11 / Building Service Systems  
B12 / Building Materials and Assemblies

**Topical Outline:**

Studio design project; specifics vary from section-to-section (100%)

**Prerequisites:**

ARCH 202

Both ARCH 405 and 406 (two independent summer programs) must be completed to obtain substitute credit for ARCH 402.

**Textbooks/Learning Resources:**

Variable

**Offered:**

Summer only

**Faculty Assigned:**

Ana de Brea (FT): CAPAmericano Sur  
Jonathan Spodek (FT): ecoREHAB

**ARCH 418, Structural Systems 3, 3 credits**

**Course Description:** Continuation of Structural Systems 2. Introduction to wood, concrete, and masonry systems and their application to design of horizontal and vertical building systems. Discussions of alternative structural building materials and systems.

**Course Goals & Objectives:**

- Understand the selection and configuration process for common structural systems
- Reinforce the ability to integrate structural systems in architectural design
- Acquire knowledge of design procedures for wood, concrete, masonry
- Ability to size structural components for small and medium buildings

**Student Performance Criteria Addressed:**

A6 / Fundamental Design Skills

A8 / Ordering Systems

B9 / Structural Systems

**Topical Outline:**

Wood systems (35%)

Concrete systems (35%)

Masonry systems (30%)

**Prerequisites:**

ARCH 318

**Textbooks/Learning Resources:**

Underwood and Chiuini. *Structural Design: A Practical Guide for Architects* (2<sup>nd</sup> ed.)

"Wood Course" packets

*Multiframe 4D*

**Offered:**

Fall and spring; annually

Summer; annually – for Option 2 students

**Faculty Assigned:**

Michele Chiuini (FT)

Rod Underwood (FT)

**ARCH 429, Application of Cultural Issues to Design and Planning Strategies, 3 credits**

**Course Description:** Explores how to use social, cultural, technical, and economic information to establish design criteria. Examines how to apply this knowledge to create a framework for design.

**Course Goals & Objectives:**

- Analyze the relationship between human behavior and architecture by studying behavioral settings, place types, activities, multiple users of a space
- Understand how we experience architecture through our senses and lived body experiences
- Acknowledge how multiple points of views and cultural positions allow people to interpret the built environment differently
- Understand how the built environment shapes and is shaped by individuals and groups, affecting the integrated system of socially acquired values, beliefs and rules of conduct
- Help students critically see themselves as active agents in this relationship

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A7 / Use of Precedents

A8 / Ordering Systems

A9 / Historical Traditions and Global Culture

**A10 / Cultural Diversity**

B1 / Pre-Design

**C2 / Human Behavior**

**Topical Outline:**

Fundamentals (7%)

Post-occupancy evaluation (8%)

Evidence-based design (8%)

Quantitative research (7%)

Qualitative research (50%)

Project development/review (20%)

**Prerequisites:**

Fourth-year standing or permission of the department chairperson

**Textbooks/Learning Resources:**

Zeisel. *Inquiry by Design*

weekly readings (on Blackboard)

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Pamela Harwood (FT)

Karen Keddy (FT)



**ARCH 455, Architectural Internship, 0 credits**

**Course Description:** Prepares students for critical engagement in architectural practice. Field studies in architecture under the supervision of a licensed architect or allied design professional. Under certain conditions this internship may apply toward the National Intern-Architect Development Program (IDP).

**Course Goals & Objectives:**

- Expose students to real-world architectural practice
- Engage students in the IDP

**Student Performance Criteria Addressed:**

C4 / Project Management

C5 / Practice Management

C8 / Ethics and Professional Judgment

**Topical Outline:**

Not applicable

**Prerequisites:**

Permission of the internship program director or the department chairperson

**Textbooks/Learning Resources:**

Not applicable

**Offered:**

Summer only; annually

**Faculty Assigned:**

Dan Woodfin (FT)

**ARCH 490, Independent Project, 1-6 credits**

**Course Description:** Independent study in architectural topics.

**Course Goals & Objectives:**

- Variable – established by individual student or faculty

**Student Performance Criteria Addressed:**

Variable

**Topical Outline:**

Variable

**Prerequisites:**

Approval of a program proposal by the department chairperson

A total of 8 hours of credit may be earned, but no more than 6 in any one semester or term

**Textbooks/Learning Resources:**

Variable

**Offered:**

Fall, spring, summer; on request

**Faculty Assigned:**

Tony Costello (PT): Sustainable Planning and Design in Haiti

Tony Costello (PT): Haiti

Wes Janz (FT): An In-Depth Look at Graphical Presentation and Techniques

single-student independent studies are not included in this list as they have no regularly assigned faculty

**ARCH 498, Special Projects in Architecture, 3-6 credits**

**Course Description:** Timely architectural projects undertaken by groups of students.

**Course Goals & Objectives:**

- Variable -- depending upon student/faculty needs

**Student Performance Criteria Addressed:**

Variable

**Topical Outline:**

Variable

**Prerequisites:**

Permission of the department chairperson

A total of 15 hours of credit may be earned, but no more than 6 in any one semester or term

**Textbooks/Learning Resources:**

Variable

**Offered:**

Fall, spring, summer; annually

**Faculty Assigned:**

Joe Bilello (FT): Australia: Sustainability and Resiliency

Joe Bilello (FT): Australia: Creativity and Risk

Mahesh Daas (FT): Design Thinking and Innovation Methods

Ana de Brea (FT): CAPAmericano Sur: How Culture Influences Space

Ana de Brea (FT): CAPAmericano Sur: Three-Dimensional Pieces

Olon Dotson (FT): 4<sup>th</sup> World

Michael Gibson (FT): Summit Lake Design Build

Pamela Harwood (FT): Costa Rica: Sustainable Design Seminar\

Pamela Harwood (FT): Costa Rica: Cultural Immersion

Pamela Harwood (FT): Building Better Communities

Deborah Middleton (FT): Design Strategies

Michael Silver (FT): Design Infomatics and Technology Transfer: Research Theory and Practice

Michael Silver (FT): Middle Apps: Software Development, Digital Fabrication, and Smart Phone

Technology Seminar

Jonathan Spodek (FT): ecoREHAB

**ARCH 501, Comprehensive Architectural Studio, 6 credits**

**Course Description:** Graduate architecture studio involves work that is comprehensive in its conception, development, and execution. Meets NAAB criteria for "Comprehensive Design."

**Course Goals & Objectives:**

- Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the NAAB criteria for comprehensive design

**Student Performance Criteria Addressed:**

A2 / Design Thinking Skills  
A4 / Technical Documentation  
A5 / Investigative Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A8 / Ordering Systems  
A9 / Historical Traditions and Global Culture  
B1 / Pre-Design  
B2 / Accessibility  
B3 / Sustainability  
B4 / Site Design  
B5 / Life Safety  
B6 / Comprehensive Design  
B8 / Environmental Systems  
B9 / Structural Systems  
B10 / Building Envelope Systems  
B11 / Building Service Systems  
B12 / Building Materials and Assemblies

**Topical Outline:**

First studio project (35%)  
Second studio project (65%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Vary with project

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Josh Coggeshall (FT)  
Bob Koester (FT)  
Janice Shimizu (PT)  
Donna Sink (PT)  
Brad Smith (PT)

**ARCH 503, Research Methods in Architecture, 3 credits**

**Course Description:** Introduction to research methods applicable to architectural practice. Enables students to study and apply a variety of research methods and tools. Students formulate a range of research proposals.

**Course Goals & Objectives:**

- Transform a subject of interest into an object of inquiry
- Explore strategies of architectural research and study possible theoretical frameworks that can guide research inquiry
- Develop skills, methods and attitudes needed for successful conduct of the several important modes of research found in architectural practices today

**Student Performance Criteria Addressed:**

**A1 / Communication Skills**

**A5 / Investigative Skills**

**A11 / Applied Research**

**Topical Outline:**

Application of various research methods to a defined architectural problem (100%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Groat and Wang. *Architectural Research Methods* (2002)

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Joe Bilello (FT)

Karen Keddy (FT)

Stephen Kendall (FT)

**ARCH 520, Professional Practice, 3 credits**

**Course Description:** Explores the essential elements of architectural practice and related professions. Addresses administrative role of the architect, basic principles of architectural practice, leadership, information management, legal responsibilities, ethics and professional judgment in architectural practice.

**Course Goals & Objectives:**

- Establish basic understanding of, and personal relevance to, various methodologies of contemporary architectural practice and issues
- Consider the profession as a traditional entity, ethics of practice, legal issues, the architect's administrative roles within the overall project, the fundamentals of building costs such as operational costs and construction estimating, business aspects of architectural practice including marketing, client communication, contracts, scope of services, delivery of services
- Address the transition currently underway in our profession to a knowledge-based, service-oriented practice often carried out in non-traditional ways against a backdrop of accepted and revered, though often misunderstood, cultural mythology

**Student Performance Criteria Addressed:**

**B7 / Financial Considerations**

**C3 / Client Role in Architecture**

**C4 / Project Management**

**C5 / Practice Management**

**C6 / Leadership**

**C7 / Legal Responsibilities**

**C8 / Ethics and Professional Judgment**

**C9 / Community and Social Responsibility**

**Topical Outline:**

Financial considerations (10%)

Client role in architecture (15%)

Project management (15%)

Practice management (15%)

Leadership (10%)

Legal responsibilities (10%)

Ethics and professional judgment (10%)

Community and social responsibility (15%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

American Institute of Architects. *The Architecture Student's Handbook of Professional Practice*  
a case study from: Fisher. *Ethics for Architects: 50 Dilemmas of Professional Practice*

**Offered:**

Fall and spring; annually

**Faculty Assigned:**

Olon Dotson (FT)

Wes Janz (FT)

Donna Sink (PT)

**ARCH 555, Immersive Away Experience, 0 credits**

**Course Description:** Immersive away experience outside of the College of Architecture and Planning consisting of a professional internship.

**Course Goals & Objectives:**

- To gain experience with the profession's diverse shared body of knowledge and culture through a professional internship or immersive experience
- An internship will meet the requirements of ncarb registration
- A student who has previously fulfilled the 14-week internship requirement may, with permission of the graduate director, undertake an approved immersive experience— including but not limited to, a study abroad experience or an in-depth field-based independent research project

**Student Performance Criteria Addressed:**

A10 / Cultural Diversity

C1 / Collaboration

C4 / Project Management

C5 / Practice management

C9 / Community and Social Responsibility

**Topical Outline:**

Varies with the nature of the specific away experience

**Prerequisites:**

Graduate standing or permission of the program director

Offered credit/no credit only

**Textbooks/Learning Resources:**

Vary with the specific immersive experience

**Offered:**

Fall, spring and summer; annually

**Faculty Assigned:**

Josh Coggeshall (FT)

**ARCH 581, Digital Design/Fabrication Foundations 1, 3 credits**

**Course Description:** Foundations course introducing surface modeling and design methods and tools for CNC fabrication. Initiates a basic understanding of surface geometry, fabrication strategies, and data extraction/translation through a series of hands-on, iterative modeling and digital fabrication exercises.

