

**Judson University
School of Art, Design and Architecture
Department of Architecture**

**Architecture Program Report for
2013 NAAB Visit for Continuing Accreditation**

**Master of Architecture [Pre-professional Bachelor of Arts in
Architectural Studies + 42 graduate credits]**

**Year of the Previous Visit: 2007
Current Term of Accreditation: Six Year Term**

Submitted to: The National Architectural Accrediting Board
Date: September 2012



Name and contact information for the following:

Program Administrator: Professor Keelan P. Kaiser, AIA
847 628 1011
kkaiser@judsonu.edu

Chief School Administrator: Dr. Curtis J. Sartor, Dean
847 628 1017
csartor@judsonu.edu

Chief Academic Officer: Dr. Wilbert Friesen, Acting Provost and VP Academic Affairs
847 628 1001
will.friesen@judsonu.edu

President of the Institution: Dr. William Crothers, Interim President
847 628 2001
president@judsonu.edu

Individual submitting the Architecture Program Report:

Professor Keelan P. Kaiser, AIA
Chair, Department of Architecture

Name of individual to whom questions should be directed:

Professor Keelan P. Kaiser, AIA
847 628 1011
kkaiser@judsonu.edu

Table of Contents

<u>Section</u>	<u>Page</u>
Part One. Institutional Support and Commitment to Continuous Improvement	
1. Identify & Self Assessment	5
1. History and Mission	
2. Learning Culture and Social Equity	
3. Responses to the Five Perspectives	
4. Long Range Planning	
5. Program Self Assessment	
2. Resources	33
1. Human Resources and Human Resource Development	
2. Administrative Structure and Governance	
3. Physical Resources	
4. Financial Resources	
5. Information Resources	
3. Institutional Characteristics	62
1. Statistical Reports	
2. Annual Reports	
3. Faculty Credentials	
4. Policy Review	79
Part Two. Educational Outcomes and Curriculum	
1. Student Performance Criteria	80
2. Curricular Framework	86
1. Regional Accreditation	
2. Professional Degrees and Curriculum	
3. Curriculum Review and Development	
3. Evaluation of Preparatory/Pre-professional Education	96
4. Public Information	101
1. Statement on NAAB-Accredited Degrees	
2. Access to NAAB Conditions and Procedures	
3. Access to Career Development Information	
4. Public Access to APRs and VTRs	
5. ARE Pass Rates	
Part Three. Progress Since Last Site Visit	102
1. Summary of Responses to the Team Findings	
1. Responses to Conditions Not Met	
2. Responses to Causes of Concern	
2. Summary of Responses to Changes in the NAAB Conditions	107

Part Four. Supplemental Information

1.	Course Descriptions	108
2.	Faculty Resumes	144
3.	Visiting Team Report 2007 (VTR)	
4.	Catalog (or URL)	

Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History and Mission

Founding and Origins

The roots of Judson University extend back to 1913, when the college division of Northern Baptist Theological Seminary was formed. In the early 1960s the seminary moved from Chicago to Lombard, Illinois. Then in 1963, under the guidance of its president, Dr. Benjamin P. Browne, the “new” liberal arts college was founded and moved to an estate in Elgin, Illinois. It was named after Adoniram Judson, the first American missionary to foreign shores. Judson College became a university in 2007 as a result of the growth of multiple graduate programs and the maturing of its international relationships and programs.

Judson’s first president, Dr. Browne, retired in 1967. Dr. Amos B. Barton served as president through 1969, and Dr. Harm A. Weber from 1969-1992. Dr. James W. Didier served as president from 1992-1998, and Dr. Jerry B. Cain from 1998 until retirement in 2012. Dr. William Crothers was appointed to a one-year contract as interim president for 2012-13 while the University continues a national search for its next president.

1968 Statement of Purpose

It is the conviction of the faculty, administration, and Board of Trustees of Judson College that education is more than the acquisition of knowledge. Education is also the growth of an individual that results from the total experience of the living-learning situation involving the experiences in the classroom, the chapel, the residence halls, the athletic fields, as well as other meaningful associations with persons in the college community.

It is the conviction of the faculty, administration, and Board of Trustees of Judson College that education is at its best when it provides experiences of liberation—that is, when it helps to free persons from bigotry, provincialism, and unexamined belief systems. We consider it imperative for intelligent, searching minds that issues be discussed and options evaluated with humility, since education involves a process of discrimination among alternative answers to the great issues of life. Accordingly, we affirm the values of liberal education, realizing that it is as likely to raise questions as it is to provide answers.

It is the conviction of the faculty, administration, and Board of Trustees that higher education at Judson College should involve a personal intellectual encounter with the Christian revelation. Viewed from this perspective, both knowledge and faith are dynamic, not static. This is consistent with our belief that it is not possible to have worthwhile education where there is uncritical devotion only to the accepted, the safe, and the sanctioned. Christian education is at its best when it involves consideration of both new and familiar truths. The Christian, above all, should hold unswerving allegiance to honesty and integrity in the pursuit of knowledge.

It is the conviction of the faculty, administration and Board of Trustees of Judson College that Christian higher education should include a consideration of commitment to Jesus Christ as Savior and Lord. It is hoped that every Judson student will experience this commitment during his years at the college.

Recent History

From its birth on a 19-acre private estate along the western shores of the Fox River, Judson has grown today to a 90-acre campus of rolling, wooded terrain and spacious lawns. Tyler Creek winds through the campus, forms a picturesque pond near the midpoint, and conducts into the Fox River on the east. Seventeen buildings and facilities dot the campus, including four student residence halls, a campus apartment building, a university commons, a science and mathematics building, a fine arts building, a fitness center, athletic fields, an education program building, the Lindner Center (a seven-story classroom, office and residential facility), a 700-seat chapel, and the Weber Center which houses the art, design and architecture programs and the campus library.

Judson University is an American Baptist-affiliated, evangelical Christian college of the liberal arts, sciences and professions. It is coeducational and offers bachelor degree programs and five master degree programs in architecture, education, religion and business. The University is accredited by the North Central Association of Colleges and Schools for a full 10-year term. The Master of Architecture degree is accredited by the National Architectural Accreditation Board (NAAB). All four master degree programs—the Master of Education with ESL/Bilingual Endorsement, the Master of Education in Literacy, the Master of Architecture, and the Master of Organizational Leadership—are approved by the Higher Learning Commission of the North Central Association of Colleges and Schools. Two graduate programs are currently under development: 1) A Master of Business Administration degree program in the School of Leadership and Business, and 2) an Ed.D. with Specialty in Literacy program in the School of Education.

Judson's size and intimate campus setting allow for close personal associations among students, faculty and staff. Campus life does not end in the classroom; co-curricular activities provide personal recreation and social development. These include intercollegiate and intramural athletics for men and women, Christian ministries, drama, choir, outreach teams, student publications, volunteer programs, student government and special campus festivities such as Homecoming, worship and religious holiday celebrations, and seasonal events.

Judson University is located in Elgin, a city of over 100,000 in the Fox River Valley of Illinois. It is 40 miles northwest of Chicago just off the Northwest Tollway (Interstate 90) on State Route 31. The Metra commuter line has three stations in Elgin, with about a 65-minute ride to Union Station in Chicago. To the east is the Chicago metropolitan area; to the west, a broad expanse of farmland. Therefore, it is possible to enjoy the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

Today, Judson University is home to over 1,200 traditional and continuing-education students from 30 states and 25 countries.

Mission Statement

Judson is an evangelical Christian university that represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world. Through a broadly based education in the liberal arts, sciences and professions, the college enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of Biblical Christianity,

persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.

Educational Goals

Judson graduates will embrace a Christian worldview derived from critical and disciplined interaction with God's Word and God's world. This ultimate goal will be achieved as students attain the following intermediate goals:

1. Embrace Christian ethics for lifelong growth and behavior, model personal commitment to Christ and the church, and articulate that faith.
2. Practice wellness from a Christian stewardship perspective and make responsible lifestyle choices that lead to optimal health and vitality.
3. Appreciate the development, values and limitations of their own and other cultures through personal integration and communication.
4. Engage the complexity of human personality and behavior, developing balanced and critical self-awareness, and demonstrating sensitivity in interpersonal relationships.
5. Develop widening aesthetic appreciation, discernment and expression, including an understanding of the creative process.
6. Acquire critical and creative thinking abilities, read and listen perceptively, and write and speak effectively and responsibly.
7. Develop analytical, research, and problem-solving skills using appropriate mathematics, logic, technology, and scientific methods.
8. Embrace the Christian life, as ethical and redemptive servants, leaders, and stewards.
9. Acquire competencies in a major field and skills for lifelong learning.

Operational Objectives

1. Judson will be a Christ-centered community that cares.
2. The total Judson community will minister to the whole student, addressing academic, spiritual, physical, emotional, and social needs in a multicultural and multinational environment.
3. Judson will deliver Christ-honoring professional service in all operations to all stakeholders.
4. Judson faculty and staff will be spiritually maturing Christians who minister through learning, facilitating, mentoring and advising.
5. Learner-centered education in the liberal arts and sciences will undergird all programs.
6. Judson will be financially healthy.
7. The college will embrace growth in student populations and programs through ongoing strategic planning and assessment.

Student Outcomes

Like any educational institution, Judson University includes students of varying degrees of preparedness, motivation and discipline. This being the case, there will be a variety of student outcomes. Indeed, no college or university can guarantee equality of outcome, but it can do everything in its power to ensure equality of opportunity. Our goal is to provide the finest Christian liberal arts education possible. However, it is up to the individual student to show initiative and take ultimate responsibility for his or her education. Consequently, this catalog represents a snapshot of where we are in our community-wide quest for excellence, rather than an unconditional contract.

An Evangelical and Pan-Baptist Institution

Judson was conceived by a group of American Baptist leaders and intended to be a pan-Baptist, evangelical university in terms of its institutional ethos. Among the many ways our Baptist heritage affects the ongoing operation and culture of the university is our firm commitment to having "no creed but the Bible." Accordingly, we expect all of our employees to be, in the words of our mission statement, "articulate proponents of Biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ."

Evangelicalism itself is an extremely broad movement. Indeed, as Larry Eskridge of the Institute for the Study of American Evangelicals points out, it is as much a style of religion as it is a set of beliefs. Thus, it includes such diverse groups as "black Baptists, Dutch Reformed churches, Mennonites, Pentecostals, Catholic charismatics, and Southern Baptists." This diversity has led some to speak of Evangelicalism as a mosaic, while others say it is more like a patchwork quilt in that it is more "folk art than fine art"; and still others insist that a kaleidoscope best captures the diversity that is Evangelicalism. Recognizing the frustrating difficulty of defining Evangelicalism, historian George Marsden once quipped that an evangelical is simply someone who admires Billy Graham.

Not surprisingly, then, there are a variety of definitions for the movement, but in general evangelicals are characterized by the following:

1. A high view of Scripture as the all-sufficient guide/rule for faith and practice.
2. The majesty of Jesus Christ, both as incarnate God and Lord and as the Savior of sinful humanity.
3. The importance of personal conversion (often referred to by the Biblical allusion to being "born again") as the central criterion for salvation.
4. A commitment to sharing with everyone everywhere the transforming "good news" of new life in Jesus Christ which is an utterly free gift that comes by grace alone through faith alone in the crucified and risen Savior.

For further information on American evangelicalism, see Douglas A. Sweeney's *The American Evangelical Story: A History of the Movement*, Baker Academic, 2005; or visit the website of the Institute for the Study of American Evangelicals at <http://www.wheaton.edu/isae/>.

Architecture Program History

In 1993 the potential donation of a building adjacent to Judson's campus stimulated the first discussion of developing an Architecture program. Then President Dr. James Didier solicited suggestions on potential expansion of majors. Professor Del Rey Loven, Chair of the Department of Art and Design (later Chair of the Division of Art, Design & Architecture) suggested Architecture. This would increase the discipline offerings of the existing and growing Art and Design programs. Although the potential donated building was never secured, Dr. Didier encouraged Professor Loven to pursue investigation of the idea.

In 1995, Professor Loven used a sabbatical leave to investigate the feasibility of establishing an Architecture program as part of a larger "Institute of Design." He visited Andrews University's Architecture program and met Professor John Hopkins. This initial research indicated the need for a special consultant to develop a feasibility study. Based upon the recommendation of Professor Loven, Judson contracted Professor Hopkins in late 1995 as a consultant for architecture program vision and curriculum advising.

The initial report was presented to the Judson Administration and Board of Trustees in June 1996. Based upon this report, the Board of Trustees granted approval to continue investigation and development of the proposed Architecture program. Professors Loven and Hopkins presented to the Board a more detailed program plan in February 1997.

The Board of Trustees voted on February 19, 1997 to proceed with implementation of a B.Arch. degree program, beginning in fall 1997. A professional advisory board was established and \$250,000 raised in support of the program launch. Professor Hopkins was hired as Director of the Program. His initial tasks: to implement the new program and prepare it for accreditation with the NAAB. The Program was located within the Division of Art and Design.

In fall 1997, 20 students entered the Program. Professor Hopkins was the sole Architecture faculty member. Art and Design faculty provided much initial support, particularly Professors Loven and G.E. Colpitts. Studio space, classroom space, and offices were located in the Fine Arts Building. A model shop was created in the Plant Operations Building. Mrs. Cyndi Zarris was hired as the Department Administrative Assistant, a position she continues to hold today. Mr. Bill Suttie, a furniture craftsman, was hired to teach the model shop course and provide shop safety. A Visual Resources curator, Ms. Theresa Wiebe, was hired in the spring of 1998.

Recruitment for the fall 1998 class was quite positive, and the Program was officially designated as the Department of Architecture. Together with 12 returning sophomores, 40 freshmen greatly enhanced the identity of the Program in 1998-1999. Professors Ben Suzuki (mid-career, lead design architect in multiple international offices including Kenzo Tange, SOM, and Perkins and Will) and Keelan Kaiser (early-career design architect with experience at Eisenman Architects and an adjunct faculty member at the University of Nebraska) were hired as tenure-track faculty members in 1998 following a national search. Professor Jack Kremers (senior career and retired design and environmental technology professor from Kent State University) joined the Judson faculty as a full-time faculty member in January 1999. Several adjunct faculty, including many local practitioners, provided additional teaching support. The College provided additional classroom and studio space in the Lindner Fitness Center.

In May 1999, and as a result of the short-lived but infamous "NAAB Moratorium on new B.Arch. programs," the faculty and the Board of Trustees, approved the request by the Department of Architecture to change the Bachelor of Architecture degree program to a Master of Architecture degree program. Some adjustments were made to the planning of the back end of the curriculum, much of which had not yet been offered. The change was especially significant for Judson as this was the first Master's degree to be offered since its departure from Northern Baptist Theological Seminary. Approval was sought from the regional accrediting body, the North Central Association of Colleges and Schools (NCACS) to begin the Master of Architecture degree program and was awarded. Among the NCACS participants in the site visit was the Dean of Architecture at the University of Colorado, Dr. Mark Gelertner.

In fall 1999, 40 freshmen joined the Program, bringing total enrollment to 71. Professor Christopher Miller (mid-career, recently completing his Ph.D. from the University of Virginia in Alberti Theory and Urbanism) was hired as a tenure-track faculty member following a national search. Professor Edward Shannon (local Chicago-land practitioner) was also hired and served in a two-third time appointment non-tenure-track position. Additional studio space was provided in the Lindner Fitness Center. With six faculty members plus adjuncts, a Visual Resource Center curator and a Department Administrative Assistant, the Department was beginning to develop an identity and a sense of assurance that the Program would fulfill the vision and dream of Professors Loven and Hopkins, the Administration, and the Board of Trustees. At the same time, contiguous space allocation became a pressing issue for the Program and its growing identity.

The Program had its first of two candidacy visits from the NAAB in April 2000. This visit provided an opportunity for the faculty and students to review their individual efforts to this point. It also provided an outside perspective of the overall effort to form a professional architecture program. The NAAB was strongly supportive and granted the Program "candidacy" status effective that year. In the summer of 2000, Professor John Hopkins departed the Program and Professor Jack Kremers was appointed as the second Chair of the Department of Architecture.

Fall 2000 welcomed 40 freshmen, and total enrollment increased to 92 students. Professor Gary Wang (early-career design architect in Stanley Tigerman's office in Chicago) joined the faculty following a national search. The program lobbied for contiguous space on campus and secured funding from a few key trustee supporters, resulting in the construction of a pre-engineered structure on the edge of campus, Creekside South. The Program's sense of identity was greatly enhanced when it moved into a contiguous space. Suddenly, all studios could observe one another, faculty were adjacent to each other, and the Program had a dedicated building. The long-term plan for the Program remained a future permanent facility, but Creekside South provided the room to grow the Program through initial accreditation to the original goal of approximately 156 students.

In spring 2001, an invited design competition led by the Architecture Program was held for the design of a new central library and academic spaces for the Division of Art, Design, and Architecture. The notable European architect C. Alan Short and Associates (London) won the ideas competition with a convincing entry that would be the "greenest" building in the United States and would serve as a learning laboratory for multiple disciplines as well as for building professionals. The selection process was moderated by Chicago architect Carol Ross Barney, who described the entry as a singular building conducive to a school of architecture. It also met an important early goal of the faculty to address earth stewardship and environmental conservation.

In May 2001, Professors Miller and Wang led the first Architecture Study Tour for the third- and fourth-year students. The tour is a required course in the third year of the Program. Typically the tour begins in Italy and includes other destinations depending on the interest and expertise of the faculty guiding the tour. The tour leadership rotates annually among the faculty.

In fall 2001, 40 freshmen brought total enrollment to 117 students. The fall semester was the time of an initial effort to establish a research presence in the area of church architecture: the university and the Division of Art, Design & Architecture sponsored a conference entitled "Evangelical Worship and Church Architecture." About 200 people participated in the event held on the Judson campus.

Professors Jhennifer Amundson (early-career scholar finishing a Ph.D. in art and architecture history at the University of Delaware), and David Ogoli (early-career scholar finishing a Ph.D. in architecture technology at the University of Florida), joined the faculty following a national search. Attrition had brought the pioneering class of 20 students down to 5. The NCACS came to campus for a focused visit that resulted in the continuation of accreditation for the Master of Architecture degree. This was the first and only master degree granted at Judson at the time.

In fall 2002, 40 freshmen brought total enrollment to 130 students. In September, the NAAB visited the Program and granted continued candidacy status. Again, the visiting team remarked very positively about the progress of the Program and its plan for achieving initial accreditation. During this year, 17 students served in preceptorships, a year-long distinctive internship program, in offices ranging geographically from Anchorage to Chicago to London.

In 2003 the Creekside South building was expanded and an additional 2,500 square feet of graduate studio and office space was added. The sixth-year students presented thesis studio projects to a broad spectrum of faculty, professionals, college and community members, and friends. That same year four of the five students remaining from the initial class received their Master of Architecture degrees. The department also continued to grow with new incoming students.

In 2004, Department Chair Jack Kremers, having successfully guided the program through its initial successful accreditation, returned to teaching. Professor Keelan Kaiser was appointed as

the Interim Department Chair and Dr. Jhennifer Amundson as Assistant Department Chair. The Architecture Department hosted the 2004 ACSA Central Regional Conference entitled "Spirit." Paper sessions represented 32 faculty from various schools around the country, and tours included the Farnsworth House in Plano, IL. Later in the academic year, the Department of Architecture began a national search for a new Department Chair and an additional tenure-track faculty member due to the continued growth of the Program. Dr. Curtis J. Sartor was interviewed and appointed in fall 2005 as the third Chair of the Department of Architecture. Fulbright Scholar and Professor Marga Jann was appointed as an associate faculty member.

In spring 2006, the Program engaged in its first holistic strategic planning effort and a thorough assessment of its mission and vision statements to clarify and revise its educational and professional direction. Several adjustments and clarifications were made. The organizational structure of the Architecture faculty was changed to fit the scale of the Program at that time. In fall 2006, Professor Royce Earnest (middle-career design architect formerly with Bohlin Cywinski Jackson) was appointed to a three-quarter time position. The NAAB awarded a six-year term of accreditation in 2007.

Major Judson University Institutional Progress Since Last Visit

Judson College transitioned to a university in 2007. This was an acknowledgement of the growing number of Master degree programs on campus, three at the time, with more in the planning stages. It also provided a better nomenclature for international communities where the word "college" is frequently equated with "high school," thus accommodating the growing role of international exchanges and recruiting. Finally, it represents a change in culture from a liberal arts college to a more broadly based university of the liberal arts, sciences and professions.

In addition to cultural changes, the administrative structure was reorganized to form the School of Art, Design and Architecture (SoADA). The Architecture Program was now led by a Department chair, aided by two assistant chairs, one for undergraduate and one for graduate programs. Professor Keelan Kaiser served as the Interim School Chair in 2007-08 while a national search for a Dean of SoADA took place. Dr. Curtis Sartor was appointed the first Dean in 2008.

The Architecture Department and the Art and Design Department moved into the new Harm A. Weber Academic Center (HWAC) in 2007. The move allowed all programs in SoADA to exist within the same facility and formed a stronger connection with the campus library. The HWAC also represents a certain coming-of-age milestone for Judson University in that it is one of the next-generation "collegiate" buildings on campus, along with the Lindner Tower. Because it is LEED Gold and features multiple environmental conservation strategies, it is a frequent destination for tours by AIA, ALA, USGBC, ASHRAE, local and state governmental representatives, and other groups interested in cutting-edge sustainable architectural design. Architecture and engineering faculty and students from IIT, University of Wisconsin, Southern Illinois University and local community colleges frequently visit the HWAC as part of their sustainability research. The building itself is a remarkable achievement in the evolution of the young Architecture Program, and of the institution as a whole.

Major Architecture Program Progress since Last Visit

Personnel Changes toward Continuous Improvement

Erin Herner was retained as part-time Visual Resource Center (VRC) director in 2007, developing the slide collection but also transitioning the VRC to a faculty-centered support service. As faculty began the process of compiling digital lectures during this time, the need for physical slides steadily decreased. Support with digital scanning, photography, and video became the main objectives of this position. This role continues to evolve as information technology evolves.

Two new faculty members were hired in 2008 as a result of a national search: Professors Jeremy Lindsey (early-career Judson University graduate and local design architect) and Ian Hoffman (middle-career design architect and uniquely experienced in architectural structures and acoustics). Professor Stacie Burtelson was appointed as Interim Department Chair, and Professor Keelan Kaiser held a joint appointment between Judson University and The School of the Art Institute of Chicago.

In 2009, Professor Royce Earnest left the Program to pursue a Ph.D. at the University of Wisconsin, while Professor Keelan Kaiser was appointed as the fourth Chair of the Department of Architecture.

In 2010, Erin Herner departed for advanced academic studies and Professor Susan Harris was hired as a joint appointment sharing load as part-time VRC director and part-time faculty (early-career Judson University graduate architect). Professor Robert Nathaniel Brooks was hired following a national search (early-career Judson University graduate architect and specialist in traditional architecture).

Professors Sean Gallagher and Jae Cha were hired as tenure-track faculty in 2011. Professors Ian Hoffman and Jeremy Lindsey had successful tenure-track periodic reviews.

Program Development toward Continuous Improvement

To strengthen retention and student satisfaction, the Program modified its advising structure to three pools of students led by faculty advising teams. The pre-architecture students in years one and two are advised by a team of faculty with the main goal to move those students into preparation for third-year application. The architecture students in years three and four are advised by a team of faculty (including the assistant chair for undergraduate programs) with the main goal to move students to graduation, internship preparation and graduate application. The graduate students are advised by the assistant chair for graduate programs, assisted periodically by the chair. New freshman and transfer students are typically advised at entry by the chair. The Program has experimented with concentrations in the architecture major at both the undergraduate and graduate levels. This was launched in 2008. However, the undergraduate concentrations tended to bifurcate the Program; and in light of the Program's scale, the faculty agreed in 2011 to eliminate the undergraduate concentration and instead to further strengthen the graduate concentrations. This work continues.

The first department-level Director of Development position was created in 2011. Advisory Council chair and former chair of the Department, Jack Kremers, has taken on this role in a volunteer capacity with the goal of this becoming a permanent staff position in the future. Following research into differential tuition approaches used by other architecture programs, including those peers in terms of scale and mission, in 2011 the Program established an architectural program fee for architectural students. The fee offsets the incremental expenses associated with the Program. It is administered through the course fee structure of the university, with a flat fee charged on a per studio per student basis for equity.

In addition to the existing student and faculty exchange-program agreement with Anhalt University in Dessau, Germany (historic Bauhaus), three more exchange programs were initiated and secured: Architectural Association London, University College Dublin, and ENSV-Versailles, France. These were largely initiated by individual students and developed by the Department. The Program changed the curriculum slightly to allow for the spring semester of the third year as the target for elective study abroad without affecting curriculum streams or SPC (Student Performance Criteria) requirements. Discussions are currently under way with other schools

including Beijing University of Civil Engineering and Architecture and a sister faith-based institution in South Korea, Handong University.

In 2011 a curriculum path was created for students in Pre-Interior Design and Pre-Landscape Architecture. While Judson does not currently have the critical mass of interest to launch either of these programs, the interest does exist. Designated as “pre-,” the programs allow students to begin their studies at Judson and transfer to sister or regional schools to complete the professional education requirements. Interior Design articulation agreements exist between Judson and Samford University and Oklahoma Christian University. The Architecture Program continues to network with potential future faculty members to lead these programs once the volume of interest reaches adequate levels.

In 2011 the Program created a bridge studio due to the increasing number of transfer students. This is a developing initiative to award advanced placement to transfer students.

Student and Faculty Development toward Continuous Improvement

Since the previous accreditation visit, students have placed in numerous scholarships and competitions: Katie Guttormson won the Chicago Women in Architecture Scholarship; Danny Nelson placed second in the AIA Chicago Student Competition; David Montoya and Philip Goestenkers placed second in the USGBC MN-chapter student competition; a team of students placed in *eVolo* Magazine’s international Skyscraper Competition (co-curricular, during winter break); student works were published in *The Classicist* No. 8.

A WordPress microsite www.arch.judsonu.edu was launched in 2009, serving as a Program-specific communication media, news source and blogspace. The Program also launched a Facebook page, which is a related communication tool and serves as one of the primary means by which alumni stay connected to the Program. A Vimeo site is under development for streaming video of lectures and special events access by alumni and the community.

In 2010 the Program established a formal end-of-year awards program for architecture faculty, students and their families. Taking place shortly prior to Commencement, this event honors faculty and students for their achievements.

The first annual Fall Practice Symposium was launched in 2011, partnering with AIA Northeast Illinois and AIA Chicago on relevant current-practice issues. The subject was “Global Practices: Architecture and Urbanism in China.”

The first annual Spring Symposium, the “James Didier Symposium on Christ and Architecture,” was launched in 2012. It was named after the president responsible for Judson’s launch of the Architecture Program. This symposium brings together the departments of Architecture, Biblical Studies, Art and Design, and the campus community around areas of interest common to all programs.

The Program celebrated its 15th anniversary in 2012 and engaged in a number of special events for the program and alumni recognition.

In 2012 the Program launched the Tau Sigma Delta Honor Society and awarded its first honors students with membership.

The Professional Advisory Council has added new members and continues to grow. It provides a valuable resource of networking and support to the Program and to students. Jack Kremers is chair and alumnus Scott Feltheim, of the pioneer class, is vice-chair.

The Program hosted many visiting groups and meetings as part of its outreach and visibility approach, including: Green Campus Forum for the Conservation Foundation of Illinois, NEI / AIA Regional Conference planning committee, and the Chicago chapter's NOMA Leadership meeting. Judson University was selected by the NAAB to host the Canberra Accord site-visit team during its system visit in spring 2013.

I.1.2. Learning Culture and Social Equity

Learning Culture

The learning environment at Judson University is extremely unique. One of the distinctive features of the Program is the quality of interpersonal relationships. The shared interest in faith-based education among faculty, staff and students ensures a quality of exchange based on mutual accountability and gracious behavior. Among the other formal policies, the University's behavioral standards, based on Galatians 5:22-23, guide culture and equity: "The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control." These principles permeate the environment at Judson; and while no one person or group perfectly practices the "fruit of the Spirit," community members strive to do so and are gracious with each other. In 2007 the Program developed the following Values Statement as part of its Self-Assessment and Long-Range Planning process.

The faculty, staff and students of the Architecture Program support the following values that guide our individual activities and group efforts to participate in building God's kingdom through educational preparation for the practice of architecture. Our values are driven by the truths found in the Bible and can be followed and appreciated from multiple viewpoints.

1. Biblical Standards. We value the Word of God and adhere to its teachings as they relate to both professional and ethical standards and personal relationships.
2. Unified Endeavor. We value the balanced coexistence of Christian faith and intellectual life.
3. Education. We value knowledge and understanding about buildings and places that can be shared and conveyed, which is the activity of our professional mission. We respond to our position within an academic setting by valuing preeminently the formation of critical minds toward the various approaches to architecture.

We will prepare students for practice by allowing them to develop and follow an approach that is consistent with the critical position they develop in their liberal study of architecture.

1. Stewardship. We value cultural diversity and will encourage its understanding in our community. We respect God's creation and strive to make good use of the natural world. We will assist each person to achieve and rightly balance their spiritual, personal and professional goals.
2. Relationships. We value human relationships and are dedicated to nurturing friendships and links with the Council for Christian Colleges and Universities, architecture programs, the City of Elgin, and other communities to which we belong. We strive to create a strong community to which our faculty, staff and students will belong as a reflection of the Kingdom.
3. Service. We value service to humanity as an outgrowth of our submission before the Lord and in His desire that we help one another.
4. Leadership. We value leadership and opportunities to model biblical truths within our communities.

5. Excellence. We value the highest quality performance in all academic and professional activities, and will strive to realize and enjoy the benefits of outstanding design in the built environment and exceptional architectural education.

Conflict does occur. When it does, it is frequently addressed, preferably one-on-one following the guidance of Matthew 18:15-17. For more serious infractions, the University has grievance policies for faculty, staff, and students found in their respective handbooks.

The Program has a studio culture policy imbedded in the annual SoADA student handbook. It is reviewed regularly by students through the Dean's office and student representatives. Among the unique features of architecture education at Judson is a time-management-related policy that restricts access to the HWAC during the hours of 2:00-7:00 a.m. daily. The faculty and staff continue in the conviction that all-nighters and sleep deprivation are not consistent with the healthy lifestyle they wish to model for their students.

Learning culture, cooperation, and conflict are regularly discussed in periodic "majors meetings" (leadership alternating from month to month between the Department chair and the Dean), in chapel services, and in advising and mentoring sessions with individual students and student groups, both during the semester and in graduation exit interviews.

Social Equity

Support for social equity exists at Judson University. In recent years, students with hearing, learning, and physical-mobility disabilities have been served by the Program. Social equity policies can be found in each of the relevant institutional handbooks and on the University website:

1. SoADA Student Handbook (printed annually and distributed to each student with a receipt signature required; a copy in the team room)
2. Faculty Handbook/Manual (digitally available on Blackboard; a copy in the team room)
3. Adjunct Faculty Handbook/Manual (digitally available on Blackboard; a copy in the team room)
4. Non-discrimination policy (Web site: <http://www.judsonu.edu/content.aspx?id=271> coordinated by the VP for Business Affairs and the VP for Student Development)
5. Disabilities policy (Web site: <http://www.judsonu.edu/content.aspx?id=2814> coordinated by Dr. Rolanda Burris)
6. Academic Honesty/Plagiarism policy (Web site: <http://www.judsonu.edu/content.aspx?id=749>)

Judson University does not currently have a formal plan to maintain or increase diversity. However, the mission and vision of the university and the Department clearly demonstrate an intention to increasingly diversify its faculty, staff and students. The Architecture Program has demonstrated this in its hiring decisions since the previous site visit. The faculty is already largely gender and ethnically diverse. The staff is already quite gender diverse and increasingly ethnically diverse. Students are already gender diverse and slowly diversifying ethnically. In 2012, the Deans office initiated a Diversity and Inclusion Plan, researched other peer programs for best practices, and established the following preliminary plan for the SoADA.

SoADA Diversity and Inclusion Plan

The SoADA inspires students and faculty to design, research, write and teach in a multicultural and multi-national environment by increasing all forms of diversity through expanded art, design and architectural offerings, creation of interdisciplinary degrees, new concentrations,

development of additional study abroad opportunities, development of transitional/bridge studios, the development of scholarship programs and the hiring of diverse faculty and staff of the highest standards.

Diversity is an ethos embraced by the School of Art, Design & Architecture to foster inclusion, and service to our global and local communities. Strategic actions toward achieving diversity goals facilitate meaningful and sustainable impact throughout the Judson University community and enrich art, design and architecture education. Our goals are to:

1. Maintain the school's diversity.
2. Cultivate an environment where people of all backgrounds can thrive academically, socially and professionally and
3. Implement plans regarding hiring, recruiting, retention, curriculum transformation, partnerships, fund raising and grants to support diversity activities.

Strategies for achieving these goals include:

1. Continued recruitment and retention of diverse under-represented populations of faculty and staff.
2. Measurable initiatives that facilitate recruitment, retention and graduation of diverse under-represented populations.
3. Scholarships and grant opportunities for under-represented populations.
4. Support for multicultural student organizations and leadership opportunities.
5. Linkages to external support groups/organizations/societies.

I.1.3. Responses to the Five Perspectives

A. Architectural Education and the Academic Community

Judson's architecture program is the product of a Christian liberal arts academic education and a community that has sought to create opportunities for its students, faculty and staff to globally impact societies and diverse cultures. The Program developed through the vision and mission of the Art and Design Program and with the support of the Administration and Board of Trustees. The Board and the Administration created the Program and have continued to support and encourage its development with all the necessary resources: hiring an excellent faculty, requiring teaching loads in accordance with comparable Masters-level academic programs on other campuses, and providing an operating budget with the necessary resources to conduct a superior program.

The goal of "balanced wholeness" comes from an understanding of life from a distinctively Christian perspective. Judson's Mission Statement clearly articulates this integration of mind, body and spirit. Education is seen as both a preparation for, and a continuing increase in, the depth and breadth of all aspects of life. In this sense, architectural education is a truly liberal education for the good life well lived, and for service to humanity in the original tradition of the professions (as distinct from the common usage of services for payment). In this regard, our location within a liberal arts college is highly compatible with the goals and aspirations of this Program.

The faculty members desire to explore architecture in a unique setting where they are encouraged to bring together their Christian faith and their professional and academic skills. This desire, together with the goal that each full-time faculty member teach at least one design studio every academic year, has created a learning environment wherein the discussion of the relationship of the Christian faith to architecture is at the forefront. It is apparent that issues of ecological stewardship, social equality, cultural diversity, technological quality and integrity, high ethical and moral standards, concern for the poor and disadvantaged, the building of community,

and the provision of beautiful, satisfying and nourishing environments are essential to what is Christian architecture.

It has become apparent that personal relationships are critical to a Christian practice of architecture. These relationships evidence themselves among the students, the faculty members, the staff, and the connections between these groups. It is our goal that these relationships, built on caring and compassion, evidence themselves in the architectural work produced by the students as a service for clients and communities.

Given its particular mission, the Program maintains and supports academic and professional standards for faculty and students. It provides up-to-date information regarding supplemental programs in architecture such as summer programs and internships for students and educational programs and opportunities for faculty. The latter enhance and maintain the faculty's educational skills for the classroom as well as for the architectural boardroom within their individual practices. The Architecture Program interacts with other departments within the University such as the Division of Christian Religion, Philosophy and Ministry and the Business Department.

Architecture students contribute to the governance, intellectual, and social life of the University. The Dean's Student Senate meets monthly throughout the academic year to discuss student concerns and recommendations and address issues on a timely basis. Students also have access to the Department Chair any time that a concern or an issue may arise. Additionally, students contribute intellectually and socially to the University at large by participating in various student organizations on campus ranging from committees that advise the President on student or administrative matters to various recreational, vocational or academic memberships available to them.

The University contributes to the Program in terms of intellectual resources and personnel through the extensive collection of architectural volumes and materials available in the campus library. The library staff is knowledgeable, and most hold the MLA degree.

B. Architectural Education and Students

The small scale of Judson University is a major factor in characterizing the quality of the educational experience. The Architecture faculty and students readily mingle and work with faculty and students in other departments. Colloquiums, workshops, dorm rooms and committees have proved valuable opportunities to share viewpoints and visions, thus strengthening all aspects of the University. Social events, common dining facilities and compulsory chapel services draw the academic community together.

The Program encourages leadership roles and active participation in various architecture-related organizations such as AIAS and Habitat for Humanity. Students are periodically surveyed to determine their individual and collective learning agendas and to give their opinions or suggestions regarding Program courses and relevant elective courses. As stated earlier, the students participate, either as representatives or through representatives, in the Dean's Student Senate, which encourages assisted decision making.

The academic standards established by the Architecture Program and the Program's size have often placed our students in major leadership roles on campus. The exposure to the wide variety of disciplines has proven enticing to students, and, in some cases, has resulted in excellent students transferring to other programs. Overall, it is a price we are willing to pay to allow students to have the broadest and most satisfying education.

Architecture faculty, through example, promotes a culturally diverse atmosphere within the University and the Elgin community that is conducive to active, unbiased learning. Students' distinctiveness and self-worth are nurtured in the studio environment; that this actually happens is demonstrated through the intellectually and culturally diverse scope of design projects presented

by students and accepted by faculty. Many opportunities to participate in short-term architectural projects around the U.S. and abroad are pursued. Students thus gain exposure to the national and international context of the practice and the work of diverse design disciplines.

Finally, scholarship support has been provided by the AIA—Northeastern Illinois chapter, the Fox Valley Contractor's Association, and the University through academic achievement awards and the beginnings of endowed scholarship programs. The Advisory Council has also provided scholarships to architecture students. These are admittedly areas of future-focused development.

C. Architectural Education and the Regulatory Environment

One responsibility of architecture education is to structure transitions between academic studies, internship, licensure and ongoing professional registration. The Program does this through curriculum organization, advising and mentoring, selected introductory and advanced coursework, and public events and special programs. The students are provided with a sound preparation for the transition to internships and licensure by maintaining a professional relationship with the state registration board. Students are exposed to internship requirements through the Intern Development Program—Educator Coordinator (IDP-EC) and a yearly visit from a representative of the state regulation board, who gives advice and information regarding licensure and the state requirements. Former students and other interested parties are given advice by the Department Chair and representatives from the state registration board of Illinois on an as-requested basis regarding further education and/or state requirements.

The best evidence of this commitment is the inclusion within the Program of the fifth-year internship requirement. The "Preceptorship" requires each student to complete a minimum of 1,600 hours of documented Intern Development Program (IDP) experience or equivalent. All of the Master of Architecture graduates students have completed this requirement. Additionally, we maintain a dialogue with these students through social media, personal visits to the offices, and individual conversations. The evaluations by both the students and their employers have been very positive. Students also gain an understanding of their responsibility for professional conduct through the professionalism taught, modeled, and expected in the daily studio environment and during student juries/presentations.

Four of the full-time faculty members are licensed architects in American jurisdictions, and four are license eligible. Nearly all adjunct faculty members are licensed architects and engineers. The Advisory Council includes eight registered architects and one licensed engineer. Many of our graduates are already licensed and have competitive pass rates according to the NCARB.

We cooperate with AIA Northeast Illinois to provide AIA continuing education credits for public events and lectures. This not only serves to link us with professionals, but by the presence of many practitioners who come to the University for credit-bearing events, it also makes students aware early in their academic careers of the requirement for ongoing continuing education for architects.

D. Architectural Education and the Profession

As expressed in the Program's mission, we seek to prepare students to contribute to the church, the profession, and the community through leadership and service. Our Program is strongly oriented toward a traditional professional role for our graduates as evidenced by the concentrated curriculum leading to licensing and the inclusion of the internship program within the curriculum.

Architectural education in the Department is oriented toward preparing the architect for the roles and responsibilities of professional practice within a context of increasing cultural diversity, changing client demands, and an expanding knowledge base. We accomplish this through numerous interrelated efforts: curricular structure and development, advising and mentoring

organization, and faculty development. The Department engages the professional community in the life of the school through several venues, including the Program's Advisory Council, jury and pinup review participation by professionals in architecture and related fields, involvement of visiting critics, and public events. For example, the Advisory Council (primarily composed of local professionals) is very active within the Program. They participate in formal and informal design reviews. Our faculty participates in activities of the national AIA and they are well represented in the Chicago AIA and the Northeast Illinois (NEI) AIA chapters. One faculty member serves as an officer in the AIA NEI chapter. Faculty AIA members have regularly participated in design juries and made presentations on a variety of issues from passive-cooling strategies to strategies for helping the profession to become more diverse.

There are numerous contacts with the professional community through our lecture series and trips to area offices associated with our professional practice courses. Some of our lecturers have visited our design studios and participated in design presentations. Many area architecture firms have mentored and employed our interns and graduates.

The active AIAS chapter generates in the students an early awareness of the professional role of an architect. The students experience a sense of belonging to the profession through participation in the AIA and AIAS meetings both at the departmental and the national level. They participate in competitions sponsored by the state chapter of the AIA. Some members have attended various AIAS events, such as Grassroots and Forum. The Department financially supports student leadership development and attendance at key AIAS events.

We believe these activities—reinforced by the ongoing faculty involvement with the AIA and the NCARB—help to instill in our students the need for life-long learning in both practice and research and, importantly, to experience the synergy of practice and research. Additionally, we feel strongly that by exposing our students to the larger body of related professions—construction, landscaping, real estate development, and others—we offer substantive exposure to the world beyond the traditional role of “architect.” These disciplines are not always harmonious with each other; and architects, even when sharing common goals, can certainly be in conflict. We urge professionals to discuss with the students the conflicts they have experienced and the resolution procedures they have used. We also teach formal conflict resolution procedures in our professional practice course and make it a discussion topic when applicable in studio jury situations or support courses.

Of course, discussions of conflict resolution, project goals, and professionalism itself have little meaning without a firm foundation of professional ethics. Ethics is a substantive portion of the coursework encountered in our professional practice courses, yet we do not believe it is simply “teachable” in a college course. Rather, it must be the pervasive attitude of the faculty and be instilled as the culture of the school. Therefore, we attempt—whenever applicable—to discuss the ethics of a design decision, a construction procedure or, even at times, the ethical basis of building on a site at all.

E. Architectural Education and the Public Good

The Bachelor of Arts and Master of Architecture programs provide a range of experiences that contribute to a student's informed understanding of social and environmental issues. This occurs through the following:

1. Parallel curricular requirements and elective courses in the major and in Judson University requirements.
2. Reciprocity of on-campus and off-campus experiences, special study opportunities and public and special events such as the Architecture Study Tour program, summer

community service projects, the preceptorship program, field trips to Chicago and the surrounding communities, mission trips, and service learning.

3. An increasing diversity of student, faculty, and visiting critic populations.
4. Faculty research and practice with significant contributions in the area of social and environmental issues affecting architectural education within and beyond the University.

At Judson University we seek to create socially responsible designs to serve people's needs. We believe that being sensitized to and enlightened by the diversity of human experience will strengthen an architect's spirit, which is essential to creating inspiring architecture. This, together with an innovative and agile command of architectural forms, informs the work in the design studio at the Program's undergraduate and graduate levels.

The Program equips students to understand social and environmental problems. They then learn how to address these problems with sound architecture and design decisions. This is partly achieved through the Professional studio sequence. In these studio projects, students begin to develop the complex thought processes needed to shape built environments. They deal with the ethical implications of built-environment decisions through their involvement with citizens from the community and professional persons with whom they must work in order to bring the projects to fruition. Students also learn to uphold the integrity of the profession and yet balance its ideals through personal interaction with clients (e.g., recipients of numerous Habitat for Humanity projects in the region).

The Architecture Program and the University as a whole have pursued strategies with the potential for increasing diversity among students and, to a greater degree, among faculty and visitors, both on and off-campus. These efforts help our students expand their vision of society as represented in the microcosm of the school. We have been working with the National Organization of Minority Architects (NOMA) and have held local chapter meetings on our campus. The University has begun working with Hispanic organizations such as Arquitectos and with local colleges to expose some of their students to the Judson community as well as to investigate means of minority access to the professional Program. The Program has added summer sessions of transition design studios to allow bridges from community colleges to the professional Program at Judson. Departmental faculty hiring inclusive of women and minorities contributes toward a greater wholeness of perspective and positive role modeling and mentoring. The Program brings nationally and internationally recognized architects to the Judson community for the public and special events series. This contributes greatly to our students' sense of an extended spectrum of architectural activity in society, into which the faculty—as role models—call them to play a part as well.

We also have increased our activities off-campus in more locations, which expands the students' sense of environmental diversity. Travel-abroad opportunities for architecture students have included Rome, Paris, Scotland, Vienna, Florence, Berlin, Amsterdam, Barcelona, Granada and Prague. Students are brought into personal contact with varied environments, each with particular cultural, social and environmental issues, including working in historic environments. Students undertake drawing projects in each of these different contexts.

We have developed a summer exchange program with Anhalt University of Applied Sciences in Dessau, Germany. The students spend nine weeks studying with other international students in design studios, a drawing class, and a German language course. Anhalt sends one or two students to Judson University each year for cross-cultural study.

In this period of institutional advance, the University's namesake, Adoniram Judson, is a model for Judson University students. He was known for his missionary focus, linguistic abilities, advancement of Christianity, and creation of a tolerant community. These values are reflected in the Architecture Program and bring a wide variety of individuals to the school, helping to establish

our community as both outward and inward looking, and a center for architecture and stewardship of the environment.

Additionally, the liberal arts education required of all Judson University students within the framework of a Christian worldview provides an environment and experience that places architecture in its broadest context. The location within the Chicago region and the Elgin community and the opportunity to engage in national and international tours and missions projects provide abundant opportunities to explore and practice architecture.

Our increasing understanding of how a Christian worldview affects and relates to architecture places the highest priority on developing relationships with those in our communities, our profession and our churches. This high value for people—together with a commitment to truth, to the good and to integrity—motivates the students and faculty to aim at the very best in their personal and professional service. In ARC 575, Community Outreach Studio, the fifth-year summer studio course, students explore design for the less fortunate in our community and abroad. Other design studios have dealt with real urban institutions including public libraries, government buildings, churches, schools and inner-city projects.

ARC 691, Christian Worldview and Architecture, provides an overview and discussion of the philosophical understanding of architecture in our culture. In this course, students are required to express their individual understanding of how architecture and a Christian worldview impacts society and how they see their role in the profession and the community. The professional practice courses focus on the ethical role of the architect and the leadership role the architect plays in developing the built environment in the twenty-first century.

New Urbanism and Smart Growth principles have become a much-discussed and much-deployed approach to urban design in Judson studios. The issues of community, scale, and social and technological connections are carefully evaluated and recognized in design decisions. Urban design is viewed as a contemporary response that considers and integrates the best from the traditions and history of all cultures. The focus is on providing a nourishing, enriching environment for individuals, families, neighborhoods, and social and institutional groups in the context of global considerations.

Our goal is to produce graduates who are technically competent and fully educated, ready to sink their roots into the places they go or will call home. C.S. Lewis wrote, “We should remember that God has placed us in a specific community at a particular time. We’re called to love those around us. Loving them means serving them – and in so doing, we become the best of citizens.”

I.1.4 Long Range Planning

The Program has engaged in two distinctive efforts toward long-range planning. First, the planning efforts documented in the 2006 APR are cited below with a short narrative related to progress made in the two areas defined as “Future Directions” and “Focus on Improvement.” Second, the Program has engaged in a review of priorities for the future as part of the SoADA Long-Range and Strategic Planning efforts. This follows the review of 2006 planning/progress.

2006 Future Directions and Progress Made

Our direction is to become a highly regarded and recognized Architecture Program, as demonstrated by the excellence of the graduates and the faculty, and to become a center for the integration of architecture and the Christian worldview. We hope to do this by:

1. Continuing to develop and strengthen the graduate Program:
 - Maintaining high-quality standards for final design studios and thesis projects
 - Integrating elective courses with graduate studios and thesis projects

- Providing opportunities for faculty members to develop research and scholarly efforts within the context of the graduate Program

Progress: The faculty have scrutinized thesis applications more strictly and have moved to a policy of thesis applications requiring a full vote of the faculty for approval. This has reduced the number of thesis applications to those serious about taking on this level of work, subsequently resulting in higher-quality theses. The output of the final design studio continues to improve as well. A policy of every faculty member teaching at least one seminar course per year has ensured that each one is working with groups of students interested in that particular research agenda or practice specialty. The increase of paper presentations and lectures by faculty in the past several years is partial evidence of this improvement.

2. Developing and strengthening the continuity of the design studios from year to year and the comprehensive content of the third through sixth-year studios.

Progress: A design-studio curriculum mapping project (undertaken over the past three years) has helped improve curriculum in three significant ways. First, it has helped qualify the goals and objectives of individual studios and packaged them together for comparison. Second, it has helped the faculty communicate and coordinate the objectives of each studio and studio cluster. Third, with the introduction of the concept of "integration" in the new 2009 Conditions, the fourth-year studios are now conceived of as a two-course sequence of "introduction to integration studio" (ARC451) in the fall semester followed by the "integration studio/comprehensive design" (ARC452) in the spring semester. The culture of integration—particularly with practitioners and Advisory Council members serving as consultants during the semester and as jurors at the end—has strengthened the quality of the fourth-year studios where integration is demonstrated to comply with SPC B.6.

3. Seeking and developing opportunities for service for students and faculty throughout the curriculum:

- Developing mission projects
- Conducting a conference to connect architects with Christian service and missionary opportunities
- Developing design-build project

Progress: The Program has connected more substantially with international ministry organizations involved in various relief efforts. Students have worked with Engineering Ministries International, Tech Team Ministries, and 100 Fold in recent years. The 2012 James Didier Symposium on Christ and Architecture included four essays from architects and faculty practicing relief project development. Professors Stacie Burtelson, David Ogoli, Jae Cha, and Christopher Miller have all guided student mission trips to third-world countries for service learning and design building.

Traditional design build, while possible, does not seem to have as much traction and interest with Judson students and faculty, although discussions are under way to expand the possibility of students conducting small-scale design build projects for campus improvements at the University itself.

4. Developing a center for the study of evangelical church architecture.

Progress: Discussions continue on this subject, though it seems that this might be a future outgrowth from the new On Christ and Architecture symposium begun in 2012.

5. Developing interior design and furniture design options.

Progress: The interior design (ID) program continues with difficulty. We have formalized relationships with other CCCU (Council for Christian Colleges and Universities) schools to allow Judson students who complete the first two years of the Architecture Program to transfer for the completion of the BA/BS/BFA in interior design. Samford University (AL) and Abeline Christian University (TX) have both signed agreements to this effect.

6. Strengthening the internship experience by better preparing students and educating employers as to the needs and goals of our students.

Progress: Simply put, the increasing visibility of the Program in this region of the country and repeat firms hiring internship students from Judson has grown since the last visit. Beginning in 2013, the undergraduate degree includes a new one-hour "Preceptorship Preparation" course which will focus on the history of the practice, portfolio development, letter and resumé writing, and networking and interview strategies. Working in conjunction with the Career Services unit on the campus, this course will assist students with networking and placement.

2006 Focus on Improvement Statement and Progress Made

The Department of Architecture will focus on the following areas of improvement identified during our strategic planning sessions and the self-assessment. These areas are not listed in order of priority:

1. Managing growth of the student population who enters the Program

Progress: Shortly after the 2007 NAAB Visit, the Program experienced some growth, and with the new HWAC facility, there continues to be some room to grow. However, due to a number of recruiting issues facing Judson, enrollment has remained mostly level for the past few years. The long-term plan is to grow into the facility, which allows for approximately 250 architecture students. It should be noted that the original vision for 155 students has long been surpassed, and the current enrollment of 185 is manageable. However, the Program recognizes that with a slightly higher critical mass of students, and faculty to support them, greater opportunities exist for more elective choices and diversity of educational opportunities for the student body.

2. Reducing student/teacher ratios

Progress: Student/teacher ratios have struggled between visits by the NAAB. In 2006 the ratios were strained. Program faculty decreased and student numbers increased until recently, when two additional faculty members were added and student numbers have leveled in the current economy. Student/faculty ratios are now approximately 15/1, which is very close to national averages. The Program realizes that a student growth from 185 to 250 implies additional full-time faculty to support those students, particularly since faculty also serve as academic advisors.

3. Enhancing external funding for student scholarships and faculty development

Progress: Funding for faculty development remains constant. However, funding for student scholarships has not made sufficient progress. This is widely acknowledged as the Program's highest priority. Toward this end, retired Department Chair and Advisory Council Chair Jack Kremers has volunteered to serve as Development Officer for the Program, with the primary goal of raising support for student scholarships and fellowships. This effort is coordinated through the university advancement office.

4. Developing study-abroad programs with Germany and China

Progress: Study-abroad options have increased significantly: in Germany, China, Ireland, England, and France. Discussions have begun with additional schools in Korea and Spain. In addition, the spring of the Program's third year has been designated as the target semester for elective study abroad, moving all SPC requirements out of that particular semester to allow for off-campus study opportunities.

5. Interacting with other departments on campus and developing relationships with other NAAB architecture programs

Progress: Significant opportunities for cross-disciplinary work have increased within SoADA as a result of being located together in the HWAC. A growing contingent of students is expressing interest in a Graphic Design minor. Many students are taking advantage of the business school for a minor in business administration. A new program in Sustainability Management promises similar connectivity. Recent work with the department of Biblical Studies through the On Christ and Architecture symposium is yielding further interaction.

Judson is quickly gaining a reputation among other NAAB programs. School leadership has encouraged participation in ACSA, AIA, SAH, SBSE and other professional societies, which has raised the Program's visibility. It is increasingly common for graduate applicants to note that an advisor at their former school mentioned Judson as a possible school for M.Arch. studies. Many faculty members serve as guest critics for studio reviews at other NAAB programs.

6. Improving communications between the administration, faculty and the students

Progress: We have improved overall communications among administration, faculty and students through the office of the Dean of the School of Architecture and the office of the Chair of the Architecture program via periodic meetings, seminars, luncheons, chapel services, blogs, e-mail correspondences and website announcements.

Formal communication:

On a monthly basis, the Dean holds formal executive-committee meetings among the department chairs, administrative assistants, and interested faculty and staff members to discuss the business of the school. The department chairs and all faculty members meet at the beginning and end of each academic year to discuss school business. At the beginning of each semester, the department chairs hold informational sessions with their students. The Dean and the department chairs also hold chapel services for the students' spiritual enrichment. The Dean has implemented the Dean's Student Advisory Council composed of selected and/or elected representation from every major discipline within the School of Art, Design and Architecture. Student concerns are discussed at these monthly meetings in addition to school-wide news.

Informal communication:

Monthly on an informal basis the Dean gives the SoADA students the opportunity to meet with him at a function entitled "Donuts with the Dean." SoADA faculty and staff can also meet with the Dean for a free cafeteria lunch: "Lunch with the Dean." These informal communication opportunities and relational functions allow not only interaction with the Dean but also among the architectural faculty and staff. The Dean also has an "open door policy." The architecture department chair communicates regularly with faculty, staff, and students through meetings, e-mail and website correspondence.

Finally, the Dean meets monthly for one-on-one sessions with the Provost and Vice President for Academic Affairs. The Dean also meets as a member of the Provost Council with the other deans, the Associate Provost, the Registrar, and the Director of Information Technology.

7. Improving/facilitating communication of Architecture Program goals to the Judson University community at large.

Progress: We have done this through Judson's Provost Council, which comprises all deans of the university. During AY (academic year) 11/12 at the impetus of the President, the deans met and developed a common template and discussed goals for their respective schools and the university overall. The Architecture Program goals were a part of this discussion. The university at large also held a series of meetings/discussions during AY 11/12 to revise its strategic plan; the Architecture Program goals were a part of these discussions as well.

The Architecture Program goals were further discussed with SoADA students through the Dean's Student Advisory Council. The goals are part of the SoADA Student Handbook, which is distributed to all incoming SoADA students at the beginning of the academic year. In 2010 the Program surveyed students to review the effectiveness of its mission and values at meeting the students' expectations. The results were very positive and contributed to the decision not to change the mission and values statements at that time. Monthly majors meetings between the department chair and the students regularly has feedback time, where students can air any requests or complaints. Some outcomes include improvements to equipment and technical support, better coordination of guest lectures and symposia dates and expectations, and future wish lists for equipment and services. The architecture chair publishes a "State of the Department" letter annually to the Dean and to the upper administration of the University.

8. Developing a task force to work on strategies and tactics to accomplish goals set as a result of the strategic planning meetings.

Progress: Strategies and tactics to accomplish many of these goals continue under way or have concluded as noted in above paragraphs.

9. Continuing refinement of the Interior Design program

Progress: The Interior Design program has struggled to launch for two primary reasons. First, finding qualified faculty with practice experience and a terminal degree, as well as the faith commitment requirements of the institution, has proven elusive. The second factor has to do with the accreditation requirements related to faculty credentials, further complicating the viability of the program. Because of these difficulties, we have taken a step back to reassess its priority and value at this particular time. The current strategy is to offer the pre-Interior Design education and continue to support transfer agreements with other CCCU programs offering accredited ID degrees.

10. Hiring of additional Architecture and Interior Design faculty members as necessary

Progress: A national search for architecture faculty took place in 2010 and included two new faculty hires (Gallagher and Cha). At this time, student-to-faculty ratios match national averages.

SoADA Long-Range and Strategic Planning Efforts

The School of Art, Design and Architecture's (SoADA) long range planning is based upon Judson University's overall strategic plan with direct contributions from Judson University's community of faculty, staff, and students. The specific listed school vision, mission, and goal statements are a coalition of agreed up on directives from School of Art, Design and Architecture's faculty, staff and students developed over the course of a three year time period. (originally developed in 2009, revised 8/17/12)

School Vision Statement:

We are a Christ-centered community that appreciates diversity, nurtures academic and creative excellence, develops the visual and spatial imagination, and models stewardship and hope in service to local and global communities.

School Mission Statement:

As ambassadors of Christ, we will provide our students with an excellent education in Art, Design, and Architecture.

The School of Art, Design and Architecture's goals listed below are based on Judson University's mission of being a Christ-centered community that embraces academic excellence, stewardship, has a professional commitment to service and believes in appropriate student formation.

This involves our resources, including how we administer our finances and develop our budgets. It aids our programs in developing appropriate admission standards and assessment tools for ensuring high standards. Enrollment goals and facility planning is based on Judson University's overall mission.

School Goals (2 – 5 years)

1. Increase Diversity

Objectives:

- Inspiring students and faculty to design, research, write and teach in a multicultural and multi-national environment by increasing all forms of diversity through expanded art, design and architectural offerings, creation of interdisciplinary degrees, new concentrations; development of additional study abroad opportunities; development of transitional/bridge studios; development of scholarship programs and the hiring of diverse faculty and staff.
- Providing opportunities for diverse cultural experiences through off campus study programs.

2. Increase Academic & Creative Excellence

Objectives:

- Nurturing critical and creative thinking in the exploration of architecture, art and design and its divergent approaches, their creativity in design and their expressions of personal beliefs.
- *Initiating an understanding of the relationship of architecture, art and design to our creative faith-life as a creature bearing God's image and a member both of a creative community and of the wider culture by excelling in the National Architectural Accreditation Board (NAAB) accreditation, pursuing the National Association of School of Art & Design (NASAD) accreditation, maintaining high admission standards, developing bridge studios*

for transfer students, maintaining small design studios, purchasing additional hardware and software programs and hiring additional full –time art, design and architecture faculty.

3. Develop the Visual & Spatial Imagination

Objectives:

- Providing students with knowledge about art, design and architecture and an historical, religious and social understanding that shaped each period and
- Teaching students to make intelligent and critically informed decisions in problem solving using a variety of media and applications by maintaining small design studios, purchasing additional hardware and software programs, and hiring additional full-time art, design and architecture faculty.

4. Model Environmental/Human/Financial Stewardship

Objectives:

- Teaching students principles and practices of environment stewardship involving human, natural and built resources.
- Being responsible for our human and financial resources by partnering with specific design firms for internship and scholarship possibilities, hiring a grant writer, and developing a Christian architectural foundation.

5. Providing Service to Local & Global Communities

Objectives:

- Cultivating an environment of civic engagement and responsibility among our students, staff and faculty by involvement in our local, national and global communities.
- Demonstrating a strong faith-based worldview through our programs, curriculum, pedagogy, lecture and exhibition series, and lifestyle.

In addition a number of new initiatives were put forward as part of the School proposal:

- Develop Dean's Guild
- Development of Ambassadors to accompany Admissions Counselors.
- Expand Architecture offerings to include Landscape Architecture & Interior Architecture
- Establish remote Urban studios for Art, Design & Architecture
- Develop research study on Master of Science in Architecture degree
- Develop research study into Construction Management degree
- Explore opportunity for National Association of Schools of Art & Design (NASAD) accreditation
- Explore partnership w/specific design firms for Internship possibilities
- Hire a grant writer for resource development

During the 2012-13 academic years, the faculty and staff of the School of Art, Design and Architecture will convene to continue developing our priorities and strategies for the development of the School. The university is also going through a strategic planning process. We will be aligning our mission, vision and goals in concert with the plan of the university's strategic plan. Our school's long range efforts will involve discussions with faculty, students, and staff members within the school, senior administration within the university, alumni, and the programs advisory council.

Department of Architecture Long-Range and Strategic Planning

During the 2011-12 academic year, the Program gathered to brainstorm goals and objectives for the specific mission of the Architecture department. During this series of retreats, meetings and blitz-shops, the faculty developed the following items to guide the future of the Program.

Department Mission Statement:

Judson's Architecture Program aspires to be a global leader in architecture education and Christian service.

Areas of further exploration: international missions, global relationships, preceptorship development, and increasing linkages to other schools.

Objective 1: Inspiring students to demonstrate their commitment to our natural environment, sustainability and the development of a quality built environment.

Areas of further exploration: Recognize student achievement and increase publication and dissemination of these efforts; continue to expand opportunities to assess and improve the operations of the HWAC as a learning lab; demonstrate sustainability as a lifestyle witness; encourage more precedent study and independent exploration; explore creation/stewardship; participate in solar decathlon, consider local/regional/contextual approaches; and engage in at least one all-school competition per year on the subject.

Objective 2: Encouraging students in academics and community through an interdisciplinary approach that prepares leaders and tempers professionals.

Areas of further exploration: Expand community charettes, encourage Freedom by Design, support Tau Sigma Delta, improve coaching of AIAS leaders, improve interdisciplinary involvement, and increase community service and service learning opportunities.

Objective 3: Nurturing students in the exploration of architecture and its diverse approaches, in their creativity of design, and in their expression of personal beliefs, and in their personal and professional activities.

Areas of further exploration: Introduce a student publication and support a student editor, encourage submission of conference papers, reinforce core curriculum and general education, encourage stylistic diversity, increase linkages to global programs, expand outside speakers and programs, create an alumni/AIAS ideology blog, increase the number of competition entries, and increase the number of electives.

Objective 4: Demonstrating a strong faith-based worldview through our program, teaching, and lives.

Areas of further exploration: Assess the scale of the Program, exercise faculty transparency in worldview and faith-based practices, maintain a smaller student-to-faculty ratio to allow for faith-based practice, expand direct and indirect mentoring, and increase opportunities for faculty testimonies and personal work/choices.

Objective 5: Continuously exploring and defining the intersection between Christianity and architecture education and service.

Areas of further exploration: Expand and improve the visiting lecture series, strengthen symposia, encourage faculty engagement and participation outside the community, improve participation in professional events through AIA and other organizations, create and support a student journal, and develop a network or foundation of Christian architects.

I.1.5 Program Self Assessment

The primary purpose of assessment is to determine the success of an academic program as a learning experience for the students. This is evidenced by their work output of various kinds; such information assists in program development and improvement. Assessment of the Architecture

Program at Judson includes various stakeholders: faculty, students, alumni, and local architectural firms.

Program self-assessment takes place in two distinct categories. First, department meetings and faculty workshops are the primary place of discussion, debate and policy setting. Records of faculty meetings for the past two years are included in the self-assessment binder in the team room. Second, “majors meetings” between the Department Chair, Administrative Assistant and the student body are held monthly. These take the form of presentations on a variety of subjects such as academic advising, study abroad, career planning, and other student-centered items. Often, the majors meetings are feedback venues for the students to “tell the Chair” what needs improve. This feedback—whether it takes the form of building repairs, technology improvements or curriculum—is invaluable to the operation of the Department.

The assessment process is composed of multiple elements. They range from continuous assessments to periodic surveys, varying from anecdotal data to statistical data. All provide information about specific aspects of the Program, illuminate minor irritations, and identify fundamental curriculum concerns.

Departmental Assessment Methods

Throughout the Program’s history, traditional means of assessment have been practiced. Examples of regular assessment include the following:

1. All studios have opportunities for formal review by persons from outside the class. Invitations to participate in reviews are given to faculty and students from other studios and other departments of the University.
2. The members of the faculty collaborate as a team and support each other in their teaching and scholarship efforts. Within this congenial environment, faculty freely dialogue about studio projects and the expected learning outcomes.
3. Student work is frequently on display for public viewing in the HWAC and occasionally off campus. This allows a formal and open venue for discussion of student performance and possible curriculum development.
4. The Architecture Department operates as a curriculum committee responsible for the educational flow of the whole learning experience. The committee addresses many issues brought forward by the Dean, Chair, assistant chairs, faculty and students. It also provides a forum for the curricular review process.
5. Dean’s Student Advisory Council: While more properly a component of governance, this organization meets on a regular basis throughout the school year and provides valuable opinions on a real-time basis. Issues are brought before the faculty, and mid-course adjustments are made after careful deliberation of student concerns.
6. Course evaluation: Using the College evaluation form, course content and instruction are evaluated each semester. The information from the surveys is, according to University policy, used to improve instruction and course design.
7. Exit interviews: As part of the graduation process, the Department Chair conducts informal exit interviews with graduating students. Students freely express themselves in an intimidation-free environment. This process reveals substantive feedback about the Program and is particularly useful in monitoring the institutional climate.

University-wide Assessment Methods

In addition to departmental assessment procedures, the University Assessment Committee (UAC) adheres to the schedule and content of review below. This is included because it is relevant to the mission and scale of the University, serves as an example of shared governance

and effort, and because the Architecture Program faculty contribute to the development of the institution in addition to the Program itself.

Examples of University Self-Assessment Efforts in 2011-12:

1. Every spring semester, the UAC Chair notifies department chairs whose reviews are scheduled within the next two years. The question template is sent along with an example of a completed question template. [On Blackboard: *UAC, question template, 20110325; UAC, grad question template, 20111115; Art and Design, assessment report model, 20100608*]
2. Adjustments are made to the review schedule, if necessary. Typically, the committee has not moved review dates because of sabbaticals but has moved them when circumstances have arisen that cause departments to change their curriculum. [On Blackboard: *UAC, schedule, 20111115*]
3. The department chooses whether to submit its answers monthly, as the question template indicates, or to submit them all at once. If the latter, the answers must be submitted before the end of March during the year of the department's review.
4. Upon receiving a report, the UAC chair upload it to the University Assessment Committee Blackboard site, where all UAC documents are kept.
5. For each submission, two members of the UAC thoroughly read and review it (the UAC Chair draws the names). Those two members are also responsible for leading the discussion about that department during the UAC meeting. All other members are still expected to read all answer submissions and be prepared to discuss them.
6. If the department is submitting answers monthly, the UAC Chair compiles all of the committee's comments. The UAC Chair sends the compiled comments back to the committee for approval or editing, and then e-mails them to the Department Chair. [On Blackboard: These comments can be found with file names like *Worship Arts, mission history goals answers committee feedback, 201010*]
7. After the UAC committee has discussed all of a department's template answers, a final report with three sections is created: The final report has three sections: (1) Positives, (2) Concerns and Recommendations and (3) Suggestions for Sharing Assessment Results. The final report is sent to the Department Chair and to the Dean. [On Blackboard: These can be found with file names like *Biblical & Theological Studies, UAC final assessment, 201104*]. Suggestions for Sharing Assessment Results sections are e-mailed to the Communications and Admissions Offices, with the applicable Department Chairs copied on the e-mails.
8. During the year after the department review, a follow-up report must be submitted which answers the committee's questions, outlines how the department will tackle the committee's concerns, and list the steps that the department has taken to address those concerns. If it is deemed necessary, UAC may ask for a second follow-up report. [On Blackboard: These can be found with file names like *Business, closing the loop, 2011 Fall*]
9. UAC members also read and discuss the follow-up reports.
10. If any disagreement between UAC and a department is not resolvable, the UAC Chair notifies the department's Dean, who will make any final decisions.
11. The UAC Chair schedules a meeting once a year with the Provost to provide a report and communicate any information that the committee noticed was shared among departments.
12. During their review, department chairs should be made aware that they are welcome to meet with the UAC Chair or with the entire committee to discuss their review.
13. The Blackboard site has a section, titled *Examples of Changes because of Assessment*, to begin recording examples of how assessment is being used to improve curricula and programs.

14. Try to turn reports into PDFs before uploading them to Blackboard. Files have been re-named to the following format, Department, document title, yearmonthday.

Examples of Resultant Actions from University Self-Assessment Efforts in 2011-12:

Accomplishments

1. Received follow-up reports from Art & Design, History & Intercultural Studies, Biblical & Theological Studies, Business, and Worship.
2. Completed about half of the review for SoLaB's Adult Professional Studies. Completed the reviews for MAOL and Math and Science.
3. Created a question template for graduate programs.
4. Adapted University Assessment Committee faculty handbook language. PPC has approved it. It will be an action item in the August or September faculty business meeting.
5. Participated in a joint Curriculum Committee and University Assessment Committee meeting.
6. Met with the Higher Learning Commission about the Doctorate of Literacy program.
7. Communicated with the Director of Career Development to help bridge the gap between what departments need to know about their alumni and what is asked on surveys administered to alumni.
8. Discussed how to work with General Education assessment. The General Education Committee will be responsible for arranging, completing, and following up on general education assessment, but the University Assessment Committee will get annual reports to facilitate accountability.
9. Changed the assessment process from requiring two follow-up reports to requiring one follow-up report (with the option to ask for another, if needed).
10. Asked for additional scheduled meeting times next year and a larger meeting room.
11. Typed the steps to the assessment process into a document that can be shared.
12. Included additional communication between UAC, Communication, and Enrollment Services to help departments share their stories.

Common Threads in the Assessments This Year

1. As noted last year, departments continue to struggle with marketing their program and connecting with alumni.
2. Faculty members continue to feel like they do more with less time and resources.
3. Departments continue to be creative and resourceful with what they do in their programs.

To Do

1. Finish the review for SoLaB Adult Professional Studies.
2. Review Psychology and Sociology, Christian Ministries, Education, Architecture, and Master of Literacy.
3. Receive follow-up reports from MAOL and Math and Science. Get Communication Arts follow-up report.
4. UAC needs to receive assessment updates from GEC.
5. UAC needs to create a process and timeline for assessing non-academic programs. Student Development should be the first to be reviewed.
6. Discuss issues related to confidentiality and transparency of the assessment documents and results. What should UAC make available to the Judson community and beyond? What should remain between UAC, the departments being reviewed, and the Deans and Cabinet members?
7. Discuss how UAC can ensure that their feedback to reviews is consistent. One department should not be evaluated with more scrutiny than another department.

8. Work with the Associate Provost for Institutional Research, as needed, to make data that is needed for program reviews easily accessible.

I.2 Resources

I.2.1 Human Resources & Human Resource Development

A. Faculty & Staff

General Human Resource Policies

Judson University does not discriminate in its hiring practices for faculty and staff, as defined by EEO/AA policies. The University Faculty and Staff employment application form states: "Judson University is an Evangelical Christian University founded by American Baptists and governed by an independent board of trustees. It does not discriminate on the basis of age, gender, race, color, national or ethnic origin, or disability in the administration of its employment policies."

The faculty and staff of the Architecture Program are diverse in terms of gender and ethnicity. Providing students with diverse mentors and examples of professional academics and practitioners contributes to the strength of the Program. The composition of the faculty is currently 36% women and 27% minority. The most recent faculty hires include Gallagher and Cha, representing hiring decisions by the Program that included the hire of a minority woman meeting long range planning and strategic goals of maintaining and diversifying the faculty.

Faculty

The Program provides adequate human resources for a professional degree program in architecture, including a sufficient faculty component, a faculty member appointed as administrative chair with reduced teaching load and an eleven-month contract for effective administration, two faculty-member assistant chairs compensated by additional stipends for their service, and an administrative staff person. The Shop and the Visual Resources Collection (VRC) are each manned by part-time staff members serving the SoADA. In both cases, the current staff member also serves as either an Adjunct Faculty Member or as a Visiting Assistant Professor. Faculty members are tenured or tenure-track, typically holding a nine-month contract including standard benefits. They maintain time distributed among teaching, academic achievement, scholarship, service and other related responsibilities. Faculty members teach 18 load hours per year, 9 each semester. A studio is typically 6 load hours, and a lecture/seminar is typically 3 load hours. Overload contracts are issued to faculty members teaching more than an 18-hour schedule. Overloads are offered most frequently during the summer sessions, and occasionally in the fall or spring semester. Occasionally, and by mutual negotiation, faculty may seek release time for scholarship, research, or practice opportunities by banking more courses in one semester to lighten a load for another semester. Faculty members are eligible for sabbatical leave every seven years.

Faculty members maintain office hours for student mentoring and academic advising for an average of 20 students each. They also serve on Department and campus-wide task forces/committees.

Faculty-to-student ratios:

First-year studios	1 : 15	4-6 sections offered
Second-year studios	1 : 15	2-3 sections offered
Third-year studios	1 : 15	2-3 sections offered
Fourth-year studios	1 : 15	2 sections offered
Sixth-year studios	1 : 10	1-2 sections offered
Lectures/seminars	1 : 25	multiple sections offered

Faculty Professional Development Opportunities

Faculty members are encouraged to attend professional conferences, workshops and symposia both at Judson and through other venues relevant to their research agenda. Faculty members and staff have access to annual funds from the Dean's office for specifically designated professional development support in the amount of \$1000 per faculty member per year. The Department Chair and Dean have slightly higher professional development funds. In addition, the Department maintains a discretionary travel fund as part of annual operations for above-and-beyond funding of faculty and staff travel.

The following full time faculty were granted a one semester sabbatical leave since the last NAAB visit: Amundson (2010), Ogoli (2010), Burtelson (2011), Kaiser (granted in 2012 but postponed at his request), and Miller (2013).

Faculty members regularly attend professional and/or academic conferences and meetings. Full faculty participation in external activities such as these can be reviewed by referring to Part 4, Section 2: Resumes.

Faculty policies including faculty appointment, promotion, and tenure are contained largely in the Judson University Faculty handbook which can be found at the following url: <http://www.judsonu.edu/content.aspx?-12630>. A copy of this and other policies will be on hand in the Team Room.

Recent Guest Lecturers

Fall 2011

Gordon GILL, Architect : Chicago
Lane DAVIS, Photographer : Dallas
Karen BRUMMUND, Artist : New York
Vinayak BHARNE, Urban Designer : Los Angeles

Spring 2012

Erin MOORE, Interaction Designer : New York
Tristan STERK, Architect : Chicago
Kimmie NOONEN, Installation Artist : Chicago
Dan WHEELER, Architect : Chicago
Martin DESPANG, Architect : Tucson/Hanover

Fall 2010

Steve MOUZON, Architect & Author : Miami
Paul PREISSNER, Architect : Chicago
Michelle WESTMARK, Curator & Photographer : St. Paul
Dayton CASTLEMAN, Sculptor : Chicago
Richard COOK, Architect : New York

Spring 2011

Vinayak BHARNE, Urban Designer & Planner : Los Angeles
Adam Benjamin FUNG, Painter : Chicago
John HENDRIX, Illustrator : St. Louis

Keelan KAISER, Architect/Educator : Elgin
Brigitte SHIM, Architect : Toronto

Fall 2009

Yael BREIMER, Urban Designer : Amsterdam/Chicago
Robert BENSON, Architect : Chicago
Dan SIEDELL, Author and Curator : Omaha
Erin ANFINSON, Artist : Nashville

Spring 2010

G.E. COLPITTS, Faculty Lecture : Elgin
Cornelia HODGSON, Architect : Cleveland
Blair SATTERFIELD + Marc SWACKAHMER, Architects/Designers: Houston + Minneapolis
John POBOJEWSKI, Graphic Designer : Chicago

Recent Symposia

This program (newly begun in 2011) includes the following artists, designers, and architects:

Spring 2013

ON CHRIST & ARCHITECTURE

TBA

Fall 2012

ASSESSING THE AIA 2030 COMMITMENT: PROGRESS, BARRIERS AND OPPORTUNITIES

Bill Browning, Vuk Vujoivik, Eric Truelove, Mandeep Signh, Rand Ekman, Gail Borthwick, William Sturm, James Wasley, David Ogoli, Norbert Lechner, Robin Randal.

Spring 2012

ON CHRIST & ARCHITECTURE

Dr. Nicholas Wolterstorff, Dr. Darrel Cosden, Luke Lueng, John Hudson, Marc Schiler, Dr. Mark Torgerson, Dr. David Ogoli, Stacie Burtelson, Jae Cha, Dr. Christopher Miller, Keelan Kaiser, and David Baird.

Fall 2011

GLOBAL PRACTICES: ARCHITECTURE & URBANISM IN CHINA

Gordon Gill, Keelan Kaiser, Dr. Linan Liu, Dr. Jhennifer Amundson, Thomas Kong, Jan Klerks, Paul Sterner, Clark Baurer, Paul Desantis, and Luke Lueng

Recent Public Exhibitions including art, design and architecture

Upcoming: 2012-13

Work from the 2012 European Study Tour
John Frasier: TBD
City of Elgin 1440 Photo Competition

Architecture graduate students' work in progress
Draewell Print Collection
Spring Architecture Symposium: On Christ and Architecture
Art and Design Thesis Exhibitions
2013 SoADA Student Competitions

2011-12 Exhibitions

Beijing University / Judson University Architecture Student Exhibition
Work from the 2011 European Study Tour
CIVA CODEX VII
City of Elgin 1440 Photo Competition: Details & Dwellings
Architecture graduate students' work in progress
Kimmy Noonan: The Reproduce
Spring Architecture Symposium: On Christ and Architecture
Art and Design Thesis Exhibitions
2012 SoADA Student Competitions

2010-2011 Exhibitions

2010 European Study Tour Exhibition (Italy and Spain)
"A Reasonable Facsimile" curated by Michelle Westmark of Bethel University.
Dayton Castleman: Star-Cross'd
Traditional & Ecological Urbanisms
Adam Benjamin Fung: Dark Matter, Dark Energy
Eden Explored: A Visual Response to John Steinbeck's *East of Eden* curated by Joseph Cory and Kimmy Noonan.
Department of Art Student Thesis Exhibitions
2011 SoADA Student Competitions

2009-2010 Exhibitions

2009 European Study Tour Exhibition (Italy and Greece)
Erin Anfinson: Confrontations
Owned: International Justice Mission Gallery Showcase in conjunction with DES 217 Architecture
Ideation: Process work from the Graduate Studio
GE Colpitts: Cenotaph
Department of Art Student Thesis Exhibitions
Annual Juried Student Exhibition

		ARC101	ARC122	ARC222	ARC231	ARC232	ARC251	ARC252	ARC310	ARC321	ARC322	ARC332	ARC341	ARC351	ARC352	ARC381	ARC421	ARC422	ARC435	ARC441	ARC451	ARC452	ARC462	ARC556	ARC575	ARC580	ARC651	ARC652	ARC656	ARC691
Amundson, David (A)	M.Arch. University of Illinois, frequent participant in SAWS conferences.																													
Amundson, Jhennifer	Ph.D./architectural historian: History of architecture and theory, especially after 1750 in America and Europe. M.Arch./architect (IL license on inactive status): intro elements of design & technology	x																												
Briemer, Yael (A)*	MSc. Urban Design, Delft University of Technology, Urban Planner and Designer from Amsterdam. Recently completed advanced studies at Archeworks in Chicago				x	x									x	x			x											
Burtelson, Stacie	M.Arch. University of Glasgow/Glasgow School of Art, Scotland. Expertise in digital media and beginning design.								x																		x			
Cha, Jae	M.Arch. Yale. Award winning designer and seasoned practitioner, focused most recently in third world community development. Recent design poster presented at ACSA 100.		x				x	x	x							x														
Domel, August (A)*	PhD in Civil Engineering University of Illinois-Chicago, JD Loyola University. Practicing Structural Engineer, also teaches structures at IIT in Chicago.		x				x	x							x											x		x		
Farnsworth, Craig (A)*	Widely Recognized Landscape Architect and Architectural Delineator. Practicing Landscape Architect in Chicago region.																			x										
Gallagher, Sean	M.Arch. University of Illinois, accomplished and seasoned practitioner in the Chicago metro area.																													
Harris, Susan (V)	M.Arch. Judson University, participant in Beginning Design Student conferences and ACSA.			x							x											x		x					x	
Hoffman, Ian	M.Arch University of Toronto and graduate coursework in Acoustics at Penn State University. Extensive practice experience in design and acoustics and structures in architecture.		x				x	x								x														
Hrivnak, John (A)*	B.Arch University of Cincinnati, MBA Xavier University. Practicing licensed architect, IL.												x			x	x											x		
Jaeger, Thomas (A)	M.Arch. MIT. Emeritus Faculty, University of Illinois. Consulting Partner Jaeger Nicola Architects, Chicago region. Specialist in Ecclesiastical Architecture and Structures.																													
Kaiser, Keelan	M.Arch. University of Nebraska, a licensed and active architect/research practitioner, expertise in low energy buildings and green design and digital representation and simulation. Active member of ACSA and SBSE, arch ed. resource to ACSA, NAAB and NCARB.																				x	x								
Lauriat, Christopher (A)	M.Arch. Cornell University, Expertise in Digital Media and Fabrication, Practicing Architect.																								x	x		x		
Lindsey, Jeremy	M.Arch Judson University. Expertise in beginning design and representation/drawing. Active in ACSA as Regional Councilor.								x						x															
Miller, Christopher	PhD in Art andArchitecture History, University of Virginia. Architectural practice domestically and in Honduras, and scholarship in architectural theory and morphology, contributions in urbanism and to a cognition-rich, sustainable architecture.		x				x	x																						
Ogoli, David	PhD in Building Science and Environmental Systems, University of Florida. Expertise in Building Environmental systems integration. Active member of SBSE. Licensed architect in native Kenya.									x			x			x											x			
Sartor, Curtis	PhD in Environmental Design with Minors in Cultural Anthropology and Multi-Cultural Studies, Union Institute and University. M.Arch. Tuskegee University.																	x	x			x								
Torgerson, Mark (A)*	PhD in Theology, University of Notre Dame, M.Div. North Park University, with additional expertise in art, the history of Christian worship and recent work in environmental sustainability in the church.																												x	
* Denotes faculty from other primary disciplines who contribute regularly to the architecture program:																														x
Briemer - Urban Planner/Designer																														
Domel - Structural Engineer																														
Farnsworth - Landscape Architect																														
Hrivnak - Dual B.Arch and MBA																														
Torgerson - Theologian and Fine Artist																														
(A) Adjunct																														
(V) Visiting Assistant																														

B. Students

General Human Resources Policy

Judson University does not discriminate in its admission practices, as defined by EEO/AA policies. The student application states the following: "Judson University complies with federal and state requirements for non-discrimination on the basis of disability, sex, race, color, age, creed, and national or ethnic origin in admission and access to its programs and activities."

Process of Application, Evaluation and Admission

The university's Enrollment Services unit admits students to the pre-professional Architecture Program automatically if they have a minimum 2.5 GPA and an ACT composite score of 23. Students who do not meet these entry requirements are considered on a case-by-case basis. Students apply formally to the third year of the Program in the spring of their second year. Students apply formally to the graduate Program in the spring of their fourth year. A committee of faculty members reviews the applications at each gateway and makes a recommendation to the full faculty. The faculty discusses the field of applicants and approves those students who meet the requirements or are considered with an exception to the requirements based normally on professional promise. In some cases, particularly at third-year application, a denied student may ask for reconsideration after the spring grades post. In some cases, students have improved to meet the third-year entry requirements and are allowed to progress with permission from the Department Chair. All denied applicants are issued a letter with recommendations for remediation of deficiencies and encouragement to reach their professional goals.

The University catalog and SoADA student handbook note the admission requirements to the Architecture Program at each of the three gateways:

1. Admission into the Pre-Professional Years (Years 1 and 2) of the Architecture Program

- a. To be admitted into the architecture program, a student must complete both a Judson University application and an architecture program application. Students are first admitted into Judson University before they are considered by the Department of Architecture for admission into the architecture program. Both applications must be received before the date specified (generally mid-April) in the architecture application. Space is limited in the architecture program, and not all applicants are admitted. The department admits well-qualified students who meet certain academic standards in an Early Action Admission with an application deadline of November 30 and a second deadline of February 1. Contact the Department of Architecture or the Office of Enrollment Services for information regarding either early action or regular admission to the architecture program.
- b. Students admitted into the architecture program as freshmen are admitted first into the pre-professional years of the program. Separate admission is required to be admitted into the professional and graduate years of the program.
- c. Transfer students without a background in architecture are placed as freshmen. Advanced standing may be granted to transfer students with degrees or credit in architecture.

2. Admission into the Professional Years (Years 3 and 4) of the Architecture Program

- a. Completed application form.
- b. A portfolio of work that shows growing proficiency and promise of future success in the profession.
- c. A letter of intent that indicates strong professional aspiration.
- d. Transcript of grades including:

- An overall GPA of 2.50.
 - An overall GPA of 2.75 in all ARC, ART and DES subjects:
- e. Approval by the vote of the Department of Architecture faculty based upon the applicant's demonstrated commitment to the field of architecture. Students who are not admitted from the pre-professional years into the professional years may work to improve application credentials and apply in the next year or may transfer into another degree program.

3. *Admission into the Master of Architecture Degree Program*

Criteria for entry into the Judson University graduate year are:

- a. Successful completion of a B.A. or B.S. degree in Architectural Studies or equivalent.
- b. A summary undergraduate GPA of 2.75 or higher.
- c. A cumulative architecture course GPA of 3.00 or higher.
- d. A comprehensive portfolio of both academic and professional work.
- e. A Judson university M.Arch. application form.
- f. A letter of support from the Judson University Department of Architecture faculty or three (3) letters of recommendation if the applicant completed their undergraduate degree elsewhere.
- g. Written acceptance by the SoADA Dean in consultation with the Graduate Council.

The M.Arch. application deadline is February 15 for fall semester priority enrollment, July 1 for fall semester late enrollment or November 15 for spring semester enrollment. Applicants will be notified by March 31, August 15, or December 31, respectively, of their application status. (Applicants who have completed a B.A. or B.S. degree in Architecture or another field from another regionally accredited institution may apply to the graduate program following the above application requirements). In addition, outside applicants must take the GRE and have results submitted to the registrar's office. The applicant must also provide three letters of recommendation from those familiar with their academic and/or professional work with their application. In most cases, these applicants will be expected to complete "preparatory courses" as designated by the Architecture Department, which satisfy NAAB and departmental mission requirements for the professional degree. An interview with the Department Chair is required in conjunction with the application. These applications will be considered on a case by case basis collectively by the Department Chair, Assistant Chair for Graduate Studies, and the Graduate Council/SoADA Dean.

The whole of the above will be considered regardless of any particular strengths or weaknesses of any single component.

Advising and Mentoring

Students are assigned a pool of advisors at different stages of their advancement through the Program. In the first two years the students are assigned to the pre-architecture team of advisors including Professors Lindsey, Burtelson, Cha and Amundson. In the third and fourth years the students are assigned to Professors Ogoli, Hoffman and Gallagher. In the graduate program the students are assigned to Professor Miller. Both informal and studio-based mentoring happens frequently and is encouraged of advisors. Mentoring largely takes the form of career preparation, especially in years four and six as students are preparing for preceptorship and M.Arch. graduation. A career services unit provides additional support as well. Additionally, architecture firms frequently visit campus in the spring semester either by request or by invitation for interviews and networking. The Program encourages students to pursue placement as part of their own leadership development, but student support for placement is available.

Student Development Opportunities

a. Field Trips and Off Campus Activities

The department recognizes the importance of field trips for curricular learning, on-site exploration and discovery, and co-curricular mentoring and student support. The department operating budget includes local field trips as a line item: each studio, each semester. The budget for each undergraduate studio is \$250. Graduate studios may include out-of-the-area possibilities; recent graduate field trips included Toronto and New York City. The budget for each graduate studio is a maximum of \$2,500.

b. Professional Societies and Organizations, Honor Societies, and Other

The department supports financially the AIAS, Tau Sigma Delta, and Freedom by Design efforts of the students. The department encourages students to assume leadership roles in department societies and campus clubs and organizations.

c. Facilitation of Student Research

Students often work with faculty on Directed Research projects in and out of the classroom. This has taken the form of individual competitions, POE (post-occupancy evaluation) research on the HWAC and other local low-energy buildings in the region (e.g., the Gail Borden Library–Rakow Branch, Elgin), and often on urban redevelopment/outreach projects (Elgin, Rockford, Quincy, Chicago, and outside the region, most recently in Nashville and Toronto). In particular, graduate students are frequently engaged in HWAC data collection, compilation, and dissemination with Professors Kaiser and Ogoli, and multiple conference papers have grown out of this continued scholarship. Each year one or two students are appointed as Research Fellows or Studio Fellows to facilitate student involvement in research and teaching. Professor Miller has recently guided student research that provided material for faculty presentations made to the American Planning Association's "Tuesdays at APA," (Chicago) and at the Congress for the New Urbanism, Academic Paper Session, in Providence, RI. Professor Cha has worked with students during three different terms developing a "Patternbook" for architectural missions, with some of this work recognized at the ACSA poster session at the 100th anniversary ACSA annual meeting.

d. Student Leadership Development

The SoADA and the Department of Architecture support student leadership development by providing funding upon request to attend AIAS Grassroots and the AIAS Quad Conferences. A discretionary travel allowance in the annual operating budget is available to fund such events. The architecture students are also frequently serving at the University level in the Judson Student Organization (JSO). Architecture students have served as officers of the JSO (most recently Jonathan Sara, Ben Glunz, Patrick Lindner, Zach Mosier, Kellan Cartledge, Maggie Faber, Katie Guttormson, Hanna Weber, Lydia Peros). JSO service includes leadership retreat events that are normally off-campus as well as regular meetings of the organization. Training includes development of personal, spiritual and leadership competencies and students receive assessment from their advisor throughout the year. The recent addition of the World Leaders Forum to the campus through the School of Leadership and Business has brought George W. Bush and Mikhail Gorbachev to campus for student interaction through panel discussions and presentations.

I.2.2. Administrative Structure & Governance

The School of Art, Design and Architecture (SoADA), the School of Education, the School of Leadership and Business, and the College of Liberal Arts and Sciences are the four entities that make up Judson University. The University is led academically by Interim President Dr. William Crothers, followed by the Acting Vice President for Academic Affairs/Provost Dr. Will Friesen,

followed by four deans including Dr. Curtis Sartor, Dean of the School of Art, Design, and Architecture. Departments of the different disciplines in the College and the Schools are headed by Chairs.

The Architecture Program has autonomy as a professional program, as do the other two. The education program is a peer in terms of specialized accreditation. The Architecture Program has equitable, if not somewhat substantially more, support than other programs; and it is often referred to as a leading program at the University.

The Program is structured within a fairly traditional format. The Dean of the SoADA oversees all operations including the Architecture Department. The program administrator for the Architecture Program is the Department Chair, Prof. Keelan Kaiser. The Department Chair is recommended by the Provost and the Dean to the President and serves an indefinite term based on performance. The Department has two Assistant Chairs: an Assistant Chair for Undergraduate Programs, Prof. Ian Hoffman, and an Assistant Chair for Graduate Programs, Dr. Christopher Miller. The Assistant Chairs serve three-year terms and are voted on by the department faculty members.

The Program operates as a committee for most business: all aspects of Program changes/evolution, curriculum changes, study-abroad structure and opportunities, program-development opportunities, advising and mentoring of students, job placement and outreach, ministry-related opportunities, and course assignments and scheduling. Changes are initiated by individual or groups of faculty members or students, or the Department Chair. Regardless, all matters of policy are addressed by faculty vote, consensus when possible, and majority when necessary. The faculty has not felt the need to develop a set of bylaws up to this point; but at the request of the Department Chair, the development of faculty bylaws has been assigned to Dr. Jhennifer Amundson and is ongoing. Occasionally special task forces or ad-hoc committees are called to address special items.

Students participate in the governance of the Program through student leadership in AIAS and Tau Sigma Delta, the Dean's Student Senate, and monthly Majors meetings. All of these venues are used to elicit feedback and input of various forms. At students' requests, both the Dean and the Department Chair meet frequently with students on topics of student interest and choosing. Because of the culture at Judson, students and faculty mix in a degree that is supportive and mutually respectful. Because of the size of the Program, the quality of interpersonal interaction and community lends toward more communication and shared problem solving when problems do occur. The students are periodically surveyed for direct feedback: from critical issues like meeting the mission to assessment of the symposia and lecture series. Recent direct input by students into the development of the Program include: study-abroad options, symposia review and comment, and the changes to the Architecture Program fee.

The only other degree program offered by the department is the Bachelor of Arts degree which serves as a preparatory degree to the Master of Architecture degree.

Administrative Positions

a. Department Chair

The administrative head of the Program is the Department Chair, who maintains time distributed among his administrative duties throughout the year, with a limited teaching load. This position is responsible for the daily operation of the Architecture Program as well as long-term oversight of planning, scheduling, financial management and curriculum development. The Department Chair prepares faculty teaching schedules, room assignments, and curriculum support. The Chair supports and coordinates annual, ongoing faculty development activities. The Department Chair also monitors program compliance with NCACS (North Central Association of Colleges and

Schools) and NAAB accreditation requirements. The Department Chair is aided in responsibilities by a full-time administrative assistant and shares the management of the Program with two assistant chairs. Department Chair responsibilities are further defined in Judson's Faculty Handbook and SoADA position descriptions. The Department Chair attends the ACSA (Association of Collegiate Schools of Architecture) Administrators Conference regularly for professional development and best practices in architecture education leadership.

b. Assistant Chair for Undergraduate Programs

The Assistant Chair for Undergraduate Programs provides undergraduate curriculum assessment and guidance; study-abroad program leadership; academic advising and mentoring guidance for the upper-level students in the undergraduate program; and career planning and networking assistance for students and graduates. The Assistant Chair is a full-time faculty member who is elected by peers in the department, serves a three-year term, and receives an additional stipend for serving in this role.

c. Assistant Chair for Graduate Programs

The Assistant Chair for Graduate Programs meets with prospective external graduate student applicants; provides graduate curriculum assessment and guidance, academic advising and mentoring guidance, and career planning and networking assistance for students and graduates; and works with the Chair to develop proposals for new programs. The Assistant Chair is a full-time faculty member who is elected by peers in the department, serves a three-year term, and receives an additional stipend for serving in this role.

d. Internship Development Program – Educator Coordinator

The IDP-EC connects students with the opportunities associated with NCARB and the IDP program. Through workshops and presentations, the IDP-EC presents IDP to students at all levels of the Program, conducts meetings with graduating seniors prior to Preceptorship, and works with returning graduate-level students in progress toward the completion of IDP requirements. The IDP-EC is appointed by the Department Chair and frequently teaches in the Professional Practice course(s). During the 2011-12 academic year, The IDP-EC attended the IDP-EC Conference, gave three presentations to the Architecture student body, and hosted a formal presentation from NCARB. The IDP-EC has brought the national IDP director, Nick Serfass, the state IDP coordinator Frank Hietzman, to campus for interaction with students. Mr. Serfass presented IDP 2.0 to a group of upper-level students and faculty.