**Course Goals & Objectives:**

- Introduce students to digital design/fabrication methods
- Develop skills with parametric modeling, fabrication software, and cnc equipment
- Engage in an iterative design process synthesizing feedback from a variety of representations, simulations, and reconstructions.

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

A7 / Use of Precedents

**Topical Outline:**

Parametric modeling (20%)

Fabrication software (20%)

CNC equipment (20%)

Model-scale and full-scale constructs (40%)

**Prerequisites:**

Graduate status in the College of Architecture and Planning

**Textbooks/Learning Resources:**

Software: *Rhino* v4 or v5

*Grasshopper* plug-in

**Offered:**

Occasionally

**Faculty Assigned:**

Adam Buente and Kyle Perry (PT)

Joshua Vermillion (FT)



**ARCH 582, Digital Design/Fabrication Foundations 2, 3 credits**

**Course Description:** Foundations course introducing advanced computational design and analysis tools. Topics and skills covered include time-based modeling, scripting, parametric and informational modeling, and computational performance simulation. Skills are developed through a series of case studies and projects.

**Course Goals & Objectives:**

- Introduce students to advanced design and fabrication methods, through precedent studies and a set of iterative projects, integrating parametric design, analysis, and advanced fabrication methods as part of a digital-fabrication feedback loop
- Develop digital skills with parametric modeling, end-user-scripting, and fabrication software and equipment
- Craft model scale and full-scale constructs
- Develop an understanding of computational design as an inherently algorithmic and editable process via a detailed precedent study and design assignments
- Engage and articulate their own design feedback loop, an iterative design process synthesizing the 'feedback' from a variety of representations, simulations, and reconstructions

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A2 / Design Thinking Skills  
A3 / Visual Communication Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents

**Topical Outline:**

Assigned precedent study and readings (15%)  
Software tutorials and assignments (25%)  
Prototyping assignments (20%)  
Final prototype presentations (20%)  
Critical documentation and reflection booklet (20%)

**Prerequisites:**

Graduate status in the College of Architecture and Planning; ARCH 581 or permission of the instructor

**Textbooks/Learning Resources:**

Software: *Rhino* v4, *Grasshopper* plug-in  
Video and PDF tutorials  
Readings (organized by the instructor in a course reader)  
Precedent study list  
Course documents on Blackboard

**Offered:**

Occasionally

**Faculty Assigned:**

Joshua Vermillion (FT)

**ARCH 590, Independent Study, 1-6 credits**

**Course Description:** Approval of the independent study proposal by the faculty advisor and the department chairperson.

**Course Goals & Objectives:**

- Variable – established by individual student or faculty

**Student Performance Criteria Addressed:**

Variable

**Topical Outline:**

Variable

**Prerequisites:**

Graduate standing or permission of the program director

A total of 8 hours of credit may be earned, but no more than 3 in any one semester or term

**Textbooks/Learning Resources:**

Variable

**Offered:**

Fall, spring, summer; on request

**Faculty Assigned:**

Tony Costello (PT): Sustainable Planning and Design in Haiti

Tony Costello (PT): Haiti

single-student independent studies are not included in this list as they have no regularly assigned faculty

**ARCH 598, Special Studies in Architecture, 3-6 credits**

**Course Description:** Special and timely architectural projects undertaken by groups of students.

**Course Goals & Objectives:**

- Variable – established by individual student or faculty

**Student Performance Criteria Addressed:**

Variable

**Topical Outline:**

Variable

**Prerequisites:**

Graduate standing or permission of the program director

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term

**Textbooks/Learning Resources:**

Vary

**Offered:**

Fall, spring and summer; on request

**Faculty Assigned:**

Chiuini (FT) Solar Decathlon

De Brea (FT): CAPAmericano Sur: How Culture Influences Space

De Brea (FT): CAPAmericano Sur: Three-Dimensional Pieces

Dotson (FT): 4<sup>th</sup> World

Gibson (FT): Summit Lake Design Build

Gray (FT): Farm Project

Harwood (FT): Tot-Spot Design Build

Klinger (FT): Institute for Digital Fabrication Certificate

Monteverde faculty: Sustainable Design Seminar

Monteverde faculty: Cultural Immersion

Silver (FT): Design Infomatics and Technology Transfer: Research Theory and Practice

Silver (FT): Middle Apps: Software Development, Digital Fabrication, and Smart Phone  
Technology Seminar

Spodek (FT): ecoREHAB

Vermillion (FT): Institute for Digital Fabrication Certificate

**ARCH 600, Architecture Workshop, 3 credits**

**Course Description:** Graduate architecture workshop involves short exploratory architectural exercises or projects.

**Course Goals & Objectives:**

- Vary with the specific course focus (see faculty/focus list below)

**Student Performance Criteria Addressed:**

Vary with the specific course focus; will typically include:

A1 / Communication Skills  
A3 / Visual Communication Skills  
A6 / Fundamental Design Skills  
A7 / Use of Precedents  
A11 / Applied Research  
C1 / Collaboration

**Topical Outline:**

Variable

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Variable

**Offered:**

Summer only; annually

**Faculty Assigned:**

Ana de Brea (FT): CAPAmericano Sur  
Michele Chiuini (FT): Solar Decathlon  
Pamela Harwood (FT): Tot-Spot Design Build

**ARCH 601, Architecture Topics Studio, 6 credits**

**Course Description:** Graduate architecture studio involves topical architectural problems. Students are expected to increasingly define their own interests and take initiative in defining design concepts, tasks, and opportunities.

**Course Goals & Objectives:**

- Encourage the students to take initiative in the development of concepts, strategic means, and generation of specific evidence towards the demonstration of architectural added value in their projects
- Develop confidence in using methods that lead to the manipulation of design assets that foster the added value of a project
- Build on the critical thinking skills of designers—develop substantial agility in the production of ideas
- Enable students to feel comfortable in review environments where on-demand design performance is required
- Provide practical opportunities to students to develop their oral, verbal, and visual communication skills through the exchange of ideas, reviews, online and live presentations

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

**A3 / Visual Communication Skills**

A6 / Fundamental Design Skills

A7 / Use of Precedents

A11 / Applied Research

B6 / Comprehensive Design

**Topical Outline:**

Architectural design projects (100%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Varies with project

**Offered:**

Summer only; annually

**Faculty Assigned:**

Antonieta Angulo (FT)

Michele Chiuini (FT)

Josh Coggeshall (FT)

Mahesh Daas (FT)

Harry Eggink (FT)

Michael Silver (FT)

**ARCH 602, Final Architecture Project Studio, 6 credits**

**Course Description:** Development and completion of a student initiated and defined architectural design project.

**Course Goals & Objectives:**

- Designs should reflect a high level of design sophistication, methodical rigor, and integrity informed by knowledge and a professional ethos
- Students will develop a set of rational design constructs within a clearly-bounded decision space
- Students will shape their own problem definition, outline their design-process management approach, clarify the distinction of thesis and project, and search for external and internal truth in their executed work
- Projects will be tied to a literature review and an understanding of issues within the profession

**Student Performance Criteria Addressed:**

**A1 / Communication Skills**

**A2 / Design Thinking Skills**

**A3 / Visual Communication Skills**

**A6 / Fundamental Design Skills**

**A11 / Applied Research**

**B12 / Building Materials and Assemblies**

**Topical Outline:**

Varies: course involves individual student-selected projects

**Prerequisites:**

Graduate standing, ARCH 603 or permission of the program director.

**Textbooks/Learning Resources:**

Vary with nature of the project

**Offered:**

Spring only; annually

**Faculty Assigned:**

primary and secondary project advisors are selected by each student; the majority of the department's graduate faculty have served as advisors

**ARCH 603, Final Project Preparation, 1 credit**

**Course Description:** Provides students the opportunity to define, investigate, and articulate a topic for the final project.

**Course Goals & Objectives:**

- Develop final project concept working independently with major and minor advisors
- Develop and refine a project abstract, literature review, case studies, and site research and documentation, and design methodologies
- Prepare a 'final Project Proposal Book'

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A2 / Design Thinking Skills

A3 / Visual Communication Skills

A6 / Fundamental Design Skills

**A7 / Use of Precedents**

A11 / Applied Research

**B1 / Pre-Design**

B6 / Comprehensive Design

B12 / Building Materials and Assemblies

**Topical Outline:**

Development and documentation of final project proposal (50%)

Documentation and reflection on process (35%)

Participation in class discourse (15%)

**Prerequisites:**

Graduate standing or permission of the program director.

**Textbooks/Learning Resources:**

Vary with student topic selections

**Offered:**

Fall only; annually

**Faculty Assigned:**

Josh Coggeshall (FT)

**ARCH 632, Environmental Systems 2, 3 credits**

**Course Description:** Consideration of high-performance buildings, including aspects such as green design, carbon-neutral design, net-zero-energy design, and sustainability.

ARCH 632 has been approved as a Directed Elective for the Master of Architecture degree under the category: integrated building practices, technical skills and knowledge

**Course Goals & Objectives:**

- Understand the context and structure of the USDOE Solar Decathlon,
- Understand the building commissioning process,
- Appreciate the multi-dimensional nature of high-performance building expectations,
- Appreciate the design implications of high-performance building outcomes, and
- Be able to rationally evaluate high-performance building design proposals

**Student Performance Criteria Addressed:**

A1 / Communication Skills  
A5 / Investigative Skills  
A11 / Applied Research  
B3 / Sustainability  
B8 / Environmental Systems  
B11 / Building Service Systems  
C1 / Collaboration  
C6 / Leadership  
C8 / Ethics and Professional Judgment

**Topical Outline:**

High-performance buildings (50%)  
The building commissioning process (25%)  
The Solar Decathlon (25%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

No required textbook; various library, professional, and internet resources

**Offered:**

Traditionally fall only; annually

**Faculty Assigned:**

Walter Grondzik (FT)



**ARCH 633, Advanced Technologies for Green Buildings, 3 credits**

**Course Description:** Investigations of green technologies including solar and wind energy, energy conservation, water management, building envelope design, lighting, building-integrated photovoltaic and wind energy systems, LED lighting, smart building systems, and sensor networks.

ARCH 633 has been approved as a Directed Elective for the Master of Architecture degree under the category: integrated building practices, technical skills and knowledge

**Course Goals & Objectives:**

- Understand the general characteristics that make a building green,
- Appreciate the similarities among and differences between several current green building rating systems,
- Be able to determine the project-appropriateness of available green building credits,
- Be able to assemble the information and evidence required to achieve a green building rating system credit,
- Be able to communicate clearly and effectively in the green building realm

**Student Performance Criteria Addressed:**

A1 / Communication Skills

A5 / Investigative Skills

A11 / Applied Research

B3 / Sustainability

C8 / Ethics and Professional Judgment

**Topical Outline:**

Green building fundamentals (25%)

Green building rating systems (50%)

The Solar Decathlon (25%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

No required textbook; various library, professional, and internet resources

**Offered:**

Traditionally spring only; annually

**Faculty Assigned:**

Walter Grondzik (FT)

**ARCH 635, Advanced Building Information Modeling, 3 credits**

**Course Description:** Critical examination of BIM technology and software. Emphasis is on analysis of the application of BIM concepts and theories to complex architectural projects, and their relationship to innovation in the area of architectural systems.