Staff Positions

a. Administrative Assistant

The Administrative Assistant devotes the majority of time in administrative duties for the Department by serving as a secretary, receptionist, and as an organizer of events, activities and hospitality planned by the Department. This person supervises several student assistants. This person also works collaboratively with the administrative assistant for the SoADA.

b. Director of the VRC

This position continues to evolve from a traditional architecture librarian to more of a support person who manages the digital video library and specialty equipment—including photography and digital scanning. It is a half-time position currently staffed by a half-time visiting faculty member; this staffing strategy allows for a full-time combined position within the SoADA.

c. Shop Manager

The Shop Manager oversees the operation of the SoADA Shop: managing the maintenance and safety of the woodshop, offering instruction on the safe use of tools, and assisting students with work in this area. This person supervises several student assistants who operate the Shop in off-hours. It is a part-time position housed within the SoADA.

I.2.3. Physical Resources

The physical resources of the SoADA are among its most significant assets. The Harm A. Weber Academic Center (HWAC) houses the departments of Architecture as well as Art and Design, and is contiguous with the campus library. It was under construction during the last accreditation visit and has been in use now for five years. The result of an invited design competition won by British architect C. Alan Short and landscape architect Slaine Campbell, the building is LEED Gold rated and consumes about 50% of the energy of a typical campus building. More information about the specific features of the learning lab can be found at: arch.judsonu.edu/green-architecture.



Exhibit 2: HWAC Aerial View

With the new HWAC coming on-line and growth opportunities on the horizon, the SoADA calculated some measureable enrollment growth. The HWAC facility will support approximately 350 students at full capacity as designed. Because the lower level of Volkman Hall was identified as a low-priority space in the campus master plan, the SoADA investigated it as possible freshman studio space. SoADA subsequently procured and renovated the lower level of Volkman Hall for development of first-year studios (shared across the SoADA curriculum). However, the combination of expansion into this facility and the economic downturn of 2007–present has resulted in those original growth expectations not being met. Consequently, HWAC remains generous in size with room remaining to grow those anticipated enrollments.

The maximum population of the Architecture Program is estimated to be 250 students, based on spaces available taken in aggregate, the structure of the curriculum, the culture of the Program, and available/future faculty and staff. One of the controlling factors is a desire to grow the graduate program to approximately 30-42 in-residence students (sixth year). The benefits of this growth to the Program include: additional elective choices for students both in terms of elective courses and studio trajectories, a higher critical mass of the student body for mutual encouragement and challenge, and additional on-site faculty expertise through an expanded full-time and adjunct faculty.

HWAC has three multipurpose classrooms that seat 50 students each, two seminar rooms that seat 20 students each, a gallery, multiple and diverse types of pin-up and critique spaces throughout, and most importantly to the culture of the Judson program, a contiguous studio space for second-year through sixth-year students. Plotters, scanners, printers and copiers are located within the studio space for student access. Dedicated print/media lab and wood/metal/plastic shops are located on the lower levels of HWAC. The shop is a shared SoADA function.

The Program has not invested in high-end prototyping, laser cutting, or CNC-type equipment to date, but has recently begun to cross into these technologies. In 2011 the Program purchased and tested its first desktop 3D printer, used effectively in studios during spring 2012. The Program has purchased two additional 3D printers. The goal has been to stay as low-tech as possible both for financial as well as pedagogical reasons (introductory two years of hand-crafted media dexterity, for instance). The Program is planning to purchase its first large-format laser cutter in summer 2013. Some significant renovation to the shop area will be required to accommodate that system, and it will be managed by Shop staff.

Because of the size and scale of the University, the Program relies on centralized services of the library, Information Technology services, and the Advancement Department rather than staffing and funding such services itself. The Program is generally satisfied with the level of service provided by the University. Cooperation is at an all-time high as of the writing of this report. In particular, the relationship of Advancement with our introduction of a voluntary Development Officer continues to grow.

No major changes in terms of facilities are planned. However, the Program has secured urban studio space in Elgin for the future when enrollment growth warrants the need for additional studio space and expanded concentrations. The Elgin Tower, a significant Art Deco landmark, is managed by a private not-for-profit foundation that has offered lease-free space to the SoADA in the future. Arrangements with a Council for Christian Colleges and Universities (CCCCU) program called *The Chicago Semester* also provides access to classroom and seminar space in the Loop should the Program decide that in the future a Chicago classroom setting is desirable.

The following floor plans indicate dedicated and shared spaces related to the Program within HWAC and Volkman Hall.



Exhibit 3: HWAC First Floor

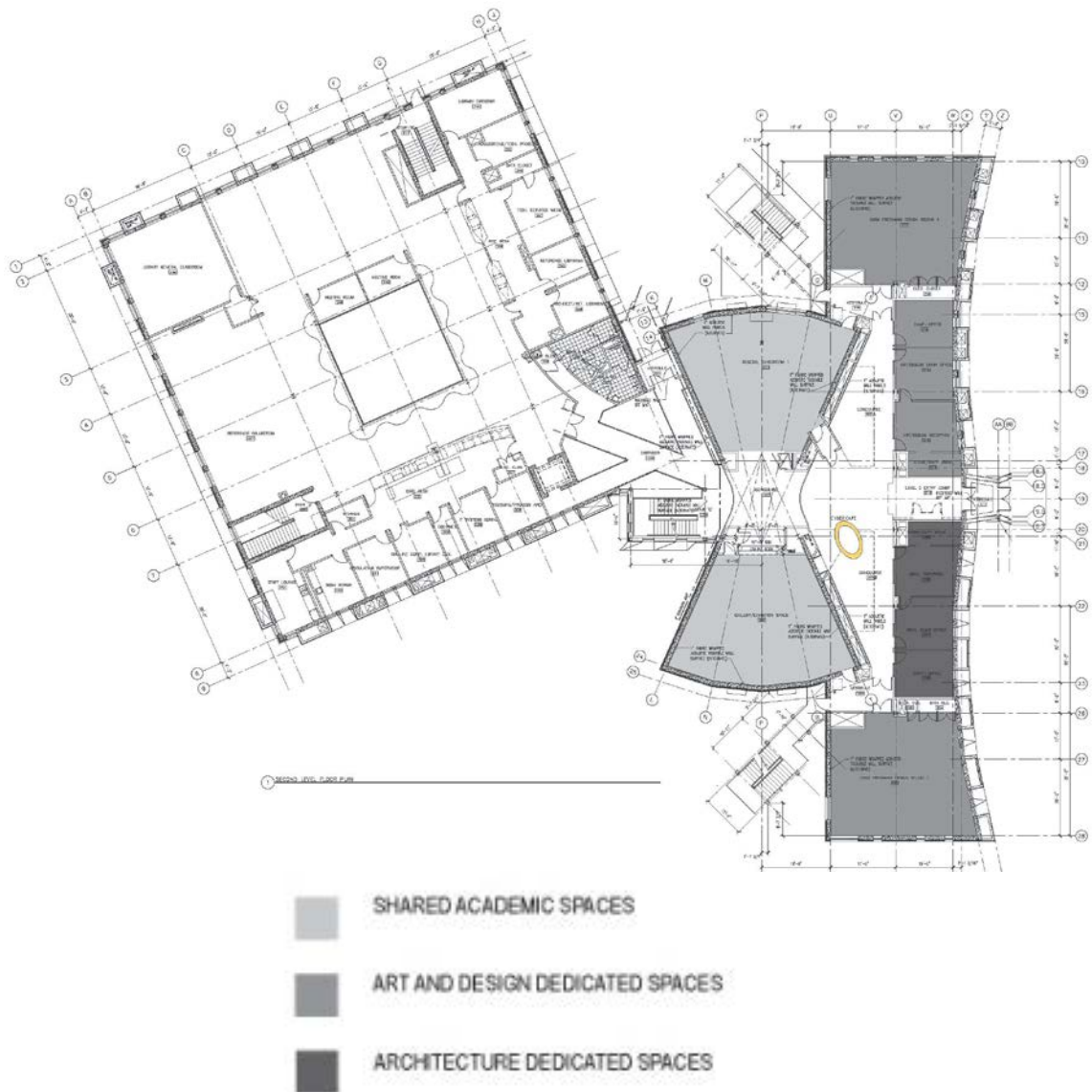


Exhibit 4: HWAC Second Floor

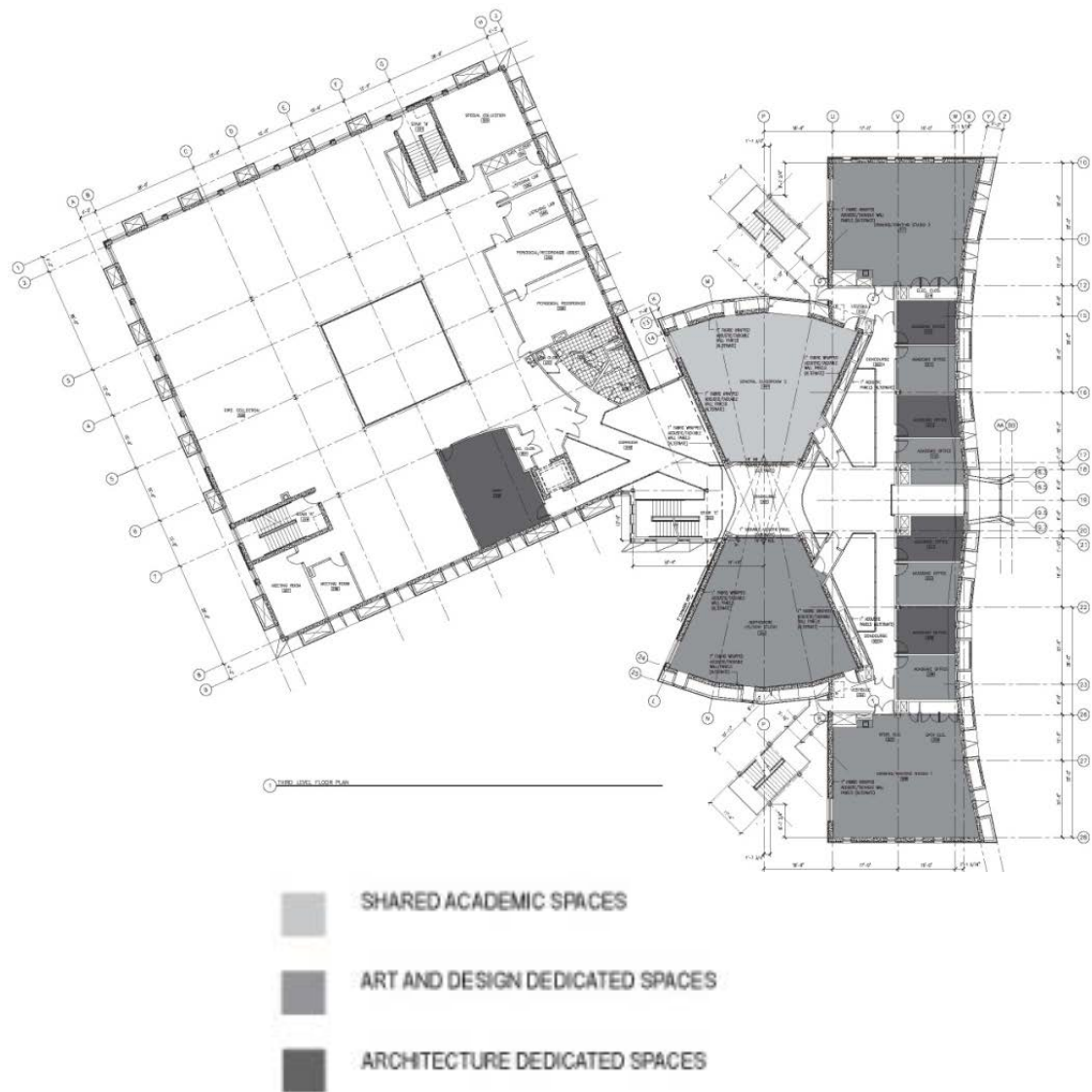


Exhibit 5: HWAC Third Floor

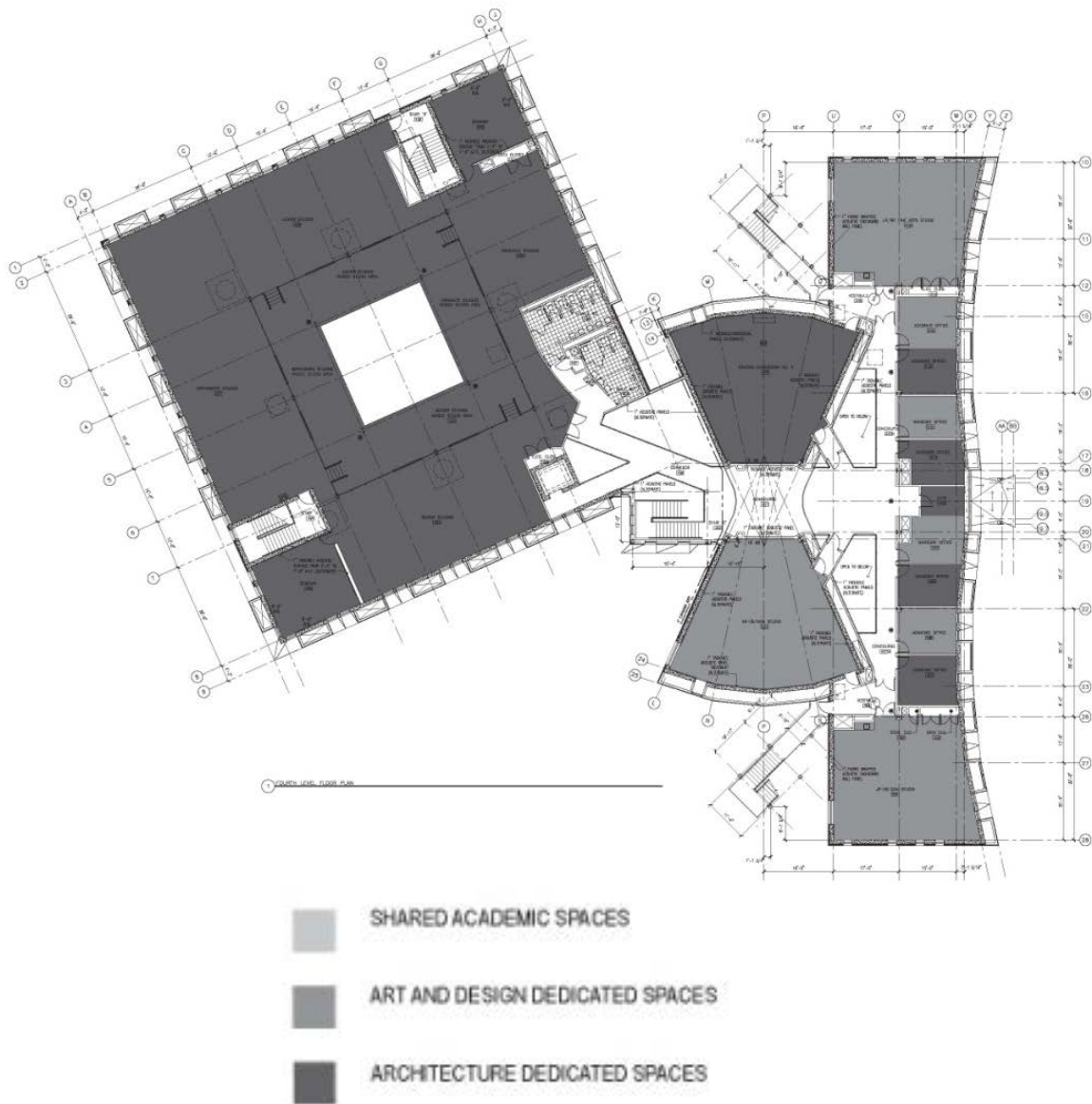
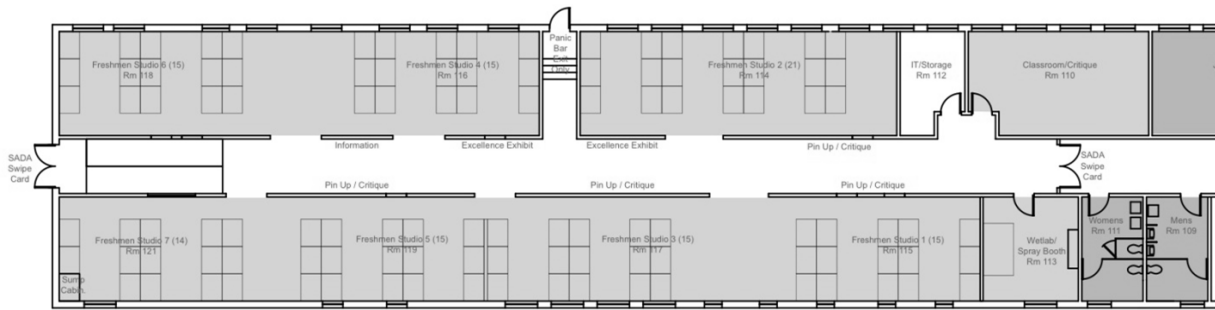


Exhibit 6: HWAC Fourth Floor



VOLKMAN HALL
FIRST FLOOR RENOVATION PLAN

7 Freshmen Studios	15 Seats ea	3900 s.f.	FINISHES:
1 Classroom/Critique	20 Se	390 s.f.	Stained Concrete Exposed Floors
1 Wetlab/Spray Room		215 s.f.	Painted Walls and Ceilings
3 Pin Up / Critique Spaces		30 s.f. each	Homesite Pin Up Panels

Exhibit 7: Volkman Studios, Partial First Floor

Harm A. Weber Academic Center – Department of Architecture Dedicated Spaces			
Description of Space	No.	Net S.F./ea	Total Net
Office Spaces & Support			
Entry Lobby	1	1000	1000
Security /Building Reception	1	80	80
Reception/Administrative Assistant Office	1	250	250
Store/Copy Room	1	100	100
Department Chair's Office	1	200	200
Faculty Offices	9	150	1350
Shared Adjunct Faculty Office	1	150	150
AIAS Student Organization	1	80	80
Visual Resource Collection	1	500	500
Classrooms			
Lecture Classroom/Studio Critique Space*	1	1200	1200
Seminar Classroom/Studio Critique Space	2	750	1500
Lecture Classroom/Studio Critique Space**	2	1200	2400
Digital Media Lab*	1	1200	1200
Dedicated Studio Spaces			
Shared 1 st Year Design and Drawing Studios*	4	1200	4300
2 nd Year Contiguous Studios	1	2100	2100
3 rd Year Contiguous Studios	1	2100	2100
4 th Year Contiguous Studios	1	2100	2100
Graduate Contiguous Studios	1	2100	2100
Jury, Gallery & Support			
Gallery/ Exhibition Space*	1	1200	1200
Gallery Storage/Work*	1	100	100
Jury Areas in contiguous 4th floor studio	4	200	800
Jury Area in various concourses	3	300	900
SoADA Shop*	1	1350	1350

SoADA Shop Office	1	120	120
SoADA Shop Finishing Room*	1	150	150
Photography Darkroom*	1	320	320
Photo Drying/Mounting Space*	1	100	100
Architecture Archive Room	1	340	340
Total Net Assignable/Accessible S.F.			27,010
Total Gross Assign. S.F. (Approx. 30% NTG)			36,000

*Indicates areas that are shared with other programs within SoADA

**Indicates areas that are shared with other programs on Campus

Volkman Studios - Department of Architecture Dedicated Spaces	
Total Net Assignable/Accessible S.F.	4,000

Exhibit 8: Architecture Space Program

Hardware, Software and Support

University Information Technology (IT) support, in particular, has improved in the past several years. As a heavy user of equipment, networks, and specialized software, the Program has struggled to find the right balance between faculty leadership in IT and cooperating with the central IT services. Because the Program is on the small side of the scale compared with other architecture programs, there hasn't been justification for dedicated staff in this area. Support from campus IT for the curricular and co-curricular needs of the Program is adequate. The Program is fully supported with both wired and wireless service throughout the HWAC. Students have a required laptop purchase in their second/third year with a prescribed set of specifications and software. The common software of the Program is Autodesk Suite and Adobe Creative Suite. Students are also exposed to Sketchup and Rhino as well as specialized software for engineering-related functions like energy scheming and acoustic analysis.

I.2.4. Financial Resources

University Budget System

Judson University is a largely tuition-driven institution of higher education. As such, the financial resources and allocation are fairly straightforward. The Architecture Operating Budget (AOB) is a line-item budget in the University system, contained within the SoADA section of the Academic Affairs budget. The AOB has historically included everything except faculty and staff wages and benefits. Other items directly related to the Architecture Program but not controlled through the AOB include: Architecture Acquisitions, Architecture Periodicals, Facilities Improvements, Information Technology support, the Wood Shop, and the Visual Resources Collection (VRC). The Acquisitions and Periodicals budgets are managed from within the Central Library budget. Facilities Improvements and Information Technology are both managed by those respective departments. The Wood Shop and the VRC are managed by SoADA.

Architecture Operating Budget History

The operational funding of the Program was strong in the early years of the build-up toward initial accreditation. As the program reached the initial term of accreditation in 2003 and the first continuing term of accreditation in 2006, some funding was reduced, especially in terms of equipment, technology, and library acquisitions. Leveling off these budget lines and developing an approach of small incremental improvements and maintaining existing infrastructure, equipment, and tools was taken. The operating budget was reduced during this time from

approximately \$275,000 to \$225,000. During this same time student enrollments continued to slowly grow, ultimately to approximately 200 students. Since 2007, however, financial support for the program has steadily waned. Partly due to institutional crises related to the downturn in the economy and partly due to internal issues in the University, the program has experienced an erosion of funding to support the program. The funding issues came to a significant head in 2010 when the operating budget had been reduced, frozen and ultimately eroded to \$109,000. The institution continued to struggle through the recession years and the operational budget, as well as the acquisitions budget, the periodicals budget, the Wood Shop budget and the VRC budgets have all experienced significant decline. Since the operating budget also includes student wages and graduate assistantships, the double impact of less support for students and less student workers to operate the Wood shop and assist with office needs has shrunk to barely operable levels. Multiple conversations with the Dean, Provost and President of the institution regarding waning support, its impact on student outcomes and program stability and credibility took place during these years 2009-2012. The program began having the serious discussions about self-funding strategies in 2010-11, consulting ACSA leaders, Deans and Chairs from other peer, and beyond-peer, programs. Though the program had not been in a position where it was required to think about development, with development guided internally and centrally by the University, it became clear during these recession years that this was now a larger priority for the program to sustain itself and stabilize financially. The architecture program Chair attended development training workshops hosted by ACSA and reached out to other academic leaders for guidance. Handicapped by a very small alumni base, many of whom are not in a position for significant gifts to the school, the three likely avenues of growing operating revenue were determined to be through capital campaign, differential tuition, and/or student program fees. The timing and politics around a capital campaign, immediately following the successful campaign to build the HWAC in 2007, and other prioritized needs on campus made this option unlikely. The program discussed the pros and cons of differential tuition and special program fees with institutional leaders including the Vice President for Finance, Vice President for Enrollment Services, and the Director of Financial aid. The program discussed and debated the pros and cons through department faculty meetings as well. The program fee approach was embraced as the only avenue that could solve the funding problems.

The operational funding model change occurred in 2010-11 with a move to an Architecture Program Fee (APF) approach to funding the operating budget took place. Following discussions with other peer institutions and a review of the "2010-11 Design Intelligence Special Report on Tuition and Fees," the program implemented a flat fee on a per student per studio basis. The amount of operating budget previously dedicated to architecture returned to Academic Affairs for redistribution, an amount equivalent to between \$100,000-150,000, and not insignificant. The fees generate revenues that are used to fund the substantially different curricular, co-curricular, and professional expectations of the architecture degree programs. The operating budget for the years since the last visit is noted here, with italics marking the actual/budget since the APF funding change took place:

2006-2007 Actual	\$146,650
2007-2008 Actual	\$130,137
2008-2009 Actual	\$103,566
2009-2010 Actual	\$88,115
2010-2011 Actual	\$104,204
2011-2012 Actual	\$172,334 (<i>First year of APF</i>)

Architecture Operating Budget Present and Future

The future two years operating budget is dependent upon student enrollments which are expected to grow due to increased freshmen intake and expected increases in the graduate classes. The architecture program fees were rolled out at the request of the department in 2011-

12 at a rate of \$1100 per student per studio. They were adjusted at the request of the department in 2012-13 to \$900 per student per studio in response to right sizing efforts after the pilot year and at the request of students and families. Judson University tuition and fees are competitive with regional peer institutions like Drury University, Andrews University, Illinois Institute of Technology, and Notre Dame. The budgeted and forecasted AOB is as follows, and based on the expected growth in enrollments and complete access to APF. These figures are presented without inclusion of human resources related line items to be consistent with previous years, though the new administration has moved staff related line items into the AOB in 2012-13.

<i>2012-2013 Budgeted</i>	<i>\$176,500</i>
<i>2013-2014 Forecast</i>	<i>\$200,000</i>
<i>2014-2015 Forecast</i>	<i>\$220,000</i>

Human Resources

Along with the financial pressures that the program has faced in the past several years since the last accreditation visit, human resources has also been volatile. It is important to note at the outset that student enrollment number have essentially remained level since 2006, an average of approximately 185 students per year with a 5% variation. Faculty lines which were vacated during 2007-10 were not filled, and at one point the faculty functioned with as little as 6.667 Full Time Equivalent (FTE) faculty serving 200 total students. Since the faculty teach as well as advise students, this created a situation where a massive amount of classes were delivered by adjunct faculty, and the full time faculty had as many as 30 advisees, as much as twice the number of advisees as peers in other programs on campus. This untenable situation was resolved in 2011-12 when two new faculty were appointed after a national search. The combination of flat enrollment patterns helped ease the demand for new faculty positions. At the time of the writing of this APR, faculty lines are adequate for the amount of students in the program. The figure on the next page indicates the data comparatively and longitudinally.

The Visual Resources Collection (VRC) has undergone many changes since the program started. During the start-up years, a Director was critical to establish the slide collection and manage new architecture NA acquisitions and periodicals. When the new HWAC was built, an oversized office space was included in the program that had access to public circulation and the central library. The space was dedicated for primarily faculty-only use because of its access to the library. Since the central library is housed within the HWAC, a remote library is not a need of the program. Many of the VRC director responsibilities were reassigned to the central library staff in 2007 when the resources became substantial and the relocation to the HWAC took place. The former director moved out of the area, and the director position was downsized to a half-time position. In 2009, the position experienced stresses, but creatively dealt with internally, when the funds for the position were paired with adjunct faculty funds to create a Visiting Professor/VRC Director position. This person manages the VRC and also teaches in the architecture program and has done so for the past 3 years, creating a temporary FTE faculty position and maintaining a staffing presence in the VRC.

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	Projected 13-14	Projected 14-15
Faculty FTE	8.75	7.667	7.667	6.667	7.167	9.167	9.167	8.167	8.167
VRC Director	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Office Staff	1	1	1	1	1	1	1	1	1.25
Development Staff	0	0	0	0	0	0	0	0	0.5
Student Staff	1.25	0.75	0.75	0.75	0.75	0.75	0.75	1	1
Adjunct Faculty FTE*	3.65	4.65	4.8	4.8	5.25	4	4	5	5
Total Equivalent HR	15.65	14.567	14.717	13.717	14.667	15.417	15.417	15.67	16.42
Total Students	173	175	203	172	181	185	188	200	220
Budget (\$K)	147	130	103	88	104	172	177	200	225
Net Profit to U. (\$K)	349	41	500	515	142	500	525	500	500

*One FTE adjunct faculty member = 4 individual courses taught by adjunct faculty, i.e. 4 FTE = approximately 16 lecture and studio courses.

Exhibit 9: Summary HR History and Projections

Institutional Health

The University, like many small private institutions, is admittedly in a very difficult financial position, including running “red” budgets in years 2010-13. Both the president and the provost of the university are new, and both serve in an interim role. The board of trustees has made it clear that the focus of the president for this year is to right size the university. At the time of the writing of this APR, many changes have already taken place to reduce spending and plan for a more healthy institution. The university is restructuring its budget system, including both expenses and revenues, and the long term outcome will be an increasingly stable institution as early as 2013-14 according to university administration. The architecture program stands to benefit from these long range institutional changes, improvements in AOB stability, and work in Development staffing. The university continues to view architecture as a “tall ship” program; a strength of the university from which to continue its legacy of offering strong liberal arts and professional programs. The university strategic plan and cross referenced integrated marketing plan will take account of professional programs such as architecture according to the new administration.

Specific Financial Data

The following several pages include the operating income, revenue allocation, and expense allocation comparisons viewed longitudinally over time of the architecture program. Since the architecture program is within the SoADA, some of the data is combined, and noted as such. The figures conclude with human resources and material resources data viewed longitudinally over time. At the time of publication of the APR, some of the SoADA data for 2011-12 was not yet completed by auditing, but can be made available upon request either before or during the site visit. Further, pursuant to the Conditions requirement of comparison of the professional program to other professional programs at the university, such comparisons are apples to oranges at Judson. The only other professional program at the university is teacher education, and while comparable in some ways, does not rise to the intent of this condition. It would be most accurate to say that no other professional programs exist at the university. A new MBA program is under

development, which may provide a more relevant comparison in the future. Architecture remains the most substantially supported academic program at Judson.

	2006-07	2007-08	2008-09	2009-10	2010-11
Tuition, Room & Board Revenues (a)	3,763,019	3,895,236	4,818,577	4,612,278	4,745,585
Supply & Technology Fees (b)	29,350	38,450	73,187	84,270	106,569
Other Fees (c)	<u>2,346</u>	<u>2,173</u>	<u>2,104</u>	<u>2,765</u>	<u>6,128</u>
Revenues Per Student	21,935	22,491	24,108	27,322	26,841
Total Revenues	<u>3,794,715</u>	<u>3,935,859</u>	<u>4,893,868</u>	<u>4,699,313</u>	<u>4,858,282</u>
Direct Department Expenses (b)	1,093,459	1,048,837	1,048,007	1,117,516	1,241,972
Other Instructional Expenses (d)	<u>20,787</u>	<u>18,957</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Instructional Expenses	1,114,246	1,067,794	1,048,007	1,117,516	1,241,972
Academic Support (e)	149,656	183,793	213,488	180,713	202,224
Student Services (e)	352,107	394,352	440,499	393,741	508,077
Institutional Support (e)	645,755	834,190	808,150	728,137	752,273
Auxiliary Enterprises (e)	378,451	358,623	461,255	371,082	523,114
Financial Aid (a)	<u>1,055,046</u>	<u>1,181,404</u>	<u>1,471,891</u>	<u>1,424,815</u>	<u>1,522,774</u>
Expenses Per Student	21,360	22,972	21,888	24,512	26,245
Total Expenses w/ Capital Expendtrs	3,695,261	4,020,156	4,443,290	4,216,004	4,750,434
Capital Expenditures Per Student	(174)	(207)	(253)	(201)	(189)
Capital Expenditures	<u>(30,049)</u>	<u>(36,216)</u>	<u>(51,452)</u>	<u>(34,590)</u>	<u>(34,176)</u>
Expenses Per Student	21,186	22,765	21,635	24,311	26,057
Total Expenses w/o Capital Expendtrs	<u>3,665,212</u>	<u>3,983,940</u>	<u>4,391,838</u>	<u>4,181,414</u>	<u>4,716,258</u>
Operating Income w/ Capital Per Student	575	(482)	2,220	2,810	596
Net Income w/ Capital Expendtrs	<u>99,454</u>	<u>(84,297)</u>	<u>450,578</u>	<u>483,309</u>	<u>107,848</u>
Operating Income w/o Capital Per Student	749	(275)	2,473	3,011	785
Net Income w/o Capital Expendtrs	<u>129,503</u>	<u>(48,081)</u>	<u>502,030</u>	<u>517,899</u>	<u>142,024</u>
Total # of Students	<u>173</u>	<u>175</u>	<u>203</u>	<u>172</u>	<u>181</u>

(a) Undergraduates based on percentage of total traditional & graduate students based on actual numbers .

(b) Based on actuals and percentage of total SoADA students.

(c) Based on percentage of total graduate students.

(d) Based on percentage of total traditional & graduate students.

(e) Based on percentage of total students.

Exhibit 10: SoADA Operating Income 2006-2011

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Traditional Tuition Revenue	13,713,497	14,316,991	15,706,692	17,131,906	17,794,101
Graduate Tuition Revenue	812,282	1,224,549	1,838,607	1,535,995	1,743,720
Room & Board	3,215,230	3,267,660	3,525,326	3,650,302	3,925,780
Traditional Students - total	738	749	749	739	759
Students - total	1,243	1,230	1,239	1,231	1,178
Graduate Students - total	63	80	148	118	108
Architecture Students - non-graduate	146	152	167	144	142
Architecture Students - graduate	27	23	36	28	39
Architecture Students - total	173	175	203	172	181
Art Students	58	81	58	58	50
Interior Design Students	4	8	8	2	2
Total SoADA Students	235	264	269	232	233
Architecture - % of SoADA	73.62%	66.29%	75.46%	74.14%	77.68%
Architecture - % of Traditional	19.78%	20.29%	22.30%	19.49%	18.71%
Architecture - % of Graduate	42.86%	28.75%	24.32%	23.73%	36.11%
Architecture - % of Total	13.92%	14.23%	16.38%	13.97%	15.37%
Architecture allocation - T, R & B (a)	3,349,044	3,568,581	4,288,047	4,049,578	4,063,535
Graduate Revenue - actuals	413,975	326,655	530,530	562,700	682,050
Course/Supply Fees - actuals	29,350	38,450	-	-	-
Course/Supply Fees - allocation (c)	-	-	44,259	38,175	46,763
Technology Fee - allocation (a)	-	-	28,928	45,763	59,806
Graduate Fee - allocation (b)	1,200	1,220	1,456	2,219	4,898
Master's Applctn Fee - allocation (b)	1,146	953	648	546	1,230
Total Revenue	<u>3,794,715</u>	<u>3,935,859</u>	<u>4,893,868</u>	<u>4,698,980</u>	<u>4,858,282</u>

- (a) Based on percentage of total traditional students.
(b) Based on percentage of total graduate students.
(c) Based on percentage of total SoADA students.

Exhibit 11: SoADA Revenue Allocation 2006-2011

Judson University, Department of Architecture
Architecture Program Report
September 2012

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Financial Aid	5,333,041	5,821,523	6,601,476	7,312,073	8,139,336
General Instruction & Lrng Cntr	96,246	89,800	120,697	111,282	93,338
Academic Support	1,075,271	1,291,801	1,303,012	1,293,357	1,316,133
Student Services	2,529,876	2,771,730	2,688,561	2,817,996	3,306,713
Institutional Support	4,639,732	5,863,162	4,932,501	5,211,258	4,896,012
Auxiliary Enterprises	2,719,160	2,520,604	2,815,246	2,655,826	3,404,574
Traditional Students - total	738	749	749	739	759
Students - total	1,243	1,230	1,239	1,231	1,178
Graduate Students - total	63	80	148	118	108
Architecture Students - non-graduate	146	152	167	144	142
Architecture Students - graduate	27	23	36	28	39
Architecture Students - total	173	175	203	172	181
Art Students	58	81	58	58	50
Interior Design Students	4	8	8	2	2
Total SoADA Students	235	264	269	232	233
Architecture - % of SoADA	73.62%	66.29%	75.46%	74.14%	77.68%
Architecture - % of Traditional	19.78%	20.29%	22.30%	19.49%	18.71%
Architecture - % of Graduate	42.86%	28.75%	24.32%	23.73%	36.11%
Architecture - % of Total	13.92%	14.23%	16.38%	13.97%	15.37%
Financial Aid (a)	1,055,046	1,181,404	1,471,891	1,424,815	1,522,774
General Instruction & Lrng Cntr (c)	20,787	18,957	27,315	22,334	19,486
Academic Support (b)	149,656	183,793	213,488	180,713	202,224
Student Services (b)	352,107	394,352	440,499	393,741	508,077
Institutional Support (b)	645,755	834,190	808,150	728,137	752,273
Auxiliary Enterprises (b)	378,451	358,623	461,255	371,082	523,114
Total Expenses	<u>2,601,802</u>	<u>2,971,317</u>	<u>3,422,598</u>	<u>3,120,822</u>	<u>3,527,949</u>

(a) Based on percentage of total traditional students.

(b) Based on percentage of total students.

(c) Based on percentage of total traditional & graduate

Exhibit 12: SoADA Expense Allocation 2006-2011

<u>Account</u>	<u>Description</u>	<u>2006-07 Actual</u>	<u>2007-08 Actual</u>	<u>2008-09 Actual</u>	<u>2009-10 Actual</u>	<u>2010-11 Budget</u>	
5110	Faculty Wages - FT	577,409	508,945	421,765 (a)	463,443 (a)	507,710	
5120	Faculty Wages - PT	73,109	93,333	114,947	115,946	119,375	
5210	Staff Wages	40,739	46,976	61,223	36,604 (b)	48,000 (b)	
5250	Overtime Wages	984	715	515	76	-	
5310	Student Wages	21,374	14,725	15,298	12,730 (b)	12,779 (b)	
5320	Stdnt Wages - FWS	4,368	4,452	2,873	4,637 (b)	-	
5340	Graduate Assistants	26,500	46,200	34,200	29,400	24,000	
5810	FICA Taxes	52,588	49,492	45,505 (a)	46,673 (a)	51,130	
5830	Retirement Plan	48,294	43,047	38,639 (a)	40,004 (a)	43,825	
5850	Medical Plan	52,624	42,909	36,577 (a)	40,083 (a)	43,910	
5870	L-T Disability	1,606	1,460	1,225 (a)	1,291 (a)	1,415	
5890	Life Insurance	1,322	1,198	1,054 (a)	1,085 (a)	1,190	
Subtotal		900,916	853,452	773,821	791,973	853,334	

Exhibit 13: Architecture Program Human Resources Expenses 2006-2011

The Architecture Program budget is developed each year as a portion of the operating expenses for the SoADA. These resources indicated below are directly managed by the department, including student related wages, but not including staffand faculty wages as shown above. Items marked with an (a) indicate budget line items that are managed by the library with input from the Program, and are not included in the totals below.

<u>Account</u>	<u>Description</u>	<u>2006-07 Actual</u>	<u>2007-08 Actual</u>	<u>2008-09 Actual</u>	<u>2009-10 Actual</u>	<u>2010-11 Actual</u>	<u>2011-12 Actual</u>
5310	Student Wages	21,374	14,725	15,298	8,854	10,649	10,946
5320	Student Wages - FWS	4,368	4,452	2,873	4,598	4,598	2,166
5340	Graduate Assistants	26,500	46,200	34,200	29,400	30,000	35,000
6010	Office Supplies	1,122	1,563	776	1,213	2,040	2,096
6030	Mailing	-	-	(10)	-	628	758
6031	UPS & Fed Ex	274	86	124	272	210	357
6040	Printing	5,639	1,266	934	153	-	293
6110	Dues	14,685	12,192	3,980	5,329	4,209	7,507
6150	Consultants	-	700	700	100	-	-
6160	Guest Lecturers	10,940	6,775	2,028	-	-	1,200

6210	Travel - Staff	496	192	48	-	481	2,991
6215	Travel - Field Trips	1,998	2,022	1,434	1,692	4,175	7,357
6221	Hospitality	7,083	3,066	2,153	989	2,858	3,741
6270	Recruitment	6,970	1,406	1,275	2,467	13,604	1,986
6310	Purchase of Equip Model Shop	27,680	31,867	28,033	26,825	29,864	67,511
6313	Equip Purchase	2,369	4,349	3,230	18	461	94
6315	Software	699	19,035	7,959	12,999	30,283	15
6320	Repair/Maint of Equip Media	1,780	794	3,838	-	-	325
6500	Advertising Program	-	-	-	22,564	21	8,381
6560	Development NAAB	11,328	6,048	5,351	3,228	2,912	49,102
7015	Expenses	11,182	110	7,992	7,992	8,492	8,381
7448	Slides (library)	11,361	8,591	584	-	-	-
7460	Architecture Acquisitions	14,356	12,165	12,435	[8,623] (a)	[7,450] (a)	[8,760] (a)
7461	Architecture Periodicals	14,693	12,620	18,123	[15,539] (a)	[17,243] (a)	[15,919] (a)
7611	Advisory Board	1,801	810	-	1,748	1,840	1,969
7650	Promotional Functions	194	4,500	1,235	-	-	-
7771	Capital Equip/Furnish	-	-	1,339	288	-	4,151
7820	Food Service	-	-	5	238	2,126	4,119
	Totals	<u>146,650</u>	<u>130,157</u>	<u>103,566</u>	<u>88,115</u>	<u>104,204</u>	<u>172,334</u>
# of Students		<u>200</u>	<u>198</u>	<u>203</u>	<u>172</u>	<u>181</u>	<u>186</u>
Avg Spending Per Student		<u>733</u>	<u>657</u>	<u>510</u>	<u>512</u>	<u>576</u>	<u>927</u>

Exhibit 14: Isolated Architecture Program Expenditures 2006-2012

Student Aid

95% of Judson students receive some form of assistance in the form of merit scholarships, institutional awards and grants, federal and/or state assistance, as well as low-interest student loans and work study. the form of merit scholarships, institutional awards and grants, federal and/or state assistance, as well as low-interest student loans and work study. While on paper tuition may seem high a private universities like Judson, many students receive substantial discounts. Examples of merit scholarships and grants are detailed on the website at: http://www.judsonu.edu/Admissions/Undergraduate/Financial_Aid/Scholarships_Grants/. In addition to merit based scholarships, the university provides special scholarships for participation in choir, music, and theater as well as sports. International students have additional scholarship and grant opportunities. Judson also participates in tuition exchange programs with other colleges and universities in the CCCU. Children and spouses of faculty members from other CCCU schools may apply for the tuition waiver program at Judson. Several architecture students have qualified for these benefits.

While the school is young and a significant endowment for the program is not yet possible, some targeted fundraising for scholarship funds has developed. Development efforts began in 2011 with a focus on scholarship development as its primary goal.

Fund Name	2007	2008	2009	2010	2011	2012
Jack & Marlene Shales Endowed Scholarship	\$10,000					
SoADA Model Shop					\$193	
SoADA Woodland Palace						\$600
Chuck & Penny Cassell Endowed Scholarship		\$1,000	\$1,000	\$2,000	\$1,000	\$1,000
Chuck Cassell Honorary Scholarship	\$1,000	\$1,000				
Judson Master of Architecture Scholarship	\$1,300	\$350			\$100.00	
Architecture Instruction Program	\$200					
Architecture Hospitality	\$300					
Architecture Program Fund			\$25	\$1,060	\$1,520	\$150
Rockford Architecture House					\$87	
Gift-in-Kind (Rockford property)					\$14,753	

Exhibit 15: Total Architecture Program Scholarship Funds 2007-2012

I.2.5 Information Resources

The context of Information Resources at Judson is shaped by two major factors: the size of the campus does not necessitate remote libraries for specialized programs, and the central library is physically located in the HWAC facility. In this way, the Architecture Program has both a dedicated and a whole library system within the same building.

The Visual Resources Collection and has a dedicated faculty resource area. It is managed by a part-time director who now serves as more of a specialized resources program director than a traditional architecture librarian per se. (A dedicated architecture librarian ceased to be a priority when the department moved into the HWAC.) The collection contains the following materials for check-out and use by faculty members:

1. Architecture videos
2. Faculty scanning station
3. For check-out: projectors, cameras, miscellaneous equipment
4. Historic slide collection
5. Special volume titles
6. Special project assistance
7. Copy stand for oversized copy work and photography

The Architecture Collection comprises three collections; all housed in the library under the care and administration of the library director and library staff:

1. The book collection
2. The print journal collection
3. The back periodicals collection

The Architecture book collection currently contains 14,816 circulating books and 130 reference books. The Architecture print journal collection contains 105 current-print periodical subscriptions. The back periodicals collection contains back issues of all the journals in the print journal collection, plus back issues of dozens of architecture journals we no longer subscribe to in print. All of the books and the current periodicals are accessible through the online library catalog. Some of the back periodicals are accessible through the online catalog, while others are not. The library is working on making all back-periodical holdings accessible through the online catalog.

Approximately 54% of the books in the Architecture book collection are on architecture ("NA" according to the Library of Congress Classification system). The book collection covers a variety of other subjects as well: museums; philosophy; psychology; aesthetics; ethics; religions; worship; history of civilizations; archaeology; regional history; geography; environmental science; human ecology; dwellings and building design; leisure; business; land use; transportation; sociology; communities; political geography; public administration; law; education; schools; music and acoustics; fine arts; interior design; literature; science; mathematics; physics; engineering; civil engineering; environmental technology; highway, railroad, and bridge engineering; construction; mechanical engineering; electrical engineering; chemical technology; photography; hospitality industry; military engineering; and libraries and library design.

Books are selected by SoADA faculty and ordered and cataloged by the Cataloging Librarian, using the Architecture Acquisitions budget. This budget (currently \$12,000 per year) is housed in the library budget for accounting purposes. Current periodicals are selected by SoADA faculty and ordered by the library director from the Architecture Periodicals budget (currently \$11,000 per year.)

The book collection and print periodicals are regularly assessed by the Program administrator, Architecture faculty, and the head librarian. They are compared against standards set by the Association of Architecture School Librarians. The current periodicals meet 64% of their Core list of periodicals and 14% of their Supplementary list. While this may not seem substantial, it should be noted that culturally, periodical usage is on the decline and contemporary student's access visual information much more directly through online periodicals, new services, and list services. The Program is satisfied with the volume of subscriptions currently held and believes they are adequate.

In addition to print resources, the library provides a number of Architecture electronic databases:

1. *Art & Architecture Complete* provides full-text coverage of 380 periodicals and more than 220 books. In addition, this database offers cover-to-cover indexing and abstracts for more than 780 academic journals, magazines and trade publications, as well as for over 230 books. *Art & Architecture Complete* also provides selective coverage for 70 additional publications and a collection of over 63,000 images provided by Picture Desk and others.
2. *Avery Index to Architectural Periodicals*, published by the Getty Research Institute, is the only comprehensive American guide to the current literature of architecture and design. The index covers international, scholarly and popular periodical literature, including publications of professional associations; nationwide, state and regional periodicals; and major international serial publications of architecture and design.
3. The CARLI (Consortium of Academic and Research Libraries in Illinois) Digital Collections database includes the Saskia digital image archive from Scholars Resource. The collection contains 30,000 digital images of paintings, sculpture and architecture, including images from many important collections: the Prado, the Kunsthistorisches Museum, the Uffizi and the Louvre, as well as archaeological sites in Greece, Italy, Turkey and Egypt.

The operations and services provided by the library are extremely positive for research and learning, not only for the faculty but for the entire student body. Some interesting statistics for usage of the architecture collection compared to usage of the entire campus collection is included in the following exhibit.

Year	FTE	Architecture	Non-Arch	Architecture	Total
	Students	Circulation	Circulation	Volumes	Volumes
2003	170	2,825	8,420	8,383	104,693
2004	165	3,096	8,089	8,998	103,419
2005	175	2,861	7,923	10,118	103,433
2006	173	3,166	8,802	10,811	104,116
2007	175	3,143	8,985	11,170	110,754
2008	203	3,650	13,068	11,550	112,858
2009	172	3,529	10,390	11,744	114,024
2010	181	3,618	11,512	11,903	115,051
2011	185	2,690	9,937	12,110	116,406

Exhibit 16: Architecture Collection Statistics

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Statistical reporting for both students and faculty in the Program has been completed following the template provided by the NAAB. Some areas of confusion might arise in reviewing the reports (included in this section); explanatory notes are below.

Student Characteristics Part I

The template for “Comparable Data for Students” has been completed to the best of our ability. It includes students from the entire Program, both the B.A. and the M.Arch. students. Because the fifth-year students are off campus, they are not in the Integrated Postsecondary Education Data System (IPEDS) system and consequently are not represented in the template. This is why the total numbers appear lower than the numbers of students we list elsewhere in this report.

Student Characteristics Part II

The University does not keep records of ACT and SAT scores broken down by division. The University keeps comprehensive totals only; these have been included in the modified template and noted as such.

Student Characteristics Part III

With regard to part three, “Time to Completion,” one could calculate time to completion for any variety of a true freshman for a transfer (which would be very hard because of the variety of entry points, remedial work, etc.), or for a new M.Arch. degree student. Since the Program as a whole is the most common route to the professional degree, we have calculated the time to completion of the M.Arch. degree for the typical new first-time freshman student in this template.

Faculty Characteristics

The faculty characteristics template has been included without changes.

Comparative Data for Students

I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

Ethnicity	As Reported in the 2011 ARS									As reported for the academic year in which the last visit took place								
	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	2	2	4	0	0	0	2	2	4	1	1	2	0	0	0	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	1	1	2	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0
Hispanic/Latino	10	2	12	0	0	0	10	2	12	4	3	7	1	0	1	5	3	8
White	80	35	115	10	2	12	90	37	127	86	44	130	12	8	20	98	52	150
Two or more races	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Nonresident alien	1	4	5	0	0	0	1	4	5	0	0	0	0	2	2	0	2	2
Race and ethnicity unknown	8	4	12	0	0	0	8	4	12	5	0	5	1	0	1	6	0	6
TOTAL	102	49	151	10	2	12	112	51	163	96	48	144	14	10	24	110	58	168

(Note: Without 5th year Preceptorship Students because they are not in-residence)

II. Qualifications of Students Admitted		As reported in the 2011 ARS		As reported for the academic year in which the last visit took place	
SAT:					
25th percentile ACT score	1050			1070	
75th percentile ACT score	1330			1350	
SAT:					
<i>Critical Reading</i>					
25th percentile SAT score	not available			not available	
75th percentile SAT score	not available			not available	
<i>Mathematics</i>					
25th percentile SAT score	not available			not available	
75th percentile SAT score	not available			not available	
<i>Writing</i>					
25th percentile SAT score	not available			not available	
75th percentile SAT score	not available			not available	
ACT:					
25th percentile ACT score	23			22	
75th percentile ACT score	28			29	
Graduate Record Examination					
Verbal (200-800) [New 2011 Range (130-170)]	146			not available	
Quantitative (200-800) [(131-166)]	150			not available	
Analytical (0.0-6.0)	3.4			not available	

III. Time to Graduation (Note: True Freshmen to M.Arch. Degree only)		As reported in the 2011 ARS		As reported for the academic year in which the last visit took place	
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)		12: 8 undergraduate + 4 graduate		12: 8 undergraduate + 4 graduate	
Percentage of students who completed in normal time	83			58	
Percentage of students who completed in 150% of normal time.	17			42	

(Note: Time to graduation of a First-time Freshman to M.Arch. Completion)

This page left blank intentionally.

Comparative Data for Faculty														
I. Full-time Instructional Faculty Compared to the Time of the Last Visit (full academic year)														
As reported in the 2011 ARS														
Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Assis. Professor - Male	Assis. Professor - Female	Assis. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL	
American Indian or Alaska Native														
Asian								1	1				1	
Native Hawaiian or other Pacific Islander														
Black or African American	1		1	1		1							2	
Hispanic/Latino														
White	2		2		2	2	3	1	4				8	
Two or more races														
Nonresident alien														
Race and ethnicity unknown														
TOTAL														
As reported for the academic year in which the last visit took place														
Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Assis. Professor - Male	Assis. Professor - Female	Assis. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL	
American Indian or Alaska Native														
Asian	1		1										1	
Native Hawaiian or other Pacific Islander														
Black or African American	1		1	1		1							2	
Hispanic/Latino														
White	1		1	1	1	2	2	2	4				7	
Two or more races														
Nonresident alien														
Race and ethnicity unknown														
II. Faculty Promotions	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011									
Faculty in the accredited program														
Assistant to Associate Professor	0	0	1	0	0									
Associate to Full Professor	1	0	0	1	0									
Faculty in the institution														
Assistant to Associate Professor	0	0	1	2	0									
Associate to Full Professor	1	3	2	4	3									
III. Faculty Receiving Tenure	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011									
Faculty in the accredited program	1	1	0	3	0									
Faculty in the institution	3	7	6	3	3									
IV. Registration in U.S. Jurisdictions	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011									
Faculty receiving 1st time licenses														
Faculty receiving reciprocal licenses														
Faculty renewing licenses	5	5	5	5	5									
Faculty receiving NCARB Certificates														
Foreign-educated														
Foreign-licensed	1	1	1	1	1									
Broadly Experienced Architects														
(Amundson, Gallagher, Jaeger, Kaiser, Ogoli, Miller)														

I.3.2. Annual Reports

Previous Annual Reports and NAAB Responses to the Annual Reports are posted online and publically accessible on the University website at:

<http://judsonu.edu/Undergraduate/Architecture/NAAB/>

I certify that the statistical information submitted to the NAAB in the form of Annual Reports originates with the Offices of Registration and Records and Institutional Research and is complete and accurate to the best of our ability as well as consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.



Keelan P. Kaiser, AIA
Architecture Program Administrator, Judson University

I.3.3. Faculty Credentials

In addition to the following one-page faculty summary resumes, please refer to the Faculty Exhibit, Faculty Credentials Matrix, and Supplemental Information of this report for full faculty curriculum vitae.

Jhennifer A. Amundson (FT, Tenured)

Courses Taught (Two academic years prior to current visit):

ARC 231	History of Architecture 1
ARC 232	History of Architecture 2
ARC 435	Case Studies in Architecture: History and Theory
ARC 352	Elective Architecture Design Studies
ARC 381	Architecture Study Tour
ARC 632	Readings in Architectural Theory (graduate seminar)
ARC 634	Chicago Architecture after the Fire (graduate seminar)

Educational Credentials:

Ph.D., University of Delaware, 2001

Dissertation: "Thomas Ustick Walter's Lectures on Architecture"

Master of Architecture, University of Illinois at Urbana-Champaign, 1993

Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1990

Teaching Experience:

Judson University, 2001-Present

North Carolina State University, School of Design, 1999-2001

University of Delaware, Art History Department, 1997-98

University of Illinois School of Architecture, Architectural History Department, 1993-1994

Professional Experience:

Unteed Nelson Slack Anderson Associates, Elgin and Champaign, Illinois, 1994-95

Dahlquist and Lutzow Architects, Ltd., Elgin, Illinois, 1989-91

Licenses/Registration:

Illinois

Selected Publications/Awards

"Staging a Triumph, Raising a Temple: Philadelphia's 'Welcoming Parade' for Lafayette, 1824,"
a chapter in the forthcoming *Commemoration and the American City*, eds. David Gobel
and Daves Rossell (University of Virginia Press), 2013

"American and European Architects in China: Global Practice in Historical Context,"
Judson University Global Practices Symposium, "China: Architecture and Urbanism," 2011

"'Promiscuous' Competitions, the First American Professionals and Thomas U. Walter," Society
of Architectural Historians Annual Meeting, 2009

"Thomas U. Walter: Theory and Professionalism in American Architecture," (Manuscript)

Professional Memberships:

Society of Architectural Historians (SAH)

Stacie L. Campbell Burtelson (FT, Tenured)

Courses Taught (Two academic years prior to current visit):

ARC 122 Communication and Architectonics
ARC 251 Heuristics and Architectonics
ARC 252 Architectural Design Explorations
ARC 310 Digital Design Simulation
ARC 381 Architecture Study Tour
ARC 410/610 Advanced Digital Representation I
ARC 411/611 Advanced Digital Representation II

Educational Credentials:

Master of Architecture, Mackintosh School of Architecture, University of Glasgow, UK, 1998
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1992

Teaching Experience:

Judson University, 2006-Present

Professional Experience:

Alfe Development Corporation, 1992-1993
John V. Frega & Associates Architects, 1989-1992

Licenses/Registration:

License Eligible in State of Illinois

Selected Publications/Awards: "The Call to Public-Interest Architecture", annual On Christ and Architecture Symposium, Judson University, 2012
Grant Award Recipient from American Women Overseas (AWO), postgraduate studies
Children's Memorial Hospital Scholarship Award

Professional Memberships:

Royal Institute of British Architects (RIBA)
Royal Incorporation of Architects in Scotland (RIAS)
American Institute of Architects (AIA)
Association for Computer Aided Design in Architecture (ACADIA)
Education in Computer Aided Architectural Design in Europe (eCAADe)
Computers in Art & Design Education (CADE)
Association of Collegiate Schools of Architecture (ACSA)

Jae Cha (FT, Tenure Track)

Courses Taught (Two academic years prior to current visit):

ARC 122 Communication and Architectonics
ARC 251 Heuristics and Architectonics
ARC 252 Architectural Design Explorations
ARC 575 Community Outreach Studio
ARC 652 Advanced Architecture Studio

Educational Credentials:

Master of Architecture, Yale University School of Architecture, 1999
Bachelor of Arts in Architecture, Wellesley College, 1992

Teaching Experience:

Judson University, 2009, 2011-Present
Guest Lecturer/Studio Critic: Mississippi State University, Curtin University, Rhode Island School of Design, Catholic University, UNC-Greensboro, University of Detroit Mercy, University of Stuttgart, Pennsylvania State University

Professional Experience:

LIGHT, Inc., 2001-Present
Group Goetz Architects, 2000-01
Stoiber and Associates, 2000
Leo A. Daly Company, 1998-2000
Volker Giencke and Company, 1997
Cesar Pelli and Associates, 1997
California Builders – Potomac, MD, 1995
Kazuyo Sejima and Associates, 1995
Norihiko Dan and Associates, 1994-95

Licenses/Registration:

License Eligible in State of Illinois

Selected Publications/Awards:

"Church in Bolivia," *Materiality in Design* (Princeton Architectural Press)
"Church in Bolivia," *Atlas of Contemporary Architecture* (Phaidon Press)
"Church in Costa Rica," Vol. 28, *Oz Journal*
"Community Center in Honduras," *Architect Magazine*
"Church in Costa Rica," *The Architectural Review*
"Church in Bolivia," in *New Sacred Architecture* by Phyllis Richardson

Professional Memberships:

Association of Collegiate Schools of Architecture (ACSA)

Sean Gallagher (FT, Tenure Track)

Courses Taught (Two academic years prior to current visit):

ARC 222	Construction Tectonics and Assemblies
ARC 322	Advanced Construction Tectonics and Assemblies
ARC 351	Intermediate Architecture Design Studies
ARC 352	Elective Architecture Design Studies
ARC 452	Integrated Architecture Design Studies II
ARC 556	Architectural Practice, Leadership and Ethics
ARC 575	Community Outreach Studio
ARC 656	Architectural Practice, Law and Management

Educational Credentials:

Master of Architecture, University of Illinois at Urbana-Champaign, 1993
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1991

Teaching Experience:

Judson University, 2008-Present

Professional Experience:

Gallagher Associates Architects, PC, 2003-Present
R. Scott Javore & Associates, Ltd., 1995-2003
Otis Associates (renamed Otis, Koglin, Wilson Architects), 1993-1995
Architect Jack Sherman Baker F.A.I.A., 1991-1993

Licenses/Registration:

Illinois

Selected Publications/Awards:

City of Geneva Historic Preservation Award, 2008 and 2010

Professional Memberships:

American Institute of Architects (AIA)
Society of Building Science Educators (SBSE)
Association of Collegiate Schools of Architecture (ACSA)

Susan Harris (FT Visiting, Non-Tenure Track)

Courses Taught (Two academic years prior to current visit):

DES 121	Design I
ARC 122	Communication and Architectonics
ARC 251	Heuristics and Architectonics
ARC 252	Architectural Design Explorations
ARC 381	Architecture Study Tour
ARC 351	Intermediate Architecture Design Studies

Educational Credentials:

Master of Architecture, Judson University, 2006
Bachelor of Arts in Architecture Studies, Judson University, 2004

Teaching Experience:

Judson University, 2009-Present
Guest Lecturer/Studio Critic: Bowling Green State University, University of Tennessee

Professional Experience:

Judson University, Visual Resource Center Director, 2009-present
Serena Sturm Architects, 2009-2010
MacPherson Architects Inc / 2MA, 2008-2009
Skidmore, Owings and Merrill, 2006-2008

Licenses/Registration:

License Eligible in the State of Illinois

Professional Memberships:

American Institute of Architects (AIA)
Society of Building Science Educators (SBSE)
Association of Collegiate Schools of Architecture (ACSA)
Christians in the Visual Arts (CIVA)
AIA Chicago Young Architects Forum

Ian Hoffman (FT, Tenure Track)

Courses Taught (Two academic years prior to current visit):

ARC 341	Theories of Architectural Structures
ARC 351	Intermediate Architecture Design Studio
ARC 381	Architecture Study Tour
ARC 425/625	Advanced Acoustics Seminar
ARC 652	Cumulative Design Studio II
ARC 681	Optional Architecture Thesis Project I
ARC 682	Optional Architecture Thesis Project II
THE 376	The Dramatic Experience – Shakespeare, Performance & Space

Educational Credentials:

Master of Architecture, University of Toronto, 2004
Graduate coursework in acoustics, The Pennsylvania State University, 2000
Bachelor of Science in Engineering, University of Hartford, 1995

Teaching Experience:

Judson University, 2008-Present
Columbia College Chicago, 2001

Professional Experience:

PinDrop Acoustics, 2011-12
Westlake Reed Leskosky Architects, 2006-08
Ted Handy and Associates, Architects, 2005-06
The Talaske Group, Inc., 1998-04, 2010-11
Artec Consultants, Inc., 1995-98

Licenses/Registration:

License Eligible in the State of Illinois

Selected Publications/Awards:

"Concert Hall at a Crossroads," *Mondo Design*, 2011
"Understanding the Role of Direction in Thrust and In-the-Round Theater Spaces,"
The Second Pan-American / Iberian Meeting on Acoustics, 2010

Professional Memberships:

American Institute of Architects (AIA)
Society of Building Science Educators (SBSE)
Association of Collegiate Schools of Architecture (ACSA)
Royal Architectural Institute of Canada (RAIC)

Keelan P. Kaiser (FT, Tenured)

Courses Taught (Two academic years prior to current visit):

ARC 451 Integrated Architectural Design Studies I
ARC 462 Preceptorship Preparation
ARC 652 Cumulative Design Studio II
ARC 671 Case Studies in Sustainable Design

Educational Credentials:

Graduate coursework in Christianity and Contemporary Culture, Trinity Evangelical Divinity School, 2002-03
Master of Architecture, University of Nebraska–Lincoln, 1993
Bachelor of Science in Architectural Studies, University of Nebraska–Lincoln, 1991

Teaching Experience:

Judson University, 1998-Present
The School of the Art Institute of Chicago, 2008-09 (Joint Appointment)
University of Nebraska–Lincoln, 1994-1998 (Adjunct)
Guest Lecturer/Studio Critic: Illinois Institute of Technology, Kansas State University, University of Illinois at Urbana Champaign, Oklahoma State University, Union University, Taylor University

Professional Experience:

Serena Sturm Architects, 2008-Present
Pickrell Architecture and Design, 1996-98
The Architectural Partnership, 1993-1996
Eisenman Architects, 1992

Licenses/Registration:

Illinois
Formerly Nebraska, Tennessee, Kentucky
NCARB Certificate

Selected Publications/Awards:

Chapter on POE research related to the Harm A. Weber Academic Center,
“Research/Knowledge/Insight: Applying a Practice-Based Research Methodology to
Architecture and Design,” 2011
“Harm A. Weber Academic Center, Post-Occupancy Building Performance and Comfort
Perceptions,” 2009 *ARCC Journal*
“Quickened Sense of Place,” Collection of travel drawings from Judson University, co-edited
with Christopher Miller, 2005

Professional Memberships:

American Institute of Architects (AIA)
Society of Building Science Educators (SBSE)
Association of Collegiate Schools of Architecture (ACSA)
United States Green Building Council (USGBC)

Jeremy Lindsey (FT, Tenure Track)

Courses Taught (Two academic years prior to current visit):

DES 121	Design I
ARC 122	Communication and Architectonics
ARC 251	Heuristics and Architectonics
ARC 252	Architectural Design Explorations
ARC381	Architecture Study Tour

Educational Credentials:

Master of Architecture, Judson University, 2005
Bachelor of Arts in Architecture Studies, Judson University, 2004

Teaching Experience:

Judson University, 2007-Present

Professional Experience:

JLRM Studio, 2009-Present
R.R. Brown Architects, 2005-08
JCorp, Inc., 2004-05
HND, Inc., 2003-04

Licenses/Registration:

License Eligible in the State of Illinois

Selected Publications/Awards:

"Concept – Form – Assembly," ACSA Annual Meeting Poster, 2011

Professional Memberships:

American Institute of Architects (AIA)
Association of Collegiate Schools of Architecture (ACSA)

Christopher Miller (FT, Tenured)

Courses Taught (Two academic years prior to current visit):

ARC 332 Architecture of Cities
ARC 381 Architecture Study Tour
ARC 427 Architecture for Conviviality
ARC 651 Advanced Architecture and Urbanism Studio
ARC 652 Advanced Architecture Studio

Educational Credentials:

Cand. M.Arch., Urban Design concentration, University of Notre Dame, 2014
Ph.D., History of Art (now History of Arts and Architecture), University of Virginia, 1999
 Dissertation: "Virtues of Civil Architecture ... in Alberti's Theory of Ornament."
M. Architectural History, University of Virginia, 1992
Bachelor of Science in Architectural Studies, University of Virginia, 1977
(Certificate in Classical Architecture, The Inst. of Classical Architecture and Art, 2006)

Teaching Experience:

Judson University, 1999-Present
Guest Lecturer/Studio Critic: University of Notre Dame, American Planning Association-
 Chicago, Congress for the New Urbanism XVIII, Georgia Institute of Technology, Baylor
 University, Denison University, Sustainable Cities Symposium, Savannah College of Art
 and Design.

Professional Experience:

Charitable Consulting for Jericho Ministries, Honduras, and in charrettes in Grand Rapids,
 Rockford, IL, and Newark, OH.
Experience (incl. Train & Spencer Architects, Charlottesville, Shank and Gray Architects,
 Charlottesville, and Beckman, Blydenburgh, and Associates Architects, Providence)
 from 1978 to 1999.

Licenses/Registration:

Virginia

Selected Publications/Awards:

"Forming, Reforming, and Transforming: Multidimensional Views of Space through Time in
 Architecture. Part I." SEENJournal, VII.1 (2007): 2-4.
"Local Accommodations: Elgin's Making and the Teaching of Traditional Architecture and
 Urbanism." Council for European Urbanism Conference: The Teaching of Architecture
 and Urbanism in the Age of Globalization, 5-9 May 2004: 199-210.
"Sizing Style: Commercial Architecture in Cities." Proceedings of the Vision of Europe
 Triennale, Bologna, October 2004 (Bologna: Vision of Europe, 2004): 199-210.

Professional Memberships:

Midwest Regional Representative Fellow to the Institute of Classical Architecture & Art Fellows
American Institute of Architects (AIA)
Christians in the Visual Arts (CIVA)
College Art Association (CAA)
Congress of the New Urbanism and Illinois Chapter (CNU)
International Seminar on Urban Form
Society of Architectural Historians (SAH)

David Mwale Ogoli (FT, Tenured)

Courses Taught (Two academic years prior to current visit):

ARC 321 Theories of Environmental Stewardship
ARC 421 Environmental Technology I
ARC 422 Environmental Technology II
ARC 452 Integrative Architectural Design Studies II
ARC 426/626 Daylighting in Architecture

Educational Credentials:

Ph.D., University of Florida, 2000
Master of Philosophy, University of Cambridge, 1994
Bachelor of Architecture, University of Nairobi, 1998

Teaching Experience:

Judson University, 2001-Present
University of Florida, 1998-2000
Guest Lecturer/Studio Critic: Cornell University, Jomo Kenyatta University, University of Nairobi

Professional Experience:

ADMO Architects, 2004-Present

Licenses/Registration:

International – Kenya

Selected Publications:

"Energy Modeling in Buildings Using Degree-day Method," at Passive and Low Energy Architecture (PLEA) International Conference, 2012
"Natural Ventilation and Daylight in Deep-Plan Urban Buildings: Case Study," at the World Renewable Energy Forum in conjunction with the American Solar Energy Society, 2012
"Harm A. Weber Academic Center, Post-Occupancy Building Performance and Comfort Perceptions," 2009 *ARCC Journal*
"Thermal Comfort Conditions in Classrooms," The Oxford Conference 2008: 50 Years On – Resetting the Agenda for Architectural Education), University of Oxford, 2008

Professional Memberships

Fellow of the Cambridge Commonwealth Society of the University of Cambridge, UK
American Institute of Architects (AIA)
American Society of Heating, Refrigerating & Air-Conditioning Engineers (ASHRAE)
Society of Building Science Educators (SBSE)
American Solar Energy Society (ASES)
Illuminating Engineering Society of North America (IESNA)
ASTM International, formerly the American Society for Testing and Materials (ASTM)

Curtis J. Sartor (FT, Tenured)

Courses Taught (Two academic years prior to current visit):

GEN 101 Faith and Learning
ARC 691 Christian Worldview and Architecture

Educational Credentials:

Ph.D., Union Institute and University, 2002
 Dissertation: "Strategies for Attracting African Americans to Architecture, A Replicable Model"
Master of Architecture, Tuskegee Institute, 1978
Bachelor of Arts in Architectural Science, Tuskegee Institute, 1976

Teaching Experience:

Judson University, 2008-Present
Southern Polytechnic State University, 2001-2008
Morris Brown College, 2000

Professional Experience:

Sartor & Sartor, 1985-2005
Richard Rothman & Associates, 1983-1985
Harris & Partners, 1979-1983
Lawrence Halprin & Associates, 1977

Licenses/Registration:

Selected Publications:

"Critical Professional Response Action Plan to building Diverse & Inclusive Practices," AIA Ohio Valley Regional Conference, 2011
"Inclusive Diversity Education," Central States Region AIA Iowa Convention, 2009
"A Critique of Multi-Cultural Art & Architectural Education from a Sustainable Afro-Centric Perspective," ACCA Scholarship Pedagogy Symposium, Lewis University, 2008
"The Greening of an Architectural Curriculum (Architectural Education and Curricular Transformation)," 6th Annual Hawaii International Conference on Arts & Humanities, 2008
"Can Christ be Seen in the Architecture of Frank Lloyd Wright," Cultural Studies Conference, 2006
First Fruits of the Fall, (AuthorHouse, 2005)

Professional Memberships

American Institute of Architects (AIA)
Association of Licensed Architects (ALA)
National Organization of Minority Architects (NOMA)

I.4.1 Policy Review

The governing document for policies related to faculty is the current version of the Faculty Handbook/Manual. Policies related to students (such as dishonesty and plagiarism, grading, computers and technology, etc.) are generally accessible through the University website at: <http://www.judsonu.edu/content.aspx?id=301>.

Part Two (II). Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

Curriculum Overview

The Judson curriculum is composed of four major areas of knowledge: design studies, tectonics and materials, history and theory, and sustainability. The early years of the curriculum are general and abstract, while the later years are more specific and concrete. A conscious effort has been made to imbed the majority of the SPC in the third and fourth years of the Program. This acknowledges the growing reality that students increasingly begin studies in community colleges because of entry access and cost. Judson has experienced a steady rise in transfer students. The light amount of SPC in the first two years of the Program allows a more seamless transfer of courses, allows preparatory education to be unregulated by accreditation requirements, and allows the third-year application process to function in the role of a competency gateway as intended.

The third and fourth years of the Program are the places of knowledge development in terms of both breadth and depth. In terms of Bloom's taxonomy, the third and fourth-year students begin the process of synthesis and integration, especially in the fourth year. Comprehensive design occurs in the fourth year, with an introduction to integration in the fall semester and a more technical and substantial comprehensive design studio in the spring semester. Comprehensive design is a serious endeavor at Judson. Judson graduates need to be prepared to enter practice upon completion of the fourth year to succeed at the preceptorship. The year-long non-credit, paid practice experience is a requirement before returning to the in-residence portion of the M.Arch. degree program. This is explained below in "program distinctives."

The remaining graduate-degree requirements are earned in a three-term sequence of summer, fall, and spring. The highly focused nature of SPC placement in the graduate coursework speaks to the Program's desire for advanced study beyond accreditation requirements, integration of high-level issues like faith and practice, and less regulated and prescribed intellectual growth.

Program Distinctives

1. A Christian Liberal Arts Institution

The context for the delivery of the curriculum is arguably the most distinctive aspect of the Program. At Judson, students study and learn in a traditional liberal arts format, yet the context is singular in many ways. First, the learning environment of the institution is unique due to its faith-based mission. Students participate in chapel services, ministry activities, mission service projects, and many forms of community outreach. In particular, Judson architecture students have been involved in design studio projects with local ministries and social service organizations; an AIDS orphanage in the Bahamas; a design competition with World Vision for disaster relief; and missions service projects in India, Kenya, and Honduras. The unique faith-based mission of the university draws students from around the country, increasing geographic diversity and breaking down some of the inherent homogeneity present in the student body.

2. Size Matters

Second, the size of the Program is small and personable. Students have courses with each of the professors multiple times, and this serves to strengthen the personal as well as the professional ties among the community. Faculty and students often dine together in the Commons, and occasionally at faculty homes. Faculty and students worship together in the local churches. The

quality of community has greatly improved with the development of the HWAC facility. The proximity to the central library has had an obviously positive effect on student learning.

3. LEED Gold Weber Academic Center

The ability to study architecture in a LEED Gold facility, designed by international architect C. Alan Short, with daylighting and natural ventilation as key design strategies, can't be overstated. Students learn about Professor Short of Cambridge University from their earliest sustainability education, as his work is prevalent in the low-energy-design community. The "learning laboratory" is an appropriate expression as students and faculty learn together the strengths and weaknesses of the approaches employed in this low-energy green building.

4. Cross-over "4+2" and Preceptorship

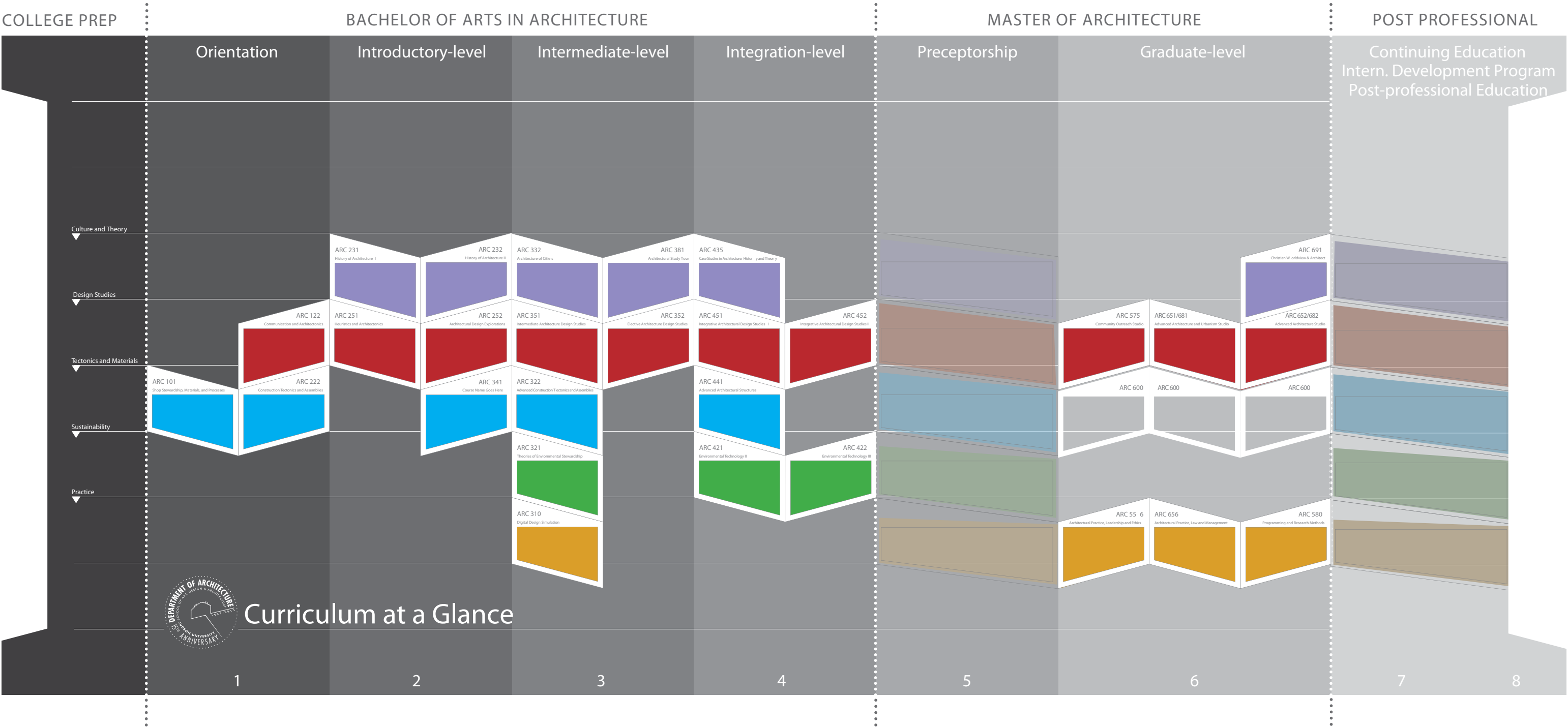
The Program is very unique: it requires 1,600 hours of practice before earning the M.Arch. degree. This preceptorship requirement is normally accomplished in the first year of the two-year Master degree program. Students work in an office, experiencing practice culture and work that cannot be emulated in the classroom. Typical observed outcomes include: practice knowledge, maturity, networking, in-residence preparation for technology and practice methods, and a burst of practical knowledge to complement existing theoretical knowledge. The content of the students' work experience simply needs to fall within the intent of the NCARB-IDP program, fulfilling roughly one third of the IDP requirements. ARC556–Architecture Practice, Leadership and Ethics includes a project where the students record their work experiences in a Preceptorship matrix.

The Program also requires students to submit a resume documenting work experience that is IDP or equivalent. We prefer the format of NCARB Record, as this encourages the starting of a council record. We believe this record is critical for a professional program, as it is more detailed than a resume. But a detailed resume will do if a student has not yet started a council record. Such documents are added as credentials to student files. The student records include an area that is marked *complete* when a student submits an adequate record. This is a credential requirement for M.Arch. graduation.

Curriculum at a Glance

The following two exhibits demonstrate the Architecture Program curriculum, mapped chronologically and integratively, as well as the Student Performance Criteria Matrix.

This page is left blank intentionally.



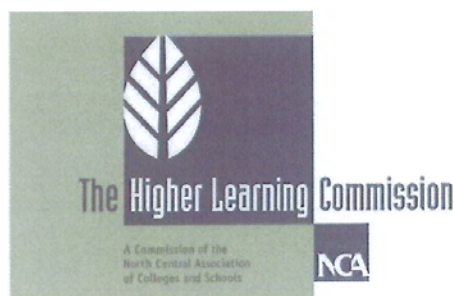
This page is left blank intentionally.

2012 NAAB Student Performance Criteria (SPC) Matrix
Judson University

[illegible]

II.2.1 Regional Accreditation

Judson University is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA). Inquiries concerning Judson's accreditation may be directed to the Association, 30 N. LaSalle, Suite 2400, Chicago IL 60602-2504; (800) 621-7440, Fax 312-263-7462. The following three pages document the current status of regional accreditation with NCA.



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

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

July 3, 2008

President Jerry B. Cain
Judson University
1151 N. State St.
Elgin, IL 60123

Dear President Cain:

This letter is formal notification of the action taken concerning Judson University by The Higher Learning Commission. At its meeting on June 23, 2008 the Institutional Actions Council (IAC) voted to continue the accreditation of Judson University, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process that concluded on July 3, 2008. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent (2007-08) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Thursday, July 17. Before this public disclosure however, I ask that you verify the information in both documents and inform me before Monday, July 14 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I recommend that you review it with care and, if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Andrew C. Lootens-White, your staff liaison.

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

Sincerely,

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board



The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
 800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

JUDSON UNIVERSITY
 1151 N. State St.
 Elgin, IL 60123

Affiliation Status: Candidate: 1970
 Accreditation: (1973- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Private NFP
Degrees Awarded: B, M

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Master's level is limited to the Master of Architecture, the Master of Education degree programs and the Master of Arts in Organizational Leadership at the main campus and Rockford, IL site. Course offerings in the Urbana area are limited to five courses, or 15 credit hours per year.

Approval of New Degree Sites: The Commission's Streamlined Approval Process is only available for offering baccalaureate degree completion programs (AIM) in Rockford, Illinois.

Approval of Distance Education Degrees: Prior Commission approval required for distance education programs other than the Bachelor's in Management and Leadership degree completion programs.

Reports Required: Progress Report: 10/15/2010; A report on an assessment plan and its early implementation.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2007 - 2008
Year for Next Comprehensive Evaluation: 2017 - 2018
Date of Last Action: 07/03/2008

Name Change:
 Judson College to Judson University (8/28/07)



The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

JUDSON UNIVERSITY

1151 N. State St.
Elgin, IL 60123

Affiliation Status: Candidate: 1970
Accreditation: (1973- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Private NFP
Degrees Awarded: B, M

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Master's level is limited to the Master of Architecture, the Master of Education degree programs and the Master of Arts in Organizational Leadership at the main campus and Rockford, IL site. Course offerings in the Urbana area are limited to five courses, or 15 credit hours per year.

Approval of New Degree Sites: The Commission's Streamlined Approval Process is only available for offering baccalaureate degree completion programs (AIM) in Rockford, Illinois.

Approval of Distance Education Degrees: Prior Commission approval required for distance education programs other than the Bachelor's in Management and Leadership degree completion programs.

Reports Required: Progress Report: 10/15/2010; A report on an assessment plan and its early implementation.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2007 - 2008

Year for Next Comprehensive Evaluation: 2017 - 2018

Date of Last Action: 07/03/2008

Name Change:

Judson College to Judson University (8/28/07)

STATEMENT OF AFFILIATION STATUS

JUDSON UNIVERSITY
1151 N. State St.
Elgin, IL 60123

Affiliation Status: Candidate: 1970
Accreditation: (1973-)

Nature of Organization

Control: Private NFP
Degrees Awarded: Bachelor's, Master's

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Master's level is limited to the Master of Architecture, the Master of Education degree programs and the Master of Arts in Organizational Leadership at the main campus and Rockford, IL site.

Approval of New Additional Locations: Prior Commission approval required.

Approval of Distance and Correspondence Courses and Programs: The institution has been approved under Commission policy to offer up to 5% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

Reports Required: None.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2007 - 2008
Year for Next Comprehensive Evaluation: 2017 - 2018
Date of Last Action: 10/17/2011

Name Change:
Judson College to Judson University (8/28/07)

II.2.2 Professional Degrees and Curriculum

The professional degree offered by Judson University is the M.Arch. degree, which builds upon the pre-professional Bachelor of Arts in Architectural Studies degree. Students from other programs may apply for the M.Arch. program but are considered on a case-by-case basis for placement in the pre-professional program and are typically classified by the registrar's office as a "Post-BA" student. Transfer and Post-BA students are assessed against SPC courses met, or not, at their previous institutions. Often, preparatory courses include the Structures and Construction Technology courses, occasionally a History/Theory course, and usually one or more design studios. In every case, a student graduating with the M.Arch. degree has taken, as a minimum, Judson's comprehensive design course ARC452, Integrative Architecture Design Studies II, and complement course ARC422, Environmental Technology III, to ensure that the intent of comprehensive design has been satisfied. A list of all required courses for Post-BA students is recorded at the time of Program entry, documented in the department file, and sent to the Registrar's office. The registrar then initiates a student file with the required Post-BA preparatory courses that the student can access for advising and completion requirements. Post-BA students then formally apply to the M.Arch. degree program when their preparatory courses are satisfied.

The pre-professional Bachelor of Arts in Architectural Studies is 136-138 credit hours (reduced from 140 since the last accreditation visit). It includes 40-42 hours of *required* general education courses, and 10 hours of *elective* general education courses (BSTxxx, SOC or PSY, ESSxxx, and ENGxxx), for a total of 50-52 general education credit hours. The 2-credit variable relates to student placement in the entry-level Calculus course, which is 3 credit hours for advanced students (MAT215) or 5 credit hours for the typical student (MAT211). The volume of general education requirements, compared to the NAAB minimum, and the variety of elective choice within the general education requirements are a testimony to Judson's commitment and mission. This total includes 9 credit hours of biblical studies and 6 credit hours of mission-specific general education courses (GEN101, Faith and Learning, and GEN401, Faith and Life), evidencing the role of the faith-based mission in the ethical, moral, and spiritual development of the Judson undergraduate student. Of the 136-138 credit hours, 86 are earned in pre-professional and professional architecture-content courses, a variety of which meet SPC requirements.

The undergraduate degree requires international immersion and study. ARC381, Architectural Study Tour, meets this curricular objective. The course is typically four weeks abroad, normally originating in Italy and then proceeding to other destinations (most recently Spain, Germany, France, Switzerland, and/or the Netherlands) determined by the faculty guides and students attending the tour. Judson does not maintain a remote campus or permanent facilities for this course; rather, it is taught both in situ and in transit.

The total credit hours taken by architecture students who complete both their B.A. and subsequent M.Arch. at Judson is 176-178 credit hours: 136-138 undergraduate credits plus 42 graduate credits. The courses with architectural content that are *required* of all students are 113 credit hours: 86 undergraduate credits and 30 graduate credits. In addition to these required 113 credit hours, students take 3 credit hours of architecture (non-architecture is also allowed) *electives* at the undergraduate level and 12 credit hours of architecture *electives* at the graduate level.

Transfer students will always meet this same requirement regardless of their previous institutional experiences since they are required to meet the graduation requirements of the Bachelor of Arts degree program. Post-BA students are assessed for minimum general education requirements (45 semester- credit-hour minimum) and architecture courses that transfer for Judson architecture courses, mindful of SPC coverage. The Post-BA/graduate admission process includes an

assessment of SPC met at previous institutions; this is evaluated by a combination of transcript, portfolio, and course artifacts such as quizzes/exams/papers.

Credit hours of the complete Program, sorted by degree:

Bachelor of Arts degree:	136-138 credit hours
M.Arch. degree:	42 credit hours
<hr/>	
Total:	178-180 credit hours

Credit hours of the complete Program sorted by required and elective course type:

General Studies:	40-42 credit hours
General Studies Electives:	10 credit hours
Architecture Required:	113 credit hours
Architecture Elective:	15 credit hours
<hr/>	
Total:	178-180 credit hours

Credit hours of the complete Program, sorted by general education and professional education course type:

General Studies:	50-52 credit hours
Architecture Content:	128 credit hours
<hr/>	
Total:	178-180 credit hours

JUDSON UNIVERSITY					FOUR YEAR PLAN				
Note: The Academic Planning Sheet is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the Judson University Catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time at which they entered the institution. Academic planning is the students' responsibility.									
Bachelor of Arts in Architectural Studies									
Fall 2012					Spring 2013				
ARC 101	Shop Stewardship Materials and Processes	1			ARC 122	Communication and Architectonics			4
ART 111	Drawing I		3		ARC 222	Construction Tectonics and Assemblies			3
DES 121	Design I		3		BST 101	Intro to Old Testament			3
ENG 101	Expository Writing		3		ENG 102	Critical Thinking & Writing			3
MAT 211	Functions and Calculus I				SPC 120	Foundations of Speech			3
	OR MAT215 Calc w/Analytic Geometry I		3-5						
GEN 101	Questions of Life: Entering the Judson Conversation			3	Note: Math requirement must be completed as prerequisite to Phy 237.				
				Total	16-18				
						Total 16			
Fall 2013					Spring 2014				
ARC 231	History of Architecture I		3		ARC 232	History of Architecture II			3
ARC 251	Heuristics and Architectonics		4		ARC 252	Architectural Design Explorations			4
BST 102	Intro to New Testament		3		ARC 341	Theories of Architectural Structures			4
HIS 261	History of Civilization I		3		HIS 262	History of Civilization II			3
PHY 237	General Physics I w/lab		4		GEN 181MFT	Music/Film/Theatre Apprec (not ART)			1.5
	Note: Physics requirement must be completed as prerequisite to Arc 341.				GEN 181MFT	Music/Film/Theatre Apprec (not ART)			1.5
				Total	17				
						Total 17			
Note: Students must be accepted to the third year as a prerequisite for all 300 and 400 level ARC courses, except ARC341									
Fall 2014					Spring 2015*				
ARC 310	Digital Design Simulation		3		ARC 352	Elective Arch Design Studies			5
ARC 321	Theories of Environmental Stewardship		3		ELECTIVE	Any Elective 300 Level or Higher**			3
ARC 322	Adv Construction Tectonics & Assemblies		3		ENG	Gen Ed English Elective 360s/370s			3
ARC 332	Architecture of Cities		3		PHL 260	Introduction to Philosophy			3
ARC 351	Intermediate Arch Design Studies		5		SOC PSY	SOC151 or PSY111 Introduction			3
				Total	17				
						Total 17			
Summer 2014									
ARC381 Architectural Study Tour Total: 5									
Fall 2015					Spring 2016				
ARC 435	Case Studies in Architecture: History/Theory		3		ARC 422	Environmental Technology III			3
ARC 421	Environmental Technology II		3		ARC 452	Integrative Arch Design Studies II			5
ARC 441	Advanced Architectural Structures		4		ARC 462	Preceptorship Preparation			1
ARC 451	Integrative Arch Design Studies I		5		GEN 401	Questions of Life: Continuing the Conversation			2
ESS 101	Wellness		1			ESS	Gen Ed ESS Activity Elective		1
						BST	Gen Ed Biblical Studies Elective		3
				Total	16				
						Total 15			
Architecture courses are sequential. Therefore, students must successfully pass a course with a minimum of a C- to meet the prerequisite of the next course in the sequence. Example: ARC231X must be passed in order to take ARC232X, and ARC251X must be passed in order to be eligible to take ARC252X, and so on throughout the curriculum.									
* Spring Semester of the third year is the designated semester for a study abroad option. ENG elective and HIS262 must be taken in another term. ARC352, ARC381, and up to two ARC ELECTIVES are substituted for study abroad with the permission of the Department Chair.									
**Elective Options: Students are encouraged to explore elective offerings in different disciplines. If electives are taken in architecture, students are recommended to take studio and representational, art and drawing courses such as: ART212: Painting I, ART223X: Photography I, ART311: Drawing III, ART315: Ceramics I, ART316: Ceramics II, ARC410: Advanced Digital Representation I, ARC442: Advanced Architectural Drawing. Those students who have satisfied all elective requirements may take up to 6 credits of graduate elective as an undergraduate, once they are seniors in credits earned, are in good standing, and with the permission of the Department Chair.									
Minors are available to architecture students. Those most commonly pursued by architecture students include: Studio Art, Graphic Design, Business, Worship Arts, Biblical Studies, and Theological Studies. Minors will require additional semesters to complete and are highly encouraged.									

Exhibit 22: 4-Year B.A. Curriculum Guide

JUDSON UNIVERSITY				TWO YEAR PLAN			
<p>Note: The Academic Planning Sheet is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the Judson Catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time at which they entered the institution. Academic planning is the students' responsibility.</p>							
<h2>Master of Architecture</h2>							
<p>Student must meet the Preceptorship requirement of 1600 hours of NCARB-IDP equivalent practicum experience prior to beginning in-residence graduate course work.</p>							
Summer 2012							
ARC	556	Architecture Practice, Leadership and Ethics	2				
ARC	575	Community Outreach Studio	4				
ARC	580	Programming and Research Methods in Architecture	4				
		Total	10				
Fall 2012				Spring 2013			
ARC	651	Advanced Architecture and Urbanism Studio OR		ARC	652	Advanced Architecture Studio or	
		ARC681 Architectural Thesis Project I	7	ARC	682	Architectural Thesis Project II	7
ARC	656	Architecture Practice, Law and Management	3	ARC	691	Christian World View & Arch	3
ARC		ARC Elective 600 Level	6	ARC		ARC Elective 600 Level	6
		Total	16			Total	16

Students in the undergraduate program may choose to pursue a *Minor*. The most common minors for architecture students tend to be Studio Art, Graphic Design, and Business. Minors require additional credit hours following the minor requirements contained in the University Catalog.

Studio Art BA Minor

This is a 24-hour minor featuring study in fine-art concepts, practice, and history. This minor is typically chosen by students who wish to deepen their understanding of the creative process and broaden the scope of their thinking about art, culture and history.
<http://www.judsonu.edu/content.aspx?id=1694>

Graphic Design BA Minor

This is a 24-hour minor featuring study in basic graphic-design concepts, practice, and history. This minor is typically chosen by students who plan to manage creative departments, want a deeper knowledge and understanding of contemporary media, or who desire a background in graphic design to augment their studies.
<http://www.judsonu.edu/content.aspx?id=1694>

Business BA Minor

This 18-hour minor introduces students to business terminology, rules and concepts. It provides exposure to basic accounting principles and management issues in areas such as administration and worker productivity. The minor also features a study in business law. In order to accommodate a variety of interests, 9 of the 18 hours are discretionary; . This flexibility extends the learning experience to added exposure in management, finance, marketing, or accounting. The minor enhances communications with future clients and supervisors. Furthermore, the knowledge is essential to accommodate a move into management and /or ownership position in architecture or other professional practice.
<http://www.judsonu.edu/content.aspx?id=331>

Students in the graduate program may choose to *concentrate* in Sustainable Design or Traditional Architecture and Urbanism. The concentration is established by electing to take the S or T designation of graduate studios ARC651 and ARC 652 as well as electing to take two of the four graduate electives within the concentration course options. The graduate concentration comprises 20 credit hours of the total 42 credit hours for the M.Arch. degree program.

Sustainable Design M.Arch. Concentration

This concentration focuses on the sustainable or "green" aspects of architectural design. Within this program the student will learn about sustainable technologies and practices. More than merely learning about these technologies and practices, the student is challenged to implement them into the design process. This concentration requires a minimum of two semesters of Sustainable Design studio and at least 6 credits of sustainable design focused elective courses.

Traditional Architecture and Urbanism M.Arch. Concentration

This concentration focuses on the traditional practices and theory of architecture. Within this program the student will learn the history, practices, and styles of architecture and how to implement these styles into contemporary practice. This concentration requires a minimum of

two semesters of Traditional Design studio and at least 6 credits of traditional/historical focused elective courses.

Students in the graduate program may choose to apply for the *Thesis Option* as an alternative to completing the standard ARC651 and ARC652 studio sequence. (The standard studio sequence is replaced by ARC681 and ARC682.) The policy for thesis application and process is in the SoADA Student Handbook. Thesis applications require a faculty sponsor and are reviewed and approved/denied by the full faculty.

II.2.3 Curriculum Review and Development

The curriculum is reviewed on a regular basis by the faculty. Often, curricular adjustments occur as a result of an individual or small group of faculty members, the department chair, or at times, students. Over the first 15 years, the Program had experimented with numerous forms of shared governance. The faculty operated as a committee of the whole for many years. For a few years the faculty tried to divide up into committees for curricular review, to varying degrees of success. One of the primary barriers to committee-led curricular review and development has been the relatively small number of faculty, each with varying experience levels and areas of expertise. Since 2009, the faculty has operated as a committee of the whole, including areas of curriculum review and development. Most frequently, the department chair initiates curricular review and changes. This is logical due to the size of the faculty, the department chair's administration of the entire curriculum and course staffing, and the role of adjunct faculty in the delivery of the curriculum.

Some of the most recent changes have involved an effort to map the curriculum by major focus areas: design, history, tectonics, and sustainability. This effort has been discussed and developed over the past two years and culminates with the curriculum map in the previous section. The other major effort that grew out of curriculum mapping was a renaming and rewriting of course descriptions. These had not been updated for several years; and as a part of the department's ongoing efforts at continuous improvement, the faculty took on the challenge of updating these to validate current course content and to discuss the continuous evolution of the curriculum.

The work of approving changes happens in three settings: annual retreats, faculty business meetings, and a newer type of meeting called "blitz-shops." We have used the blitz-shop (part meeting, part workshop) to drill down on specific areas of discussion. Curricular discussions have been more productive using this format. Curriculum changes are approved at the department level by the full-time faculty, then are reviewed by the University committee responsible for that area; and for major changes, by the Judson faculty at the Faculty Business Meeting. The procedure for changing curricular items is contained in the Faculty Handbook/Manual.