ARCH 635 has been approved as a Directed Elective for the Master of Architecture degree under the category: integrated building practices, technical skills and knowledge

**Course Goals & Objectives:**

- Develop a familiarity with BIM and associative modeling software capabilities
- Apply digital design software knowledge to physical production of components

**Student Performance Criteria Addressed:**

A2 / Design Thinking Skills

A4 / Technical Documentation

B3 / Sustainability

B12 / Building Materials and Assemblies

**Topical Outline:**

Survey of software (10%)

Relation modeling schematic design (designbymany competition) (30%)

Feedback loop between design and production (20%)

Final project development (40%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Kolarevic and Klinger. *Manufacturing Material Effects* (2008)

Case, Inc. (BIM whitepaper)

Designbymany blog

Institute for Digital Fabrication: digital design and fabrication program resource material

**Offered:**

Occasionally

**Faculty Assigned:**

Kevin Klinger (FT)

**ARCH 640, History, Theory, and Criticism, 3 credits**

**Course Description:** Examines contemporary architectural theory and criticism through the presentation and study of significant texts and buildings of the present and recent past. Introduces and investigates the formal, technological, social and cultural, political and economic issues within the disciplines of architecture and design. Explores interactions between theory and practice, and examines strategies for the making of architecture.

ARCH 640 has been approved as a Directed Elective for the Master of Architecture degree under the category: critical thinking and representation

**Course Goals & Objectives:**

- Study significant texts and buildings of the present and from the recent past
- Investigate the formal, technological, social and cultural, political, and economic issues within the disciplines of architecture and design
- Explores interactions between theory and practice
- Examine strategies for the making of architecture
- Require the student to reflect on what he/she has learned in the professional degree program and the value gained from that knowledge

**Student Performance Criteria Addressed:**

A2 / Design Thinking Skills

A9 / Historical Traditions and Global Culture

A10 / Cultural Diversity

**Topical Outline:**

Meanings and contrasts within the present notions of 'contemporary' and 'modern,' from the points of conception and hypothesis and interpretation (30%)

The present and futures of metropolitan cities as settings of the architectural work [the 'circumstances,' the 'background,' the 'situation'] (30%)

Architecture seen as a responsible tool [the 'contemporary' / 'modern' approaches, methods, and making = the concrete realization] (40%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Moneo. *Theoretical Anxiety and Design Strategies in the Work of Eight Contemporary Architects* (2004)

Rendell et al. *Critical Architecture* (2007)

Hunch. *The Berlage Institute report No.6/7* (2003)

and ... recommended readings as well as a series of selected films for class discussions –*Koyaanisqatsi* (Godfrey Reggio, 1983), *Metropolis* (Fritz Lang, 1927), *Brazil* (Terry Gilliam, 1985), *The Man Next Door* ('El Hombre de al Lado,' original title, Mariano Cohn, Gaston Duprat, 2009), among others.

**Offered:**

Occasionally

**Faculty Assigned:**

Ana de Brea (FT)

**ARCH 641, Human and Cultural Factors, 3 credits**

**Course Description:** Addresses ethical, social, and cultural factors related to the design of the built environment. Includes: ethics; cultural patterns and values; privacy/community; the symbolic content of form and environment; and design across cultures. Its concern is with critical thinking, and from the standpoint of design research, it enables students to understand theoretical constructs, use conceptual argumentation, and construct strategies for a design process.

ARCH 641 has been approved as a Directed Elective for the Master of Architecture degree under the category: critical thinking and representation

**Course Goals & Objectives:**

- Explore theoretical and methodological frameworks necessary to understand architecture as a social and cultural construct
- Critically examine underlying social patterns, power relations, ethical values, and worldviews along with the symbolic content of environment and form
- Prepare students to apply theoretical knowledge to develop a research proposal, design project, or graduate thesis
- Encourage analysis, synthesis, and critical thinking

**Student Performance Criteria Addressed:**

A9 / Historical Traditions and Global Culture

A10 / Cultural Diversity

C8 / Ethics and Professional Judgment

C9 / Community and Social Responsibility

**Topical Outline:**

Citizenship, worldviews, and the public sphere (14%)

An embodied public sphere: past and future (7%)

Safety and security in the public sphere (7%)

Women on stage / women in the streets (7%)

Public landscapes of the young and rebellious (7%)

In public space: protests and spontaneous coincidences (7%)

Accessing the public sphere from the perspective of the disabled (7%)

Memorials, monuments and memories (7%)

Architourism, dark tourism, and poorism (7%)

"Special needs" and the hidden homeless (7%)

In your space: installations in public spaces (7%)

Destroying our urban fabric: uricide and warchitecture (7%)

D4D: designing for dignity (7%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Extensive weekly readings

**Offered:**

Occasionally

**Faculty Assigned:**

Karen Keddy (FT)

**ARCH 642, Architectural Theory, 3 credits**

**Course Description:** Examines contemporary architectural theory, criticism, and practice through the presentation and study of significant texts and built form.

ARCH 642 has been approved as a Directed Elective for the Master of Architecture degree under the category: critical thinking and representation

**Course Goals & Objectives:**

- Focused inquiry into topical areas of architectural theory, criticism, and practice
- Appreciate the complex perspective of the practice of architecture
- Internalize the complexity of architecture in service to design
- Celebrate the full range of skills, knowledge, and attitudes assembled during graduate studies
- Encourage critical analysis, creative inquiry, and broad synthesis

**Student Performance Criteria Addressed:**

A2 / Design Thinking Skills

A9 / Historical Traditions and Global Culture

A10 / Cultural Diversity

**Topical Outline:**

Topical readings (30%)

Written topical analyses (35%)

Focused term paper/presentation (35%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Moneo. *Theoretical Anxiety and Design Strategies in the Work of Eight Contemporary Architects*

Rendell et al. *Critical Architecture*

Hunch (ed). *The Berlage Institute Report No. 6/7*

**Offered:**

Occasionally

**Faculty Assigned:**

Ana de Brea (FT)

**ARCH 643, The Structure of the Ordinary, 3 credits**

**Course Description:** Discusses the built environment as such, seen as a self-organizing entity under constant change. By seeing environment in different times/cultures through the lens of change, we can learn to understand the ways in which we organize ourselves as agents acting upon it.

ARCH 643 has been approved as a Directed Elective for the Master of Architecture degree under the category: critical thinking and representation

**Course Goals & Objectives:**

- Appreciate the built environment as universally organized by Orders of Form, Place and Understanding
- Understand that these principles correspond roughly to physical, biological and social domains
- Consider the "ordinary" environment as the background against which architects built the "extraordinary"

**Student Performance Criteria Addressed:**

A2 / Design Thinking Skills

A8 / Ordering Systems

C2 / Human Behavior

**Topical Outline:**

Discussion of required text (35%)

Discussion of related readings (25%)

Thematic design plays (40%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Habraken. *The Structure of the Ordinary* (1998)

**Offered:**

Occasionally

**Faculty Assigned:**

Stephen Kendall (FT)

**ARCH 644, Theories of Sustainability, 3 credits**

**Course Description:** Students explore ideas and assumptions behind green building and sustainable design. Philosophies and concepts of nature, design and technology are investigated and discussed. Students develop and share their understanding of sustainability and green building grounded in both current and established theories.

ARCH 644 has been approved as a Directed Elective for the Master of Architecture degree under the category: critical thinking and representation

**Course Goals & Objectives:**

- Expose students to a diverse range and state-of-art 'sustainability theory' by key theorists and designers
- Engage articles and books involving the application and development of sustainability thinking in design
- Broaden students' ability to identify specific theory used in practice
- Apply thoughtful analysis to cases elucidating sustainability theory as applied in design strategy

**Student Performance Criteria Addressed:**

A2 / Design Thinking Skills

A9 / Historical Traditions and Global Culture

B3 / Sustainability

C9 / Community and Social Responsibility

**Topical Outline:**

Context for sustainability (15%)

Sustainability theories (50%)

Implementing sustainability (15%)

Group project presentations (20%)

**Prerequisites:**

Graduate standing or permission of the program director

**Textbooks/Learning Resources:**

Beatley. *Biophilic Cities*

Smith. *Building for a Changing Climate*

Benedict. *Green Infrastructure*

Badshahg. *Our Urban Future*

Davoudi. *Planning for Climate Change*

Porter. *The Practice of Sustainable Development*

Manzi. *Social Sustainability in Urban Areas*

Williams. *Spatial Planning, Urban Form and Sustainable Transport*

Pugh. *Sustainability, the Environment and Urbanization*

Wheeler. *The Sustainable Urban Development Reader*

Steinebach. *Visualizing Sustainable Planning*

**Offered:**

Occasionally

**Faculty Assigned:**

George Elvin (FT)

Deborah Middleton (FT)

## **FACULTY**

### **FACULTY RESUMES**

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## Antonieta Angulo, Ph.D.

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 202 – Architectural Design  
ARCH 261 – Design Communications Media  
ARCH 263 – Digital Design  
ARCH 503 – Research Methods in Architecture  
ARCH 601 – Architecture Topics Studio

### Educational Credentials:

Universidad Ricardo Palma, Perú, B. Arch. 1980. Architecture & Urban Planning  
Universidad Ricardo Palma, Peru, Professional Degree, 1981. Arch. & Urban Planning  
Technische Universiteit Delft, The Netherlands, Ph.D., 1995. Doctoral Degree in Arch.

### Teaching Experience:

Faculty of Architecture, Technische Universiteit Delft, 1990 to 1995  
Assistant Professor, Texas A&M University, 1998 to 2007  
Associate Professor of Practice, Ball State University, 2007 to present

### Professional Experience:

Owner (independent architect), Antonieta H. Angulo, Architect / Lima, Peru, 1980-1985  
Designer & Project Manager, Novoa Engineers / Lima, Peru, 1980-1985  
Sr. Designer & Project Manager, Alfredo Montagne & Associates / Lima, Peru, 1985  
Design associate, L. Van Wilder & Associates / Antwerp, Belgium, 1987-1989  
Design Consultant, Latin American Architects On-Line / 1995-present

### Licenses/Registration:

Peru

### Selected Publications and Recent Research:

Angulo A & Vermillion J. (2012) Strategic Thinking on the Redesign of a Foundational CAAD Course: Towards comprehensive training on digital design. In *Proceedings of eCAADe 2012* Prague, Czech Republic.  
Angulo A & Vasquez de Velasco G (2011) A Hybrid Learning Environment: On the subject of design-thinking for non-design students. In *Proceedings of Sigradi 2011* Santa Fe, Argentina.  
Angulo A & Mounayar M (2010) Virtual Sets: a new world for an old practice. In *Proceedings of the 15<sup>th</sup> Biannual Design Communication Association Conference*. Bozeman, Montana.