II.3.1 Evaluation of Preparatory/Pre-professional Education

Students who transfer into Judson's Bachelor of Arts degree program are classified as one of two types: BA classification or Post-BA classification. BA classified students are required to meet all of the graduation requirements of a BA graduate as monitored by the Registrar's office. Post-BA classified students are those who have applied to the M.Arch. degree program without completing the Judson B.A. in Architectural Studies. These applicants are reviewed under a different process, described below. It should be noted that the Post-BA structure is under review at this time and a second track to the M.Arch. degree program for students applying without the Judson BA is a likely outcome of those discussions. At the time of the site visit, this plan will likely be resolved for the visiting team to review.

In the case of undergraduate transfer students, they are assessed based on official institutional transcripts, portfolio, and if necessary course syllabi and examples of written work in the form of

quizzes, exams, and research papers. The assessment takes two forms: (1) compatibility with course content for course substitution and (2) compatibility with SPC expectations for course substitution. While the Program does receive a large number of applicants from a few regional community colleges, individual student records are reviewed in each case. The Architecture Program does not streamline the review process for intakes from particular programs at this time. Articulation agreements are very loosely held due to the observed lack of consistent student performance among transfer students in general. Generally, transfer students are not admitted to the third year directly. When they are, it is likely because they have taken the summer bridge studio to make up deficiencies in architectural design thinking and the SPC related to ARC252, Architectural Design Explorations. All transfer students will necessarily meet all of the general education requirements as they earn the Judson B.A. degree. See the following pages for an example of the department's Undergraduate Transfer Application Assessment Form. The transfer benchmarks are established in consultation with the Enrollment Services department and are as follows:

Typical 2nd year placement

- 3.0 GPA
- 2 semesters of studio
- Finished with Calculus
- Enroll in summer bridge studio (TBD)

Typical 3rd year placement

- 3.0 GPA
- 3 semesters of studio
- Finished with Calculus and Physics
- Enroll in summer bridge studio (TBD)

Transfer students who have completed course that are substituted for Judson architecture courses, particularly those that meet SPC requirements in the Program, are assessed with the worksheet tool on the following page, Exhibit 24.

Judson University									
Department of Architecture									
Undergraduate Transfer Application Assessment									
(Revised 1/1/2011)									
PURPOSE:									
<p>In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files. (Source: 2009 Conditions for Accreditation, NAAB)</p>									
Applicant:					Reviewed By:				
GENERAL INFORMATION:									
Pre-Professional Program Type					<input type="checkbox"/> Community College <input type="checkbox"/> Community College, Pre-Architecture <input type="checkbox"/> University, Non-NAAB <input type="checkbox"/> University, NAAB Pre-Professional				
NAAB STUDENT PERFORMANCE CRITERIA INTERNAL EVIDENCE ASSESSMENT:									
SPC*		U/A No.		Evidence?		Institution/Course No.		Required JU BA course:	
Communication Skills		A	A.1	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Design Thinking Skills		A	A.2	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Visual Communication Skills		A	A.3						
Technical Documentation		A	A.4	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Investigative Skills		A	A.5	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Fundamental Design Skills		A	A.6	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Use of Precedents		A	A.7						
Ordering Systems Skills		U	A.8	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Historical Traditions/Global Culture		U	A.9	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Cultural Diversity		U	A.10	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Applied Research		U	A.11						
Pre-Design		A	B.1						
Assessability		A	B.2	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Sustainability		A	B.3	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Site Design		A	B.4	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Life Safety		A	B.5	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Comprehensive Design		A	B.6	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Financial Considerations		U	B.7						
Environmental Systems		U	B.8	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Structural Systems		U	B.9	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Building Envelope Systems		U	B.10	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Building Service Systems		U	B.11	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Building Materials and Assembly		U	B.12	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Collaboration		A	C.1						
Human Behavior		U	C.2	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
Client Role in Architecture		U	C.3						
Project Management		U	C.4						
Practice Management		U	C.5						
Leadership		U	C.6						
Legal Responsibilities		U	C.7						
Ethics and Professional Judgment		U	C.8						
Community and Social Responsibility		U	C.9						
<p>* The black SPC are met in undergraduate curriculum courses, the grey are met in graduate courses. Since all of the graduate ALWAYS be taken by any student in our M.Arch. Program, the key courses needing assessment are those noted in black. (Source: 2012 JU NAAB Matrix)</p>									

Exhibit 24. Undergraduate Transfer Assessment Form

In the case of M.Arch. degree program, applicants who have not completed the Judson B.A. in Architectural Studies must be assessed against the curriculum and SPC that are earned in the Judson B.A. degree. The student is interviewed, records are reviewed, and adequate placement is determined based on compatible academic content and SPC substantially equivalent achievement. In many cases, a handful of classes such as structures, environmental technology, and comprehensive design are required to be taken as part of the Post-BA preparatory courses. All students who graduate from the Judson M.Arch. program have taken ARC452, Integrated Architecture Design Studies II, and the companion ARC422, Environmental Technology III, to insure comprehensive design competency regardless of educational origins. While the Program does receive a large number of applicants from a few regional schools, individual student records are reviewed in each case. The Architecture Program does not streamline the review process for intakes from particular programs at this time. See the following page for an example of the department's Post-BA Assessment Form, Exhibit 25.

FOUNDATION COURSES

Required = 6 courses, 20 hours

ARC101	Tools and Media w/lab	_____
ART111	Drawing I	_____
DES121	Design I	_____
ARC122	Design II	_____
MAT211	Functions and Calculus I	_____
PHY237	General Physics I w/Lab	_____

TECHNOLOGY COURSES

Required = 6 courses, 18 hours

ARC222X	Construction Technology I	_____
ARC310	Digital Representation I	_____
ARC321	Environmental Technology I	_____
ARC322	Construction Technology II	_____
ARC421	Environmental Technology II	_____
ARC422	Environmental Technology III	_____

HISTORY/THEORY COURSES

Required = 4 courses, 12 hours

ARC231X	Architectural History/Theory I	_____
ARC232X	Architectural History/Theory II	_____
ARC332	Architecture of Cities	_____
ARC435	Case Studies in Arch: Hist/Theory	_____

STRUCTURE COURSES

Required = 3 courses, 8 hours

ARC341	Architectural Structures I	_____
ARC441	Architectural Structures II	_____

DESIGN (STUDIO) COURSES

Required = 6 courses, 28 hours

ARC251X	Architectural Design I	_____
ARC252X	Architectural Design II	_____
ARC351	Architecture Design III	_____
ARC352	Architecture Design IV	_____
ARC451X	Architectural Design V	_____
ARC452X	Architectural Design VI	_____

ARCHITECTURAL TOUR

Required = 1 course, 5 hours

ARC381	Architectural Study Tour	_____
--------	--------------------------	-------

PRECEPTORSHIP

Required = 1600 hours IDP-equivalent office Experience

Required GPA: 3.0

NO GRADE LOWER THAN C ACCEPTED

Student Assessed:

Assessed by:

Date:

II.4 Public Information

All required public information is available at the following url:
<http://www.judsonu.edu/Undergraduate/Architecture/NAAB/>

Part Three (III). Progress Since Last Site Visit

III.1.1. Summary of Responses to the Team Findings [2007]

1. Responses to Conditions Not Met

All conditions were found to be met.

2. Responses to Causes of Concern

Advising/Registration Issues [2007 VTR]:

Advising for architecture students is highly unstructured and inconsistent. Many undergraduate students report having experienced delays related to mis-advisement, continual shifts in assignment of advisors, and/or cancellation of non-architecture courses required for graduation. Students and faculty members are not currently taking advantage of existing college resources such as the registrar's office.

Response from Program [2012 APR]:

In 2009...The faculty agreed to a new advising system where teams of faculty will advise the first two years of students in the pre-professional program, and another team of faculty will advise those students who have been accepted to the professional years of the program. The pre-professional advising will focus on correctly advising students so they are eligible to apply for the admission to third year. The professional advising team will focus on correctly advising students to reach B.A. graduation. Students will have primary advisors and secondary advisors, so no student should ever be in a position where he/she cannot be advised and registered for classes. By having groups of faculty always advising the same levels of students, the faculty will become experts in correctly advising students. The registrar's office has assisted in making this transition.

In 2010...The advising of students has been strengthened by the approach instituted last year. Students know who their advisors are because they are shared amongst their peers. Students report less confusion and frustration with making advising appointments and receiving advising assistance. In a survey offered in the fall 2010, students report general satisfaction with the new system, now in its second year. Additionally, communication between the registrar's office and the department has improved as a result.

In 2011-12...The Program believes this cause of concern has been adequately resolved.

Enrollment Management Issues [2007 VTR]:

The team encourages streamlining in all aspects of student enrollment management (including application review, acceptance, retention, and advisement). The departmental faculty and administration are not taking advantage of the office of admissions, thereby causing duplication of effort and increased workload.

Response from Program [2012 APR]:

In 2009...The entire application process has been turned over to the admissions department with cursory review by the Department Chair. The Chair is working closely with the admissions department to allow the application process to occur as a

singular process. The Department Chair reviews applications on a monthly basis by evaluating transcripts and portfolios from applicants and accepting or denying applicants. This is communicated to the admissions office, and the admissions office follows up with the applicant.

In the case of graduate applicants, a parallel process has been developed where students apply to the University, and applications are forwarded to the department during three application seasons for the Department Chair's review. The rest of the process is similar to undergraduate applications, except that all non-Judson applicants are assessed on a case by case basis for substantial equivalency of NAAB conditions requirements. These applicants are issued a list of "preparatory courses" which meet any SPC or content deficiencies present in their undergraduate experience. The students are classified as Post-BA students and reapply to the graduate program upon completion of their preparatory courses, similar to Judson B.A. applicants.

In 2010...The application process has improved substantially. Because Judson admits students based on academic performance, the role of architecture in the review process is limited. The cursory review by the Department Chair has been removed this year, by the Chair's request. Instead, the Chair is sent a monthly report on admissions actions related to architecture-student intake. The Chair, or his assistant, still provides a one-on-one courtesy interview to all interested prospective students as part of the institutional recruiting practices. Graduate applications increased in 2009, and the process remains the same. The Assistant Chair for graduate programs interviews prospective graduate applicants, and the Chair completes SPC assessment upon admission for students applying from outside the Judson pre-professional degree.

In 2011-12...The Program believes this cause of concern has been adequately resolved.

Faculty Issues [2007 VTR].

- a. Faculty members report high committee loads – often combined with disproportionate advisement loads – which could be exacerbated with increased growth in enrollment without additional resources.
- b. While each faculty member's performance is periodically evaluated in writing, many faculty members are not aware of any process for evaluating their department and division chairs and would like this opportunity.
- c. The program has difficulty in attracting and retaining quality faculty members for adjunct positions, due to a low amount of compensation that has not increased in many years. It appears that the department could ask the provost to calculate adjunct pay by contact hour (rather than by credit hour), that a system for calculating work in this way is already established at the college, and that moving to this system could significantly improve compensation for adjuncts.
- d. The department needs assurance that the position left vacant by the departure of Jack Kremers will be filled beginning next fall.
- e. The teaching load and the position of graduate coordinator left open by Keelan Kaiser assuming the role of interim division chair must be filled appropriately.

Response from Program [2012 APR]:

- a. *In 2009...Committee loads are assigned on an annual basis and are consistent with other faculty on campus. Two new faculty lines have been approved for*

advertisement this year that should provide some relief in terms of committee and advising assignments.

In 2010...While two faculty lines were advertised in 2009-10 for fall 2010 positions, only one line was actually filled due to institutional financial constraints. The department was promised the second line, deferred, for a fall 2011 position. The institution allowed a partial appointment for a second fall 2010 position, with a visiting professor appointee serving as faculty and manager of the Visual Resources Collection. This is a temporary solution, as the faculty member does not have adequate time to conduct research or scholarship. But it is a good temporary solution/compromise. The department was already planning a request for a new faculty line for 2010-11 for a fall 2011 position. Therefore, the department has requested 2 faculty lines for 2010-11 for fall 2011 positions (one deferred from last year and one additional line due to enrollment growth). At this time the department has 8.667 FTE faculty (including the visiting position and the administrators Sartor and Kaiser) serving approximately 180 architecture majors. The 2009 FTE was 6.667, so the department considers this progress; yet more ground needs to be covered to return to 2004 and 2007 student-to-faculty ratios.

In 2011...Two faculty positions were filled in 2011-12 both with the rank of assistant professor. The partial appointment of a faculty member on a visiting assistant professor rank serving also as manager of the Visual Resources Collection continues. This appointee has been given the privilege of processing through the "second year review" as if she were in a tenure-track position. The department requested this privilege, anticipating the possibility that this faculty member may transition into a tenure-track position either here or at another institution and that the process would aid in her professional development.

In 2012...While the department has identified a need for an additional faculty search, the department will not request a faculty line for 2012-13 due to the financial pressures on the institution. A faculty line request will likely be made for AY13-14 assuming enrollments remain stable or increase. The department believes it is adequately staffed at the moment.

- b. *In 2009...The Dean of SoADA has instituted a procedure for the review of Department Chairs, and the CAO has a procedure already in place for the review of Deans. The Department Chairs were allowed input of the review process.*

In 2010-12...The Dean conducted an annual review of the Chair in spring 2010, with faculty and staff invited to respond.

- c. *In 2009...There has been no action on this item to date, but it is on the agenda for this year.*

In 2010...The adjunct pool is probably the strongest it has been since Program inception in 1997. We have made very specific efforts at recruiting adjunct faculty and are particularly focused on international, women and under-represented ethnicity in our recruiting of adjunct and full-time faculty. Several women adjunct architects and urbanists include Jae Cha, Susan Harris, and Jael Breimer. Aaron Greene joined the adjunct ranks this year (African-American licensed architect), and Jaime Torres, a finalist for a full-time position last year, has joined the adjunct ranks this year (Hispanic licensed architect). The Provost, Dean and Chair have updated the policies related to adjunct pay following a survey of approximately 10 other architecture programs and their adjunct pay policies and rates. The result is a load-hours based amount, spread over three tiers of experience levels. This will result in more

competitive adjunct pay, as well as rewarding long-term adjunct contributors to the Program.

In 2011...The subject of adjunct compensation lingers as an evolving but not yet complete process. As mentioned in the 2010 Annual Report, a survey of other programs demonstrated target levels for adjunct pay. The Provost's office approved a load-hours based format, and the department is in the process of bringing long-term adjuncts through the experience tiers of the institution for adjunct faculty. The pay per load hour, however, has not increased to meet the target levels of adjunct pay requested by the department. So this matter is half resolved, with the load-hours component approved by the institution, but not the pay rate per load hour. Given the financial pressures, the department does not expect progress on the second component by the time of the next visit, but continues to press for adjunct pay to increase accordingly.

In 2012...This item remains as it was in 2011.

- d. *In 2009...Two new faculty appointments have been approved for 2010/11 AY. This will bring the FTE faculty up to approximately 8.5 from 6.5 in 2009/10 AY. With anticipated growth in enrollments, however, additional lines may be needed in the near future.*

In 2010...While this position was technically filled, the needs for replacement of subsequent faculty departures and continued enrollment growth leaves this issue on the table. Please see previous comments.

In 2011...Issue resolved with the hiring of two faculty in 2011-12.

In 2012...The combination of flat and somewhat reduced enrollments and the stability of the faculty at the current levels has resulted in adequate staffing levels at the time of this report.

- e. *In 2009...The position of Graduate Program Coordinator was filled for a two-year period (2007/08 – 2008/09 AY) by Royce Earnest, who moved to UWisc. to begin a Ph.D. in 2009. Keelan Kaiser returned from a joint appointment with SAIC in 2009/2010 AY and is serving as Department Chair/Program Administrator. Chris Miller assumed the responsibilities of Graduate Program Coordinator for the 2009/2010 AY while the department reviews its administrative structure. The Program is approved for two faculty positions for 2010/11 and is actively searching for candidates.*

In 2010...The department approved a revised administrative structure this past year that spreads some of the administrative load through two assistant chairs. Previously the structure was Chair and Graduate Program Coordinator, filled temporarily by Chris Miller after the departure of Royce Earnest. The faculty approved the revised structure in summer 2010. Chris Miller was elected and appointed Assistant Chair for Graduate Programs, and Ian Hoffman was elected and appointed Assistant Chair for Undergraduate Programs. These two positions are compensated by additional stipends.

In 2011...No substantial changes have occurred.

Growth [2007 VTR]:

Due to the uniqueness of the college's mission, continued explosive growth in architecture is both an opportunity and a threat. Managed growth is essential, including the appropriation of necessary resources.

Response from Program [2012 APR]:

In 2010...Enrollment growth is a function of space available to house architecture majors and the faculty and resources to serve them. With the new Harm Weber Academic Center as well as a remote freshmen studio in Volkman Hall, the department can sustain as many as 90 new first-year students. The department anticipates a maximum size of 250 students based on space available. The Program is growing toward those goals. Faculty lines and operating expense support for this growth is not keeping up and this is a continued cause of departmental anxiety. Annually, the Chair is communicating by report to the institution the anticipated enrollment and corresponding resources needed to sustain the Program. The Chair and Dean are increasingly involved in resource development.

In 2011...A combination of the sluggish economy and static recruiting numbers has left the department in a position of maintaining current levels of students for the past few years. Growth has not been an issue for the department, as enrollments have remained fairly stable. The department believes that the current full time and adjunct staffing is compatible with current enrollment levels.

The department is concerned with the apparent dropping numbers of new true-freshmen, but is working with enrollment services to right-size new students/transfer ratios.

In 2012...This item remains as it was in 2011.

Financial Assistance [2007 VTR]:

Every effort should be made to provide adequate financial assistance in the form of scholarships and teaching assistantships, particularly for graduate students.

Response from Program [2012 APR]:

In 2010...There have been no substantial institutional changes in this area since the 2007 VTR noted the issues. While some assistance exists, more is necessary to become competitive with other programs. At the program level, the Dean, Chair and Assistant Chairs are working with the development office of the institution and the architecture professional advisory council to establish scholarship and awards programs for students.

In 2011...There is not much new to report in this area with the exception that two small initiatives are underway to develop Architecture Endowment (which is used primarily for student awards and scholarships). First, an alumnus of the university donated property to the department, and the department is using this residential property as an all-school community improvement project with proceeds slated for minority scholarships. Second, Jack Kremers, long-time contributor to the department, has agreed to support the department as a development officer.

In 2012...Sartor, Kaiser and Kremers have begun working with Institutional Advancement to strengthen the student scholarship endowment fund. Kaiser attended the ACSA Development Training session at the ACSA Annual Meeting and

reported to the University some strategies worth pursuing. Still, this area has a long way to go, and everyone realizes it.

Information Technology Support [2007 VTR]:

The department currently has no dedicated IT personnel. The demands will increase in the new buildings, making it absolutely essential to provide this staffing.

Response from Program [2012 APR]:

While noted as a cause of concern in 2007, this area has improved greatly without the need to add a dedicated staff person. The IT services provided by the University are centrally managed, and the size of the Program does not quite warrant a staff person, as assistance is readily available. In particular, the IT department workflow and support has substantially improved over the last few years in particular. Since the Program does not require digital equipment until the end of the second year, the volume of assistance is that much less. The digital media lab is quickly becoming a media output lab as opposed to a traditional computer lab.

At the same time, we have begun discussions about the evolving role of the Visual Resource Collection and the Director and its relationship to IT-related issues. It may very well be that some of the tasks of the VRC Director may take on Fabrication Assistance, Media Input and Output, and other nascent technology support from within the department and school. Regardless, this area is no longer a concern for the department, with the exception of its connection to long-term planning as noted.

III.2.1 Summary of Responses to Changes in the NAAB Conditions

The most substantial impacts on the Judson program in terms of the conditions changes in 2009 have to do with curriculum development and review. The changes in higher education, especially with transfer students increasing in the Chicago area, have forced the Program to look carefully at transfer impact on the accredited degree. Many of the SPC in 2007 have moved up to higher levels in the curriculum, 3rd year-6th year as a result of quality control measures. A summer bridge studio has been introduced to provide support to transfer students in terms of placement. As a result, the SPC tend to fall in the 3rd and 4th years of the program, where before they were spread out more liberally.

The planning components of the 2009 Conditions provide a framework for programs to plan for change, document changes, and assess those changes. The Program has found this a helpful outline to work within for curriculum development as well as continuous improvement of the Program.

Part Four (IV). Supplemental Information

1. Course Descriptions

ARC101 Shop Stewardship Materials and Processes

1 Credit

Course Description (limit 25 words):

Introduction to a wide range of materials and their manipulation with hand and power tools, cutting, assembly and finishing in a model shop setting. Introduction to architectural models and flat work.

Course Goals & Objectives (list):

The purpose of this class is to familiarize students with the tools and processes used in the work shop. To meet that goal, the class will consist of lectures about, and hands-on demonstrations of, various shop equipment, along with discussion about work strategies that can be employed in the pursuit of a safe, successful project. This body of knowledge will allow students to successfully complete not only the work required as a part of ARC101, but will also apply equally to future projects undertaken as a part of the curriculum in the School of Art, Design, and Architecture (SoADA). Above all, this course is designed to teach students how to work in the shop in a safe manner.

Student Performance Criterion/a addressed (list number and title):

None, Introduction to various Student Performance Criteria only

Topical Outline (included percentage of time in course spent in each subject area):

Shop operation and rules: 15%
Safety with equipment: 15%
Project planning: 15%
Woodworking fundamentals: 20%
Basic wood joinery: 20%

Prerequisites:

None

Textbooks/Learning Resources:

SoADA Model Shop Safety Manual

Offered (semester and year):

Fall & Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

D.Amundson

ARC122 Communication and Architectonics

4 Credits

Course Description (limit 25 words):

Graphic and spatial communications through a series of short, 2D and 3D composition explorations; developing the conventions of diagram, plan, section, elevation and model.

Course Goals & Objectives (list):

Architectonics: exploring the interplay of solid - void - light and discovering how spatial composition can be created in three dimensions with substance and authenticity.

Parti: learning how to graphically communicate essential concepts from a design through explorations in basic two-dimensional media.

Drawing Conventions: developing formal technical drawing skills that lead to an understanding of the link between two-dimensional and three-dimensional design.

Craft and Making: learning how to develop, organize, and present a design project, in both two (drawings) and three-dimensions (models) for process critique and final review.

Student Performance Criterion/a addressed (list number and title):

None, Introduction to various Student Performance Criteria only

Topical Outline (included percentage of time in course spent in each subject area):

Conventions: 25%
Projects of Discovery: 25%
Culmination: 50%

Prerequisites:

DES121

Textbooks/Learning Resources:

Creation in Space Vol. 1, 2nd Edition, by Jonathan Friedman. K & H Publishers, 1999, ISBN-13: 978-0787223830

Architecture: Form, Space & Order, 3rd Edition, by Francis D. K. Ching, Wiley Publishers, 2007, ISBN-13: 978-0471752165

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Harris, Lindsey, Cha, Burtelson

ARC222 Construction Tectonics and Assemblies

3 Credits

Course Description (limit 25 words):

Introduction to the role of the architect, building and zoning codes, and building systems with an emphasis on wood light frame construction and assemblies typical of residential buildings. Systems and assemblies studied include wall, roof and foundation enclosure, structural, HVAC, and electrical.

Course Goals & Objectives (list):

ARC 222 is the first in a sequence of courses designed to provide an overview of the essential methods and materials for designing, detailing, and assembling buildings of various construction types. It is a class that embarks on the process of developing a student's practical vocabulary, knowledge, and understanding of architecture through reading, lectures, assignments, guest speakers, site visits, and in class application. The content is broad and many different applications of materials, systems, and construction types will be introduced. Architectural practices and methods will be explored through the perspective of performance concerns and construction concerns. Performance concerns that reflect the usability of a building i.e. how the building performs in case of fires, building movement, thermal migration, air migration, water vapor, and water leakage, acoustical privacy, deterioration and decay, and overall building maintenance. Construction concerns are those that relate to how a building is constructed safely, on time, on budget, with a specific level of quality. How is building construction sequenced, what are climatic concerns, how are components fitted together, how is quality assured – all of these are directly under the purview of the design professional.

Student Performance Criterion/a addressed (list number and title):

None, Introduction to various Student Performance Criteria only

Topical Outline (included percentage of time in course spent in each subject area):

Building Codes: 10%
Building Foundations: 15%
Wood Building Construction: 55%
Brick Masonry Construction: 20%

Prerequisites:

None

Textbooks/Learning Resources:

Allen, Edward and Joseph Iano. Fundamentals of Building Construction: Materials and Methods, Fifth Edition., New York: John Wiley & Sons, 2007.
Allen, Edward and Joseph Iano. Exercises in Building Construction, Fifth Edition.
New York: John Wiley & Sons, 2007.

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Gallagher

ARC231 History of Architecture I

3 Credits

Course Description (limit 25 words):

The establishment of building traditions throughout the globe, emphasizing the means by which attitudes about environment, ecology, religion, government and leisure contribute to decisions about place, context, materials and methods of structural and ornamental design, Focus on the canon and customs from the ancient Mediterranean to medieval Europe, with additional studies on the Fertile Crescent, India, Japan and China, and Muslim empires.

Course Goals & Objectives (list):

Student Performance Criterion/a addressed (list number and title):

A.1. Communication Skills: Students in ARC 231 are presented with a variety of materials that communicate the content of the class. This includes lectures illustrated with images, textbooks (secondary literature), historical documents distributed in class (primary literature) and links to internet sites that focus on new discoveries in content areas addressed by the class. In small group discussions the students must communicate verbally with one another to share ideas emanating from readings. Students complete short essays for exams and out-of-class homework that can be written or graphic.

A. 9. Historical Traditions and Global Culture: Students in ARC 231 are exposed to a broad range of architecture from the prehistoric, ancient and medieval periods, in North and Central America, Europe, Africa, the Middle East, India, China and Japan. Buildings, and their builders, are discussed in terms of their response to cultural and religious values, political character, climate, geography and natural resources. Exams and assignments ask pointed questions that relate these cultural traditions with architectural developments.

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites:

None

Textbooks/Learning Resources:

Amundson. "ARC 231 Lecture Guide/Excerpts" (available on ARC 231 Blackboard site)
Fazio, *et. al. Buildings Across Time*; McGraw Hill. ISBN: 0-07-305304-X (3rd ed.)
Curl. *Dictionary of Architecture*; Oxford University Press. ISBN 0-19-860678-8

Offered (semester and year):

Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

J. Amundson

ARC232 History of Architecture II

3 Credits

Course Description (limit 25 words):

Developments within, and in, response to, building traditions that emphasize the response of architects to changes in intellectual culture, religious belief and practice, technology and social structures beginning in the fifteenth century. Focus on the transformation of architectural literacy and professionalism among practitioners in Europe, its colonies, and the US.

Course Goals & Objectives (list):

Historical development of Western architecture
"Data" connected with a selection of specific buildings and their makers
Professional terminology specific to technique, style, material and structure
Chronological relationships of historical events, people and buildings
Themes developed by the most important writers of architectural theory
The cultural values revealed in architecture dating from the Renaissance to the contemporary periods

Student Performance Criterion/a addressed (list number and title):

None, Introduction to various Student Performance Criteria only

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites:

ARC231

Textbooks/Learning Resources:

Jhennifer A. Amundson. Course materials for ARC 232
James Stevens Curl. *Oxford Dictionary of Architecture*. Oxford: 2006
Marian Moffett, Michael Fazio and Lawrence Wodehouse. *Buildings across Time: An Introduction to World Architecture*. McGraw-Hill: 2004

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Amundson

ARC251 Heuristics and Architectonics

4 Credits

Course Description (limit 25 words):

Introduction to concept generators and heuristic design process through architectonic explorations.

Course Goals & Objectives (list):

This course will focus on the application of basic design elements to architectural problems. How does one generate these design elements? How does one find, in the physical elements of built form, the ideas and organizing principles that give richness to human habitation and the interaction of people with their environment? It will draw on the abstract, graphic, and architectonic principles investigated in DES121 and ARC122. The course will extend those concepts into a more specific architectural environment. The methodology will be the same: learning by making, iterative study of solutions, and investigating design as a process of discovery. The broad objectives of this course, as defined in the program description are to develop the following skills:

- 1 Fundamental Design Skills
- 2 Graphic Skills
- 3 Critical Thinking and Research Skills
- 4 Verbal and Writing Skills
- 5 Program preparation and Understanding
- 6 Analysis of site conditions

Student Performance Criterion/a addressed (list number and title):

None, Introduction to various Student Performance Criteria only

Topical Outline (included percentage of time in course spent in each subject area):

Wall Project: 33%
Cube Project: 33%
Integrative Project: 33%

Prerequisites:

ARC122

Textbooks/Learning Resources:

Yee, Rendow. Architectural Drawing. ISBN 978-0471793663.
Zumthor, Peter. Thinking Architecture. ISBN 978-3034605854.

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Burtelson, Cha, Harris, Lindsey

ARC252 Architectural Design Explorations

4 Credits

Course Description (limit 25 words):

Explorations of architectural strategies in space, place, site, massing and tectonics including an introduction to digital modeling and fabrication.

Course Goals & Objectives (list):

The basis of this course will link the concept of basic "Architectonic Design Principles" (DES121, ARC122, & ARC251) to an "Architectural Design Resolution." Though the main objectives are still focused upon "poetic expression", the design studio will continue addressing the issues of concept-form and tectonics in order to understand the implication of an assembly of objects toward a whole. The focus of design will be to:

In ARC252 studio, specific hypotheses related to concept-form investigations will be explored and tested by means of studio projects. The series of Design Projects and discussions will facilitate the mastery of the following outcomes:

- Parti – Mastery in conventional graphic communication media
- Architectonics – Mastery in assembly of objects toward a whole
- Drawing Conventions – Mastery of conventional representation
- Craft and Making – Mastery of delineation and constructions
- Creativity – Mastery of basic elements of critical thinking in design
- Theological – Mastery of basic interface of faith and discipline

Student Performance Criterion/a addressed (list number and title):

None, Introduction to various Student Performance Criteria only

Topical Outline (included percentage of time in course spent in each subject area):

Engage issues of Form, Space, Transparency and Tectonic: 33%
Understanding Design through analytical drawings, diagrams, models: 33%
Approach all design phases with heuristic thinking that maintains a continuous dialogue between intentions and reasoning, focusing on divergent thought, rather than the application of a prescriptive method: 33%

Prerequisites:

ARC251

Textbooks/Learning Resources:

Ching, Francis. "Building Construction Illustrated", Wiley, 2008.
Unwin, Simon. "Analysing Architecture", Routledge, 2009.

Offered (semester and year):

Every Spring and Summer

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Burtelson, Cha, Harris, Lindsey

ARC310 Digital Design Simulation

3 Credits

Course Description (limit 25 words):

Develops critical approaches to theories of digital design, fabrication, simulation and information modeling emphasizing the changing role of integrated design and analysis.

Course Goals & Objectives (list):

The focus of this course is the comprehension of principles of architectural representation and the application of those principles using digital media. The course begins by exploring visual principles and informational graphics to form a theoretical basis for applying the technical skills of two-dimensional and three-dimensional digital modelling and output. Students apply knowledge of architectural drawing conventions in digital contexts while learning new means of representing space, form, light, and material with the aid of computer software. The course culminates in the arrangement of images and text in a two-dimensional, printed composition that highlights digital skills and principles of graphic representation. The student should be competent in the use of three-dimensional modeling and publishing software upon completion of this course.

The lecture time consists primarily of skills instruction, technique application, project assignment content, occasional group exercises, and discussion of reading assignments. Each lecture session builds on material previously presented, as well as in-class examples and answers to questions.

The lab time is designed for tutorials, skills instruction, technique application, hands-on project assignment work, additional project assignment information and instruction, as well as, individual question/problem solving time.

Student Performance Criterion/a addressed (list number and title):

A.1. Communication Skills
A.3. Visual Communication Skills

Topical Outline (included percentage of time in course spent in each subject area):

Project Assignments: 60%
Reading Assignments: 20%
Midterm Exam: 10%
Final Exam: 10%

Prerequisites:

Third year placement

Textbooks/Learning Resources:

Tufte, Edward R., *Envisioning Information*, Graphics Press, ISBN 0-961391-1-8

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Burtelson, Lauriat

ARC321 Theories of Environmental Stewardship

3 Credits

Course Description (limit 25 words):

Introduction to the ecological and environmental systems issues of architectural design, Lectures and problems related to vernacular and environmental principles that impact architecture.

Course Goals & Objectives (list):

Understanding of sustainable design principles in architecture.

Skills in the principles and behavior of passive (solar) and active (HVAC) systems in buildings.

Ability of using techniques that maximize thermal comfort, safety & energy-efficiency in buildings

Student Performance Criterion/a addressed (list number and title):

B.3. Sustainability

(with orientation to numerous Realm B and C SPC)

Topical Outline (included percentage of time in course spent in each subject area):

Lecture: 80%

Projects: 20%

Field Trips: 5%

Prerequisites:

MAT211

PHY237

Third year placement

Textbooks/Learning Resources:

Lechner, Norbert. 2009. Heating, Cooling, Lighting: Sustainable Design Methods for Architects, 3rd Edition. New York: John Wiley & Sons. ISBN: 978-0-470—4809-2

Grondzik, Walter T., Alison G. Kwok, Benjamin Stein and John S. Reynolds. 2010. Mechanical and Electrical Equipment for Buildings, 11th Edition. New York: John Wiley & Sons. ISBN: 978-0-470-19565-9

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Ogoli

ARC322 Advanced Construction Tectonics and Assemblies

3 Credits

Course Description (limit 25 words):

Continues the exploration of the role of the architect, building codes, and building systems with an emphasis on construction and assemblies typical of commercial buildings. Systems and assemblies studied include wall, roof, and structural. Material exploration and utilization includes concrete, steel, and glass curtain wall. Student project includes a scaled building enclosure model.

Course Goals & Objectives (list):

ARC 322 Advanced Construction Tectonics and Assemblies is the second in a sequence of courses following ARC 222. Students continue to develop practical vocabulary, knowledge, and understanding architecture through readings, lectures, guest speakers, project site visits, in class application, workbook assignments, and exams. Students gain a working knowledge of the methods and materials for designing, detailing, and assembling building structural system and building envelopes of commercial and institutional buildings. Many different applications of materials, systems and construction types are introduced and examined.

Student Performance Criterion/a addressed (list number and title):

B.10 Building Envelop Systems
B.12 Building Materials and Assemblies

Topical Outline (included percentage of time in course spent in each subject area):

Building Codes: 10%
Stone Masonry Construction: 20%
Steel Building Construction: 25%
Concrete Building Construction: 25%
Roofing Systems: 10%
Curtain Wall Systems: 10%

Prerequisites:

ARC222
Third year placement

Textbooks/Learning Resources:

Allen, Edward and Joseph Iano. *Fundamentals of Building Construction: Materials and Methods, Fifth Edition*. New York: John Wiley & Sons, 2007

Allen, Edward and Joseph Iano. *Exercises in Building Construction, Fifth Edition*. New York: John Wiley & Sons, 2007

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Gallagher

ARC341 Theories of Architectural Structures

4 Credits

Course Description (limit 25 words):

An introductory course in statics and strength of materials for architects, with a specific focus on the conceptual relationships between structure and form. Structural concepts including static systems, tension/compression, bending and shear stress, combined stresses, strain, cross-sectional considerations, and the physical behavior of structural materials will be addressed abstractly.

Course Goals & Objectives (list):

This lecture course is an introduction to architectural statics and strength of materials. The statics portion [first half] covers concepts of structural systems in equilibrium; axial forces, transverse forces, analysis of concentrated and distributed loads, rigid bodies, cables systems and trusses. The strength of materials portion [second half] covers concepts of stress, strain, deflection, bending moments and shear forces in structural members. In addition, special topics lectures will be interspersed throughout the semester.

Student Performance Criterion/a addressed (list number and title):

B.9 Structural Systems

Topical Outline (included percentage of time in course spent in each subject area):

Basic structural properties: 30%
Stress, strain, bending and shear: 40%
Column analysis: 15%
Timber: 15%

Prerequisites:

MAT211
PHY237
Third year placement

Textbooks/Learning Resources:

Onouye, Barry and Kevin Kane. Statics and Strength of Materials for Architecture and Building Construction, Third Edition. Pearson Prentice Hall: New Jersey, 2007.

Sandaker, Bjørn, et al. The Structural Basis of Architecture, Second Edition. Routledge: London, 2011.

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Hoffman

ARC351 Intermediate Architecture Design Studies

5 Credits

Course Description (limit 25 words):

Intermediate design method and systems thinking in the context of phenomenological explorations of light, material and form. Students explore poetic optimism in the creative enterprise in problems related to the natural environment and the interface of humans with each other and all of creation.

Course Goals & Objectives (list):

Communicate and represent the interactions between the experience of architecture and its formal order.

Given a prescribed building program, develop and concisely communicate [visually and verbally] an architectonic proposal addressing spatial organization, scale+articulation, material+texture, urban+social context.

Analyze and evaluate a building's siting and context within a medium density urban condition.

Exhibit foundational research skills toward a specific building type and urban condition.

[Propose, consider and conceptually develop a structural approach to a building design].

[Begin to] consider building cladding, glazing and exterior systems.

Demonstrate a high level of craft in site, building and detail models.

Introduce the use of digital technologies into design and visualization work.

Student Performance Criterion/a addressed (list number and title):

A.6 Fundamental Design Skills

A.8 Ordering Systems Skills

B.4 Site Design

C.2 Human Behavior

Topical Outline (included percentage of time in course spent in each subject area):

Research: 15%

Schematic: 30%

Development: 55%

Prerequisites:

ARC252

Third year placement

Textbooks/Learning Resources:

Pallasmaa, Juhani. The Eyes of the Skin: Architecture and the Senses. West Sussex: John Wiley & Sons, 2005.

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Harris, Hoffman, Gallagher, Lauriat

ARC352 Elective Architecture Design Studies

5 Credits

Course Description (limit 25 words):

Intermediate design method and systems thinking in an open-elective studio approach. This non-prescriptive studio allows alternative exploration of design subject at the discretion of the design studio critic.

Course Goals & Objectives (list):

Varies

Student Performance Criterion/a addressed (list number and title):

None, open elective studio without SPC designation

Topical Outline (included percentage of time in course spent in each subject area):

Varies

Prerequisites:

ARC351
Third year placement

Textbooks/Learning Resources:

Varies

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

J. Amundson, Frost, Gallagher, Hoffmam, Lauriat

ARC381 Architectural Study Tour:

5 Credits

Course Description (limit 25 words):

Observe and analyze selected European urban sites and architecture using various methods and media. Visits to museums may be included. On-site design project may be featured.

Course Goals & Objectives (list):

Directly experience and engage European cities, city plans, and urbanism from large metropolises to smaller cities.
Broaden architectural understanding through the specific consideration of place, urban condition, historical context, scale, material and connection by way of observation as well as sketch/watercolor documentation and representation.
Directly experience and engage seminal ancient, renaissance, post-renaissance, modern and contemporary buildings, structures and artworks.
Observe and participate in a non-North American urban|social|cultural context.
Advance sensory observational skills and document experiences through drawn/painted images and writing.
Advance sketching skills using different media.
Advance watercolor rendering skills.

Student Performance Criterion/a addressed (list number and title):

A.10 Cultural Diversity

Topical Outline (included percentage of time in course spent in each subject area):

Site visits: 50%
Analysis and Drawing: 50%

Prerequisites:

Third year placement

Textbooks/Learning Resources:

Bilbiesi, Graphic Journaling, Kendall Hunt Publishing, 2009

Offered (semester and year):

Every Summer

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

J. Amundson, Harris, Hoffman, Lindsey, Miller

ARC421 Environmental Technology II

3 Credits

Course Description (limit 25 words):

Environmental systems that are part of architecture including acoustics, electric lighting and day lighting. Lectures and problems that integrate these systems in architecture will be discussed.

Course Goals & Objectives (list):

Understanding of sustainable design principles in architecture
Skills in the principles and behavior of sound and noise control strategies in buildings.
Ability of using techniques that maximize natural daylight and lighting systems in buildings

Student Performance Criterion/a addressed (list number and title):

B.8 Environmental Systems (introduction)
B.11 Building Service Systems (introduction)

Topical Outline (included percentage of time in course spent in each subject area):

Acoustics: 35%
Electrical: 65%

Prerequisites:

ARC321
Third year placement

Textbooks/Learning Resources:

Grondzik, Walter T., Alison G. Kwok, Benjamin Stein and John S. Reynolds. 2010. Mechanical and Electrical Equipment for Buildings, 11th Edition. New York: John Wiley & Sons. ISBN: 978-0-470-19565-9

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Ogoli

ARC422 Environmental Technology III

3 Credits

Course Description (limit 25 words):

A comprehensive overview of environmental systems that serve large buildings including HVAC, electrical transportation, communication and water systems.

Course Goals & Objectives (list):

Strategies for sustainable design (analysis)

Skills in the principles and behavior of passive solar and active (HVAC) systems in large buildings.

Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

Student Performance Criterion/a addressed (list number and title):

B.8 Environmental Systems

B.11 Building Service Systems

Topical Outline (included percentage of time in course spent in each subject area):

HVAC: 40%

Fire Safety: 10%

Plumbing: 30%

Electrical/Conveyance: 20%

Prerequisites:

ARC421

Third year placement

Textbooks/Learning Resources:

Grondzik, Walter T., Alison G. Kwok, Benjamin Stein and John S. Reynolds. 2010. Mechanical and Electrical Equipment for Buildings, 11th Edition. New York: John Wiley & Sons. ISBN: 978-0-470-19565-9

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Ogoli

ARC435 Case Studies in Architecture: History and Theory

3 Credits

Course Description (limit 25 words):

Topics in the history of architecture that span two periods of significant technological change. Investigating the variety of responses by architects to the potentials of industrialization and digitization, including aesthetics, construction, communication and professionalization, in the midst of social religious c economic and political changes.

Course Goals & Objectives (list):

Recognition of canonical buildings and related data
Ability to make reasoned speculation concerning date and location of "unknown" buildings
Awareness of the main contours of development in European and American architectural practice and theory
Fluency in the language of architecture, including terms specific to technique, style and structure
Awareness of architecture's historical development in the United States and Europe *especially in terms of technological change and the centrality of people as agents of change*
Understanding of the relationships of historical events to people and objects
Ability to think critically about and express architectural values
Familiarity with the cultural values revealed in architecture

Student Performance Criterion/a addressed (list number and title):

A.1 Communication Skills
A.9 Historical Traditions/Global Culture
A.10 Cultural Diversity

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites:

ARC231
ARC232
Third year placement

Textbooks/Learning Resources:

Barry Bergdoll, *European Architecture 1750-1890* (Oxford: 2000) ISBN13: 9780192842220
Alan Colquhoun, *Modern Architecture* (Oxford, 2002) ISBN13: 9780192842268
Mark Gelernter, *A History of American Architecture* (University Press of New England: 2001)
ISBN-10: 1584651369

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

J. Amundson

ARC441 Advanced Architectural Structures

4 Credits

Course Description (limit 25 words):

Structural design and analysis of buildings, for architects, including steel, concrete, timber and long-span structures. Applications of concepts of tension/compression, bending and shear stress, combined stresses, structural connections, load resolution, member sizing and wind loading on multi-story buildings. Course content addresses traditional as well as current techniques, applications, materials and methods for designing structural solutions.

Course Goals & Objectives (list):

This course is a continuation of the themes presented in ARC341. The majority of the course will concentrate on the design of steel and concrete structures. The steel portion of the class will focus on the design of beams, columns and steel connections. The concrete portion of the class will study mix design, beam design and prestressed concrete. In addition, special topics will be discussed including wind and seismic loads.

Student Performance Criterion/a addressed (list number and title):

B.9 Structural Systems

Topical Outline (included percentage of time in course spent in each subject area):

Steel: 50%

Concrete: 50%

Prerequisites:

ARC341

Third year placement

Textbooks/Learning Resources:

Steel Construction Manual, 14th Edition – American Institute of Steel Construction

Offered (semester and year):

Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Domel

ARC451 Integrative Architectural Design Studies I

5 Credits

Course Description (limit 25 words):

Advanced integrated architectural design thinking and making with particular considerations of light, structure, acoustics, and material in the shaping of educational and/or ecclesiastical environments that include assembly spaces.

Course Goals & Objectives (list):

A design problem(s) that extends and develops issues of programming, the physical and cultural context, site and building type analysis in the sustainable design of institutional building types including a church and a school. Understanding and application of the principles of sustainability, construction (medium-scale methods, materials, systems, documentation, building codes/zoning ordinances, and cost estimating), building systems, history and theory, are integrated through sketch and developed design solutions. The course will prepare the student to execute a comprehensive church or school project. Upon successful completion of the course, the student should be able to present a clear and understandable parti, a rigorously developed design, and thorough representation between plan, section, and elevation. The student will be increasingly competent in manual and digital (ACAD, REVIT, Sketch Up) graphic skills by the completion of the course. The course will rely heavily on both analogue and digital representational media including drawing, graphics, and physical modelmaking.

Student Performance Criterion/a addressed (list number and title):

- | | |
|--|-------------------------------|
| A2. Critical Thinking Skills | A4. Technical Documentation |
| A5. Investigative Skills | A6. Fundamental Design Skills |
| A7. Use of Precedents | A8. Ordering Systems Skills |
| A9. Historical Traditions / Global Culture | B2. Accessibility |
| B3. Sustainability | B4. Site Design |
| B5. Life Safety | B6. Comprehensive Design |
| B8. Environmental Systems | B9. Structural Systems |

Topical Outline (included percentage of time in course spent in each subject area):

Sketch problem: 10%

Research/ precedent/ sustainability strategies/ program/ masterplan/ schematic design: 50%

Design development: 40%

Prerequisites:

ARC352

Textbooks/Learning Resources:

The Bible. Revised Standard Version 1989 NCCC

The Architect's Studio Companion. Allen, Edward and Lano, Joseph. Fourth edition, 2007

ISBN 978-0-471-73622-6 John Wiley and Sons

Sustainable Design. Vallero, Daniel and Brasier, Chris John Wiley & Sons 2008 ISBN 978-0-470-13062-9

Offered (semester and year): Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Jaeger, Kaiser, Martin, Randall

ARC452 Integrative Architectural Design Studies II

5 Credits

Course Description (limit 25 words):

Advanced integrated architectural design thinking and making with particular considerations of building envelope, environmental systems, life safety, accessibility, conveyance, and sit in the shaping of public oriented building type.

Course Goals & Objectives (list):

This is the final design studio course in the undergraduate 4 year design sequence. The singular course project serves as the context for intense integrative design study as well as the "bridge" to the students one year preceptorship in a professional office.

Student Performance Criterion/a addressed (list number and title):

A2. Critical Thinking Skills	A4. Technical Documentation
A5. Investigative Skills	A8. Ordering Systems Skills
A9. Historical Traditions / Global Culture	B2. Accessibility
B3. Sustainability	B4. Site Design
B5. Life Safety	B6. Comprehensive Design
B8. Environmental Systems	B9. Structural Systems
B10. Building Envelop Systems	

Topical Outline (included percentage of time in course spent in each subject area):

Research/ precedent/ sustainability strategies/ program/ masterplan/ schematic design: 50%
Design development: 50%

Prerequisites:

ARC421
ARC451

Textbooks/Learning Resources:

The Architect's Studio Companion, Allen, Edward and Lano, Joseph. Fourth edition, 2007 ISBN 978-0-471-73622-6 John Wiley and Sons
Building type basics for office buildings. Kohn and Katz. 2002, John Wiley & Sons
Office Buildings: A design manual: Hascher, Jeska and Klauck. 2002 ISBN 3-7633-6650-8 Birkhauser
Precedents in Architecture: Clark, Rodger H. Van Nostrand Reinhold Co. Inc. (current edition)
The Green Studio Handbook: Kwok and Gronzik. London: Architectural Press, 2007
Designing the Exterior Wall - An Architectural Guide to the Vertical Envelope: John Wiley & Sons, 2005
Building Envelopes - An Integrated Approach: Lovell, Jenny. Princeton Architectural Press, 2009
Contemporary Curtain Wall Architecture: Murray, Scott. Princeton Architectural Press, 2009

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Gallagher, Ogoli, Jaeger

ARC462 Preceptorship Preparation

1 Credit

Course Description (limit 25 words):

The course prepares students for internship and preceptorship experiential learning as students complete the undergraduate program. Students explore histories of practice and professionalization, the topographies of contemporary practice, and strategies for professional development.