### Professional Memberships:

2005 SIGraDi: Ibero-American Society of Digital Graphics  
2007 Graduate Faculty, Ball State University  
2007 Member of the Institute for Digital Fabrication, Ball State University  
2010 Member of the Institute for Digital Intermedia Arts and Animation

## Joseph Bilello, Ph.D., FAIA

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 100 – Introduction to Architecture  
ARCH 402 – Architectural Design  
ARCH 498 – Special Projects in Architecture  
ARCH 503 – Research Methods in Architecture  
CAP 101 – Environmental Design  
CAP 102 – Environmental Design  
CAP 161 – Design Media 1

### **Educational Credentials:**

University of Pennsylvania, B. Arch  
Washington University, M. Arch  
University of Maryland, Ph.D.

### **Teaching Experience:**

Assistant Professor, King Faisal University, Saudi Arabia 1981-82  
Studio Director, California College of Arts and Crafts, 1983-84  
Visiting Assistant Professor, University of New Mexico, 1984-1987  
Adjunct Associate Professor, The Catholic University of America, 1988-1995  
Professor of Architecture, and Associate Dean for Research, Texas Tech University, 1995-2001  
Professor of Architecture, Ball State University, 2001-present

### **Professional Experience:**

Draftsman. Alexander Girard, Designer. Santa Fe 1976.  
Preservation Architect. National Park Service: Santa Fe, Denver, St Louis (1976-79).  
Architect. Bull Field Volkman Stockwell. San Francisco. 1981-82  
Principal. Urban Dynamics Group. San Francisco. 1982-1984  
Designer. La Fuente Architects. Santa Fe 1984-5.  
Delineator. Historic American Engineering Record. 1987  
Director of Education, American Institute of Architects. Washington, DC 1987-1995  
Joseph Bilello, Architect. 1955- present.

### **Licenses/Registration:**

New Mexico

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

Creativity and Risk: Design for Resiliency. 2012. FM Global sponsored text/course  
Educating Architects for a Sustainable Environment

### **Professional Memberships:**

The American Institute of Architects  
Phi Kappa Phi Honor Society  
National Trust for Historic Preservation

## Michele Chiuini

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 301 Architectural Design  
ARCH 402 Architectural Design  
ARCH 418 Structural Systems 3  
ARCH 590B Independent Study  
ARCH 498/598 Special Projects in Architecture  
CAP 162 Design Media 2

### Educational Credentials:

Politecnico of Milan, Italy, Civil engineering, 1973  
University of Sheffield, England, Master of Arts, 1974

### Teaching Experience:

Lecturer, University of Nottingham, England, 1977-1981  
Visiting Professor, Ball State University, 1986  
Visiting Professor, Ball State University, 1989-1991  
Assistant Professor, Ball State University, 1991-1994  
Associate Professor, Ball State University, 1994-99  
Professor, Ball State University, 1999 to present

### Professional Experience:

Tsuto Kimura Architect & Associates, Tokyo, Japan, 1974-1975  
Archilab, Nottingham, England, Principal, 1979-1981  
Ceccarelli & Chiuini Associati, Perugia and Rome, Italy, Principal Architect, 1981-1985  
Michele Chiuini, Architettura e Ingegneria, Perugia, Italy, Principal, 1985-1990

### Licenses/Registration:

Italy

### Selected Publications and Recent Research:

"Digital Chicago Stock Exchange," DMACH International Conference, Amman, Jordan 2011  
Al-Kawasmi, Jamal, Michele Chiuini and Sabri El-Hakim. *Digital Media and Its Applications in Cultural Heritage*. Proceedings of the DMACH Conference, Amman, 2008  
Rod Underwood and Michele Chiuini. *Structural Design. A Practical Guide for Architects. 2nd Edition*. Wiley, New York, 2007

### Professional Memberships:

Engineers Society, Province of Perugia, Italy, 1974  
Register of Housing Experts, Ministry of Public Works, Italy, 1983  
National Institute of Planning, Italy, 1987-1989  
Construction Metrication Council

## Joshua Coggeshall

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 103	Design Studio
ARCH 501	Comprehensive Architecture Studio
ARCH 601	Architecture topics Studio
ARCH 602	Final Architecture Project Studio
ARCH 603	Final Project Preparation

### **Educational Credentials:**

Bachelor of Environmental Design, Texas A&M University, 1991  
Master of Architecture, Southern California Institute of Architecture, 1997

### **Teaching Experience:**

Otis College of Art + Design 1999-2004  
Southern California Institute of Architecture 2000-2003  
Adjunct Faculty, Woodbury University, 2004-2009  
Assistant Professor, Ball State University, 2009 - present

### **Professional Experience:**

Thistlethwaite Architectural Group 1992-1993  
Guthrie + Buresh Architects, CA 1994-1996  
Frank O. Gehry Architects, CA 1996  
Studio Works Architects, CA 1996-1998  
Roger Sherman Architecture & Urban Design, CA, 1998  
Morphosis Architects, CA, 1999-2000  
Cog Work Shop, CA, 2000-2004  
Shimizu & Coggeshall Architects, Santa Monica, CA, 2004 - present

### **Licenses/Registration:**

Indiana - pending

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

Architectural Record Online – Record Interiors, Taylor Loft, 2004  
Sunset Magazine, Best of the West Section, 2004  
CASAVIVA, Italy-Cover image, 2005  
*Ultimate Backyards*, Michelle Kodis, 2006  
*Small Spaces*, Loft Publications, Barcelona, Spain, 2006  
aiaindiana.org - 2011 AIA Indy Excellence Merit Award - Tuna Canyon  
Eco-Home Magazine - Merit Award - 25th Street Residence  
MA Prize- Honorable Mention – 25<sup>th</sup> Street Residence

### **Professional Memberships:**

N/A

## **Mahesh Daas, LEED AP, DPACSA**

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 498/598B Special Projects/Special Studies in Architecture: Design Thinking and Innovation

ARCH 598E Special Projects in Architecture: The Unclass

ARCH 501 An Inconvenient Studio

### **Educational Credentials:**

B. ARCH, Jawaharlal Nehru Technological University, Hyderabad, India, 1985

M. ARCH, Kansas State University, 1991

Executive Certificate in General Management, University of Texas at Austin, 2007

Certificate in Performance Measurement for Effective Management of Nonprofit Organizations, Harvard Business School, Cambridge, MA, 2007

(Ed. D), Executive Doctorate in Higher Education Management, University of Pennsylvania, Graduate School of Education, Expected 2013

### **Teaching Experience:**

Visiting Assistant Professor, Kansas State University, 1995-1997

Assistant Professor, University of Texas at San Antonio, 1999-2005

Associate Professor and Associate Dean, University of Texas at San Antonio, 2005-2008

Irving and ACSA Distinguished Professor and Chair, Ball State University, 2008-Present

### **Professional Experience:**

Design Assistant, Madeline Simon, Architect, Kansas, 1993

Intern Architect, Griskelis + Smith Architects, Chicago, IL, 1994-1995

Associate, Gould Evans Goodman Associates, Kansas City, MO, 1997-1999

### **Licenses/Registration:**

Council of Architects, India. #CA/99/25158

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

- "Afterword," in Michael Fox and Miles Kemp, *Interactive Architecture*, New Jersey: Princeton University Press, 2009.
- "Circuits, Death and Sacred Fiction: The City of Banaras," in Arthur and Marilouise Kroker, eds., *Critical Digital Studies*, Toronto, Canada: University of Toronto Press, 2007.
- "Solar Sails and the Triad of Sustainability," in R. Longoria and K. Tanzer, eds. *The Green Braid: Towards an Architecture of Ecology, Economy and Equity*, Routledge, London and New York: Routledge, 2007.

### **Awards and Honors:**

- Conferred the title **ACSA Distinguished Professor of Architecture**, and elevated to the membership of the ACSA College of Distinguished Professors, 2012
- **President's Distinguished Achievement Award for Performance and Creative Production**, University of Texas at San Antonio, May 2007.
- **American Institute of Architects (AIA) Kansas City Merit Award**, Baron BMW Dealership building, 2001 (Gould Evans Goodman Assoc.)

## Ana de Brea

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 301	Architectural Design
ARCH 302	Architectural Design
ARCH 405	Architectural Design
ARCH 498	Special Projects in Architecture
ARCH 601	Architecture Topics Studio
ARCH 640	History, Theory, and Criticism
CAP 161	Design Media 1

### Educational Credentials:

M. ARCH, Buenos Aires University, 1986

### Teaching Experience:

Assistant Professor Buenos Aires University, 1986-2001  
 Associate Professor John F. Kennedy University, 1998-2001  
 Associate Professor, Argentina Catholic University, 1999-2001  
 Visiting Professor, Ball State University, 2001-2002  
 Assistant Professor, Ball State University, 2002-2008  
 Associate Professor, Ball State University, 2009-present

### Professional Experience:

*Project Designer*, Rio Tinto Iron Ore Company, 1999  
*Project Designer* + Sicuso-Monteverde Architects, 2004-2005  
*Contradiction – Inconsistency* [Three-dimensional pieces, 0.50 m x 050m ).  
*Wood / 94 Plastic (toys) Cars / Spray Painting.* artworkbyanadebrea.blogspot.com  
*No Labels [3, 4, 5] 3D Organizations/Chairs* artworkbyanadebrea.blogspot.com  
*Envase – Packaging \_ Muñeco 1.* artworkbyanadebrea.blogspot.com

### Licenses/Registration:

N/A

### Selected Publications and Recent Research:

Book Author *The Latin American Fragment*, forthcoming book NYC 2009-present.  
*Rafael Iglesia. La Accion Sustantive*, BA International Biennale of Architecture, 2005  
 Book Author. *10x50 Terreno de Arquitectura*, Ediciones Ubroc, Buenos Aires, Argentina. 2000  
 Author. *Dialogue with Cesar Pelli*, Journal Article. El Cronista Newspaper, Argentina. 2000  
 Author. *Dialogue with Francine Houben* (Mecanoo Architects) Journal Article, Argentina 2000.  
 Book Author *Señores Arquitectos - M. R. Alvarez and C. Testa* Ediciones Ubroc. Buenos 1999.

### Professional Memberships:

Paralelo 35 Architects, 1997-present.  
 Grupo R Architects, 1995-present

## Olon Dotson

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 252	Introduction to Social and Cultural Issues of Design
ARCH 301	Architectural Design Studio
ARCH 302	Architectural Design Studio
ARCH 401	Architectural Design Studio
ARCH 498A/598A	Special Projects/Studies in Architecture (Fourth World Theory)
ARCH 590	Independent Study
CAP 102	Environmental Design

### Educational Credentials:

BA in Architectural Science, Tuskegee Institute (University), 1985  
 BS in Environmental Design, Ball State University, 1987  
 B. ARCH, Ball State University, 1987  
 Master of Science in Real Estate Development. Columbia University, 1990  
 Doctoral Student, Purdue University, Current

### Teaching Experience:

Adjunct Professor, Indiana University, Purdue University at Indianapolis, 1993-1994  
 Visiting Assistant Professor, Ball State University, 1995  
 Professor of Architecture, Ball State University, 1999 – present

### Professional Experience:

Associate, Clyde E. Woods & Associates, Inc., Indianapolis, IN 1992-1998  
 Project Manager, Powers Management, Inc., Indianapolis, IN, 1993-1994  
 Principal, Williams-Dotson & Associates, Inc., Indianapolis, IN, 1995-2000  
 Vice President, ARMONICS, Inc., Indianapolis, IN, 1994-2000

### Licenses/Registration:

N/A

### Selected Publications and Recent Research:

Exploring place through space: A Critical view on inner-city disinvestment  
 Spaces and Flows: International Conference on Urban and ExtraUrban Studies 2012  
 Indianapolis Downtown Artist and Dealers (IDADA) Best of Indianapolis Architecture, American Institute of Architects, January 13 - February 5, 2012.  
 Should I believe that it is my fault, simply because of the color of my skin?  
 Collegium for African American Research (CAAR) Conference - Paris, France, 2011  
 Gary, Indiana: A Critical Geography of a Fourth World City, in Design Altruism, 2010  
 Introduction to the Fourth World, in Design Altruism Project, 2010

### Professional Memberships:

Congress for the New Urbanism, Inner-City Task Force  
 The Urban Land Institute, ULI

## Harry Eggink, RA

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 203	Architecture Design Studio
ARCH 302	Architecture Design Studio
ARCH 590	Independent Study
ARC/UD 598	Theory/Case Studies
CAP 102	Environmental Design
CAP 162	Design Media 2
CAP 598	Special Studies in Architecture
UD 502	Urban Design Studio

### **Educational Credentials:**

B. ARCH, Ball State University, 1971  
M. Urban Design, Harvard University, 1977

### **Teaching Experience:**

Assistant Professor, Ball State University, 1977-1980  
Administrative Assistant to the Chair, Dept. of Arch., Ball State University, 1978-1981  
Associate Professor, Ball State University, 1981-1984  
Professor, Ball State University, 1984-present

### **Professional Experience:**

Architecture Designer, Bollmann, Hiltman, & Piper, Architekten Partnerschaft, Hannover, Germany, 1972-1974  
Architecture Designer, Paul Spreiregan FAIA, Urban Design, Washington DC. 1975  
Urban Designer, Moore-Heder Architects & Urban Designer, Cambridge, Massachusetts, 1976-1977  
Urban Designer, Design America, Muncie, IN, 1977-1978  
Urban Design Consultant, Perry Associates, 1980-1982  
Eggink Architect, Muncie, IN, 1983-1990  
Principal, Eggink Mounayar & Associates, Inc., Muncie, IN, 1990-present

### **Licenses/Registration:**

Indiana

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

West Washington St. Urban Design. Lulu Press, 2011  
East Washington St. Urban Design. Lulu Press 2010

### **Professional Memberships:**

Design Communication Association, Regional Director 2000-2012



## George Elvin, PHD

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 302      Architectural Design Studio  
ARCH 503      Research Methods in Architecture  
ARCH 601      Architecture Topics Studio  
Sabbatical      (Fall 2011 and Spring 2012)

### **Educational Credentials:**

B.S., University of Maryland, 1991  
M. ARCH, University of California at Berkeley, 1995  
Ph.D., University of California at Berkeley, 1998

### **Teaching Experience:**

Assistant Professor, University of Illinois at Urbana-Champaign, 1999-2004  
Associate Professor, Ball State University, 2005 - present

### **Professional Experience:**

Principal, Providence Builders, Washington DC, 1981-1991  
Design Associate, Hajo Neis and Associates, Berkeley, CA, 1994-1996  
Principal, Integrated Design and Construction, Berkeley, CA, 1996-1999

### **Licenses/Registration:**

Leadership in Energy and Environmental Design (LEED) Accredited Professional

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

The Architects' Guide to Design-Build Services, Design-Build Education, 2003  
Good Deeds, Good Design, Reconfigurable Systems, Princeton Architectural Press, 2004  
Integrated Practice in Architecture: Mastering Design-Build, Fast-Track and Building Information Modeling, AIA/John Wiley & Sons, 2007  
American Institute of Architects Report on University Research, Vols. 1-4, Editor-in-Chief, 2007-2010  
The Architecture Student's Handbook of Professional Practice, Integrated vs. Traditional Practice, AIA/John Wiley & Sons, 2007  
Journal of Architectural and Planning Research, Principles of Integrated Practice in Architecture, Volume 27, Number 4, pp. 287-300, 2011

### **Professional Memberships:**

N/A

## Robert Fisher, AIA

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 218      Structural Systems  
ARCH 401      Architectural Design Studio  
ARCH 402      Architectural Design Studio

### Educational Credentials:

B.S. in Civil Engineering, Purdue University, 1958  
B. ARCH, University of Florida, 1964  
Graduate study, University of Manchester, 1964-1967

### Teaching Experience:

Assistant Lecturer, University of Manchester, 1964-1967  
Assistant Professor, Ball State University, 1968-1972  
Associate Professor, Ball State University, 1972-1977  
Professor, Ball State University, 1977-1981  
Dean and Professor, Ball State University, 1981-1994  
Professor of Architecture and Resident Fellow, CERES, Ball State University, 1994-present

### Professional Experience:

Consulting Engineer, D. M. Gwinnup, Anderson, IN, 1961-1964  
Designer/Project Manager, Fleck, Burkart, Shropshire and Associates, Indianapolis, IN, 1967-1972  
Partner, The Ampersand Partnership, Muncie, IN 1974-1981

### Licenses/Registration:

Indiana

### Selected Publications and Recent Research:

"Gateways of Delaware Count, A Study of the Major Roadways of Delaware County"  
P.I.: Several daylighting studies of schools in Columbus, IN.  
Research: Sustainable Residential Design;  
A single family house scalable in four directions  
A single family courtyard house  
An eleven story, 20 unit condominium tower

### Professional Memberships:

The American Institute of Architects  
Central Southern Chapter of the AIA Indiana  
Association of Collegiate Schools of Architecture

## Tim Gray, AIA, LEED AP

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 214	Architectural Building Technology
ARCH 301	Architectural Design Studio
ARCH 302	Architectural Design Studio
ARCH 314	Architectural Building Technology
ARCH 402	Architectural Design Studio

### **Educational Credentials:**

B. S. in Environmental Design, Ball State University, 1983  
B. ARCH, Ball State University, 1984  
M. ARCH, University of California, Berkeley, 1989

### **Teaching Experience:**

Lecturer, University of California at Berkeley, 1989, 1991  
Instructor, University of California, Berkeley Extension, 1993-1998, 2001  
Adjunct Professor, California College of the Arts, San Francisco, CA, 1995-2002  
Visiting Professor, Dalhousie University, Halifax, Nova Scotia, 2006  
Assistant Professor, Ball State University, Muncie, IN, 2003-2009  
Associate Professor, Ball State University, Muncie, IN, 2009-present

### **Professional Experience:**

Principal, Gray Architecture, Indianapolis, IN, 2006 - present  
Principal, Gray Architecture, Oakland, CA, 1994-2004  
Project Manager, BDMD Architects, Indianapolis, IN, 2002-2004  
Project Architect; Fernau and Hartman Architects, Berkeley, CA 1988 - 1993

### **Licenses/Registration:**

Indiana  
California

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

Architecture as a Performing Art, Ashgate Press, (date)  
Salvaged Layers; a Collaborative Site Specific Performance, pending

### **Professional Memberships:**

USGBC  
The American Institute of Architects

## Walter Grondzik, LEED AP, FASHRAE, FASES

Courses Taught (Two academic years prior to current visit / (10/11 & 11/12) :

ARCH 273	Environmental Systems 1
ARCH 373	Environmental Systems 2
ARCH 632	High Performance Buildings
ARCH 633	Advanced Technologies for Green Building

### **Educational Credentials:**

B. ARCH ENGR, Pennsylvania State University, 1971  
M.S. in Mechanical Engineering, Washington University, 1980

### **Teaching Experience:**

Associate & Assistant Professor, Oklahoma State University, 1977-1984  
Associate & Assistant Professor, King Fahd University of Petroleum and Minerals, 1984-1990  
Visiting Professor, University of Oregon, 1999-2000, 2006  
Professor & Associate Professor, Florida A&M University, 1997-2007  
Professor, Ball State University, 2007-present

### **Professional Experience:**

Engineer, Sverdrup and Parcel and Associates, St. Louis, MO, 1973-1977  
Principal, Walter T. Grondzik, 1979-1990, 2005

### **Licenses/Registration:**

PE: Oklahoma

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

*The Green Studio Handbook, 2nd ed., Architectural Press, 2011*  
*Mechanical and Electrical Equipment for Buildings, 11th ed., John Wiley, 2010*  
*Principles of Building Commissioning, John Wiley, 2009*  
*Air-Conditioning System Design Manual, 2nd ed., ASHRAE-Butterworth, 2007*

### **Professional Memberships:**

American Society of Heating, Refrigerating and Air-Conditioning Engineers  
American Solar Energy Society  
Society of Building Science Educators  
Illuminating Engineering Society of North America  
National Fire Protection Association

## Pamela Harwood, AIA, NCARB

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 252 Introduction to Social and Cultural Issues of Design  
ARCH 429 Application of Cultural Issues to Design and Planning Strategies  
ARCH 301, 302 Architectural Design Studio  
ARCH 402, 600 Architectural Design Studio/Workshop (Tot Spot)  
ID 495/695 Building Better Communities: Charter School Patterns of Innovation  
ARCH 498/598 Special Projects in Architecture (Costa Rica: Sustainable Design Seminar)

### Educational Credentials:

B.S.A.S., University of Wisconsin, 1981  
Foreign Studies Program, Architectural Association, London, England, 1982  
Diploma Urban Studies, International Graduate School, University of Stockholm, 1985  
M. ARCH, University of Minnesota, 1991

### Teaching Experience:

Teaching & Research Assistant, University of Minnesota, 1985-1988  
Visiting Assistant Professor, Clemson University, 1990-1994  
Assistant Professor, Ball State University, 1994-2000  
Associate Professor, Ball State University, 2000 - present

### Professional Experience:

Principal, Harwood & Tabberson Architects, Muncie, IN, (1994-present)  
LS3P Architects, Charleston, SC, 1994.  
Cooper Carry and Associates, Inc., Architects, Atlanta, GA, 1988-1991.  
Lindberg Pierce, Inc., Architects, Minneapolis, MN, 1987-1988.  
Hammel Green and Abrahamson, Inc., Architects, Minneapolis, MN, 1985-1987.

### Licenses/Registration:

NCARB, North Carolina (initial registration)

### Selected Publications and Recent Research:

*Muncie Children's Museum Tot Spot* 4 Grants Awarded for the Design, Development, Fabrication, and Construction of Six Activity Areas for Infants and Toddlers in the Muncie Children's Museum, 2010-2011.  
Building Better Communities Grant for the research and publication of Developing a Pattern Language Manual for the Design and Planning of Charter Schools, 2009-2012.  
Indiana Department of Education Grant for the Development of K-12 School Design Guidelines for the State of Indiana with others.  
"Design Patterns for the Adaptive Reuse of Underutilized Buildings as Charter Schools," Environmental Design Research Association National Conference EDRA42, 2011.