Course Goals & Objectives (list):

Student Performance Criterion/a addressed (list number and title):

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites:

Textbooks/Learning Resources:

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Kaiser (new course, first offered Spring 2013)

ARC556 Architectural Practice, Leadership and Ethics

2 Credits

Course Description (limit 25 words):

An introduction to and survey of the professional practice of architecture. Course content includes a reflection upon the Preceptorship program, a survey of the history of professional practice, a review of the policies of NCARB, IDP, local and national AIA, a familiarization with the various routes to licensure, exposure to a variety of practice types and career paths within the board context of professional practice.

Course Goals & Objectives (list):

This is the first in a sequence of courses offering an overview of the practice of architecture. Students returning from their Preceptorships are given assignments specifically requiring students to reflect upon and understand their experiences through the lens of professional Practice, Leadership, and Ethics. Included in the course is a survey of the history of the "architect" giving students a broad perspective of the earliest development of the role of the architect into today's modern conception of the architect as professional. Students are also required to consider and prepare for the path to licensure through lectures on NCARB's IDP, the Architect Registration Exam, and specific State of Illinois requirements. Students are given the assignment to consider the many paths to licensure through interviews of faculty in the School of Architecture who are licensed architects. The class also requires students to consider the ethical practice of architecture with readings, assignments, and in class discussions analyzing a series of case studies that result in student generated response papers.

Student Performance Criterion/a addressed (list number and title):

C.6 Leadership
C.8 Ethics and Professional Judgment

Topical Outline (included percentage of time in course spent in each subject area):

Preceptorship Review: 25%
History of Professional Practice: 25%
Ethics and Leadership: 50%

Prerequisites:

ARC561 & ARC562

Textbooks/Learning Resources:

Kostof, Spiro. *The Architect: Chapters in the History of the Profession*, Berkley and Los Angeles: University of California Press, 2000.
Wasserman, Barry. *Ethics and the Practice of Architecture*. New York: John Wiley & Sons, 2000.

Offered (semester and year):

Every Summer

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Gallagher, Kaiser

ARC575 Community Outreach Studio

4 Credits

Course Description (limit 25 words):

Advanced design studio positioning community outreach and Christian engagement as a vehicle for environmental and social justice.

Course Goals & Objectives (list):

The current movement in architecture embraces the need for economical stewardship of resources. In today's world, minimal resources must be maximized for substantial impact in all types of communities. The goal of the studio is to meld economy and functionality with elegance and beauty. We will investigate "facade" design strategies that can be adapted to a diverse variety of building projects in the developing and developed world—anything from a church in remote Mongolia to a school in Chicago. The initial "form" of the building will be pre-determined from abstract generic volumes. The design task will be to explore transportable "facade" designs for multiple typologies through affordable construction means and methods, expanding design thinking in the context of flexible global designs. Each façade design will be responsive to climate, sustainable and material strategies, and public/private, and interior/exterior conditions.

Student Performance Criterion/a addressed (list number and title):

C.1 Collaboration
C.3 Client Role in Architecture
C.9 Community and Social Responsibility

Topical Outline (included percentage of time in course spent in each subject area):

Theme study 10%
Tropical Climate Design 20%
Temperate Climate Design 20%
Polar Climate Design 20%
Final 20%
Overall Attendance, Participation, and Leadership/Self-Directed Work 10%

Prerequisites:

Graduate placement

Textbooks/Learning Resources:

In class reading excerpts and handouts.

Offered (semester and year):

Every Summer

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Cha, Gallagher

ARC580 Programming and Research Methods in Architecture

4 Credits

Course Description (limit 25 words):

This course is an introduction to architectural programming, project scheduling, cost estimating, and case study research. Students will produce a research and program compendium in preparation for the Cumulative Studio or Thesis project.

Course Goals & Objectives (list):

Analysis of foundations for architectural programming
Preliminary site analysis
Team projects
REVIT applications and programming
Precedent studies
Research methodologies

Student Performance Criterion/a addressed (list number and title):

A.11 Applied Research

B.1 Pre-Design

Topical Outline (included percentage of time in course spent in each subject area):

Programming Methods: 40%
Research Methods: 38%

Prerequisites:

Graduate Placement

Textbooks/Learning Resources:

Offered (semester and year):

Every Summer

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Randall, Kaiser

ARC410/610 Advanced Digital Simulation

3 Credits

Course Description (limit 25 words):

Advanced exploration of theories of digital design informing all stages of architectural production. Facilitates exploration of analytical, parametric, environmental and material dimensions of digital design in architecture.

Course Goals & Objectives (list):

Extend digital and representational capabilities through digital modeling and application in Rhinoceros and Grasshopper platforms.
Effectively create simple to intermediate level parametric models.
Use Rhino effectively to create simple scripts.
Use Rhino as a fabrication interface for the laser cutter and the 3D printer.

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline (included percentage of time in course spent in each subject area):

3D Precedent Model	10%
Rhino Parametric Modeling	20%
Grasshopper Redux	20%
2D Fabrication	20%
Synthesis	20%
Diagram and Rendering	10%

Prerequisites:

ARC310
Third year placement

Textbooks/Learning Resources:

Lynn, Gregg. Animate Form. Princeton: Princeton Architectural P, 1999. 1-44.
Terzidis, Kostas. Algorithmic Architecture. Oxford: Elsevier, 2006. selected pages.
ARC410/610 Supplement Handouts

Offered (semester and year):

Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Burtelson, Lauriat

ARC411/611 Advanced Digital Simulation II

3 Credits

Course Description (limit 25 words):

Advanced exploration of digital systems, analysis and practices in Building Information Modeling that inform all stages of architectural production. Facilitates the exploration of analytical, environmental and integrated dimensions of digital design in architecture.

Course Goals & Objectives (list):

Explore the techniques and tactics that allow architects to fluidly navigate the constant conception/representation undulation of the design process.
Extend representational capabilities through various means of visual, spatial, and formal constructs; as particularly related to the concepts of Building Information Modeling (BIM) and graphical presentation.
Refine use and skills in advanced 3-D techniques for modeling, lighting, material application and compositing.
Provide a broad understanding of current digital rendering and fabrication techniques.

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline (included percentage of time in course spent in each subject area):

Conceptual Modeling Environment	10%
Adaptive Components	20%
Parameters-Making Rigs	10%
Workflows	10%
Conceptual Energy Analysis	20%
Advanced Rendering	20%
Fabrication	10%

Prerequisites:

ARC310
Third year placement

Textbooks/Learning Resources:

Autodesk 2012 AOTC Revit Advanced Handbook, Autodesk Publishers, 2012
Cusson, Roger. Autodesk 3ds Max Design 2012 Essentials. Autodesk. 2012.
ARC411/611 Supplement Handouts

Offered (semester and year):

Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Burtelson, Lauriat

ARC416/616 Architectural Rendering in Watercolor

3 Hours

Course Description (limit 25 words):

This course is intended to introduce the students to the history tools, and techniques of watercolor rendering as applied to architectural spaces. This is primarily a studio course, meaning that most of the time will be spent practicing rendering techniques, both in and out of class. May be taken as ARC616 for graduate credit.

Course Goals & Objectives (list):

Project Completion simply means that the project has been completed in the manner described in the Project Assignment. All components are thoroughly completed and turned in on time.

Successful completion of this factor will form the basis for a letter grade of "C."

Technical Proficiency is the quality of the work itself. This applies to the quality of pencil draftsmanship and the manner in which the pigment is applied, objects are modeled, shadows are cast, and colors are combined. Successful completion of this factor will form the basis for a letter grade of "B."

Artistic Merit is the extent to which a project exceeds what is required and aspires to a work of art. Obviously, this is a more subjective measure, but it includes aspects of composition, presentation, and overall character. Successful completion of this factor will form the basis for a letter grade of "A."

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites:

Third year placement

Textbooks/Learning Resources:

D'Espouy, Hector. Greek and Roman Architecture in Classic Drawings. Dover Publications, Mineola, New York, 1981.

Harbeson, John F, John Blatteau, Sandra L. Tatman. The Study of Architectural Design. W.W. Norton & Company, New York, 2008.

Harbeson, John F. The Study of Architectural Design. Pencil Points Press, New York, 1927. Call number NA2750 .H3 1927.

Offered (semester and year):

Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Farnsworth

ARC427/627 Architecture for Conviviality

3 Credits

Course Description (limit 25 words):

Students consider the warnings that industrialized objects, including buildings, tend to cause our disengagement. We will consider how buildings may have potential for building community and for enhancing engagement with created reality. All of us will be challenged to consider our faith-practice in the world described by contemporary philosophers, theorists, Christians, and critics.

Course Goals & Objectives (list):

This course, for upper-level undergraduate Art & Design and Architecture students and graduate Architecture students, presents an opportunity to consider contemporary relationships of humans to objects and what the artist's or architect's or consumer's role has become in an industrialized economy. Students grapple with how images, objects, and buildings, a specific category of object that frames real space, may be approached from a variety of methodological approaches. In the readings is the persistent, perhaps prophetic, voice of those warning that contemporary objects tend to blunt our experience of reality, or perhaps more pointedly, the experience of creatures in Creation. We will consider how buildings may have potential for building community and for enhancing engagement with created reality. All of us will be challenged to consider our faith-practice in the world that we begin to understand. This course builds upon the student's coursework in architecture history, architecture theory, religion, history, and philosophy.

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline (included percentage of time in course spent in each subject area):

Prerequisites:

Third year placement, Graduate placement

Textbooks/Learning Resources:

Forty, Adrian. *Objects of Desire: design and society from Wedgwood to IBM*. 1986.
Woodham, Jonathan. *Twentieth-Century Design*. New York: Oxford UP. 1997.
Scruton *Beauty*.

Offered (semester and year):

Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Miller

ARC425/625 Advanced Architectural Acoustics

3 Credits

Course Description (limit 25 words):

An advanced exploration of topics and techniques integrating formal and aural design and analysis, merging technical and design understanding.

Course Goals & Objectives (list):

Apply acoustic design ideas to the form-making of a designed assembly space.
Participate in room acoustic analysis on paper, using computer tools and in real field room acoustic measurements.
Apply analysis results to the unique design of a room acoustic solution for a classroom space, and assess the results on paper and using computer tools.
Gain a deeper understanding of the role and intersection acoustic design and architectural design throughout history.
Be wholly prepared to be an architect that works with an acoustics specialist.

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline:

Technical and formal connections between sound and space, in assembly spaces
Concert Hall and Recital Hall History and Design, Spoken-word Theater Design
Aural Design Modalities for Worship Spaces, Classrooms and Learning Environments
Sustainability and Acoustic Design, Working with an Acoustics Consultant
Room Acoustic Analysis [computer tools] and [field measurements]
Case Study : Pritzker Pavilion, Millennium Park, Chicago
Case Study : Mead Center for American Theater at Arena Stage, Washington DC
Various Visiting Lecturers and Field Trips

Prerequisites: ARC421

Textbooks/Learning Resources:

Appleton, Ian. Buildings for the Performing Arts: a design and development guide, 2-ed. London: Architectural Press, 2008.
Barron, Michael. Auditorium Acoustics and Architectural Design. London: E&FN Spon, 1993.
Forsyth, Michael. Buildings for Music. Cambridge: The MIT Press, 1985.
Grueneisen, Peter. Soundspace: Architecture for Sound and Vision. Basel: Birkhäuser, 2003.
Harris, Cyril. Handbook of Acoustical Measurements and Noise Control, Third Edition. New York: The Acoustical Society of America, 1998.
Hoffman, Ian, Christopher Storch and Timothy Foulkes. Halls for Music Performance: Another Two Decades of Experience, 1982-2002. New York: The Acoustical Society of America, 2003.
Strong, Judith. Theatre Buildings: A Design Guide. Routledge: London, 2010.

Offered (semester and year): Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Hoffman

ARC426/626 Daylighting in Architecture

3 Credits

Course Description (limit 25 words):

The purpose of this course is to learn how to make use of visual and physical changes that enhance the quality of the built environment. The works of Aalto, Kahn, Mies, Wright, among others have controlled the sensory environmental qualities such as heat, light and sound to accentuate their design concepts. Architectural lighting studies and practice includes the task of providing comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.

Course Goals & Objectives (list):

Lighting design goals for different architectural spaces in a building.
Use of physical & computer modeling techniques for daylighting in architectural and urban design.
Lighting applications and its effect on people.

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline (included percentage of time in course spent in each subject area):

Daylighting approaches: 33%
Integrated daylight design: 67%

Prerequisites:

ARC421

Textbooks/Learning Resources:

Egan, M. David and Victor W. Olgyay. 2002. *Architectural Lighting*, 2nd edition. New York: McGraw-Hill, Inc.

Offered (semester and year):

Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Ogoli

**ARC651 Advanced Architecture and Urbanism Studio
ARC681 Thesis I (Individualized Study Option)**

7 Credits

Course Description (limit 25 words):

Advanced Studio involving the analysis of urban patterns at a variety of scales, investigates the contribution of building and site design to challenges in formal context, sustainability, urban regeneration, and the vitality of social systems.

Course Goals & Objectives (list):

The final architectural design studio of the studio sequence, this studio is a two-semester sequence which deals with advanced problems in architectural design. The student engages a design process that begins with urban design, transitioning into building design, and concluding with building detail development. The design studio revisits previous design studio methods, integrates newly developed professional knowledge and experience from the preceptorship, and allows the student to further refine their mastery of architectural design.

Student Performance Criterion/a addressed (list number and title):

A.3 Visual Communication Skills
A.7 Use of Precedents
A.11 Applied Research

Topical Outline (included percentage of time in course spent in each subject area):

Typomorphogenetic Urbanism: 25%
Human Thriving and Sustainable Approaches: 25%
Tectonics: 25%
Architectural Language: 25%

Prerequisites:

ARC575
ARC580

Textbooks/Learning Resources:

Classical Architecture: a Handbook of the Tradition for Today.
Porphyrios, Demetri. Classical Architecture. 2nd ed. Papadakis Publisher, 2007.
Krier, Leon. The Architecture of Community. Island Press, 2009.

Offered (semester and year):

Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Breimer, Miller

**ARC652 Advanced Architecture Studio
ARC682 (Individualized Study Option)**

7 Credits

Course Description (limit 25 words):

Advanced studio offering elective variety to prepare students for design in contemporary practice: intense investigations include typology, tectonics, sustainability (design, materials, and systems), and context.

Course Goals & Objectives (list):

Varies

Student Performance Criterion/a addressed (list number and title):

None, open elective studio without SPC designation

Topical Outline (included percentage of time in course spent in each subject area):

Varies

Prerequisites:

ARC651

Textbooks/Learning Resources:

Varies

Offered (semester and year):

Every Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Cha, Hoffman, Kaiser, Miller

ARC656 Architectural Practice, Law and Management

3 Credits

Course Description (limit 25 words):

A seminar that continues the content of Professional Practice I, extending the subject into areas of law, ethics, regulation, professional registration, marketing, finance, business accounting, business structure, project delivery methods, contracts, and client relations.

Course Goals & Objectives (list):

ARC 656 Architectural Practice, Law, and Management is the second in a sequence of courses offering an overview of the practice of architecture. This course expands on the ideas and concepts introduced in ARC 556 and focuses on aspects of the profession as they relate to the direct practical day-to-day operations of an architecture firm. Students gain knowledge and understanding of the profession through faculty lectures, guest lectures, and site visits to projects and architecture firms. Site visits, lecture topics, and assignments are developed to correlate with the Architects Handbook of Professional Practice (The Profession, The Firm, The Project, and Contracts and Agreements), which is required reading for the semester. Students are given writing assignments and take home exams requiring synthesis and integration of knowledge based on readings and lectures and their own professional experiences during their preceptorships.

Student Performance Criterion/a addressed (list number and title):

C.4 Project Management
C.5 Practice Management
C.7 Legal Responsibilities

Topical Outline (included percentage of time in course spent in each subject area):

The Architect and the Client: 15%
The Architect and the Contractor: 15%
The Architect and their Consultants: 10%
The Architect and the Legal Dimensions of Practice: 15%
Office Management: 10%
Project Management: 10%
Modes of Project Delivery: 15%
Alternative Careers for the Design Professional: 10%

Prerequisites:

ARC556

Textbooks/Learning Resources:

Demkin, Joseph A., The Architect's Handbook of Professional Practice, Fourteenth Edition.
New York: John Wiley & Sons, 2008

Offered (semester and year):

Every Fall Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Gallagher, Jaeger

ARC691 Christian Worldview and Architecture

3 Credits

Course Description (limit 25 words):

A capstone critical study of the influence of a biblical worldview on design choices and the theological implications for the practice of architecture.

Course Goals & Objectives (list):

Each student will critically analyze his or her worldview and its role in the practice of architecture.
Each student will develop an understanding of architecture in relation to biblical values and priorities, exploring how these may impact the process of architectural design and practice.
Each student will participate in a truncated in-house community charrette to recommend sustainable design concepts and strategies to create a more livable sense of place.
Each student will evaluate how every architect is a leader in both a particular community and the larger world, providing opportunities for the visible expression of faith and values.
Each student will articulate her or his own integration of faith and architecture.

Student Performance Criterion/a addressed (list number and title):

C.2 Human Behavior
C.6 Leadership
C.8 Ethics and Professional Judgement
C.9 Community and Social Responsibility

Topical Outline (included percentage of time in course spent in each subject area):

Reading and analysis of religious belief and its influence on contemp. architectural design, 40%
Charrette project, 20%
Reading and analysis of leadership and architectural practice, 40%

Prerequisites:

Graduate placement

Textbooks/Learning Resources:

Fisher, Thomas R. *In the Scheme of Things: Alternative Thinking on the Practice of Architecture*. Minneapolis: University of Minnesota Press, 2000. ISBN 978-0-8166-3654-9 [required]
Hejduk, Renata, and Jim Williamson, eds. *Religious Imagination in Modern & Contemporary Architecture*. New York: Routledge, 2011. ISBN 978-0-415-78081-0 [required]
Fisher, Thomas R. *In the Scheme of Things: Alternative Thinking on the Practice of Architecture*. Minneapolis: University of Minnesota Press, 2000. ISBN 978-0-8166-3654-9 [required]
Lennertz, Bill and Lutzenhiser, Aarin. *The Charrette Handbook: The Essential Guide for Collaborative Community Planning*. Chicago: American Planning Association, 2006. ISBN 1-932364-21-8 [recommended]
Torgerson, Mark. *An Architecture of Immanence*. Grand Rapids: William B. Eerdmans Publishing Company, 2007. ISBN 978-0-8028-3209-2 [recommended]

Offered (semester and year): Every spring semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Sartor, Torgerson

ARC492/692 Architecture for Christian Worship 3 Credits

Course Description (limit 25 words):

A critical investigation of multiple historical expressions of worship space discerning how theological belief, worship practice, and pragmatic issues influence church design.

Course Goals & Objectives (list):

Each student will exhibit an understanding of the variety of built environments that Christians have used for worship through two millennia.

Each student will acquire minimal knowledge of distinctive features of Jewish and Muslim spaces for worship.

Each student will recognize and articulate different theological affirmations present in various worship space designs.

Each student will begin to discern how theological insights and the activities of worship are facilitated or hindered by various worship space designs.

Each student will acquire knowledge and sensitivity that will allow she or he to assist Christian communities in designing effective worship environments.

Student Performance Criterion/a addressed (list number and title):

None, Elective courses do not meet SPC requirements

Topical Outline (included percentage of time in course spent in each subject area):

Reading and analysis of Christian church building design, 60%

Reading and analysis of Jewish synagogue building design, 10%

Reading and analysis of Muslim mosque building design, 10%

Interfaith chapel project, 10%

Original church design project, 10%

Prerequisites:

Third year placement, or graduate placement

Textbooks/Learning Resources:

Kilde, Jeanne Halgren. *Sacred Power, Sacred Space: An Introduction to Christian Architecture and Worship*. New York: Oxford University Press, 2008. ISBN 978-0-19-533606-1.

Roberts, Nicholas W. *Building Type Basics for Places of Worship*. Hoboken, N.J.: John Wiley and Sons, Inc., 2004. ISBN 0-471-22568-1.

Stegers, Rudolf. *Sacred Buildings: A Design Manual*. Basel: Birkhäuser Verlag, 2008. ISBN 978-3-7643-6683-4.

Torgerson, Mark. *An Architecture of Immanence*. Grand Rapids: William B. Eerdmans Publishing Company, 2007. ISBN 978-0-8028-3209-2.

Offered (semester and year):

Varies

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Torgerson

2. Faculty Resumes

Jhennifer A. Amundson, Ph.D.

Office: Judson University – 1151 North State Street – Elgin, Illinois 60123 – (847) 628-1019

Home: 500 Cedar Street – St. Charles, Illinois 60174 – (630) 584-9949

JAmundson@JudsonU.edu

Professional Profile

Architecture historian whose research specializes in nineteenth-century design, theory and technology. Professor with more than ten years of teaching experience in professional schools of architecture, the majority at the undergraduate level and in a liberal arts college. Ability to effectively communicate in introductory surveys in the history of art and architecture as well as in small, upper-level seminars on focused topics; emphasis in all classes on developing students' writing and critical thinking skills within the context of the discipline. Administrative experience chairing university policy committees and search committees, service as assistant department chair and advisor of student honor society, and organizing inter-disciplinary projects among preservationists and museum professionals.

Education

- 2001 Ph.D., University of Delaware**
Dissertation: "Thomas Ustick Walter's Lectures on Architecture"
- 1993 M.Arch., University of Illinois, Urbana - Champaign**
Thesis: "Thomas Jefferson's Educational Philosophy and Collegiate Architecture"
- 1990 B.S.A.S., University of Illinois, Urbana - Champaign**

Faculty Appointments

- 2001+ Judson University (formerly Judson College), Department of Architecture**
Professor of Architecture (from August 2009)
- 1999-01 North Carolina State University, School of Design**
Assistant Professor of Architecture
- 1997-98 University of Delaware, Art History Department**
Instructor, History of Architecture
- 1991-94 University of Illinois School of Architecture, Architectural History Department**
Visiting Instructor (1993-1994), Teaching Assistant (1991 - 1993), History of Architecture

Related Professional Experience

- 1995 Licensed Architect**
State of Illinois, Registration # 001-016067 (ongoing; inactive status)
- 1994-95 Unteed Nelson Slack Anderson Associates, Elgin and Champaign, Illinois**
Intern Architect (January 1994 - July 1995)
- 1989-91 Dahlquist and Lutzow Architects, Ltd., Elgin, Illinois**
Intern Architect (1989 - 1991)

Academic Experience and Service

- 2013 Architecture and Improvement in Antebellum America**
Session Chair, Society of Architectural Historians Annual Meeting, Buffalo NY (April)

- 2012 **Tau Sigma Delta Honor Society in Architecture and Allied Arts**
Founding Faculty Advisor for the Gamma Xi Chapter
- 2010 **Society of Architectural Historians**
Nominating Committee
- 2005 **Landmarks Preservation Council of Illinois**
Consultant for University Programming at Mies van der Rohe's Farnsworth House (summer, fall)
- 2004-07 **Architecture Dept., Judson University**
Assistant Department Chair
- 2004 **American Collegiate Schools of Architecture (ACSA)**
Co-Chair, Central Regional Meeting
- 2004 **Athenæum of Philadelphia/Exhibition "T. U. Walter: Historical Architecture for a Modern World"**
Guest Curator (exhibition April 3-August 27; see <http://www.philaathenaeum.org/tuw/>)
- 1997-98 **Athenæum of Philadelphia**
Charles E. Peterson Intern (two summers)
- 1996-97 **Society of Architectural Historians, *Buildings of the United States Series***
Research Assistant to the Editor-in-Chief (May-May)

Publications

- 2013 **"Staging a Triumph, Raising a Temple: Philadelphia's 'Welcoming Parade' for Lafayette, 1824"**
Chapter in the forthcoming *Commemoration and the American City*, eds. David Gobel and Daves Rossell (University of Virginia Press)
- 2007 **"'Vast Avenues to Knowledge:' Thomas U. Walter's Books"**
Chapter in *American Architects and Their Books, 1840-1914*, ed. James O'Gorman (Univ. of Mass. Press)
- 2006 ***Thomas Ustick Walter: The Lectures on Architecture, 1841-1853***
Book with annotations, transcription and essay (Athenæum of Philadelphia)
- 2004 **"D. H. Burnham (1846-1912)," "Classicism" (with Christopher Miller), "Demolition," "Glass Skyscraper (1921), L. Mies van der Rohe," "L. Hilberseimer (1885-1967)," and "Wanamaker Store, Philadelphia"**
Encyclopedia of Twentieth-Century Architecture, ed. R. Stephen Sennott (3 vols., Fitzroy Dearborn)

Work in Progress

Thomas U. Walter: Theory and Professionalism in American Architecture (working title)
Book-length manuscript drawing from dissertation and sabbatical (Spring, 2008) research; when complete, this will be the first published monograph on Walter

Presentations

- 2011 **American and European Architects in China: Global Practice in Historical Context**
Judson University Global Practices Symposium, "China: Architecture and Urbanism"
- 2010 **'Promiscuous' Competitions, the First American Professionals and Thomas U. Walter**
Society of Architectural Historians Annual Meeting (April)
- 2007 **Nineteenth-Century Views of the Past and the Future: Thomas U. Walter and the Founding of the Architecture Profession in America**
AIA Illinois Symposium, "Celebrating the Past, Designing the Future" (October)
- 2006 **Monuments of the American Republic and its Technology**
Conference "Inventing America: The Interplay of Technology and Democracy in Shaping American Identity," co-sponsored by the Smithsonian Institution and the University of Virginia Department of Science, Technology and Society (November)
- 2004 **'Vast avenues to knowledge:' Thomas Ustick Walter's Books**
Society of Architectural Historians Annual Meeting, Providence RI (April)
- 2004 **Thomas Ustick Walter's *Lectures: America's First Architectural Theory***
Athenaeum of Philadelphia Symposium "Thomas Ustick Walter" (April)
- 2003 **Thomas Ustick Walter's Architectural Alchemy: The Congressional Library and Capitol Dome**

- 2003 US Capitol Historical Society Symposium "Additions to the Capitol, 1850-Present" (November)
Only Savages Disregard the Past
 University of Illinois at Urbana-Champaign School of Architecture (April)
- 2003 **Republican Triumph, Civic Arch, and Philadelphia's Capitoline: A Parade for Lafayette**
 Biannual Symposium "Commemoration & the City," Savannah College of Art and Design, GA (Feb)
- 2002 **The Civic Function of William Rush's Architectural Sculpture in Federal-Era Philadelphia**
 College Art Association, Annual Meeting, Philadelphia PA (February)
- 2002 **Literature, Architecture, and Meaning: Thomas Ustick Walter's Books and Buildings**
 Winterthur Museum and Library, Winterthur DE (February)
- 1998 **Thomas U. Walter, Iron, and the Congressional Library, 1851-53**
 Society for the History of Technology, Annual Meeting, Baltimore MD (October)
- 1998 **Mediating Historical Precedent and New Technology in "Modern" American Architecture**
 MEPHISTOS Conference, University of Minnesota, Minneapolis MN (September)
- 1997 **Republicanism Past, Present, & Future: The Philadelphia Waterworks, 1801 - 1824**
 American Culture Association, Annual Meeting, San Antonio TX (March)

Honors and Awards

- 2011 Charles E. Peterson Senior Fellowship, Athenæum of Philadelphia
- 2011 Excellence in Teaching Award, Judson University
- 2008 United States Capitol Historical Society Fellowship
- 2008 Research Fellowship, Winterthur Library and Museum
- 2006 Homer and Margaret Surbeck Summer Research Stipend, Judson College
- 2005 Scholarship, Victorian Society in America Summer School: "London and the Industrial North"
- 2003 National Endowment for the Humanities Summer Stipend
- 2003 Winterthur Museum and Library Research Fellowship
- 2003 Graham Foundation Grant (with Athenæum of Philadelphia)
- 2003 Athenæum of Philadelphia Charles E. Peterson Fellowship
- 1998 Henry Luce Traveling Grant for Dissertation Study
- 1998 Mellon Research Grant, Virginia Historical Society
- 1998 United States Capitol Historical Society Fellowship
- 1998 Charles E. Peterson Fellowship, Athenæum of Philadelphia
- 1997 Charles E. Peterson Fellowship, Athenæum of Philadelphia
- 1998 Allen Dissertation Research Travel Grant, University of Delaware
- 1997 Allen Dissertation Research Travel Grant, University of Delaware
- 1997 Hagley-Winterthur Arts and Industries Fellowship
- 1997 Winterthur Research Fellow
- 1995 University Fellowship, University of Delaware
- 1993 Rexford Newcomb Award (History of Architecture), University of Illinois School of Architecture
- 1992 AIA American Architectural Foundation Scholastic Award
- 1992 Frank and Jennie Long Traveling Fellowship, University of Illinois School of Architecture
- 1990 N. Clifford Ricker Award (History of Architecture), University of Illinois School of Architecture

Courses

- ARC 231 **History of Architecture 1** (Prehistoric through Medieval): annually
 The establishment of building traditions throughout the globe, emphasizing the means by which attitudes about environment, ecology, religion, government and leisure contribute to decisions about place, context, materials and methods of structural and ornamental design. Focus on the canon and customs from the ancient Mediterranean to medieval Europe, with additional studies on the Fertile Crescent, India, Japan and China, and Muslim empires.
- ARC 232 **History of Architecture 2** (Renaissance to the present day): annually
 Developments within, and in response to, building traditions that emphasizes the response of architects to changes in intellectual culture, religious belief and practice, technology and social

structures beginning in the fifteenth century. Focus on the transformation of architectural literacy and professionalism among practitioners in Europe, its colonies, and the US.

- ARC 435 **Architectural History: from the Industrial Revolution to the Digital Age**: annually
Topics in the history of architecture that spans two periods of significant technological change, investigating the variety of responses by architects to the potentials of industrialization and digitization, including aesthetics, construction, communication, and professionalization, in the midst of social, religious, economic and political change.
- ARC 352 **Design Studio 4**: alternate years
Taught in the third year of the program, this studio course habitually addresses smaller-scale public buildings (community theatres, fire stations, libraries), stressing design fundamentals, contextual relationships, basic code and structural integration.
- ARC 381 **European Study** (study abroad for architecture majors): summer term 2005, 2007, 2010 & 2011
This four-week course typically moves among three or four cities; in my tours I have led students through Rome, Florence, Siena, Ravenna, Barcelona, Granada, Córdoba, Vienna, Prague & Budapest. Visits to and analysis of historic sites primarily through a variety of media (pencil sketching, watercolor, pen and ink).
- ARC 632 **Readings in Architectural Theory** (graduate seminar): alternate years
In-depth, discussion-oriented seminar drawn exclusively from primary works. Reading list changes annually to address specific student interests; most recently this list included Alberti, Perrault, Pugin, Viollet-le-Duc, Ruskin, Loos, Sant'Elia, Le Corbusier, Venturi, Foster, Porphyrrios, and Murcutt.
- ARC 634 **Chicago Architecture after the Fire** (graduate seminar): new; planned for alternate years
The history of Chicago's buildings, spaces and arteries, concentrating on the period following the Great Fire of 1871. Includes design, social and technological history; emphasizes Chico's diverse architectural traditions, urban planning and the city's role in the rise of sustainable design.

Stacie L. Campbell Burtelson

Judson University
Department of Architecture
308 Harm A. Weber Academic Center
Elgin, IL 60123
847-494-1236
sburtelson@judsonu.edu

EDUCATION

1992 B.S.A.S, University of Illinois, Urbana-Champaign
1998 M. Arch, Mackintosh School of Architecture, Glasgow School of Art, University of Glasgow, UK

EMPLOYMENT

2009-present *Tenured Professor, Department of Architecture, Judson University, Elgin, Illinois*
Courses taught include lead of second year design studio and digital research courses at the undergraduate and graduate levels. Design and research interests include digital technologies, modern material systems, methods of representation and the communication of architectural form. Recent lectures and published articles include topics from Scottish architecture to digital media in architectural design and the integration of computers within architectural education. Current work is project development and environmental impact assessment in consultation with the non-profit Adventure Learning Centre Ministry in Nassau, Bahamas.

2008-2009 *Interim Chair, Department of Architecture, Judson University, Elgin, Illinois*
Main responsibilities included: Growing curricular excellence in the undergraduate and graduate architecture program, increasing campus diversity, expanding facilities, undertaking major capital improvements across the campus, furthering the development of the department's recently developed strategic plan and reviewing important components of school's mission and vision, and playing a leading role in the interdisciplinary themes identified in the strategic plan.

2003-2008 *Associate Professor of Architecture, Judson University, Elgin, Illinois*
Teaching responsibilities include co-leading first and second year design studio, beginning and advanced digital representation courses, at the undergraduate and graduate level and community outreach service based class

2001-2002 *Lead Research Assistant, Mackintosh School of Architecture, Glasgow, UK*
"The Role of Part-Time Architectural Education in Scotland"
As lead research assistant in this study, the Mackintosh School of Architecture with the support of the RIAS sought to determine if the current educational provision in Scotland is meeting the needs of professional practice. Part of the study was designed to reveal whether established modes of study and their content are appropriate for present and future architects. The proposal is currently awaiting publication pending the completion of the RIAS review of the findings.

1998-2002 *Digital Media & CAAD Lecturer/Tutor, Mackintosh School of Architecture, Glasgow, UK*
Student and staff development trainer/lecturer for design studio in CAAD and various digital media including Autodesk applications, MicroStation, Adobe CS2 applications and Macromedia Director

1993-present *Design Consultant, Campbell Glasshouses Inc, Lincolnshire, Illinois*
Project design consultant for commercial and residential glass structures

1992-1993 *Internship, Alfe Development Corporation, Lake Forest, Illinois*
Design development and production drawings for custom residential and commercial office spaces

1989-1992 *Summer Internships, John V. Frega & Associates Architects, Chicago, Illinois*
Design development and working drawing production for health care facilities

QUALIFICATIONS & PROFICIENCIES

Associate Member Royal Institute of British Architects (RIBA)
Member Royal Incorporation of Architects in Scotland (RIAS)
Associate Member American Institute of Architects (AIA)
Member Association for Computer Aided Design in Architecture (ACADIA)
Member Education in Computer Aided Architectural Design in Europe (eCAADe)
Member Computers in Art & Design Education (CADE)
Member Professional American Women Overseas (AWO)
Habitat for Humanity McHenry Affiliate Project Leader
Grant Award Recipient from AWO Postgraduate Studies
Children's Memorial Hospital Scholarship Award
Earl Prize Award Nominee

Rhino, Grasshopper, Revit Certification, AutoCAD 3DStudio, Photoshop, Illustrator, InDesign, SPSS, MiniTab

PUBLICATIONS & RESEARCH INTERESTS

Paper Presentation "The Call to Public-Interest Architecture", Annual Architecture Symposium, Judson University, March 2012.

Roundtable Workshop participation, "Integration through Computing", Conference on the Association for Computer Aided Architectural Design (ACADIA), Calgary, Banff, October 2011.

Roundtable Workshop participation, "Conceptual Design Environments in Revit", Conference on the Association for Computer Aided Architectural Design (ACADIA), RMJM, New York City, NY, October 2010.

"Digital design collaboration: towards new studies in architectural education", Conference on Education in Computer Aided Architectural Design in Europe (eCAADe), Lisbon, Portugal, September 2005.

"The Role of Part-Time Architectural Education in Scotland", Research Proposal in conjunction with the RIAS, Glasgow, November 2002.

"Computing Applications & IT in Architectural Education", Conference on Computers in Art & Design Education (CADE), Teeside, April 1999, pp 108-114.

"IT & Digital Media for Architectural Design", MACMAG 24, 1999, pp 70-71.

"Advancing Information Technology and the Year Four Student", 16th Conference on Education in Computer Aided Architectural Design in Europe (eCAADe), Paris, September 1998, vol.16, pp22-25.

JAE CHA

Curriculum Vitae

Assistant Professor of Architecture
Department of Architecture
Judson University

jae.cha@judsonu.edu
Office: HWAC 414

1 Education

Architecture and Liberal Arts

Yale University School of Architecture Master in Architecture, New Haven, CT, 1999
Wellesley College Bachelor of Arts in Architecture, Wellesley, MA, 1992
Massachusetts Institute of Technology (MIT) Exchange in Architecture, Cambridge, MA, 1990-91

Bible

Youth with a Mission (YWAM) Discipleship Training School, Kona, Hawaii/Spain, Jan-May 2009
Youth with a Mission (YWAM) Chronological School of Biblical Studies, Los Angeles, Sep 2009-Apr 2010

Fellowships

Wellesley College Stevens Fellowship Research in Sustainable Technology, 2002-03
Tokyo Institute of Technology Rotary Foundation Japan Scholar, Tokyo, Japan, 1994-95
International Christian University Rotary Foundation Japan Scholar, Tokyo, Japan, 1993-94

Summer Programs

University of Pennsylvania Program in Architecture, London, England, Summer, 1996
Harvard University Graduate School of Design Career Discovery Program, Cambridge, MA, Summer, 1990

2 Teaching

Studio Appointments

Judson University Assistant Professor in Architecture, Elgin, IL, Fall 2011 to current
Judson University Adjunct Professor in Architecture, Elgin, IL, Fall 2004, Spring and Summer 2011
Curtin University Lecturer, Department of Architecture, Perth, Australia, Apr 2005
Catholic University Visiting Critic, School of Architecture, Washington, DC, Spring 2004
Rensselaer Polytechnic Institute Visiting Critic, School of Architecture, Troy, New York, Spring 2001
University of Rome Architecture, Workshop on Housing, Rome, Italy, Sep 2001

Lectures: "LIGHT"

Judson University *On Christ and Architecture*, Elgin, IL, Mar 16, 2012
Massachusetts Institute of Technology Department of Architecture, Cambridge, MA, Mar 21, 2006
Mississippi State University Department of Architecture, Miss State, MS, Feb 24, 2006
Curtin University Department of Architecture, Perth, Australia, Apr 27, 2005
Royal Australian Institute of Architecture (RAIA) *National Conference Exchange*,
Melbourne, Australia, Apr 20, 2005
Judson University Department of Architecture, Elgin IL, Aug 29, 2004

Rhode Island School of Design Department of Architecture, Providence, RI, Apr 10, 2004
Catholic University School of Architecture, Washington, DC, Mar 9, 2004
University of North Carolina-Greensboro Dept. of Interior Architecture, Greensboro, NC, Jan 29, 2003
University of Detroit-Mercy School of Architecture, Detroit, MI, Jan 22, 2003
International Center for Culture and Management (ICCM) Salzburg, Austria, Jun 6, 2002
Universität Stuttgart School of Architecture, Stuttgart, Germany, Jun 4, 2002
Design Corps/Pennsylvania State University *Structures for Inclusion 2: Good Deeds Good Design*, University Park, PA, Apr 6, 2002
ACSA Conference/Georgia Institute of Technology *Odysseys: Worlds on the Move*, Atlanta, GA, Feb 23, 2002
Premio Borromini for Young Architects Rome, Italy, Jun 14, 2001

3 Honors

Competitions and Awards

ACSA 100th Conference, Massachusetts Institute of Technology "Minimum Maximized" Project accepted, Boston, MA, Mar 1, 2012
Architectural Review Editors Choice, AR+D Emerging Architecture Award, Church in Costa Rica, 2003
Architectural Review Prizewinner, AR+D Emerging Architecture Award, Comm. Center in Honduras, 2001
Premio Borromini Award for Young Architects Finalist, Rome, Italy, 2001
Museum of Modern Art/PS1 Young Architects Series Finalist with Material Lab, New York, NY, 2001
Architectural Review Prizewinner, AR+D Emerging Architecture Award, Church in Bolivia, 2000

Exhibitions

Danish Design Center AR+D Emerging Architecture, Community Center in Honduras, Copenhagen, Denmark, Nov 2001
Danish Design Center AR+D Emerging Architecture, Church in Bolivia, Copenhagen, Denmark, Nov 2000
Royal British Institute of Architects (RIBA) AR+D Emerging Architecture, Community Center in Honduras, London, England, Dec 2001
Royal British Institute of Architects (RIBA) AR+D Emerging Architecture, Church in Bolivia, London, England, Dec 2000

Publications: Books

Materiality in Design Church in Bolivia, Princeton Architectural Press, Princeton, NJ, 2006
New Sacred Architecture Church in Bolivia, Phyllis Richardson, London, England, 2004
Atlas of Contemporary Architecture Church in Bolivia, Phaidon Press, London, England, Jun 2004
Atlas of Contemp. Architecture, Travel Ed. Church in Bolivia, Phaidon Press, London, England, Jun 2004
-40 The New Generation of International Architecture Church in Bolivia, Milano, Italy, 2002
Good Deeds, Good Design Church in Bolivia, Princeton Architectural Press, Princeton, NJ, 2003

Publications: Periodicals

Oz Journal Church in Costa Rica, Vol. 28, KSU, Manhattan, KS, 2006
Architecture Magazine Community Center in Honduras, New York, NY, Apr 2004
The Architectural Review Church in Costa Rica, London, England, Dec 2003
Thresholds Church in Bolivia, No. 25, MIT, Cambridge, MA, Fall 2002
Architecture Méditerranéenne Church in Bolivia, No. 57, Marseille, France, Jun 2002
Quaderns Church in Bolivia and Community Center in Honduras, #233, Barcelona, Spain, Apr 2002
Art4d Church in Bolivia, No. 78, Bangkok, Thailand, Jan 2002
Zoo Church in Bolivia, #8, London, England, Mar 2001
Hinge Church in Bolivia, Vol. 73, Hong Kong, 2001
The Architectural Review Community Center in Honduras, London, England, Dec 2001
Architectural Record Church in Bolivia, New York, NY, Oct 2001

The Architectural Review Church in Bolivia, London, England, Dec 2000

Casabella Church in Bolivia, No. 691, Milan, Italy, Jul 2000

4 Office

Self-Directed Projects on Behalf of LIGHT (2000-2007)

LIGHT, Inc. is a design practice that I founded in Washington, DC for developing communities. We have designed and built 3 churches/community centers in Latin America, and phase 1 of a medical clinic in West Africa. The designs of the buildings employ easy-to-maintain passive sustainable technologies and low-tech building materials and methods for impoverished communities.

Medical Clinic (phase 1) The Gambia, West Africa, 2007

13,000 sqf, \$500,000 budget, 2 years (concept-CA)

Located in the rural suburbs of Banjul; Limited material, labor, water, electricity; Extreme heat conditions

Church in Costa Rica Filadelfia, Costa Rica, 2002

1,800 sqf, \$20,000 budget, 1 year (concept-CA)

5 hours north of San Jose in urban environment; Limited material, labor

Community Center in Honduras Marcovia, Honduras, 2001

3,300 sqf, \$15,000 budget, 1 year (concept-CA)

4 hours south of Tegucigalpa in agricultural land; Limited material, collected rainwater and no electricity

Church in Bolivia Urubo, Bolivia, 2000

1,100 sqf, \$15,000 budget, 1 year (concept-CD, CA)

Located in the rural suburbs of Santa Cruz; Limited material, labor, water, electricity

Independent Project (2002-2009)

STK Construction/Zion Contractors/Homequest, Inc. Fairfax, VA

Design, zoning, permit, construction documents

Approximately 20 residential and commercial additions/renovations ranging from \$5,000-100,000

Mok Yang Presbyterian Church Fairfax, VA

Design, zoning, permit, construction documents; New 20,000 sqf church building and gymnasium

Consultants: L2M Architects, Architect of Record; Professional Design Group (PDG), Civil Engineers

Virginia Presbyterian Church Alexandria, VA

Design, zoning, permit documents; New 4,000 sqf educational building

Consultants: Huntley, Nyce & Associates, Civil Engineers

Seed International Headquarters Centreville, VA

Zoning documents; Master plan of 22 acres; New 30,000 sqf reception hall and office building

Consultants: Greenhorne and O'Mara, Bury and Partners, Civil Engineers

Winchester Country Store Winchester, VA

Zoning documents; New 10,000 sqf store

Consultants: APEX, Civil Engineers

Korean Central Presbyterian Church Competition Centreville, VA

Design documents; Master plan of 70 acres; New 170,000 sqf church building

Rothem Presbyterian Church Fairfax, VA

Design, zoning documents; Master plan of 30 acres

Consultants: Greenhorne and O'Mara, Civil Engineers

JAE CHA

Architecture Office (1991-2001)

Group Goetz Architects Washington DC, Sep 2000-Jan 2001
Commercial architectural interiors: concept-CD

Stoiber and Associates Washington DC, Jan-May 2000
Commercial and residential projects: concept-CD

Leo A Daly Company Washington, DC, Aug 1998-Jan 2000
Tower at First National Center, Omaha, Nebraska: concept-CD
Cheung Kong Center, Hong Kong: concept-CD
Georgetown Preparatory School Athletic Center, Rockville, MD: concept-CD
John Paul II Center at Catholic University, Washington, DC: CA
Cyberport competition, Hong Kong: design team
Quing Dao Information Center competition, Quing Dao, China: design team

Volker Giencke and Company Graz, Austria, Summer 1997
Team leader for the Toolonlahti Bay landscape competition in Helsinki, Finland
Organized and led 20 students to Kyoto and Tokyo, 2 week architectural excursion

Cesar Pelli and Associates New Haven, CT, Jun 1997
Mayo Clinic in Rochester, MN: design team, models

California Builders Potomac, MD, Summer 1995
Residential projects: concept-CD

Kazuyo Sejima and Associates Tokyo, Japan, Feb 1995
Tokyo Exposition Pavilion: models

The National Museum of Modern Art Seoul, Korea, Aug 1994
Exhibition installation, Modern Japanese Designs; Translator for Japanese and Korean visitors

Norihiko Dan and Associates Tokyo, Japan, Mar 1994-Jan 1995
Kyoto Dam Visitors Center: models

Nexus Planning Architecture Tokyo, Japan, Summer 1991
Church in Tokyo: models

Sean M. Gallagher

427 Anderson Boulevard
Geneva, Illinois 60134
P: 630.845.9983

Assistant Professor
Department of Architecture
Judson University, H.A.W.A.C. #412
1151 North State Street
Elgin, Illinois 60123
P: 847.628.8522

EDUCATION

M. Arch. 1993 University of Illinois at Urbana-Champaign
B S A S 1991 University of Illinois at Urbana-Champaign (High Honors)

FELLOWSHIPS

Francis J. Plym Fellowship for Graduate Studies [fall 1992 – spring 1993]

Awarded by University of Illinois at Urbana-Champaign

Edward L. Ryerson Traveling Fellowship [fall 1993]

Awarded by University of Illinois at Urbana-Champaign

Self directed 2-month study abroad fellowship – destination Japan.

Studied the works of Tadao Ando, Shin Takamatsu, Toyo Ito, and the ancient temples of Kyoto.