### Professional Memberships:

National Authorizers Charter School Association  
Environmental Design Research Association  
American Institute of Architects

## Dustin Headley

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 201	Architectural Design Studio
ARCH 261	Design Communications Media
ARCH 263	Digital Design
CAP 102	Environmental Design And Planning 2
CAP 161	Design Communications Media 1

### **Educational Credentials:**

B. ARCH, Ball State University, 2007  
M. ARCH, Ball State University, 2009

### **Teaching Experience:**

Instructor, Ball State University, 2010  
Assistant Professor, Ball State University, 2011-present

### **Professional Experience:**

Field Assistant & Web Designer, Armonics Architects, Indianapolis, IN, 2005-2006  
Architectural Intern, SHoP Architects, New York, NY, 2008  
Graphic/Web Designer, Web Master for Veritrix, Muncie, IN, 2009-2012

### **Licenses/Registration:**

N/A

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

Contributor, Manufacturing Material Effects: Rethinking Design & Making in Architecture, Routledge, 2008

### **Professional Memberships:**

ACADIA

## Wes Janz, PhD, RA

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 302 Architectural Design Studio  
 ARCH 401 Architectural Design Studio  
 ARCH 520 Professional Practice  
 ARCH 602 Final Architecture Project Studio

### Educational Credentials:

BSAS, University of Wisconsin-Milwaukee, 1976  
 MARCH, University of Wisconsin-Milwaukee, 1978  
 PhD, (Architecture), University of Michigan, 1995

### Teaching Experience:

Assistant Professor, Ball State University, 1995-2002  
 Associate Professor, Ball State University, 2002-2010  
 Professor, Ball State University, 2010-present

### Professional Experience:

### License/Registration:

Minnesota, #15852, 1983-present

### Selected Publications and Recent Research:

Curator, "small architecture BIG LANDSCAPES" show, Swope Art Museum, Terre Haute, IN, 2010;  
 + BSU, CMU, UMinnesota, and UWM galleries , 2011  
 "Couched Constructions" show, IUPUI Herron School of Art and Design galleries, 2012  
 Grant, Ruth Mott Foundation, \$10,000, 2006  
 Grant, Efroymsen Family Fund, \$12,500, 2012  
 Guest Lectures, Presentations, or Graduate Studio Reviews:  
 Central Michigan University, IUPUI, Philadelphia University, Pratt, RISD, Southern Illinois University,  
 Temple, Tuskegee, UKentucky, UMichigan, and UWM (2008-present)  
 "One Small Project: Wes Janz," Archinect, 2006  
 "The Un-Architect," Azure magazine, 2007  
 "Wes Janz: Salvage Architecture," Indian Architect and Builder magazine, 2010

### Awards and Honors:

AIA-Indiana Honor Award – Interiors, 2000  
 AIA-Indianapolis Citation Award, 2003  
 Ball State University Outstanding Teaching Award, 2006  
 Curry Stone Design Prize finalist, 2008

### On-line Platforms

onesmallproject.org, .flickr, .issuu, .fb, .delicious, .twitter, .blog (2006-present)

## Karen Keddy, Ph.D.

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 252	Cultural & Social Issues in Architecture: Introduction
ARCH 429	Culture & Environment: Environment-Behavior Research Methods
ARCH 503	Research Methods in Architecture
ARCH 641	Cultural & Social Issues in Architecture: Citizenship, Worldviews, and the Public Sphere
CAP 101	Environmental Design and Planning Studio 1
CAP 102	Environmental Design and Planning 2

### Educational Credentials:

Bachelor of Environmental Design Studies, Dalhousie University, 1990

*M.Arch*, Dalhousie University, 1992

*Graduate Certificate in Women's Studies*, University of Wisconsin-Milwaukee, 2000

Ph.D. in Architecture, Environment-Behavior Studies. University of Wisconsin-Milwaukee, 2006

### Teaching Experience:

Instructor, Department of Architecture, Dalhousie University, 1995

Instructor, Architecture / Women's Studies. UW-Milwaukee / UW-Madison, 1999-2006

Assistant Professor, Department of Architecture, Ball State University, 2007-present

### Professional Experience:

Yeadon-Jones Designers & Consultants Ltd. / Dimas Craveiro Architect – Vancouver BC. 1995

Mitchell Freedland Design – Vancouver BC. 1994 - 95

The Colborne Architectural Group – Vancouver BC. 1994

Linda Baker Architect – Vancouver BC. 1993

Bing Thom Architect – Vancouver BC. 1992-93

### Selected Publications and Recent Research:

2012 – Final report: "After the 1917 Halifax Explosion: An analysis of design for the disabled." Cultural History Research Grant. Nova Scotia Museum Research Grant. Nova Scotia Department of Communities, Culture and Heritage. Heritage Division.

2011 – (Invited) Book Chapter: "Nursing activities: embodied professionalism and spaces of work." In Sherry Ahrentzen, Carol Despres, and Brian Shermer (Eds.) Blurring Boundaries, Building Bridges: The Legacy of the Milwaukee School in Environment-Behavior Studies.

### Awards:

ASPiRE General Faculty Research Grant, BSU. 2011

The Diversity Associate Fellowship Program. Office of Institutional Diversity. BSU. 2010

Ad Hoc ASPiRE Faculty Research Supplemental Grant, BSU. 2010

Nova Scotia Department of Communities, Culture and Heritage. Heritage Division. Cultural History Research Grant. Nova Scotia Museum Research Grant Program. 2010

### Professional Memberships:

Environment Design Research Association (EDRA)

International Association People-Environment Studies (IAPS)



## Stephen Kendall, Ph.D., CIB, RA

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 498B	Special Projects in Architecture
ARCH 503	Research Methods in Architecture
ARCH 601	Architecture Topics Studio
ARCH 643	The Structure of the Ordinary

### Educational Credentials:

B.S. in Architecture, University of Cincinnati, 1970  
 M.Arch Architecture & Urban Design, Washington University, St. Louis, MO, 1976  
 Ph.D., MIT, 1990 (Design Theory and Methods)

### Teaching Experience:

Assistant Professor, Univ. of Colorado, Boulder, 1982-87 (w/ two year leave for PhD)  
 Assistant Professor, Catholic University, 1988-1991  
 Associate Professor, Marymount University, 1992-1999  
 Associate Professor, Ball State University, 1999-2005 (Professor 2005-present)  
 National Taiwan University of Science and Technology (summer 2007+2008)

### Professional Experience:

Associate, Christner Partnership, Architects, St. Louis, 1978-82

### Licenses/Registration:

Missouri (inactive)

### Selected Publications and Recent Research:

- Healthcare Facility Design for Flexibility; No-bid research contract: NIBS/ Department of Defense; January – July, 2012 (\$125,000)
- Code and Market Analysis of CableStud; Funded by Infill Systems BV; 2011 (\$36,000)
- "How a Fit-Out Industry will Change Architecture;" (in Chinese). *New Architecture*; Vol. 6, no 139, 2011 (Pgs. 30-33)
- "Hospitals on the Time Axis: Trends in the Real World and Implications for Architectural Education," *HERD (Health Environments Research and Design Journal)* 2011 Volume 4, Number 4, Vendome Group. (Pgs. 130-142)
- "Developments toward a Residential Infill Industry." *Open House International*, Vol. 36, no 1, 2011 (Pgs. 86-94)
- "Open Building: Healthcare Architecture on the Time Axis", in *Sustainable Healthcare Architecture*, Guenther, Robin and Vittori, Gail. Wiley and Sons, New York, 2008 (pp. 353-359)
- Kendall and Teicher; *Residential Open Building* (Japanese translation), 2006

### Professional Memberships:

International Council for Research and Innovation in Building and Construction

## Kevin Klinger

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH	CAPiTALiA 2012 study abroad: Digital Notes
ARCH	CAPiTALiA 2012 study abroad: Reading Materials
ARCH	CAPiTALiA 2012 study abroad: Design Studio
ARCH 302	Architectural Design Studio
ARCH 304	Architectural Design Studio
ARCH 598	Special Studies in Architecture (IDF Certificate)
ARCH 634	Advanced Fabrication Seminar
ARCH 635	Advanced Building Information Modeling
CAP 101	Environmental Design
CAP 162	Design Media 2

### Educational Credentials:

BA, Studio Art & Economics, DePauw University, 1990  
 Study Program in Architecture, Ecole d'Architecture de Versailles, 1994  
 M.Arch, University of Illinois at Urbana-Champaign, 1996

### Teaching Experience:

Visiting Assistant Professor, University of Illinois at Urbana-Champaign, 1996-1999  
 Assistant Professor, University of Cincinnati, 1999-2002  
 Assistant Professor, Ball State University, 2002-2005  
 Associate Professor, Ball State University, 2005 – present  
 Director, March II, Ball State University, 2009-present

### Professional Experience:

Director, Institute for Digital Fabrication, 2006-present  
 Fellow, Virginia B. Ball Center for Creative Inquiry, 2006  
 Research Fellow, Center for Media Design, 2005.  
 President, ACADIA (Association for Computer Aided Design in Architecture), 2003 - 2005

### Licenses/Registration: N/A

### Selected Publications and Recent Research:

Forthcoming: "Design-through-Production Formulations." In Nexus Journal, ...2012  
 Manufacturing Material Effects: Rethinking Design and Making in Architecture, Routledge, 2008

Keynotes/Speaking: '*DIGITAL PROCESSES + FABRICATION*', Mexico City, 2011.  
 "Digital Fabrication – a State of Art," ISCTE –University Institute of Lisbon, 2011  
 AIA Custom Residential Architecture Network Symposium, Indianapolis, IN. 2011  
 "Beyond Convention," AIA Minnesota: 76th Annual Convention, Minneapolis, MN 2010.