ACADEMIC EXPERIENCE

Judson University Elgin, Illinois, Assistant Professor, Fall 2011 – Present

Assistant Professor to second year, third year, fourth year, and graduate students

Judson University Elgin, Illinois, Adjunct Professor, Spring 2008 – Fall 2011

Adjunct Professor to third year, fourth year, and graduate students

Classes Taught:

ARC 222	Construction Technology I	undergraduate
ARC 322	Construction Technology II	undergraduate
ARC 351	Architectural Design III	undergraduate
ARC 352	Architectural Design IV	undergraduate
ARC 452	Architectural Design VI	undergraduate
ARC 575	Community Outreach	graduate
ARC 652	Cumulative Design II	graduate
ARC 656	Professional Practice I	graduate

New Covenant Bible Church Saint Charles, Illinois, Youth Group Leader, Fall 2011

Lectures on worldviews (Deism, Theism, Naturalism, Existentialism, and Postmodernism)

Primary resource: *The Universe Next Door*, James Sire

New Covenant Bible Church Saint Charles, Illinois, Youth Group Leader, Summer 2010

Summer Camp 2010, *Breakout session: Seeing others through the lens of Christ*

ACADEMIC SERVICE

Judson University

Education Coordinator for NCARB's (National Council of Architecture Accreditation Board)

IDP (Intern Development Program) (Fall 2011 – Present)

Judson University Committee

Student Policies Committee (Athletics) (Spring 2012 – Present)

PUBLICATIONS + CREATIVE WORK + PRESENTATIONS

Presented talk/organized presentation:

"Designing Your Future" – Thulin Performance Hall, April 4, 2012

Introduction for National Council of Architectural Registration Boards (NCARB) presentation by Nick

Serfass AIA, NCARB, LEED AP

Gallery Show:

"On Christ & Architecture – Student Work Exhibition" – Draewell Gallery, Judson University, March 2012

With Professor Lindsey curated and installed gallery exhibition of work from all six years of architecture student work. Viewed by public and guests visiting during the Department of Architecture's Spring Symposium, On Christ & Architecture.

Faculty Business Meeting:

"Reflections on Lent" – February 23, 2012

Led the opening time of reflection and prayer for the Faculty Business Meeting with personal reflections on Lent.

PROFESSIONAL EXPERIENCE

Gallagher Associates Architects PC

427 Anderson Boulevard

Geneva, Illinois 60134

Position: Principal

Tenure: 2003 – Present

State of Illinois Professional Design Firm Number: 003804 (*expires 04/30/2013*)

State of Illinois Architects License Number: 016143 (*expires 11/30/2012*)

Projects (New Homes)

Crump Residence	(3,500 s.f. Residence)	Elburn, Illinois
Yavari Residence	(3,200 s.f. Residence)	Elizabeth, Illinois
Raver Residence	(3,500 s.f. Residence)	Geneva, Illinois
Hallberg Residence	(5,500 s.f. Residence)	Kane County, Illinois
Hanford Residence	(3,600 s.f. Residence)	Naperville, Illinois
Crane Residence	(1,200 s.f. Poolhouse)	Saint Charles, Illinois
Showalter Residence	(3,800 s.f. Residence)	Wayne, Illinois
Ashley II Residence	(4,000 s.f. Residence)	Wheaton, Illinois
McCaffery Residence	(5,500 s.f. Residence)	Winnetka, Illinois

Projects (Additions, Remodelings, and Restorations)

Arlington Heights, Illinois

Freeman Residence First floor kitchen, family room and second floor master suite addition

Bartlett, Illinois

Blaho Residence Curved entry portico

Batavia, Illinois

Burrell Residence Sunroom and deck addition
Collins Residence Music recital room and guest bedroom
Fogleman Residence Two-storey front porch
Miller Residence Rear porch addition
Saul Residence Basement remodeling for 3/4 bathroom, media room, and playroom

Campton Hills, Illinois

Schauer Residence Family room with basement exercise room addition

Elmhurst, Illinois

Mathiesen Residence Master suite addition
LaMorte Residence Second floor addition of 4-bedrooms and 2-bathrooms

Elizabeth, Illinois

Frederick Residence Late 1800's farmhouse porch restoration

Geneva, Illinois

Bennett Residence Kitchen, dining room remodel with mudroom, and office addition
Burns Residence Master bathroom and master bedroom remodeling
Carroll Residence Front Entry, dining room and kitchen remodeling and addition.
Cook Residence Complete interior remodeling of early 1900's home
Foremost Futures Office headquarters
*Goldsmith Residence Attached garage, mudroom, and master suite addition
Hamilton Residence Wrap-around open porch addition requiring variance
Jones Residence Second floor in-law suite
Perry Residence Second storey 4-bedroom and 2-bathroom addition
Schwedler Residence Second storey 2-bedroom and 1-bathroom addition
Schweppe Residence Family room addition
*Stoetzel Residence Porch restoration
*Zaander Residence Kitchen, family room, and mudroom addition
327 S. Second Street House move: full remodeling of first floor with addition of kitchen, mudroom, screen porch and second floor master addition

Glen Ellyn, Illinois McGovney Residence	Interior remodeling – living room, dining room, and kitchen
Hampshire, Illinois Goebbert Residence	Family room and recreation room addition
Hoffman Estates, Illinois Pauzuolis Residence	Sunroom and deck addition
Kaneville, Illinois Pool Residence	Sunroom and family room addition
Lake Forest, Illinois Saltzman Residence	Master bathroom remodeling and closet addition
Lombard, Illinois Preins Residence Terlep Residence	Kitchen, mudroom, office addition and exterior restoration Kitchen, mudroom, media room, screen porch, and master bedroom suite
Maple Park, Illinois Harnish Residence	Garage with master suite addition
Mount Prospect, Illinois Lutze Residence	Second floor master suite addition
Northbrook, Illinois Compher Residence Liss Residence Raven Residence	Kitchen, breakfast room, family room, mudroom, + master suite addition Kitchen, mudroom remodeling and second floor bedroom addition Kitchen, family room, and master suite addition
River Forest, Illinois Herseth Residence Young Residence	Kitchen, family room, screen porch, and master suite Exterior restoration
Saint Charles, Illinois Cook Residence Groth Residence I Groth Residence II Motherwell Residence Odell Residence Prairie Steel Construction Reilly Residence Riccobene Residence Roth Residence Sullivan Residence Westbrook Residence 14 N. Riverside Avenue 916 Ash Street	Bedroom addition and remodeling Breakfast room and family room remodeling Second floor recreation room and office addition Basement remodeling: billiards room, wine cellar, and media room Kitchen, sunroom, breakfast room addition Office headquarters Front porch addition Master bedroom and bathroom remodeling Poolhouse Master bedroom, master bathroom addition Dining room addition Office space reconfiguration and roof reconstruction with addition of 2- skylights Complete first floor remodeling with new second floor addition for 4- bedrooms, and 2-bathrooms
Wayne, Illinois Fraser Residence Jagiolo Residence Vajarsky Residence	Kitchen, garage, and master suite addition Kitchen, sunroom, and screen porch addition Family room, mudroom, powder room, and master bedroom suite
West Chicago, Illinois Gallagher Residence Gilbert Residence Jensky Residence Letsche Residence 109 Turner Court 1525 Kautz Road	Master suite, kitchen, and mudroom addition Family room addition Master suite, mudroom, screen porch, and detached Garage Historic cupola addition to existing early 1900's Italianate Elevation studies on behalf of West Chicago Historic Pres. Commission. Office remodel.
Westmont, Illinois Erspamer Residence	Kitchen, dining room, family room reconfiguration and remodeling
Wheaton, Illinois Scharpenberg Residence	Master suite, and office addition

Winfield, Illinois

Winterhalter Residence Kitchen, breakfast room, sunroom remodeling

*-Indicates project received
Preservation Award

R. Scott Javore & Associates LTD. (javorearchitects.com)

333 Park Avenue

Glencoe, Illinois

Position: Associate

Tenure: 1995-2003

Projects (New Homes, Additions, Remodeling, and Restorations)**Chicago, Illinois**

Staubitz Residence

Evanston, Illinois

*Noonan Residence

Whinston/Honig Residence

Geneva, Illinois

Lamplough Residence

Glencoe, Illinois

Boucher Residence

Broccolo Residence

Dodds Residence

*Grusin Residence

Heath/Brown Residence

Janega/Keenan Residence

Javore Residence

Metz Residence

O'Rourke Residence

*Rasmus Residence

Shubart Residence

Smothers Residence

Sudhoff Residence

*Wong Residence

Watts Residence

*278 Scott/274 Hazel Avenues

*663 Greenwood Residence

684 Greenleaf Residence

Lake Forest, Illinois

475 Deerpath Residence

Plato Township, Illinois

Dreisbach Residence

Wilmette, Illinois

Kann Residence

McCrary Residence

626 Washington Street Residence

607 Lake Street Residence

2345 Thornwood St. Residence

Winnetka, Illinois

*Belmont Residence

Brown Residence I and II

*Fowler Residence

Gentles Residence

Held Residence

Williams/Donahue Residence

Saint Charles, Illinois

Novotny Residence

*-Indicates project received
Preservation Award

Otis Associates (currently Otis Koglin Wilson Architects) (www.okwarchitects.com)

Chicago, Illinois

Position: Intern Architect

Tenure: 1993 – 1995

Projects:

Hyde Park Shopping Center

Indeck Energy Services Headquarters

Girard Residence

Chicago, Illinois

Buffalo Grove, Illinois

South Barrington, Illinois

Architect Jack Sherman Baker F.A.I.A. (www2.arch.uiuc.edu/research/jsbaker/)

Champaign, Illinois

Position: Intern Architect

Tenure: Fall 1991, Spring 1992, Fall 1992, Spring 1993

Projects:

McKinley Church remodeling

Station Theater marquee

Nelson House addition

Champaign

Champaign

Urbana

Fermi National Accelerator

(Facility Engineering Services Department)

Batavia, Illinois

Tenure: Summers 1990, 91, 92

Projects:

Fermilab Education Facility

Batavia, Illinois

PROFESSIONAL ORGANIZATIONS

AIA American Institute of Architects

AIA Member number: 30291600

(2003-Present)

SBS Society of Building Science Educators

(2012-Present)

SERVICE ORGANIZATIONS

Outside da Box

Mission: Creating short films to help teens know, love, and serve Christ

Board of Director (2004-Present)

City of Geneva

Historic Preservation Commission Member (2000-2011)

LOCAL SERVICE

City of Geneva

City Hall Centennial Celebration, May 19, 2012

Served as docent for station 8 in City Hall describing the building's history.

PKD (Polycystic Kidney Disease)

Chicago Walk for PKD, September 25, 2011

Fund raiser and walk participant on behalf of Alan Steuer, life-long friend.

Preservation Partners

Mid-Century Modern Design in the Fox Valley, October 10, 2009

Served as docent for the Jacques Brownson Residence, Geneva, Illinois

CHURCH AFFILIATION + MINISTRIES

New Covenant Bible Church (previously Fox Valley Bible Church)

Saint Charles, Illinois, Membership 1999 - Present

Ministries:

2011 – present

Deacon Board Chair

2009 – present

Deacon Board Member

2008 – present

Youth Leader

2010 – 2011

Flock (small group) Leader

2002 – 2005

Building Committee Member

Christ Covenant Church

Carol Stream, Illinois, Membership 1993 - 1999

Ministries:

1995 – 1999

Youth Leader

1997 – 1999

Board member

SUSAN N. HARRIS

EDUCATION

Judson University

Master of Architecture (M.Arch.)

Elgin, IL

April 2006

Design Thesis: *Formative Effects of Kinesthetics and Movement on the Architecture of a Ballet School and Dance Hall*

Judson University

Bachelor of Arts in Architectural Studies (B.A.)

Elgin, IL

April 2004

PROFESSIONAL EXPERIENCE

Visual Resource Center Director

Judson University, School of Art, Design and Architecture

Elgin, IL

2009-present

Architectural Design Consultant

Serena Sturm Architects

Chicago, IL

2009-2010

Architectural Designer

MacPherson Architects / 2MA

Toledo, OH

2008-2009

Unlicensed Architect

Skidmore, Owings and Merrill

Chicago, IL

2006-2008

Intern Architect

Bullock, Smith and Partners

Nashville, TN

2004-2005

TEACHING EXPERIENCE

Judson University

Visiting Assistant/Adjunct Professor

Elgin, IL

2009-present

Courses taught:

- DES121: Design I
- ARC122: Design II
- ARC251: Architectural Design I
- ARC252: Architectural Design II
- ARC381: Architectural Study Tour

Judson University

Instructor – High School Design Discovery Camp

Elgin, IL

2009-2011

- Co-taught for two summers and led solely the past two summer's camp, including modifications and design curriculum development.

Judson University

Graduate Assistantship – First Year Design Studio [ARC122]

Elgin, IL

2006

PROFESSIONAL MEMBERSHIP

American Institute of Architects	2011-present
CIVA (Christians in the Visual Arts)	2010-present
AIA Chicago Young Architects Forum	2006-present
NCARB (National Council of Architectural Registration Boards)	2004-present
American Institute of Architect Students, Judson University Chapter	2001-2006
Chicago Women in Architecture Students	2001-2004

ACADEMIC AND PROFESSIONAL ACHIEVEMENTS**Publications:**

Thesis work published in Judson University Graduate School promotional book	2007
Second year design work published in Form-Z magazine	2002

Exhibitions:

NCARB Accreditation Exhibition, Judson University	Spring 2004
Sketches from Judson University's European Study Tour exhibited	Fall 2003
Freshmen design work in Student Architecture Exhibition, University of Tennessee	Spring 2001

Invited Critic:

Bowling Green State University, second year design reviews	Fall 2008
Judson University, third year design reviews	Fall 2008
Judson University, third year design reviews	Spring 2008
Judson University, fourth year design reviews	Spring 2007
University of Tennessee, fourth year design reviews	Spring 2005

Architecture Licensure:

Registered intern with the Intern Development Program;
Full licensure anticipated within the next 2-3 years.

CAMPUS AND COMMUNITY SERVICE**Judson University Mission Trip Co-Leader:**

Adventure Learning Center, Nassau, Bahamas	March 2010
--	------------

Volunteerism:

Participant in Chicago Architecture Foundation's high school programs and curriculum development	2007-2010
Advisor for AIA Toledo, OH Chapter sponsored High School Design Competition	Spring 2009

Ian Bryan Hoffman

curriculum vitae

EDUCATION

Master of Architecture [M.Arch], 2004

Faculty of Architecture, Landscape & Design
University of Toronto
Toronto, Ontario CANADA

Design Thesis: *Temporal Space – Sound as a space-making device for music performance*

Graduate Coursework in Acoustics, 2000

The Pennsylvania State University
State College, Pennsylvania

Noise Control Engineering
Psycho-Acoustics & Human Perception

Bachelor of Science in Engineering [B.S.E] *Summa Cum Laude*, 1995

College of Engineering, Technology & Architecture
The Hartt School of Music
University of Hartford
Hartford, Connecticut

Major : Acoustics & Music [Piano]
Minor : Mathematics

PROFESSIONAL EXPERIENCE

2011-2012	Architectural Acoustics Designer Pin Drop Acoustics
2008-2012	Architectural Acoustics Designer Freelance
2006-2008	Architectural Designer + Acoustics Specialist Westlake Reed Leskosky Architects Cleveland ▫ Phoenix ▫ Washington DC
2005-2006	Intern Architect Ted Handy and Associates, Architects Barrie, Ontario CANADA
2010-2011 1998-2004	Architectural Acoustics Consultant The Talaske Group, Inc. Oak Park, Illinois
1995-1998	Architectural Acoustics Consultant Artec Consultants, Inc. New York, New York

TEACHING EXPERIENCE

- 2008-2012 **Assistant Professor of Architecture**
Assistant Chair for Undergraduate Programs
 School of Art, Design & Architecture
 Judson University
 Elgin, Illinois
- courses taught :
- ARC 322 : Construction Technology II
 - ARC 341 : Structures I : Statics & Strength of Materials
 - ARC 351 : Architectural Design Studio III
 - ARC 352 : Architectural Design Studio IV
 - ARC 381 : European Study Tour [Italy & Greece 2009; Italy, Prague, Berlin 2012]
 - ARC 421 : Environmental Technology II : Introduction to Acoustics & Lighting
 - ARC 425/625 : Advanced Acoustics Seminar
 - ARC 488 : Undergraduate Directed Research
 - ARC 652 : Cumulative Design Studio II
 - ARC 681 : Graduate Architectural Thesis I – Advisor
 - ARC 682 : Graduate Architectural Thesis II – Advisor
 - ARC 688 : Graduate Directed Research
 - THE/ENG 376 : The Dramatic Experience – Shakespeare, Performance & Space
- 2003-2004 **Graduate Teaching Assistant** – Environmental Systems: HVAC, Acoustics & Illumination
 Faculty of Architecture, Landscape & Design
 University of Toronto
 Toronto, Ontario
- 2001 **Visiting Instructor** – The Acoustics of Performance Spaces
 Columbia College Chicago
 Chicago, Illinois
- 1994-95 **Teaching Assistant** – Physics I + Physics II
 College of Engineering, Technology & Architecture
 University of Hartford
 Hartford, Connecticut

PROFESSIONAL MEMBERSHIPS

- Full Member in the Acoustical Society of America [ASA]
 Active member of the Technical Committee on Architectural Acoustics
 A principal organizer for the 141st Meeting of the ASA-Chicago 2001
- Professional Member of the Royal Architectural Institute of Canada [MRAIC]
- Associate Member of the American Institute of Architects [AIA]
- Individual member of the United States Institute of Theatre Technology [USITT]
- Member of the Society of Building Science Educators [SBSE]
- Individual member of the League of American Orchestras
- Individual member of the Forum for Architecture, Culture and Spirituality [ACS]

SIGNIFICANT PROJECT WORK

Westlake Reed Leskosky Architects



◀ Kohl Jazz Studies Building – Oberlin Conservatory of Music

Oberlin, Ohio [2010]

The new jazz studies building at Oberlin houses faculty studios, practice rooms, classrooms and the primary recording studio for the Oberlin Conservatory.

Balboa Theater [Historic Renovation]

San Diego, California [2008]

Restoration of a 1400-seat historic downtown theater from 1924.

Cab Calloway School for the Arts

Wilmington, Delaware [2008]

New 1000-seat performance space for a public high school for the arts.



◀ Hanna Theater [Adaptive Renovation]

Cleveland, Ohio [2008]

Transformation of a 1400-seat proscenium road house from the 1920s into a 550-seat thrust stage for the Great Lakes Theatre Festival, a repertory Shakespeare theater company.

Project Niagara

Niagara-on-the-Lake, Ontario [Ongoing]

Programming and Planning an outdoor summer music festival for the Toronto Symphony and National Arts Centre Orchestras.

Museum of Contemporary Art

Cleveland, Ohio [Ongoing]

Collaborating Architect: Foreign Office Architects -- London



Las Vegas Museum [Adaptive Re-use]

Las Vegas, Nevada [Ongoing]

Restoration and adaptation of the old Federal Courthouse and Post Office in 'old downtown,' into a museum chronicling the history of Las Vegas.

◀ Wilmington Performing Arts Center

Wilmington, North Carolina [competition won]

Development of a 75,000ft² community arts center, including a 1400- seat, multi-use concert theater for the Wilmington symphony orchestra, various chamber music groups, community theater groups and touring productions.

SIGNIFICANT PROJECT WORK

The Talaske Group



- ◀ **Mead Center for American Theater at Arena Stage** [Renovation+Expansion]
Washington, DC [2010]

Architects: Bing Thom Architects – Vancouver



Goshen College Music Building

Goshen, Indiana [2002]

Architects: Mathes Brierre – New Orleans

- ◀ **Jay Pritzker Music Pavilion, Millennium Park**
Chicago, Illinois [2004]

Architects: Gehry Partners, LLP – Los Angeles



Chicago Shakespeare Theater

Chicago, Illinois [2000]

Architects: VOA Associates – Chicago

- ◀ **Coronado Theater** [Renovation]

Rockford, Illinois [2000]

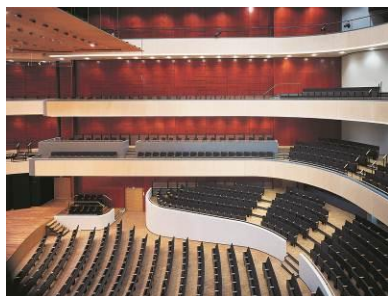
Architects: Westlake Reed Leskosky – Cleveland

The New Goodman Theater

Chicago, Illinois [2000]

Architects: Kuwabara Payne McKenna Blumberg – Toronto

Artec Consultants



Esplanade National Concert Hall and Opera House

Republic of Singapore [2001]

Architects: Michael Wilford Partnership – London
DP Architects – Singapore

- ◀ **Sibelius Concert Hall & Congress Center**

Lahti, Finland [1999]

Architects: Arkkitehtityöhuone – Helsinki



Harvey Theater, Interlochen Center for the Arts

Interlochen, Michigan [1998]

Architects: Sasaki Associates – San Francisco

- ◀ **Lucerne Concert, Cultural & Congress Hall**

Lucerne, Switzerland [1998]

Architects: Atelier Jean Nouvel – Paris

New Jersey Performing Arts Center

Newark, New Jersey [1997]

Architects: Barton Myers Associates – Los Angeles

Winspear Centre for Music, Concert Hall

Edmonton, Alberta [1997]

Architects: Cohoes Evamy Partners – Edmonton

ACADEMIC & PROFESSIONAL RESEARCH

Undergraduate Research:

Polar Diffusion of Full Split-Faced Block

An investigation into the polar diffusion characteristics of full split-faced block using a radial impulse response technique. The purpose was to more fully understand the acoustic scattering effects of this randomly diffuse surface, and at which frequencies scattering occurred. The findings were applied to the design of the Winspear Centre for Music in Edmonton, Alberta.

Graduate Design Thesis:

Temporal Space – Sound as a space-making device for music performance

Program: An outdoor performance and retreat facility for the University of Toronto Faculty of Music



The built environment is in ongoing interplay with aural space. Architecture mediates, filters and shapes sound through materials, form and construction. Conversely, the experience of space is strongly governed by what is heard. Aural space offers a unique perspective into scale, shape, material, memory and context that cannot be perceived in the visual domain, but is critical to a total architectural understanding.



This thesis investigates aural space within architecture. Aural space is temporal and constantly changing. Temporal experience is created from repetition, pause, contrast or change over time. It is aberration in the temporal domain which generates form. In large part, visual space and aural space exist within distinct frameworks, but they intersect within the context of the built architectural proposition. This thesis examines that intersection, where visual and aural space are synthesized in the built form; it explores the issues of site, scale, form and change in aural experience, and it maintains the potential of aural space to make new architectural space.

In-line with the aural subject matter, this thesis was presented as an exhibition of 2D and 3D architectural work as well as an installed 7.1 auralization (aural rendering) of the architectural proposition in various forms, using current room acoustic modeling techniques.

Professional Research:



Material Research for a Translucent Piano Lid

Acoustic design advisor to a Connecticut-based partnership that is re-developing a high-end concert grand piano. The industrially re-designed instrument includes an exposed and enlarged soundboard, a beveled rim, and a two-dimensionally curved glass, acrylic or poly-carbonate lid. The project is presently in the proto-typing stage. I am presently working with the Acoustics Lab at the University of Hartford, using finite element analysis modeling and modal vibration analysis, to determine the best approach(es) for the lid material and fabrication.



Orchestra Riser Research

While at the Talaske Group, I conceptualized, built and executed a full-scale research endeavor to explore the use of resilient materials within an orchestra riser design. The goal was to optimize the lateral transmission of tactile vibration from pinned instruments [such as celli and double basses], across the concert platform, to enhance in-time ensemble playing with more distant members of the orchestra. The design was ultimately documented and constructed at the Jay Pritzker Pavilion at Millennium Park.



Permeable Screen Research

An initial experiment with permeable screen walls also occurred while I was at the Talaske Group, where I [with others] developed a full-scale experiment to research the focusing behavior of a concave wall to be used in a spoken-word theater space. A large, full-scale mock up was constructed to study frequency-specific acoustic focusing, human perception of that focusing [if any], and how much visual permeability resulted while avoiding acoustic focusing.

ACADEMIC & PROFESSIONAL ACHIEVEMENTS

Fulbright Grant Finalist:	Finalist and First Alternate for a 2001 U.S. Department of State Fulbright Grant to conduct Room Acoustics research and graduate study at Chalmers University in Sweden.
John G. Martin Award Finalist:	Finalist for the 1995 John G. Martin Award to conduct graduate study in Physics and Philosophy at Hertford College, Oxford University.
Graduate Awards:	University of Toronto Fellowship John Yamada Memorial Scholarship Building Science Award
Publications [Books]:	<i>Halls for Music Performance: Another Two Decades of Experience – 1982-2002.</i> Published by the Acoustical Society of America, November 2003. Printed by the University of Toronto Press (320 pgs. Hardcover. Color). Ian Hoffman, Christopher Storch, Timothy Foulkes (Editors).
Publications [Articles]:	<i>Concert Hall at a Crossroads?</i> Published in Mondo design magazine, July/August 2011. Mondiale Publications Ltd, London Byron Harrison and Ian Hoffman.
Presented Papers:	“Understanding the Role of Direction in Thrust and In-the-round Theater Spaces” 2 nd Pan-American / Iberian Congress on Acoustics – Cancun, November 2010 Ian Hoffman, Rick Talaske & Byron Harrison (Invited Paper) “The Adaptation of a Vaudeville Theatre into a 21 st Century Multi-purpose Venue” 143 rd Meeting of the Acoustical Society of America – Pittsburgh, June 2002 Ian Hoffman, Rick Talaske (Invited Paper) “An Experiment in the Use of Resilient Materials in Orchestra Riser Design - Part I” 141 st Meeting of the Acoustical Society of America – Chicago, June 2001 Ian Hoffman, Rick Talaske, Byron Harrison (Invited Paper)
Exhibitions:	<i>Europe Study Tour 2009</i> Draewell Gallery, Judson University, September 2009. Four original drawing and watercolor works. <i>House: Case Study Cleveland.</i> SPACES Gallery, Cleveland, Spring 2002 and the Eric Arthur Gallery, Toronto, Winter 2003. Contributor to the Robert Levit – Cicada Design exhibition entry.
Conference Chair:	Session Chair of <i>Biggest Mistakes: Lessons for Practitioners, Researchers and Young Designers</i> , hosted by the Technical Committee on Architectural Acoustics. 158 th Meeting of the Acoustical Society of America – San Antonio, October 2009. Chair of the <i>Spaces for Performance</i> session at the Architecture Music Acoustics conference, hosted by Ryerson University [Toronto, June 2006]. Part of the international soundAXIS festival.

ACADEMIC & PROFESSIONAL ACHIEVEMENTS

[continued]

Invited Design Competitions:	<p><i>Outdoor Music Pavilion Competition</i> Trois-Rivière, Québec [2010] In collaboration with Open Form Architects – Montréal</p> <p><i>House of Arts & Culture</i> Beirut, Lebanon [2009] In collaboration with Khoury Levit Fong – Toronto</p>
Room Acoustic Design:	<p>Music Room Addition Collins Residence Batavia, Illinois [2009-10]</p>
Invited Critic:	<p>UW-Milwaukee, School of Architecture, second-year final design reviews. Milwaukee, Wisconsin [Dec 2010 & May 2011]</p> <p>College of DuPage, Department of Architecture, second-year final design reviews. Glen Ellyn, Illinois [2010 & 2011]</p> <p>Virginia Tech, Center for European Studies in Architecture, final design reviews. Riva San Vitale, Switzerland [2009]</p> <p>Virginia Tech, College of Architecture and Urban Studies, thesis reviews. Blacksburg, Virginia [2009]</p> <p>Kent State University, Master of Architecture design reviews. Cleveland, Ohio [2007]</p> <p>Kent State University, Master of Architecture design reviews. Kent, Ohio [2006]</p> <p>University of Toronto, Faculty of Architecture, Landscape & Design, M.Arch reviews. Toronto, Ontario [2006]</p>
Invited Lecturer:	<p><i>The Past and Future of Concert Halls as Cultural, Architectural and Acoustic Spaces.</i> Virginia Tech, Center for European Studies in Architecture. Riva San Vitale, Switzerland [2009]</p> <p><i>The Spatial Qualities of Sound in Building Form-making</i> Virginia Tech, College of Architecture and Urban Studies. Blacksburg, Virginia [2009]</p>
Lecture Series Coordinator:	<p>School of Art, Design & Architecture Lecture Series [2009-2013] Judson University</p>
Faculty Recognition & Achievement:	<p>Faculty Moderator, Judson University [2011-2012] Faculty Merit Award, Judson University [2009-2010]</p>
Architecture Licensure:	<p>Presently completing the seven exams associated with the Architectural Registration Exam [ARE] in order to complete professional licensure and National Council of Architectural Certifications Boards [NCARB] certification in the United States.</p>

Short form vitae 8/20//2011

R. THOMAS JAEGER, A.I.A. EMERITUS, is a graduate of the University of Illinois with a Master's degree in Architectural Design and Postgraduate Studies in Architecture, City Planning and Visual Design at Massachusetts Institute of Technology. He is Emeritus Professor of Architecture at the University of Illinois at Chicago School of Architecture and served by appointment as acting director, Chair in Structures, Design and Technology for the Graduate and Undergraduate Programs. He has received applied research grants from the Kettering Foundation, Ford Foundation and the National Endowment for the Arts. He has been a Visiting Professor of Environmental Studies at Michigan State University, and served by appointment on the National Faculty of Humanities, Arts & Sciences, Atlanta, Georgia. On behalf of the National Faculty, he has consulted with over 30 secondary schools in the U.S.A. developing programs designed to introduce environmental analysis and design experiences for high school students. He is a recipient of a State Service Award presented by the Illinois Council of the American Institute of Architects (AIA) for contributions to architectural education, the 1995 Excellence in Education Award for Exceptional Contributions to the Advancement of the Profession of Architecture by AIA Illinois, the 1998 Lifetime Achievement Award by the Northeast Illinois Chapter of the AIA (NEI/AIA) and the 2010/11 Judson University Department of Architecture Faculty Excellence Award. He is a past Chairman and a current member of the Architecture Advisory Council of the Judson University Professional Program in Architecture, Elgin, Illinois where he serves as a Senior University Lecturer, an Adjunct Professor of Architecture and an Adjunct faculty member in the Division of Exercise & Sport Science.

He is a consulting principal of Jaeger, Nickola & Associates Ltd., Architects, Park Ridge, Illinois. He is a member of the American Institute of Architects, the Interfaith Forum on Religion, Art and Architecture, has practiced architecture in the states of Illinois, Indiana, Michigan, Texas and Wisconsin. Since 1960, the firm has received a total of 48 awards for excellence in architecture and planning from the American Institute of Architects, The Association of Licensed Architects (ALA), The National Endowment for the Arts, The Interfaith Forum on Religion, Art and Architecture, The American Society for Church Architecture, The Guild for Religious Architecture, The Fourth International Congress on Religion, Art and the Environment, The Illinois Landscape Contractors' Association, The American Association of Nurserymen Inc., The Associated Landscape Contractors of America and the Gold Medal of the British Association of Landscape Industries. He is a former Board Chair and fourteen year member of the Board of Directors of Friendship Village of Schaumburg, Illinois, a 1,000 resident continuing care retirement community, and received the tenth annual Sterling Friendship Award in 2007. He served as a member of the Board of Directors of the NEI/AIA from 2007 to 2010 and is a current member of the chapters Practitioners/Educators committee.

In addition to architectural education and professional practice, Tom is a certified teaching member of the United States Professional Tennis Association (USPTA) having achieved level 4 Professional development award for 10 continuous years of professional commitment and achievement, a certified (USTA) NTRP Verifier, a member of the United States Racquet Stringers Association (USRSA), and a member of the Professional Advisory Staff of Head/Penn Racquet Sports. He currently teaches at The Racket Club in Crystal Lake, Illinois, The Division of Exercise Science and Sport, Judson University, Elgin, Illinois, and The Marriot Horseshoe Bay Resort, Horseshoe Bay, Texas. He has served as the Head Tennis Professional for both the Tall Oaks Tennis Club, Del Webb Sun City Huntley, Illinois and The Minocqua Country Club, Minocqua, Wisconsin and taught in the Chicago District Tennis Association (CDTA) Junior Excellence Program, USTA Play Tennis America, USPTA Tennis Across America, and Nike tennis camps for ages six to seventeen. He has played on USTA state championship teams out of River Trails Tennis Club in Arlington Heights, Illinois.

2011 Keelan P. Kaiser – Curriculum Vitae

Keelan P. Kaiser is a practicing architect and educator. He explores contemporary practice and education through a lens of passivity, or passive systems including daylighting, passive solar and natural ventilation. He is involved with the AIA/SBSE Carbon Neutral Design Studio Curriculum Project, an international education resource development initiative, developing and refining architecture pedagogy in conjunction with the 2030 Challenge. He believes the creation of healthy buildings that lead to improved quality of life and edify the human spirit are among the highest callings of the architect. His teaching has spanned the spectrum of architectural education, from history to building technology to design, and from first year studio to graduate theses. Professor Kaiser is an active practitioner with the green design firm Serena Sturm Architects in Chicago, exploring passivity in contemporary design. He is married to architect Melisa (Shaw) Kaiser, and is the father of four children (Nikolas, Kadin, Aria, and Mathias).

Education Background

Kaiser studied under notable visionaries Michael Sorkin and Aaron Betsky, among others, while completing his M.Arch. at the University of Nebraska-Lincoln (1993), and worked in the offices of Peter Eisenman. A licensed architect for over thirteen years, Kaiser has practiced in Nebraska, Illinois, Tennessee, Kentucky, Montana, and New York, holds national certification through NCARB, and is a LEED accredited professional. Since 1994, he has taught architecture studio and related coursework at the University of Nebraska-Lincoln, Judson University and the School of the Art Institute of Chicago. During his fourteen years at Judson, Kaiser helped found a new architecture program, developed numerous new courses, served in various administrative posts including campus planner and architect during an ambitious building campaign resulting in an innovative new “green” architecture facility, the Harm Weber Academic Center, by British architect, C. Alan Short and landscape architect Slaine Campbell. He is currently involved with a greening of the campus program that seeks to convert multiple existing buildings to LEED EBOM and reduce their resource consumption. He served on the national board of directors of the ACSA as the West Central regional director through 2009, and is serving a three-year term on the national board of directors of NAAB as an ACSA nominee. In summer 2008, he transitioned from private practice to join the Chicago firm Serena Sturm, as a research practitioner focusing on sustainable design and emerging zero energy and high performance building technology. He spent the 2008-09 academic year with the School of the Art Institute of Chicago, a vibrant community of artists, designers and scholars invested in the contemporary topography of design criticism and exploration.

Kaiser is currently the president-elect of the National Architectural Accrediting Board (NAAB) and will be president of the board in 2011-12. He served as a director on the board of the American Collegiate Schools of Architecture (ACSA) from 2006-2009.

Education

Trinity Evangelical Divinity School, Deerfield, IL

Graduate studies in Christianity and Contemporary Culture (2002-3)

University of Nebraska-Lincoln, Lincoln, NE

Master of Architecture (1993)

Emphasis: History and Theory / Digital Technology (3.75/4.0)

Thesis: A Search for an Electronically Integrated Approach to Exploratory Architectural Design:
"A Center for the Study of Television and Cinema."

Placed in Center for Critical Architecture/2AES-San Francisco, CA National Competition "The Next Generation: Student Work from the United States." (1993)

University of Nebraska-Lincoln, Lincoln, NE

Bachelor of Science in Architectural Studies (1991)

Emphasis: Design and Structures (3.0/4.0)

Current Academic Post

Kaiser leads the Department of Architecture at Judson University as Chair of the Department. He teaches graduate studios and seminars, typically in high performance and zero energy approaches to developing the built environment. The school includes approximately 200 students in undergraduate and graduate programs, and 10 full time faculty with 10 assisting adjunct faculty.

Academic Experience

Judson University (1998-Present) Elgin, IL

School of Art, Design and Architecture

Department of Architecture

Professor, Tenured (2005)

Teaching: Des 121-Foundation Design 2D, Des 122-Foundation Design 3D, Des 231-Digital Tools I, Arc 252-Architecture Design Studio II, Arc 352-Architecture Design Studio IV, Arc 381-Architecture Study Tour, Arc 451-Design Studio V, Arc 681/682-Graduate Thesis I/II, Arc 651/652-Cumulative Graduate Studio I/II, Arc 410/610-Advanced Digital Representation I, Arc 411/611-Advanced Digital Representation II, Arc 400/600-Design:Construct: A Synthesis in Craft, Arc600-Case Studies in Zero Energy Design.

Administrative: Department Chair, Architecture (2009-Present), Interim Chair, Division of Art, Design and Architecture (2007-2008), Architecture Department Interim Chair (2004-2005); Architecture Department Graduate Coordinator (2003-2007); Judson College Faculty Moderator (2003-2004); Chair of Academic Center Invited Design Competition and subsequent Building Committee (2001-2007), New Faculty Search Committees (2000-Present), Academic Advising of both Undergraduate and Graduate Students (1998-Present), NAAB Team Room Exhibit coordinator (2000, 2002, 2004, and 2007 visits).

American Collegiate Schools of Architecture (ACSA): ACSA West Central Regional Director and Board of Directors (2006-2009), Architecture Education Committee Chair ACSA Board of Directors (2007-2008), Judson College Faculty Councilor to West Central Region ACSA (2001-2004), and ACSA Central Regional Meeting Co-Chair (2004).

Peer Reviewer of Papers: 2004 ACSA Central Regional Meeting, 2006 Beginning Design Conference, 2006 ACSA Annual Conference, and 2006 ACSA Central Fall Conference.

Peer Reviewer of Papers: 2004 ACSA Central Regional Meeting, 2006 Beginning Design Conference, 2006 ACSA Annual Conference, and 2006 ACSA Central Fall Conference.

Peer Tenure Reviewer: Judson University, Southern Illinois University, University of Las Vegas-Nevada.

Guest Studio Critic/Lecturer: Kansas State University (Condia, Orneleas, Krstic), Illinois Institute of Technology (Felsen, Flury), University of Nebraska-Lincoln (Donohue, Hoistad, Cronrath), University of Illinois Champaign-Urbana (Baumgartner), and Oklahoma State University (Bilbesi, Richards).

Leadership Training: Teleconference Workshop Leading and Managing Academic Departments: A Primer for Department Chairs, led by Dr. Don Chu, California State University, Chico (2005); Council of Independent Colleges Workshop for Department and Division Chairs, led by Dr. Mary Ann F. Rehnke, CIC (2005)

School of the Art Institute of Chicago (2008-2009) Chicago, IL

Department of Architecture, Interior Architecture and Designed Objects
Visiting Professor of Architecture

Teaching: 6210-Graduate Interior Architecture Studio V, 6212-Choreographed and Ambient Systems for Architects and Interior Architects, 4001-Advanced Interior Architecture Studio, 6222-Sustainable Practice Economies

University of Nebraska-Lincoln (1996-1998) Lincoln, NE
College of Fine and Performing Arts
Department of Art and Art History
Visiting Assistant Professor

Teaching: Art 111-Foundation Design, Art 221-Beginning Graphic Design

University of Nebraska-Lincoln (1994-1996) Lincoln, NE
College of Architecture
Department of Architecture
Assistant Professor (Adjunct)

Teaching: Arch 218 and 223-Computers in Architecture, Arch 310-Design Studio III, Arch 311-Design Studio IV

Professional Experience

(NCARB Architect; Currently Licensed in: IL; Previously Licensed in KY, TN, NE; Current Member Chicago AIA, Chicago USGBC)

Serena Sturm Architects (2008-Present) Chicago, IL
Research Practitioner
Sustainable Research, Planning and Architecture

Kaiser Architects (1998-2008) Elgin, IL
Principal
Consulting and Research in: Residential, Light Commercial, Community/Ministry Planning and Design. Served as Campus Architect, Judson University (1998-2008).

Pickrel Architecture and Design (1996-1998) York, NE
Project Designer, Project Architect
Residential and Light Commercial/Public Architecture

The Architectural Partnership, P.C. (1993-1996) Lincoln, NE
Project Designer
Housing and Educational Architecture, Graphic Design

Hanna:Keelan Associates, P.C. (1991-1993 P.T.) Lincoln, NE
Project Assistant
Community Planning and Research, Low Income Housing Planning and Design

Eisenman Architects (Summer 1992) New York, NY
Intern Architect
Assistant on the Schematic Design of the Emory Center for the Arts, Emory University, Atlanta, GA, and Assistant on the Construction Documentation of the DAAP, University of Cincinnati, Cincinnati, OH.

Lectures and Exhibitions

ARCC – University of Texas (2009) San Antonio, TX
Peer Reviewed Paper: “Harm A. Weber academic center, post-occupancy building performance and comfort perceptions.” (Chosen as best of conference and included in the 2009 ARCC Journal.)

AIA Illinois State Convention (2008) Moline, IL
Peer Reviewed Paper: “Green Pedagogy, Using Scale Changes in Teaching Holistic Sustainable Design”

AIA Illinois State Convention (2007) Elgin, IL
Peer Reviewed Paper: “2030 and the Inevitability of Regenerative Architecture(s) and Urbanism(s)”

Taylor University, 42nd Annual Natural Sciences Seminar Series (2007) Upland, IN
Invited Lecture: “Shades of Green: Addressing Climate Change in Architecture and the Built Environment”

Ball State University, Design Communication Association Conference (2007) Muncie, IN
Peer Reviewed Paper: "Lines of Thought"

SBSE Retreat (2007) Bainbridge, WA
Invited Workshop 1: Sustainability in Architecture Education, Preparing for the 2008 NAAB
Accreditation Review Conference, co-led with Walter Grondzik, P.E. (Ball State University).

Invited Workshop 2: A New Mixed-Mode Naturally Ventilated Building at Judson College, co-
led with Dr. David M. Ogoli (Judson University)

ARCC – University of Oregon (2007) Eugene, OR
Peer Reviewed Paper: "A Green Studio Pedagogy: Using scale changes to influence
architectural design for sustainability."

Judson University (2006) Elgin, IL
Sabbatical Exhibit: "A House and Five Lions," A low energy affordable single family campus
housing proposal and drawings/watercolors after grotesques at the Alley of the Hundred
Fountains, Tivoli

AIA Illinois State Convention (2005) Rockford, IL
Seminar: "Earth Stewardship and Sustainable Development at Judson College"
Professional AIA Seminar (1.5 HWS), Co-Authored with Dr. David M. Ogoli

U.S. Green Building Council, Chicago Chapter (2005) Chicago, IL
Seminar: "Harm A. Weber Academic Center and the Greening of Judson College"
Professional AIA Seminar (1.5 HWS), Co-Authored with Dr. David M. Ogoli

Illinois Institute of Technology (2005) Chicago, IL
Invited Graduate Studio Lecture: "Harm A. Weber Academic Center and the Greening of
Judson College"

Union University, Department of Art (2005) Jackson, TN
Invited Lecture: "Current Academic and Professional Work"

Trinity Evangelical Divinity School (2005) Deerfield, IL
Invited Graduate Seminar Lecture: "Communities of Sustainability"

University Place Art Center (2001) Lincoln, NE
Three person show: "Influenced by Architecture"

Judson University (1999-Present) Elgin, IL
Faculty Show: "Current works"

Carnegie Mellon University, 14th Annual Conference on the Beginning Design Student (1997)
Pittsburgh, PA
Exhibit: Freshmen Student work from courses at University of Nebraska-Lincoln

University of Minnesota, ACSA Midwest Regional Conference (1993) Minneapolis, MN
Peer Reviewed Paper: "Spatiality and the Electronic Wire frame"

Notable Institutional Development

ICECF Building Integrated PV Grant (2004)

\$110,000 Grant for the incremental costs associated with the south facing exterior wall of the Harm A. Weber Academic Center which combines a series of vertically oriented natural ventilation stack/chases with Photo-voltaic cells, resulting in electricity harvesting and accelerates the buoyancy in the ventilation exhaust system by artificially super heating the exhausting air within the chase. Co-authored with Dr. David M. Ogoli, in conjunction with the College Development Office.

U.S. Water and Energy Appropriations Bill, Institutional Grant (2003)

\$7.5M Grant towards the construction of the Harm A. Weber Academic Center. Provided support data, including materials generated through the ICECF Design Grant and subsequent environmental testing, to the College Development office towards the procurement of this grant.

Illinois Clean Energy Community Foundation (ICECF) Design Grant (2001)

\$75,000 Grant for the purposes of developing Schematic Design of new Harm A. Weber Academic Center (Architect: Short and Associates, London, England) which utilizes a hybrid natural ventilation system. Primary author, in conjunction with the College Development Office.

Publication

Research/Knowledge/Insight: Applying a Practice-based Research Methodology to Architecture and Design, Ed. S. Augustin, Ph.D. and C. Coleman, Wiley and Sons (2011). Chapter dedicated to Post-occupancy evaluation of new buildings, documenting POE work on the Harm Weber Academic Center with Dr. David Ogoli and Dr. Malcolm Cook.

Quickened Sense of Place, Ed. K. Kaiser and C. Miller, Judson Press (2005)

Publication of Drawings and Watercolor from European Travel with Judson University Faculty and Students

Annual Form Z Joint Study Report (1998 – 2004)

Principal Investigator. Publication includes numerous yearly digital design projects prepared by students under my direction.

Digital Architecture, M. Uddin, McGraw Hill Publishing (1999)

Publication includes two student digital media projects from courses taught at the University of Nebraska-Lincoln.

Hybrid Drawings by Contemporary Architects and Designers, M. Uddin, McGraw Hill Publishing (1999)

Publication includes images from Masters Thesis (UNL '93) and one project from private practice.

Composite Drawings, M. Uddin, McGraw Hill Publishing (1996)
Publication includes images from Masters Thesis (UNL '93).

Progressive Architecture (Jan 1993), GA Document (June 1993), A & D (July 1993),
M Emory Games, P. Eisenman, Rizzoli, (1995).
Project Assistant in the design of the Emory University Center for the Arts, Emory University,
GA.

Recent Meetings / Conferences Participation

ASAE The Center for Association Leadership (2011) Miami, FL
Symposium for Chief Elected and Chief Staff Officers

University of Maryland (2010) Washington, D.C.
ACSA Administrators Conference

University of Oregon (2009) Portland, OR
ACSA Annual Meeting

SCAD (2008) Savannah, GA
ACSA Administrators Conference

Drexel University (2008) Philadelphia, PA
ACSA Annual Meeting

LEED for New Construction (2007) Chicago, IL
Technical Review Workshop

Green Roof Infrastructure (2006) Chicago, IL
Design and Installation 201

University of Wisconsin (2006) Milwaukee, WI
ACSA Fall Conference (Session Moderator)

Illinois Institute of Technology (2005) Chicago, IL
Sustainable Wetlands Symposium

University of Detroit Mercy (2005) Detroit, MI
ACSA Central Regional Meeting

University of Illinois/Illinois Institute of Technology (2005) Chicago, IL
ACSA Annual Conference

University of Houston (2004) Houston, TX
ACSA Administrators Conference

Judson College (2004) Elgin, IL
ACSA Central Regional Conference (Conference Co-Chair)

University of Florida (2004) Miami, FL
ACSA Annual Conference

Cranbrook ACSA/AIA Teachers Conference (2001) Bloomfield Hills, MI
Material and Digital Media

University of Minnesota (1994) Minneapolis, MN
ACSA Fall West Central Regional Conference (Paper Session presenter)

Additional Experience

Veteran U.S. Air Force and U.S. Air Force Reserve (1986-1993) Omaha, NE
Honorable Discharge at E5 Rank, Desert Storm Veteran, Decorated

Curriculum Vitae

Jeremy Paul Lindsey

424 Ball Street, Elgin, IL 60123

630.945.0541

Assistant Professor

Department of Architecture

Judson University, H.A.W.A.C. #407

1151 North State Street, Elgin, IL 60123

847.628.1013

Education

M. Arch, May 2005

Department of Architecture

Division of Art, Design and Architecture

Judson University, Elgin, IL

Bachelor of Art & Architecture, Dec 2004

Department of Architecture

Division of Art, Design and Architecture

Judson University, Elgin, IL

Academic Experience

Assistant Professor [full-time]

Department of Architecture

School of Art, Design and Architecture

Judson University

September 2008 to present

Classes:

- DES 121 – Design I
- DES 122/ARC 122 – Design II: Intro to 3D Design
- ARC 222 – Construction Technology I
- ARC 251 – Architectural Design I
- ARC 252 – Architectural Design II
- ARC 252x – Architectural Design II [accelerated summer course]
- ARC 381 – European Architecture Study Tour
- ARC 452 – Architectural Design VI [studio professor]

Adjunct Professor [part-time]

Department of Architecture

School of Art, Design and Architecture

Judson University

September 2007 to May 2008

Bedrock Lead Teacher [monthly]

Kindergarten through third grade

Rock Solid – Children's Ministry

Harvest Bible Chapel

September 2007 to present

Bedrock Classroom Leader [bimonthly]

Third grade, occasional First and Second grade

Rock Solid – Children's Ministry

Harvest Bible Chapel

January 2006 to 2010

Publications + Creative Work + Presentations

“New Faculty Exhibition” - September 2008

Draewell Gallery, Judson University

Presented Works:

-Private Residence, St. Charles, IL [Eight Color Photographs]

-Proposed Urban Restaurant, Geneva, IL [Basswood Model, 1:1/4”]

Presented talk:

“Faithfull Aesthetics” - Judson University, June 2010

A consolidated presentation given to students at Judson's Design Discovery Workshop expressing the significant role of design and aesthetics in one's activity in the world, which is the outworking of one's worldview.