### Professional Memberships:

ACADIA, SIGRADI, SIGGRAPH

## Robert J. Koester, LEED AP, NCARB

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 301	Architectural Design Studio
ARCH 302	Architectural Design Studio
ARCH 501	Comprehensive Architecture Studio
ARCH 590	Independent Study (The Catalyst for Organizational Change at BSU)
ARCH 602	Final Architecture Project Studio

### Educational Credentials:

B. ARCH, University of Kentucky, 1969  
M. ARCH, Rensselaer Polytechnic Institute, 1974

### Teaching Experience:

Professor, Ball State University, 1983-present

### Professional Experience:

Principal, Robert J. Koester, Architect, Muncie, IN, 1978-present

### Licenses/Registration:

Indiana, Ohio, NCARB

### Selected Publications and Recent Research:

"Sustainability and the Presidency: Five starting Points", (Chapter 8) The Sustainable University: New Goals and New Challenges for Higher Education Leaders, James Martin, Editor Johns Hopkins Press. (Co-author: Jo Ann Gora) April 2012,  
"STARS and GRI: Tools for Campus Greening Strategies and Prioritizations"  
Sustainability: The Journal of Record, April 2012. (Co-author: Gwen White)  
Editor, Proceedings of "Greening of the Campus 9: Building Pedagogy," Ball State University, 284 pages, March 2012  
"Buildings, Climate Change, Education and Action" April 2011  
Journal of Sustainability Education, Larry M Frolich, Ph.D. Editor, (Co-authors: P. Papesch, J. Haberl, D. Proctor, and B. Berkebile)  
"Embracing the Future: The Ball State University Geothermal Project" (Chapter 17)  
Universities and Climate Change. Walter Leal Filho, Editor , April 2010. (Co-authors: Jim Lowe & Phil Sachtlaben)

### Professional Memberships:

AASHE, ACADIA, ACSA, AIA, ARCC, AES

### Awards and Honors:

2012 Outstanding Service Award, Ball State University Natural Resources and Environmental Management (NREM)  
2011 Charles M. Sappenfield Award of Excellence, Ball State University

## Deborah Middleton, Ph.D., M.E.S.,

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 229 History of Architecture 1  
ARCH 329 History of Architecture 2  
ARCH 644 Theories of Sustainability

### Educational Credentials:

B.A., Carleton University, Ottawa, 1998  
Masters of Environmental Studies, York University, CA, 2002  
Ph.D., Georgia Institute of Technology, 2009

### Teaching Experience:

Lecturer, Georgia Institute of Technology, 2002-2008  
Assistant Professor, Prince Sultan University, 2009-2009  
Assistant Professor, Ball State University, 2011-present

### Professional Experience:

President & Design Director, Workspace Dynamics Inc, Toronto, CA, 1996-2002  
Consultant, Architecture – Urban Design (International) 2009-Present

### Licenses/Registration:

N/A

### Selected Publications and Recent Research:

Mittleman, D, Middleton, Deborah (Eds.) EDRA 42 Conference Proceedings, 2011.  
Marter Joan, (Ed.) "The Grove Encyclopedia of Art", Oxford University Press, 2011. The Oxford Press, Contributor of over 25 articles.  
Goode, Patrick (Ed.), 'The Oxford Companion to Architecture', Oxford University Press 2009. Middleton, D. article contribution - Islamic Architecture.  
Middleton, Deborah (Ed.) Craig Zimmering, 'Conducting Courthouse Visits', book publication for US Government Services Administration, GSA Division of Federal Courts, Washington D.C., 2003.

### Funded Research

2011 ASPIRE BSU NEW Faculty Start-Up Grant: \$1500. 2011. 'Alignment and Design Coherence in C. A. Doxiadis' and Kenzo Tange's Urban Plans for Skopje Macedonia, 1964.'  
2011, 'Informational and Social Affordances in Dynamic Library Settings.' IRB: 11122, Middleton, D., Charles Bennett, GT Library, Co-investigator, Georgia Institute of Technology.  
2009, 'MEDTSTAR 2030 Open Space and Landscape Policy –Design Direction for Neighborhood Districts', Arriyadh Development Authority, Riyadh Saudi Arabia.  
Riyadh Master Plan. Contract with BWP Abroad- Bodecker/Wagenfeld Landscape Architects.

### Professional Memberships:

EDRA Environment and Design Research Association  
ARCC Architectural Research Centers Consortium

## Michel Mounayar, RA

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

UD 663 Computer Visualization. (Spring 2011 and 2012)

### Educational Credentials:

B. ARCH, University of Louisiana, 1980

M. Arts, University of Louisiana, 1982

M.Arch, Ball State University, 1982

### Teaching Experience:

Assistant Professor, Ball State University, 1984-1988

Associate Professor, Ball State University, 1989

Associate Dean, Ball State University, 1999-present

Professor, Ball State University, 2004-present

### Professional Experience:

Professor Mounayar is a registered architect, tenured professor of architecture, and associate dean of the College of Architecture and Planning at Ball State University. He is currently also program chair of the newly established Ball State Master of Urban Design in Indianapolis. He has served in multiple administrative capacities at Ball State University after joining the faculty in 1984, including as acting dean in 2007. As a designer and architect, professor Mounayar's work won numerous national and international design competitions. In 1982 he received first place in "Saving Energy in Historic Buildings", a design competition sponsored by the National Building Museum in Washington DC. In 1988 Mr. Mounayar received the Grand Prize for his entry to *"Paper Architecture,"* a competition sponsored by AIA Indiana. He was also awarded second place in the *"International New York Waterfront Competition,"* an international urban design competition sponsored by the New York Municipal Art Society. In 1994 as a finalist in the prestigious Chicago *Burnham Prize* competition, professor Mounayar was selected by a design jury as one of the top twenty Midwestern Architects under forty. He is principle of EMA Architects, P.C. in Muncie Indiana, where he has completed numerous important community projects including Historic preservation, urban design, housing, and civic facilities.

### Licenses/Registration:

Indiana Architect Registration # AR00910106

### Selected Publications and Recent Research:

Angulo, A. Mounayar, M. (2010). Virtual Sets: A mixed reality application. Bogota Columbia: Sigradi: XIV Congreso de la sociedad Iberoamericana de Grafica Digital Bogota Columbia.

Mounayar, M. (2009). "How a sketch became a movie? The Story of the Biotown Video."

Representation: Journal of the design communication association, 2009-10(1), 67-73.

### Professional Memberships:

Board member, National Academy for Environmental Design, 2012

Three term president, Architectural Research Center Consortium, 2006 -2009

Design Communication Association, 2012

## Miguel San Miguel, AIA

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 100	Introduction to Architecture
ARCH 214	Architectural Building Technology 1
ARCH 314	Architectural Building Technology 2
CAP 101	Environmental Design and Planning 1

### Educational Credentials:

Study Abroad – Texas A&M Santa Chiara Italian Study Center, 1989  
Study Abroad – Guatemala Program at Universidad de Francisco Marroquin, 1991  
Bachelor of Environmental Design, Texas A&M University, 1991  
Master of Architecture with Distinction, University of California, Los Angeles 1997

### Teaching Experience:

Teaching Assistant, University of California, Los Angeles, 1995-1997  
Lecturer, Southern California Institute of Architecture, 2000-2001  
Visiting Assistant Professor, Texas A&M University, 2001-2002  
Visiting Assistant Professor, OTIS College of Art & Design, 2004-2006  
Visiting Assistant Professor, Ball State University, 2010-present

### Professional Experience:

Designer, Moore Ruble Yudell Architects and Planners, 1997-1998  
Project Designer, Harley Ellis Devereaux, 1998-2000  
Project Manager, KAA Design Group, 2000-2001  
Sr. Assoc. / Project Architect, R&D Architects, 2003-2010  
Partner, San Miguel + Kao Architecture, 2007-present

### Licenses/Registration:

State of California, C-30496

### Selected Publications and Recent Research:

"Reforming Social Space," UCLA Architecture Journal, Miguel San Miguel, editor, 1997  
Environmental Design + Construction Magazine, Sept./Oct. issue – "AIA's Top 10 Green Projects, Lake View Terrace and Sun Valley Branch Libraries," Harley Ellis Devereaux 2004  
*Moore Rubell Yudell: Making Place*, UC Santa Cruz Interdisciplinary Sciences Building and UC Santa Barbara Manzanita Village Housing, 2006  
*Small Lot Subdivision Handbook*, Oakwood, Coldwater Canyon and Venice Beach Box Residences, Los Angeles Planning Dept., R&D Architects, 2004-2007  
*Lifestyles of Southern California*, The Strand Residence, KAA Design Group, 2009  
*21st Century Beach Houses*, Breeze Court Residence, R&D Architects, 2010

### Professional Memberships:

American Institute of Architects, 2000-present  
California Architects Board, 2006-present  
Westside Urban Forum and Building Industry Association, 2004-2010

## Michael Silver

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 402	Architectural Design Studio
ARCH 498B/598B	Special Projects in Architecture
ARCH 601	Architecture Topics Studio

### **Educational Credentials:**

B.A., Pratt Institute, 1987  
M.Arch, Columbia University, NY, 1991

### **Teaching Experience:**

Adjunct Professor, Harvard University, Boston, MA, 2003-2004  
Adjunct Professor, Pratt Institute, Brooklyn, NY, 2004-2007  
Assistant Professor, Cornell University, 2007-2010  
Design Innovation Fellow, Ball State University, 2011-present

### **Professional Experience:**

Stan Allen Architect, New York, NY, 1992-1992  
I.M Pei and Partners, New York, NY, 2000-2001  
Principal, Mike Silver, Architects, Brooklyn, NY, 1998-2010

### **Licenses/Registration:**

N/A

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

Digital Landscape Architecture Now, Thames on Hudson, 2010  
*Form + Code*, Princeton Architectural Press, 2010

### **Professional Memberships:**

N/A

## Jonathan Spodek, AIA, NCARB

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 214 Architectural Building Technology 1  
 ARCH 401 Architectural Design Studio  
 ARCH 402 Architectural Design Studio (ecoREHAB)  
 ARCH 406 Architectural Design Studio (ecoREHAB)  
 ARCH 598A Special Studies in Architecture (ecoREHAB)  
 Sabbatical (Spring 2012)

### Educational Credentials:

B.S., University of Illinois at Urbana-Champaign, 1985  
 M. ARCH, University of Illinois at Urbana-Champaign, 1987

### Teaching Experience:

Assistant Professor, Ball State University, 1998-2004  
 Associate Professor, Ball State University, 2004-present

### Professional Experience:

Project Architect, Peterson Associates, Richmond, VA, 1990-1993  
 Project Architect, Wood Swofford Associates, Richmond, VA, 1993-97  
 Sr. Project Architect/Project Manager, Dewberry & Davis, Richmond, VA, 1997-1998  
 Consultant, Jonathan C. Spodek, Muncie, IN, 1998-present

### Licenses/Registration:

Indiana  
 Virginia

### Selected Publications and Recent Research:

Spodek, Jonathan, Thomas Dutton, John Blake, Emilie Taylor. "Design Build Educational Studios - Urban Reinvestment," AIA National Convention, Washington DC, 2012.  
 Spodek, Jonathan and Genevieve Arend. " National Register Nomination for the Van Buren Public Library, Van Buren (Grant County) Indiana," 2010  
 Spodek, Jonathan. "Green Rehab and Existing Building," Living Lightly, Muncie, IN, 2010.  
 Spodek, Jonathan C. and Elisabetta Rosina, "Applications of Infrared Thermography to Historic Building Investigation" *Journal of Architectural Conservation*, 2009  
*ecoREHAB Demonstration Green Rehab Project*, HUD Community Development Block Grant, 2009-2011, Grant Amount of \$100,000

### Professional Memberships:

The American Institute of Architects  
 National Council of Architectural Registration Boards  
 Association for Preservation Technology International  
 National Center for Preservation Technology and Training



## Andrea Swartz, RA

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 218      Structural Systems 1  
ARCH 302      Architectural Design Studio  
ARCH 401      Architectural Design Studio

### Educational Credentials:

B.A., Yale University, 1983  
M.Arch, Yale University, 1987

### Teaching Experience:

Adjunct Professor, Rensselaer Polytechnic Institute, 1991-1992  
Assistant Professor, Ball State University, 1992-1998  
Associate Professor, Ball State University, 1998-present

### Professional Experience:

Architect, TFH Architects, Portland, ME, 1987-1989  
Architect, Ekman, Arp and Snider Architects, Warwick, RI, 1989-1992  
Principal, Andrea Swartz, Architect, Muncie, IN 1992-present

### Licenses/Registration:

Indiana  
Rhode Island

### Selected Publications and Recent Research:

2012: AIA National Convention, exhibited photograph, first place in national architectural photography competition sponsored by the St. Louis AIA  
2012: Herron School of Art, IUPUI, Couched Constructions: Found materials workshop and discussion leader (group work exhibited)  
2011: National Juried Photography show, Louisville Art Association, exhibited and awarded entry (first place Black and White Still Life)  
2009: High Performance School Design Workshop, paper presentation and compilation of Indiana school design guidelines (with Professors Robert Koester, Pam Harwood, Roy Weaver, Walter Grondzik and Gwen White)

### Professional Memberships:

NCARB member/certificate holder  
Building Technology Educators' Society

## James R. Underwood

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

Arch 201	Architectural Design Studio
Arch 202	Architectural Design Studio
Arch 318	Structural Systems 2
Arch 418	Structural Systems 3
Arch 403	Architectural Design Studio

### **Educational Credentials:**

BSCE Purdue University 1966  
BArch Ball State University, Cum Laude, No. 1 in class, 1971

### **Teaching Experience:**

Ball State University 1971-present

### **Professional Experience:**

Hamilton and Graham Architect 1966-1968  
G.W.Cox Architect 1968-1971  
Amperson Partnership, Principle 1971-1979

### **Licenses/Registration:**

N/A  
Previous:  
Professional Engineer, Indiana  
Architecture Indiana

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

Structural Design, a Practical Guide for Architects Editions 1 and 2

### **Professional Memberships:**

N/A

## Guillermo Vásquez de Velasco, Ph.D.

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

CAP 200.- Fundamentals of Design Thinking

### Educational Credentials:

B. ARCH, Universidad Ricardo Palma, Peru, 1979

Professional Architecture Degree, Universidad Ricardo Palma, 1980

M.Arch, University of Toronto, CA, 1982

Ph.D., Delft University of Technology, The Netherlands, 1991

### Teaching Experience:

Professor, Texas A&M University, 2004-2006

Associate Dean for Outreach, Texas A&M University, 2004-2006

Executive Associate Dean & Director of Outreach, Texas A&M University, 2006-2007

Dean and Professor of Architecture, Ball State University, 2007-present

### Professional Experience:

Design Associate, L. Van Wilder & Associates, Antwerp, Belgium, 1986-1989

Owner, The Digital Wizard, The Netherlands, 1993-1995

Owner/Consultant, Latin American Architects On-line, 1995-present

### Licenses/Registration:

Colegio de Arquitectos del Peru / CAP Lísense # 3186

### Selected Publications and Recent Research:

Vasquez de Velasco G. & Angulo A. 2011. "A Hybrid Learning Environment: On the subject of design-thinking for non-design students". In Proceedings of Ibero American Society for Computer Graphics (Sigradi) 2011 Santa Fe, Argentina

Angulo, A., Fillwalk, J., Vasquez de Velasco, G., 2009 "Collaborating in a Virtual Architectural Environment: The Virtual Design Studio (LAVDS) populates Second Life" Proceedings of the 13th Congress of the Iberoamerican Society of Digital Graphics, Sao Paulo, Brazil, pp.363-365.

Vásquez de Velasco, G., Angulo, A., 2007 "Digitally Integrated Practices: a new paradigm in the teaching of digital media in architecture" Proceedings of the XI International Conference of SIGRADI - Ibero-American Society for Digital Graphics, Mexico DF, Mexico ISBN 13-978-968-7451-15-2. Pp.191-195.

Vásquez de Velasco, G., 2004 "Changing the Culture of Design Studio Reviews" Proceedings of ECAADE'2004, Education in Computer Aided Architectural Design in Europe, Copenhagen, Denmark. ISBN 0-9541183-2-4. pp. 540-546

### Professional Memberships:

American Institute of Architects (Associate)

Indiana Society of Architects

Honor Society of Scholars Phi Kappa Phi

Iberian American Society for Digital Graphics

## Joshua Vermillion

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 163	Architectural Communications Media
ARCH 201	Architectural Design Studio
ARCH 202	Architectural Design Studio
ARCH 261	Design Communications Media
ARCH 263	Digital Design
ARCH 490	Independent Study (Sorrento)
ARCH 581	Digital Design & Fabrication 1
ARCH 582	Digital Design & Fabrication 2
ARCH 598	Special studies in Architecture (IDF Certificate)

### Educational Credentials:

B. ARCH, Ball State University, 2002  
M. ARCH, Ball State University, 2005

### Teaching Experience:

Instructor, Ball State University, 2004-2010  
Assistant Professor, Ball State University, 2011-present

### Professional Experience:

Intern, NBBJ, Columbus, OH, 2001  
Intern, Hand Hewn Design and Construction, Muncie, IN, 2002  
Intern, Paul Cripe, Inc., Indianapolis, IN, 2003

### Licenses/Registration:

N/A

### Selected Publications and Recent Research:

Angulo, Antonieta; Joshua Vermillion (2012). "Strategic Thinking on the Redesign of a Foundational CAAD Course: Towards comprehensive training on digital design", forthcoming, eCAADe 2012 Conference. Prague, Czech Republic, 12-14 September 2012.  
Angulo, Antonieta; Joshua Vermillion (2012). "A Leap Towards a Comprehensive Training in Parametric Thinking", forthcoming, the Design Communication Association 2012 Conference. Stillwater, Oklahoma, 21-24 October 2012.  
Senagala, Mahesh; Joshua Vermillion (2009). "An Inconvenient Studio", *Proceedings of the 29<sup>th</sup> Annual Conference of the Association for Computer Aided Design in Architecture (ACADIA)*. Chicago, Illinois, 22-25 October 2009, pp. 287-290.  
Sweitzer, Glenn; Joshua Vermillion (2009). "Distance Daylighting and Digital Fabrication", *Proceedings of the 2009 Annual Research Conference of the Architectural Research Centers Consortium*. San Antonio, Texas, 15-18 April 2009, pp. 257-264.

### Professional Memberships:

Association of Computer-Aided Design in Architecture

## Edward Wolner, Ph.D.

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 229	History of Architecture 1
ARCH 329	History of Architecture 2
ARCH 428	History of North American Architecture
ARCH 528	History of North American Architecture
HONRS 201	Humanities in the Ancient World
HONRS 202	Humanities in the Medieval, Renaissance & Baroque Periods

### Educational Credentials:

B.A. in English & American Literature, State University of New York, 1965  
M.Arch, University of Sussex, Brighton, England, 1966  
M.U.P., New York University, 1972  
Ph.D., New York University, 1977

### Teaching Experience:

Assistant Professor, Ohio State University, 1981-1988  
Assistant Professor, Ball State University, 1988-1994  
Associate Professor, Ball State University, 1994-2010  
Professor, Ball State University, 2011-present

### Professional Experience:

Planner & Assistant Planner, Planning Commission, New York City, 1970-1972  
Adjunct Instructor, American Language Institute, New York University, 1973-1980  
Free-lance Journalist (*Village Voice*, *Harper's*, *Camera 35*), New York City, 1975-1980

### Licenses/Registration: N/A

### Selected Publications and Recent Research:

Henry Ives Cobb's Chicago: Architecture, Institutions and the Making of a Modern Metropolis (University of Chicago Press, 2011).

Book in progress: Skyscraper Romances from the Great War through the Great Depression (2014)

Refereed articles and criticism in the Journal of Architectural Education, Journal of the Society of Architectural Historians, Kentucky Review, Inland Architect.

Research grants from the NEH (1980), Graham Foundation (1998), Wolfsonian Museum/FIU (2002), Brown University (2004), Richard H. Driehaus Foundation (2005, 2006, 2010).

Lilly Fellow and Visiting Professor, Columbia University (1994-95)

### Professional Memberships:

Society of Architectural Historians & ACSA

## Charles Daniel Woodfin, NCARB

### Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :

ARCH 201	Architectural Design Studio
ARCH 202	Architectural Design Studio
CAP 161	Design Communications Media 1
CAP 162	Design Communication Media 2
ARCH 455	Architectural Internship

### Educational Credentials:

B. ARCH, Auburn University, 1964

### Teaching Experience:

Lecturer, University of Tennessee, 1966-1967

Assistant Professor, University of Kentucky, 1967-1969

E.T.H. (Swiss Federal Institute of Technology, Zurich, Switzerland), 1971-1972

Lecturer, Ball State University, 1972-1973

Associate Professor, Ball State University, 1973-1976

Professor, Ball State University, 1976-present

### Professional Experience:

Architectural Consultant, Oliphant & Kersey, 1967

Principal Researcher, Institute for Environmental Research, University of Kentucky, 1968

Principal, C. Daniel Woodfin, Architect, 1972-1976

Partner, Koehler Woodfin Partnership, 1977-1984

Woodfin Architects, 1985-2006: Public housing; elderly housing; new restaurant; adaptive reuse of several historic structures to accommodate 3 cinemas, restaurant, café, bakery, offices, night club; church addition; campus plan; Planned Unit Development; and condominiums.

The Estopinal Group, ARCH/ENGR/PLAN, Project Architect, Summers- 2006, 2007, 2008, 2012; Large scale team-centered projects- Huck Cancer Center; Union Replacement Hospital; Charlestown High School; Jeffersonville Police Headquarters.

### Licenses/Registration:

Indiana

### Selected Publications and Recent Research:

Peer-Reviewed Presentation, KAPA (Kentucky Chapter, American Planning Association), summer, 2012.

"Planning Principles and Precedents: Presentation of a design process based on context, human behavior and green design principles to create a vibrant community, block by block."

### Professional Memberships:

NCARB

## John Wyman, RA

### **Courses Taught (Two academic years prior to current visit/ (10/11 & 11/12) :**

ARCH 202	Architectural Design Studio
ARCH 302	Architectural Design Studio – Consultant
ARCH 401	Architectural Design Studio
ARCH 401	Architectural Design Studio - Consultant
CAP 161	Design Communications Media 1
CAP 162	Design Communications Media 2

### **Educational Credentials:**

B. ARCH, The School of Design, North Carolina State University, 1961

### **Teaching Experience:**

Associate Professor, Ball State University, 1970-1975

Professor, Ball State University, 1975-present

### **Professional Experience:**

ACSA Board

ISA President

### **Licenses/Registration:**

Indiana

North Carolina

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

"Early CAP History 1965-1981" (in process)

Documentation of 35 building footprints in Columbus, IN designed by famous architects

### **Professional Memberships:**

NCARB – past member

AIA – past member

## **VISITING TEAM REPORT 2007 (VTR) FROM THE PREVIOUS VISIT**

<http://tinyurl.com/bsunaab>

### **CATALOG**

#### **ABOUT THE ARCHITECTURE PROGRAM WEBSITE**

<http://tinyurl.com/aboutmarch>

#### **GRADUATE CATALOG 2012-2014**

<http://tinyurl.com/bsugradcatalog>

#### **UNDERGRADUATE CATALOG 2012-2013**

<http://tinyurl.com/ugcatalog>

#### **RESPONSES TO THE OFFSITE PROGRAM QUESTIONNAIRE**

Not applicable