Presented poster:

“Concept - Form - Assembly” - Montreal, Quebec, Canada, March 2011

An exhibition of student work from ARC 252, highlighting the best examples of a project that explored the relationship between the overall idea to the minute moments between the materials that, when assembled together, formulate the governing idea.

Presented talk:

“Happy _____” - SoADA Chapel, Judson University, October 2011

A presentation that brings together seemingly disparate things and which asks the question, “how far are you willing to go, and look odd to other, for the glory of Christ?”

Gallery show:

“On Christ & Architecture - Student Work Exhibition” - Draewell Gallery, Judson University, March 2012

Currated and installed a student work, gallery exhibition to be viewed during the Department of Architecture's Innagural Spring Symposium, On Christ & Architecture. The exhibition showed the spectrum of work completed within the entire six years of the architecture program.

Professional Training/Related Work Experience

Private Practice - Residential Design (w/ Prof. Sean Gallagher)

Single Family Remodel/Addition
ADA Compliant
Currently in Schematic Design Phase
January 2012 to present

Vice President

JLRM Studios, Inc.

A small, residential architectural studio focusing on a quality of design in new and renovation projects.
April 2009 to present

Works

New Single-family Residence
Yorkville, IL
*completed, photo documentation 2011
Addition to Single-family Residence
St. Charles, IL
*under construction, photo documentation 2011-2012
Addition to Single-family Residence
Wayne, IL
*design services complete

Project Designer

R.R. Browne Architects
Fox-valley residential architecture firm
January 2005 to August 2008

Intern Architect

JCorp, Inc.
Ames, IA architectural construction firm
March 2004 to September 2004

Intern Architect

HND, Inc.
Ames, IA landscape architecture firm
July 03 to March 2004

Ecotect - Training Workshop

ACADIA '09: reform()
Host: School of the Art Institute of Chicago
October 19-20, 2009

IDP – NCARB Council Record

100% Training Units Acquired [record being reviewed]
ARE exams to commence summer 2012

Professional Affiliations and Service

U.S. Green Building Council

Membership: March 2009 to present

ARCHES: Advocates Revitalize Cultural and Historical Elgin Sites

Membership/Involvement: February 2009 to present

American Institute of Architects

Associate Member since September 2010

Academic Service/Community Outreach

Architecture Faculty Search Committee

Department of Architecture

Judson University

October 2009 to May 2010

Student Policies Committee

Judson University

September 2009 to present

Athletic Committee

Judson University

September 2009 to present

Curriculum Committee

Judson University

September 2010 to present

Judson University ACSA Faculty Councilor

Association of Collegiate Schools of Architecture

July 2009 to present

Visual Communication Faculty Search Committee

Department of Art and Design

Judson University

January 2009 to April 2009

Designer/Organizer: World-record scale Noah's Ark Project

LEGO Masters – High5 Elective

Summer Day-camp, Harvest Bible Chapel Children's Ministry

Christopher C. Miller, Ph.D.

Department of Architecture / School of Art, Design, and Architecture / Judson University
1151 N. State St. Elgin, IL 60123 / 847 628-1015 / cmiller at judsonu.edu

Education, Licensure, and Certification

Ph.D. History of Art (now History of Arts and Architecture), Graduate School of Arts and Sciences, University of Virginia, Charlottesville, Virginia. 1999.

Dissertation: "Virtues of Civil Architecture: Rhetoric and Persuasion in Alberti's Theory of Ornament."

M. Architectural History, Division of Architectural History, School of Architecture, University of Virginia. 1992.

B.S. Architecture, Division of Architecture, School of Architecture, University of Virginia. 1977.

Computer Science, University of Rhode Island, Providence and West Kingston, Rhode Island. 1980-83. MS not completed.

Architect (Individual License, 007457). Commonwealth of Virginia. 1989-present.

Certificate in Classical Architecture. The Institute of Classical Architecture and Classical America, New York, New York. 2006.

Appointments

- 1999-present Assistant Chair for Graduate Programs (AY 2010-2014) and Professor, Department of Architecture (program accredited by National Architectural Accrediting Board since 2004); Judson University, Elgin, Illinois. Tenured 2005. Teaching assignments (since 2008): two-semester graduate architecture studio for the curricular concentration in Traditional Architecture and Urbanism; lecture on the Architecture of Cities; seminar, Modern Objects and the Architecture of Conviviality; and art, design, architecture, and urbanism field study tours in European cities.
- 1999, Spring Adjunct Instructor, Department of Art History, Sweet Briar College, Sweet Briar, Virginia. History of art and architecture from the Renaissance.
- 1997, Spring Instructor on Art, McIntire Department of Art, University of Virginia. ArH 491 (cross-listed to School of Architecture) Introduction to Meaning in Italian Renaissance Architecture.

Publications and Reports

"Forming, Reforming, and Transforming: Multidimensional Views of Space through Time in Architecture. Part I." *SEENJournal*, VII.1 (2007): 2-4.

"Local Accommodations: Elgin's Making and the Teaching of Traditional Architecture and Urbanism." *Proceedings of the Council for European Urbanism Conference: The Teaching of Architecture and Urbanism in the Age of Globalization, 5-9 May 2004* (Casa de Cambra: Caleidoscópio Edição e Artes Gráficas, S.A., 2006): 199-210.

Quincy Charrette Report: Principles and Recommendations to the City of Quincy for the Re-vitalization of the Hillside Loft, Arts and Hospitality, and Riverfront Precincts. March 2006. Distributed to Quincy agencies and organizations.

"A Quickened Sense of Place" and graphic works. In *Quickened Sense of Place*, ed. Keelan Kaiser and Christopher C. Miller (Elgin: Judson College Dept. of Architecture Publication), 2005.

"Sizing Style: Commercial Architecture in Cities." *Proceedings of the Vision of Europe Triennale, Bologna, October 2004* (Bologna: Vision of Europe, 2004): 199-210.

"Classicism." *Encyclopedia of Twentieth-Century Architecture*. Ed. R. Stephen Sennott. New York: Routledge, 2004. 3 vols. Co-author with Jhennifer Amundson, Ph.D.

Work in Progress

Common Sense, Buildings, and Places (tentative title).

Internet portal: [Civism and Cities](#) including link to Plein Air portfolio

Academic Conferences (selected)

- 2012 Didier Symposium. Judson University Department of Architecture. March 15-16. Aesthetics Session; Nicholas Wolterstorff (Noah Porter Professor of Philosophical Theology [Emeritus], Yale Univ.; and Senior Fellow at the Institute for Advanced Studies in Culture; Univ. of Virginia), panel moderator.
Paper (invited): Room for a View: A Short List of Contemporary Aesthetic Arguments for the Other Modern Architecture.
- 2011 From Vernacular to Classical: the Perpetual Modernity of Palladio. University of Notre Dame School of Architecture. May 10-12.
Paper (reviewed): Casting and Refining Types: the Temple of Peace in Palladio' s *Il Quattro Libri*.
- 2009 Third Annual Baylor Symposium on Faith and Culture. Secularization and Revival: The Fate of Religion. Baylor U. Waco, Texas. October 8-10.
Presentation (reviewed): Common Beauty on the Town Square: the Loss of Judgment to Inner Convictions and Back Again.
- 2007 Inaugural Baylor Symposium on Faith and Culture. Friendship: Quests for Character, Community, and Truth. Baylor U. Waco, Texas. October 25-27.
Paper (reviewed): Friendships in Third Places: an Architecture of Mediating Structures.
- 2006 Pruitt Memorial Symposium and Lilly Fellows Program National Research Conference: The World and Christian Imagination; November 9-11, 2006; Baylor University, Waco, Texas.
Paper (reviewed): Imaging Transpositions: Sacred, Abundant, and Blissful Uncertainty.
- 2005 Art and Soul Conference. Divine Comedies: Humor, Harmony, and Redemption. Architecture Session. April 7-9, 2005. Baylor University, Waco, Texas.
Paper (reviewed): Edifying Laughter: Serlian Comedy, the Comic in Modernity, and Lewis' s 'Transposition' .
- 2004 Mid-West American Collegiate Schools of Architecture conference, Judson College, Elgin, IL. September 2004.
Panel (chaired): Roundtable on Natural Law and Urbanism. Panelists: Philip Bess, Univ. of Notre Dame School of Architecture, Graduate Director; Greg Clark, Ph.D., North Park University, Philosophy; Mark Torgerson, Ph.D., Judson University, and Tyson Warner, Will County Chief Planner.
- 2004 Non-denominational Church Architecture: Strategy and Design conference, Judson University Department of Architecture, Elgin, Illinois, February 2004. Panelist.
- 2002 New Urbanism and Communities of Faith, Calvin College Seminars in Christian Scholarship, March 6-8, 2002, Seaside, Florida. Sponsored by Fieldstead & Co. Also, Faculty Scholarship Colloquium, Judson Univ. Nov. 4, 2002.
Paper (invited): A Flag by its Colors: Architectural Ornament as an Index of Democracy and Locality.
- 2001 Evangelical Worship and Church Architecture Conference, Judson College, October 12 and 13, 2001.
Panelists included Jhennifer Amundson, Thomas Barrie, Donald Bruggink, Jim Halverson, Denis McNamara, Kurt Peterson, Mark Torgerson, and James F. White.

Session Panel (moderated): Must evangelicals be iconoclasts?

- 2001 New Urbanism and communities of faith, Philip Bess (Andrews Univ.), director; Fieldstead, funder; Calvin College Seminars in Christian Scholarship, Calvin College, Grand Rapids, Michigan, June 24 – July 27, 2001. Paper: Manifesto for temperateness in architecture.

Academic Guest (selected)

- 2005 Denison University Department of Art. Granville, Ohio. November 4, 2005.
Presentation: Home Projects for Street People: Danli, Honduras and in Elgin, Illinois. "Built by Rasp and Bicycle: a Year-long Consideration of How We Make Our Homes and What They Make of Us," Department of Art Lecture. Also, Faculty Scholarship Colloquium. Judson University. November 10, 2005.
- 2005 Denison University Department of Art. Granville, Ohio. April 1, 2005.
Presentation: New Urbanism: Principles and Arguments for Re-urbanizing Communities. Department of Art Lecture.
Presentation: The Grand Rapids Charrette and Observations on the Civic Architecture of Poverty. First Year Seminar-102: Material Culture, Built Environment, and Poverty: Housing, Home, and Homelessness in the Culture of Survival (Karl Sandin). April 1, 2005.
- 2001 Savannah College of Art and Design. Department of Architecture. Architectural History Lecture Series, November 2001.
Paper: Imaging Polity: Albertian theory, Sansovino's Venice, and a Proposal for Practice.

Academic to Community of Practice in Architecture and Urbanism

Curricular Innovation: Traditional Architecture and Urbanism

- 2008 Undergraduate curricular concentration (2008-2011) and graduate curricular concentration (2008-present) pursuant to Judson Univ. School of Art Design and Architecture Mission and Values statements including these:

We respond to our position within an academic setting by valuing preeminently the formation of critical minds toward the various approaches to architecture.

We will prepare students for practice by allowing them to develop and follow an approach that is consistent with the critical position they develop in their liberal study of architecture.

Assessment includes visiting occasional critics (including Léon Krier, inaugural Driehaus Prize laureate, and regular visiting professor, Yale School of Architecture; Allan Greenberg, Architect and Driehaus Prize laureate; Philip H. Bess, Notre Dame School of Architecture Director of Graduate Studies and Professor; Thomas Rajkovich, Architect and recipient of Ross Award and Forty Under Forty; Matthew Hardy, Ph.D., RAIA, FRSA, International Network of Traditional Building, Architecture, and Urbanism; Michael Watkin, AIA, AICP, CNU, and LEED; Ty Warner, AICP, Executive Director, Flint Hills [Kansas] Regional Council (formerly Principal Planner, Chicago Metropolitan Agency for Planning); Andrés Duany, FAIA, Driehaus Prize laureate, Thomas Jefferson Memorial Foundation Award, and the National Building Museum Vincent J. Scully Award, and Gary M. Ainge, HBRA Architects Chicago, winner of the Institute of Classical Architecture and Art 2012 Arthur Ross Award), publication of student work, student interest, alumni career placement and employer advocacy, graduate and post-graduate school records, support from organizations (Congress for the New Urbanism, I.N.T.B.A.U., and the Institute of Classical Architecture & Art), student competition successes, and the appointment of students to organizational board positions.

Curriculum: T.A.U. Curricular Overlay for Undergraduate and Graduate Concentrations. 2010.

Paper: Traditional Architecture and Urbanism (T.A.U.): arts for growing, bettering, and sustaining local ethos and built environments. Proposal for Concentration Option. Department of Architecture Judson University. 6 September 2007.

Assessment study: Student Visual Preferences for Diverse and Specialized Studios. Department of Architecture, January 2006.

Publication of Student Work

- 2012 "From the Academies: Judson University." *The Classicist* no.9 (NY: The Institute of Classical Architecture and Urbanism & Classical America, 2012): 74. Student work: Re-urbanization Proposal with Medrasa and Hammam for Fez, Morocco, Jessica Otte; Re-urbanization Proposal and Civic Building for Chelsea Barracks, Chelsea, London, Samuel Lima; and Re-urbanization Proposal and New Boston City Hall and Market, Jared Natalino. Graduate Studio T.A.U. 2010.
- 2009 "From the Academies: Judson University." *The Classicist* no.8 (NY: The Institute of Classical Architecture and Urbanism & Classical America, 2009): 79. Student work: Urban Proposal and New Rail Station, Elgin, IL, Brian Mork (Senior Studio T.A.U., Spring 2008); Urban Proposal and New Rail Station, Elgin, IL, Aaron Holverson (Senior Studio T.A.U., Spring 2008); Re-urbanization Proposal and New City Hall for Elgin, IL, Nathaniel Brooks (Graduate Thesis Studio 2003); and Re-urbanization Proposal and New City Hall for Elgin, IL, Kevin Svensen (Graduate Studio T.A.U. 2009).
- 2007 "Library and Oratory: Piazza della Rotunda, Rome," Portfolios from the Academies: Judson. *The Classicist* no.7 (NY: The Institute of Classical Architecture and Urbanism & Classical America, 2007): 79. Senior Studio.

Guest Lectures, Presentations, Jurying, and Roundtables (selected)

- 2012 Seaside Academic Village Roundtable. Seaside. January 27, 2012. Invited faculty.
- 2011 Inaugural Meeting of the Students for the New Urbanism - Illinois Chapter. Elgin, Illinois. October 19, 2011.
Presentation: It's Your World, Fix It.
- 2011 Master of Architectural Design and Urbanism Final Review (Philip Bess). Notre Dame Univ. Sch. of Architecture. Invited juror with Howard Decker, former Chief Curator at National Building Museum, and Judith McBrien, Director/Producer of The Archimedia Workshop and the Director of the Daniel Burnham Film Project.
- 2011 Mid-term Senior Studio Review (Krupali Krusche) and Graduate Studios Review (Philip Bess). Notre Dame Univ. Sch. of Architecture. Invited juror.
- 2010 Tuesdays at the APA. August 24. American Planning Association Chicago. Burnham Conference Center, 205 N. Michigan Ave., Suite 1200, Chicago, IL.
Lecture (invited): Urban Morphology: DNA for the Architecture of Vital Cities.
- 2010 Congress for the New Urbanism 18. New Urbanism: Rx for Healthy Places. May 19-22, 2010. Atlanta, GA. Academic Paper Session.
Presentation (reviewed): Visualizing Morphological Conditions for Pedestrian Connectivity.
- 2010 Roundtable including Jhennifer Amundson, Ph.D.; Nathaniel Brooks; Darrell Cosden, Ph.D. Theology; Michael McKeever, Ph.D. New Testament; and Mark Torgerson, Ph.D. Theology. Weber Academic Center. Judson University. February 26, 2010. Organizer and interlocutor.
Topic: Building the City of God in Modernity's Social Imaginary.
- 2010 Congress of New Urbanism Illinois Chapter Statewide Conference."Rethinking Stalled Development in Chicago: Where Do We Go from Here?" October 7. Centre of Elgin, Heritage Ballroom. Elgin, IL.

Presentation: Student Urbanists.

- 2010 Georgia Institute of Technology (and Institute of Classical Architecture and Classical America) MS Classical Design Studio; Michael Mesko, Instructor. April 30, 2010. Atlanta, GA. Final Critique Guest Juror.
- 2009 Roundtable including Darrell Cosden, Ph.D. Theology; Michael McKeever, Ph.D. New Testament; Dale Simmons, Ph.D. Church History; and Mark Torgerson, Ph.D. Theology. Weber Academic Center. Judson University. October 26, 2009. Organizer and interlocutor.
- Topic and exhibit: Naked Public Square or Secret Faith on the Public Square? Proposals for Annapolis, Boston, Fez, and London.
- 2006 Notre Dame University, School of Architecture, Fifth-Year Thesis Midterm Reviews. Prof. Duncan Stroik. 3 March 2006. Invited critic.
- 2004 The Teaching of Architecture and Urbanism in the Age of Globalization Conference, Council for European Urbanism. 5-9 May 2004. Universidade Católica Portuguesa, New School Of Architecture, Viseu, Portugal.
- Session (invited): Panelist.
- 2009 Power Planning Palooza. Upper Midwest American Planning Association Conference. Chicago, IL. September 25, 2009. Also at the Thirty-Fifth Annual Kane County Planners Holiday Forum, December 4, 2009. Geneva, IL.
- Presentation (invited): Urban Morphology, Spatial Syntax, and Pedestrian Network Potential.
- 2007 Second Sustainable Cities Symposium; Plenary Session. Illinois Green Government Coordinating Council. City of Elgin, Illinois. October 26, 2007.
- Plenary (invited): What Is It That We Want To Sustain?

Other Paper Proposals Accepted (selected)

- 2008 Conference 2008: 50 Years On – Resetting the Agenda for Architectural Education. 22-23 July 2008, Examination Schools, University of Oxford, UK.
- Paper: *Courtyards* in a Pedagogy for Sustaining Buildings and People.
- 2007 Third International Conference On Architecture And Building Technologies “Regional Architecture In Euro-Mediterranean Area. Ischia, June 15th-16th, 2007.
- Paper: A Roman Cortile as a Pedagogical Tool: Teaching Sustainable Design Using John S. Reynolds’ s *Courtyards*.

Presentations of Student Work

- 2009 Chicago Metropolitan Agency for Planning Land Use Committee Meeting. Brendan Herr, M.Arch.’ 09, presented Elgin Morphology Project research by Herr, Stephen Cullum, M.Arch.’ 09, and Kevin Svensen, M.Arch.’ 09) from the graduate T.A.U. studio (Christopher C. Miller, Ph.D., instructor). October.
- 2009 Elizabeth Dowling, Ph.D., Georgia Institute of Technology, College and School of Architecture, used Senior T.A.U. and Graduate T.A.U. student work (Christopher C. Miller, Ph.D., instructor) in a lecture on contemporary education in classical architecture on the occasion of the founding of a new American Institute of Architects chapter in San Antonio, Texas, at the invitation of the local Institute of Classical Architecture chapter. May.
- 2009 Exhibit on the Occasion of the Visit and Review by Andrés Duany, FAIA. Harm A. Weber Academic Center 221, Judson University Elgin, Illinois, March 27.
- Exhibit: Inaugural Traditional Architecture and Urbanism Undergraduate and Graduate Studios. Curator.

- 2007 Jana Brink, cand. M.Arch.' 08, presented, Building for the Bayash, at the conference entitled History, Heritage & Regeneration in Eastern Europe, September 2007, in Sibiu, Transylvania, Romania, sponsored by the International Network of Traditional Building, Architecture, and Urbanism. Assisted with Dr. Marsha Vaughn.

Appointments

Midwest Regional Representative to the Institute of Classical Architecture & Art Fellows. 2012.

Affiliations: Christians in the Visual Arts; College Art Association; Congress of New Urbanism; Congress of New Urbanism – Illinois Chapter; International Network of Traditional Building, Architecture, and Urbanism; International Seminar on Urban Form; and Society of Architectural Historians.

Academic to Local Communities

Lectures Delivered and Organized

- 2010 Rotary Club of Elgin. February 15, 2010. Elgin, IL.
Presentation (invited): Bennett's City Beautiful Plan for Elgin, 1917: Unrealized Potential and an Unintended Consequence.
- 2009 Rotary Club of Elgin. August 17, 2009. Elgin, IL.
Presentation: Making Places for Civics and Citizens.
- 2009 Andrés Duany, FAIA, visit to City of Elgin and Judson University School of Architecture. March 25, 2009.
Principal organizer. Lunch with Duany hosted by Mayor Schock with invitees including City Councilmen, Kane County planners, local professionals, and JU president, Jerry Cain; partnered with Sarosh Saher, City of Elgin. Presentation. Centre of Elgin, Heritage Ballroom. Introductions by City of Elgin Mayor John Schock, Judson University President Jerry Cain, and Congress for the New Urbanism - Illinois Chapter, president John Barie. Estimated 275 attendees. Partners included City of Elgin, Judson University School of Art, Design, and Architecture, Congress for New Urbanism – Illinois Chapter, the Gail Borden Public Library, and the Burnham Centennial Commission.
- 2009 City of Elgin Preservation Month Lecture Series. Sponsored by the Elgin Historical Society, the Gail Borden Public Library, the City of Elgin, and the Burnham Centennial Commission. Gail Borden Public Library Community Room. May 28, 2009.
Presentation: Plan of Elgin, 1917, Edward H. Bennett: "Considerations of Fineness and Real Worth."
- 2005 Special Meeting of the Licking County (Ohio) Housing Initiative. Denison University. Granville, Ohio. Karl Sandin, organizer. November 2005.
Presentation: Visioning Urban Redevelopment: Case Studies from Grand Rapids, Michigan, and Quincy, Illinois.
- 1999 Downtown Neighborhood Association, Elgin, and the Judson University Department of Architecture, showing of "Back from the Brink: Saving America's Cities by Design," American Architectural Foundation.
Panel: Invited discussant.

Presentations of Student Work

- 2011 Sulphur Dell (Nashville, Tennessee) Re-Urbanization Proposal; graduate studio (Christopher C. Miller, Ph.D., instructor), Judson University Department of Architecture. Student team: Justin Bashaw, Jason Cherry, Chris Miller, Jason Norris, and Chris Strasser. Nashville Civic Design Center, Nashville, TN. December 30.
- 2008 Graduate Architecture T.A.U. Studio (Stephen Cullum, cand. M. Arch.' 09; Brendan Herr, cand. M. Arch.' 09; and Kevin Svensen, cand. M. Arch.' 09) presented to invitees including City of Elgin

planning staff, Sarosh Saher and Tom Armstrong, historic preservation specialist Jennifer Fritz-Williams, and DNA design committee members and staff. Elgin Downtown Neighborhood Association.

December 17, 2008.

Presentation: The Morphology of the City of Elgin as a Foundation for its Contemporary Development.

Exhibit. Downtown Neighborhood Association. December 17, 2008 to January 10, 2009.

- 2007 Low-Energy Ventilation and Traditional Architecture: A Georgian Science Building for Taylor University; Taylor University, Upland, IN.

Report: Taylor University Nussbaum Science Building Addition Design Proposals Report October 22, 2007.

Charrettes and Consulting

- 2012 Engineering Ministries Inc. consulting team charrette for Villa Jericó, Honduras. Team Architect.

- 2010 Rockford East State District Design Workshop for the focus area organized by the Rock River Development Partnership and in collaboration with Live Work Learn Play, Montreal, and supported by the City of Rockford. May 3-6, 2010. Nathaniel Brooks, M.Arch.' 03, design consultant and workshop co-director. Team of eleven students and alumni. Rock River Development Partnership Letter of March 29, 2010 inviting participation in revitalization efforts on behalf of the City of Rockford, Illinois.

Workshop: Christopher C. Miller, Ph.D., workshop co-director. Illustration: Perspective of City Market and Recreation District, East State District Design Workshop Presentation Book, 33; and underdrawing for City Market and East State Street Gateway, 34.

Publication: East State District Design Workshop Presentation Book, Nathaniel Brooks, Brooks Studio, Inc.

- 2009 Villa Jericó. Near Danli, Honduras. Villa: traditional 12,000sf rural residential center for women and children; design schematic to design development; dedicated January 2007. Villa, with typical courtyard, is oriented to take advantage of winter sun and breezes and maximize potential for daylighting; porches and roof projections intended to reduce solar heat gain. Cottage Hamlets: first, in series, completed 2008. Cottages designed to utilize thermal lag for winter heating. Chapel: preliminary design and ongoing design development since 2008. Masterplan: preliminary planning from 2009. School: in ongoing design development from 2007. Consultant in collaboration with Elizabeth L. Hake and Arnulfo Ortiz, contractor. Consulting in construction assurance with site visits periodically.

- 2007 Historic East End Visioning Charrette, March 31, 2007. Newark, Ohio. Organized by Karl Sandin, Denison University, and conducted by Ohio State University's Neighborhood Design Center, Columbus, Ohio. Charrette assistance team organizer and director.

- 2007 Sandin, Karl. "Urban Visioning Charrette Latest Step in Ongoing East End Efforts." Newark Advocate. Newark, Ohio. April 6, 2007.

- 2005 Quincy Student Charrette 2005. Week-long intensive visioning and masterplanning effort, sponsored by the City of Quincy, the Great River Economic Development Foundation, and Quincy Young Professionals, with input of local stakeholders, resulting in proposals for the Quincy hotel district and riverfront loft district. Team of 15 students. Co-director with Nathaniel Brooks.

Report: "Quincy: A Vision for Our Future, Quincy 2005" by student James Fikkert; director.

Report: Principles and Recommendations. S.v. Publications.

- 2002 The Testimony of Place: Building Churches and Neighborhoods. Eastern Avenue Christian Reformed Church, Grand Rapids, Michigan, September 3-5, 2002. Calvin Institute of Christian Worship, Worship Renewal Grants Program (funded by Lilly Endowment, Inc.), Calvin College.

Project Review Workshop: reviews of projects brought by conferees, review critic.

- 2002 Wealthy/Jefferson neighborhood charrette, Grand Rapids, Michigan. Organized under auspices of the Inner City Christian Federation of Grand Rapids for Wealthy/Jefferson neighborhood, Grand Rapids, Michigan. January 2002. Academic and history consultant with other seminarians to charrette team. Research: Wealthy-Jefferson Neighborhood Design Charrette research notes, 2002.

Professional: Architecture

- Wildacre, Albert H. Olmsted House; renovations and adaptations. Newport, Rhode Island (BUS, RI: NE174). Orig. architect, Irving Gill. Train & Spencer Architects (now Train & Partners Architects and Madison Spencer Architects), Charlottesville, Virginia. 1998-1999. Staff architect. Newport Historical Society Award, 2001, and Rhode Island Historic Preservation Award, 2001.
- Wachovia Regional Bank Headquarters. E.Main St. Charlottesville, VA. Charlottesville National Register Historic District. Adaptive re-use of and addition to the National Bank, 1920. Train & Spencer Architects (now Train & Partners Architects), Charlottesville, Virginia. 1998-1999. Staff Architect. Central Virginia AIA Honor Award, 2000. City of Charlottesville Historic Preservation Award, 2000.
- Residential interior. Ruckersville, Virginia. Independent architectural practice.
- Residential interior. Woodstock, Virginia. Independent architectural practice.
- Temple Beth Israel; addition (14,000sf addition to nation' s tenth oldest synagogue). Charlottesville, VA. Bruce Wardell Architects, Charlottesville, VA. 1994. Staff architect: designed components of addition; produced component of contract construction documents; authored contract construction specification; assisted landscape architect in satisfying City' s Community Development standards in site plan; and produced graphic materials for presentation to City site plan review. Virginia AIA Award. Virginia Masonry Council Award. Alliance for the Preservation of Virginia Antiquities Award.
- Thomas Jefferson Memorial Church; addition. Charlottesville, VA. Bruce Wardell Architects. 1994. Staff architect: administrated contract for construction of Thomas Jefferson Memorial Church including resolution of construction difficulties.
- Center for Christian Study addition; schematic designs. Charlottesville, VA. Bruce Wardell Architects. 1994. Staff architect.
- Residence Addition, Ednam Forest, Albemarle County, VA. Shank and Gray Architects. 1986-1993. Staff architect.
- Barclay Clubhouse. Albemarle County, VA. Shank and Gray Architects. 1986-1993. Staff architect and schematic designer.
- Charlottesville City Hall HVAC replacement, Charlottesville, VA. Shank and Gray Architects. 1986-1993. Staff architect: managed preliminary stage of project; authored specification; revised documentation and process for changes in project construction.
- City Hall Annex, Charlottesville, VA. Shank and Gray Architects. 1986-1993. Staff architect: administrated construction contract; revised site plan; produced numerous (150+) drawings for resolutions; coordinated efforts of consultants and coordinated services to various city agencies; achieved fairness in complex complex multi-party situation and excellent contract delivery in resultant building.
- Our Lady of the Angels monastery. Crozet, VA. Shank and Gray Architects. 1986-1993. Staff architect.
- Residence. Albemarle County, VA. Design development. Independent practice. 1990.
- Residence. Charlottesville, VA. Design development. Independent practice. 1986.
- Frank Hereford Office Suite Interiors. Charlottesville, VA. Shank and Gray Architects. 1986-1993. Staff architect: principal designer, project manager for construction administration.
- Residence. Carlisle, MA. Design development. Independent practice. 1985.

Susan Coolidge House (built 1880s); adaptive re-use. Newport, Rhode Island. Newport Collaborative Architects, Newport, RI. 1984. Nominated for National Register and for Department of Interior Rehabilitation Tax Credit Program. Intern architect and principal designer. Firm featured in "Group Dynamics" *Traditional Building*, June 2010.

Ogden Codman House; adaptive re-use. Bristol, Rhode Island. Newport Collaborative Architects, Newport, RI. 1984. Intern architect.

Roger Williams College Architecture national competition; Bristol, Rhode Island. Newport Collaborative Architects, Newport, RI. 1984. Chief designer.

Hamilton Harbor; adaptive re-use of historic factory (Hamilton Web Company) to residential condominiums. Wickford, Rhode Island (BUS, RI: NK36). William D. Warner Architect and Planner. Exeter, RI. 1983. Nominated for National Register and for the Department of Interior Rehabilitation Tax Credit Program. Staff intern architect.

Residence. Easthampton, MA. Design development. Independent practice. 1983.

Here' s Newport. Waterfront; Newport, Rhode Island. Demountable multi-media theater and visitor' s center. Beckman, Blydenburgh, and Associates Architects. 1981-1983. Staff intern architect; principal designer.

Davol Square Marketplace; adaptative re-use of historic factory buildings to urban marketplace and offices, Providence, Rhode Island (BUS, RI: PR41). As of 1980, it was the nation' s largest project (500,000sf) completed under the Department of Interior Rehabilitation Tax Program. Beckman, Blydenburgh, and Associates Architects. 1981-1983. Staff intern architect.

Monroeville Civic Center, Monroeville, Pennsylvania, national competition. Beckman, Blydenburgh, and Associates Architects, Providence, RI. 1981-1983. Chief designer.

1983: Kay, Jane Holtz, "The Marketplace" in *Christian Science Monitor*, Architecture January 21, 1983.

Energy-Conserving Cottage Design. Beckman, Blydenburgh, and Associates Architects, Providence, RI. 1981-1983. Collaboration to produce structural sandwich panels of plywood and extruded polystyrene insulation (SIPs). Staff architectural designer.

Model residence design.

Urban Environmental Laboratory. Center for Environmental Studies. Brown University. 135 Angell St. Providence, RI. Adaptive re-use, 1981-2, of carriage house, 1885. Beckman, Blydenburgh, and Associates Architects. 1981-1983. Staff intern architect. Partner enterprise, Aeolian Kinetics, environmental data acquisition and control devices. Richard King Mellon Foundation grant.

Manisses Hotel; historic restoration. Block Island, Rhode Island. Zane Anderson Architect, Providence, RI. 1980-81. Nominated for National Register. Intern architect.

Prototypic solar house. Zane Anderson Architect, Providence, RI. 1980-81. Intern architect.

Portland Fire Station. Portland, Connecticut. The Malmfeldt Associates Architects, Glastonbury, Connecticut. 1978-80. Intern architect.

Curriculum Vitae



David Mwale Ogoli, Ph.D.

Born 9th October 1962 in Kaimosi, Vihiga District, in Kenya; married with two children and speaks fluent English, Swahili and Luhya.

Home:
3050 Braeburn Way
Woodstock, IL 60098-2334
Phone (815) 308-5457 (Home)

Office
Judson University
Department of Architecture
Harm A. Weber Academic Centre Room 314
1151 North State Street, Elgin, IL 60123

Phone (815) 308-5457 (Home)
Phone (847) 628-1018 (Office)
Fax (847) 628-1008
E-mail DOgoli@judsonu.edu

REGISTERED ARCHITECT

Committed to study and practice architectural design through innovative building control systems that enhances thermal, acoustic and visual comfort, and, energy-efficiency by integrating the function of architectural aesthetics, advanced technologies, and, passive solar strategies

PROFESSIONAL QUALIFICATIONS/MEMBERSHIPS

1. Fellow of the Cambridge Commonwealth Society of the University of Cambridge in United Kingdom
2. Member (Registered Architect #676) of the Board of registration of Architects and Quantity Surveyors, Republic of Kenya CAP 525
3. Member (Corporate Architect #1188) of the Architectural Association of Kenya (AAK)
4. Associate Member, American Institute of Architects # 30211402 (# 7247 AIA Chicago Chapter)
5. Member (# 5171189) of the American Society of Heating Refrigerating, and Air-conditioning Engineers (ASHRAE) Inc., Atlanta, GA. USA
6. Member of the International Society of Building Science Educators (SBSE)
7. Member of the Acoustical Society of America (ASA)
8. Member of the International Solar Energy Society ISES)
9. Member of the American Solar Energy Society (ASES)
10. Member of the Illuminating Engineering Society of North America (IESNA)
11. Member of the International ASTM (American Standards and Testing Methods)
12. Member of the US National Fire Protection Agency (NFPA)

EDUCATION

1. **Doctor of Philosophy** degree with a dissertation entitled *Energy-efficiency and Comfort Conditions Through Thermal Mass in Passive Solar Buildings at Equatorial*

High Altitudes on a Fulbright Scholarship at the University of Florida in Gainesville, FL (USA) in December 2000.

2. **Master of Philosophy** degree with a thesis entitled *The Role of Thermal Mass in the Design for Passive Cooling* at St. Edmund's College of University of Cambridge, United Kingdom, between 1993-1994.
3. **Bachelor of Architecture** degree (First Class Honours) at the University of Nairobi in June 1988.
4. **Kenya Certificate of Advanced Education** at The Mombasa Polytechnic in November 1981 in Mombasa, Kenya.
5. **East African Certificate of Ordinary Education** at Sigalagala Secondary Technical School in Kenya in 1979.
6. **Kenya Certificate of Primary Education** in Kaimosi Friends Primary School in Kenya in 1975.

RESEARCH ARTICLES AND PUBLICATIONS

1. Invited to present a paper entitled "Energy Modelling in Buildings using Degree-day Method" at Passive and Low Energy Architecture (PLEA) International conference to be held in November 2012 in Lima, Peru.
2. Invited to present a paper entitled "Natural Ventilation and Daylight in Deep-Plan Urban Buildings: Case Study" at the World Renewable Energy Forum in conjunction with the American Solar Energy Society held May 13-17, 2012 in Denver Colorado.
3. "Harm A. Weber Academic Centre: A living, breathing naturally-ventilated building" a *Research Report for Kern Scholarship in April 2009* published at Judson University in Elgin, IL. **Published**
4. "Harm A. Weber Academic Center, post-occupancy building performance and comfort perceptions" co-authored with Keelan Kaiser, AIA, at the *ARCC 2009 Research Conference, 15 to 18 April 2009* held at the University of Texas at San Antonio, Texas. **Published**
5. "Thermal comfort conditions in classrooms" poster presented at *The Oxford Conference 2008 (50 years on – Resetting the Agenda for Architectural Education)* held July 22-25, 2008 by the Examination Schools at the University of Oxford, UK.
6. "Teaching Sustainable Design for Architects: Principles and Practices" presented at the AIA Illinois Chapter annual meeting held Fall 2007 in Elgin, IL. **Published**
7. "Natural Daylight in Classrooms Using Measured and Simulation Data" in *Proceedings of 32nd National Passive Solar Conference* edited by R. Campbell-Howe organized by the American Solar Energy Society held July 8-13, 2007 in San Diego, California. **Published**
8. "A New Mixed-mode Hybrid Naturally Ventilated Building" (with Keelan Kaiser) presented at the *2007 Society of Building Science Educators (SBSE) Annual Retreat* held June 27-30, 2007 on Bainbridge Island near Seattle, Washington. **Published**
9. "Thermal comfort in a naturally-ventilated educational building" in *ARCC 2007 Annual Spring Research Conference: "Green Challenges in Research, Practice, and Design Education"* held April 16-18, 2007 at the University of Oregon in Eugene, Oregon. This paper was also published as a selected paper in the *ARCC Journal Volume 4, Issue 2 (Fall 2007)*, edited by J. Brooke Harrington and Alison Kwok for the Architectural Research Centers Consortium ARCC housed at the Architectural Department, Tyler Schools of Art at Temple University, Philadelphia, PA 19122. www.arccweb.org/journal. ISBN: 978-1-935129-10-3. **Published**
10. "Natural ventilation in Chicago buildings" in *Power-Gen 2007 Conference: Renewable Energy and Fuels* held March 6-8, 2007 in Las Vegas, Nevada. **Published**

11. "Passive cooling strategies for an academic building in Chicago" in *Proceedings of 31st National Passive Solar Conference* edited by R. Campbell-Howe organized by the American Solar Energy Society held July 8-13, 2006 in Denver, Colorado. **Published.**
12. "Predicting indoor temperatures in closed buildings with high thermal mass" in *Energy and Buildings*. Energy and Buildings 35 (2003) 851-862. Amsterdam: Elsevier Science Limited. **Published.**
13. "Building (thermal mass) in dynamic diurnal cycles" in *ASHRAE Transactions* at the 2003 ASHRAE Annual Meeting in August 2003 Kansas City, MO. **Published.**
14. "Effect of green areas on air temperatures and humidity conditions around building s in Chicago, IL" by the Solar 2003 Conference to be held June 21-26 in Austin, Texas. **Published.**
15. "Thermal comfort temperatures in passive solar buildings in Kenya" in *Proceedings of the ISES Solar World Congress 2001* in Adelaide, Australia, 25th November to 2nd December, 2001. **Published.**
16. "Paradigm shift in building-integrated PV systems in Kenya" in *Proceedings of the ISES Solar World Congress 2001* in Adelaide, Australia, 25th November to 2nd December, 2001. **Published.**
17. "Adaptive factors in thermal comfort" in *Proceedings of FORUM 2001* in April 21-25, 2001 in Washington, DC. By American Solar Energy Society. **Published.**
18. "Applicability of stand-alone building-integrated photovoltaic home systems in Kenya" in *ASME Journal and Proceedings of FORUM 2001* by American Society of Mechanical Engineers and American Solar Energy Society in April 21-25, 2001 in Washington, DC. **Published.**
19. "An assessment method for the performance of passive solar buildings at equatorial high altitudes" in *Architecture, City and Environment: Proceedings of PLEA 2000, Cambridge, UK (July 2000)* by Koen Steemers and Simos Yannas (eds) pp. 827-828. James & James (Science Publishers) Ltd. **Published.**
20. "Grass hut at the crossroads" in *The Shades of Autumn* by Richard Schaub (ed). Owings Mills, MD: The International Library of Poetry. 1999. **Published.**
21. "Towards green-sensibility in African architecture: A climate-sensitive approach to design in East Africa" in *The Eleventh Symposium on Improving Building Systems in Hot and Humid Climates Proceedings* by Jerry Matthews, Jeff Haberl and Dawna Rosenkranz (eds), pp. 419-427, 1998. Fort Worth, Texas: Texas Building Energy Institute. **Published.**
22. "Climatic Impact of Solar Control and Ventilation Control on Green Architecture in Kenya" in *Horizon DAT*, Vol. 2, No. 1, pp. 54-62, July 1998. Nairobi, Kenya: ICIPE Science Press. **Published.**
23. "Energy in African Architecture – Guidelines for Kenya" in *Horizon DAT*, Vol. 1, No. 1, pp. 52-62, June 1997. Nairobi, Kenya: ICIPE Science Press. **Published.**
24. "Design of Low - Cost Solar Water Heaters" in *Proceedings of the Conference on Maximum Utilization of Mechanical Engineering Resources in 1997* organized by the Department of Mechanical Engineering, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi, Kenya. (With Dr. N. Matsumura, A. A. Alugongo, and O. Yamada). **Submitted.**
25. "Impact of Solar Control and Ventilation Control on Green Architecture in Lowlands and Highlands of Kenya" in the *Proceedings of the Second All-Africa Seminar on Architecture and Planning for the 21st. Century in 1996* organized by Department of Architecture, Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya. **Submitted.**

26. "Non-Domestic Buildings In Kenya: Design for passive cooling" in *Proceedings of the 11th. Passive and Low Energy Architecture conference (PLEA)* in Israel, July 1994. **Published.**
27. "Traditional African Architecture in Kenya" a *1992 Research Report* at Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya (With Dr. P. G. Ngunjiri [Principal Investigator], M. Macharia, S. N. Kibue of JKUAT). **Published.**

AWARDS AND HONOURS

1. Awarded the **Faculty Excellence Award** for 2012 by the Department of Architecture
2. Awarded **Honourable Mention** in the **2009 Chapel Design Competition** for the Air Force Village in San Antonio TX with Judson University student Daniel Nelson in December 2009. This project challenged students to design an inter-faith spiritual centre for Air Force Village, a continuing care retirement community dedicated to former military personnel. The site for the competition was located on the outskirts of San Antonio, Texas. The new chapel had to inspire parishioners and create a significant architectural landmark on the campus for the enjoyment of residents and visitors alike. Over 100 professional and student entries were received across the USA and other several countries (<http://www.afvchapelcompetition.com/>).
3. Awarded **Second Place** in the **2008 Design Competition** of the Metal Construction Association with Judson University student Jason Roberts in November 2008. The design project was the Maritime Museum and Historical Center of Chicago located at Chicago's Northerly Island, Chicago, IL. Over 162 entries were received from schools of architecture and engineering in the USA with several contestants from Asia, Europe and South America (http://www.metalconstruction.org/about_mca/index.cfm?pg=08studentawards.htm).
4. Awarded **Honorable Mention** in the 2008 ASHRAE Student Design Competition in the Architectural Design Category with Judson University student Michael Gibbs. There were 24 teams that made it to the regional level for a 60,000-ft recreation centre. The 2008 ASHRAE Design Competition Winners were announced at <http://www.ashrae.org/students/page/1901> by the American Society of Heating, Refrigerating and Air-conditioning Engineers, Inc.
5. Awarded as the first 2007 – 2011 **Kern Scholar** at Judson University.
6. Awarded 2006 **Surbeck-Homer summer scholarship** at Judson University.
7. Fellowship Award for ACSA 2002 Technology Conference on "Technology and Housing" held October 10-13, 2002 in Portland, Oregon.
8. ARCC / King Student Medal (1999-2000) for excellence in architectural + environmental design research. Architectural Research Centres Consortium (ARCC) is an award given to one student per ARCC member school. See more details at *ARCC Awards Program* <http://www.polaris.net/~arcc/web/awards.htm>.
9. First Prize Winner of *Witters Competition* of Rinker Hall at University of Florida College of Design, Construction and Planning (2000).
10. Runner up in the International essay competition organized by *Building Research & Information* in London, UK. (1999).
11. J. J. Fulbright Scholarship to take doctoral studies at the University of Florida (1997).
12. Honorary mention in the *ZEPHYR Design Competition* involving entire European Union (1994).
13. British Chevening Scholarship by the British Foreign Office (1993).

ACADEMIC INSTRUCTIONAL EXPERIENCE

2001 to 2011

Professor of Architecture in the Department of Architecture at Judson University in Elgin, IL, USA. Responsibilities included teaching studio-based Environmental Technology (heating and cooling systems, architectural lighting, architectural acoustics, sustainability and ecological issues of design, energy-efficiency, life safety systems and water in architecture (Plumbing and drainage systems)). Digital Tools was also another course.

Visiting Critic in Environmental Control Systems in the Department of Architecture at Cornell University, Ithaca, NY, USA.

1998-2000

External Scholar at the University of Florida School of Architecture to teach Environmental Technology (Acoustics, Lighting and Thermal Systems in Buildings).

In 1999, was appointed as **Research Assistant** for a Report on *Life Cycle Cost Guidelines for Materials and Building Systems for Florida's Public Educational Facilities Volume 1 & 2*, prepared by the University of Florida for the Florida Department of Education, USA.

1992-1997

Lecturer¹ in the School of Architecture at Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Nairobi, Kenya to teach architectural design studio and Building Environmental Science (Acoustics, Lighting, Heating and Cooling Systems). This included supervising a final BArch 6 student (Mr. Filbert M. Musau). He graduated with a First Class Honours degree being the first ever in the School of Architecture at Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya. He later followed through my path and completed degrees in Masters (1999) and Doctorate (2006) at the University of Cambridge (UK). In 1994, was appointed as a **Visiting Lecturer** at University of Nairobi in Nairobi, Kenya.

1994

Visiting Lecturer at University of Nairobi in the Faculty of Architecture, Design and Development

SPECIAL RESPONSIBILITIES

2006-2011

1. **Kern Scholar** for Technology and Sustainability in the Built Environment at Judson University (2006 to date). Current responsibilities include monitoring the energy performance of the LEED GOLD Harm A. Weber Academic Centre on the campus of Judson University in Elgin, IL.
2. **Chairman of Faculty Search Committee** at Judson University in the Department of Architecture (2007-2008)
3. **Chairman of Space Utilization Committee** for the distribution of the floor area all buildings at Judson University (2006 to date)
4. **Member of Honors Committee** at Judson University (2005 to date)
5. **Member of Curriculum Committee** at Judson University (2008 to date)

¹ Lecturer in Kenya or British university systems is a position equivalent to Assistant or Associate Professor in the USA.

EXTRACURRICULAR ACTIVITIES

Golf

1. Member of the Chicago District Golf Association (CDGA) (#20002806).
2. Member of the Northern Illinois Men's Amateur Golf Association (NIMAGA) (#4730).
3. **Winner** (Low Net) of NIMAGA *July Mid-week* tournament event (Low division) held at Odyssey Country Club in Tinley Park, IL on July 24, 2012.
4. **Winner** (Low Gross) of NIMAGA *Player's Championship* tournament event (Player division) held at Sportsman's Country Club in Northbrook, IL on October 1, 2011 and George Dunne National Golf Course in Oak Forest, IL on October 2, 2011.
5. **Winner** (Low Net) of NIMAGA *August Classic* tournament event (Player division) held at Whitetail Golf Course in Yorkville, IL on August 14, 2011.
6. **Winner** (Low Gross) of NIMAGA *June Mid-week* tournament event (High division) held at The Highlands of Elgin Golf Course in Elgin, IL on June 14, 2011.
7. **Winner** (Low Net) of NIMAGA *September Patriots Classic* tournament event (Player division) held at Willow Glen Golf Club in Waukegan, IL on September 11, 2010.

PROFESSIONAL PRACTICAL EXPERIENCE

2004 – 2012

(**Principal Architect** of **ADMO Architects** in Nairobi, Kenya for the following projects)

1. Architect for the proposal of a 1200-student high school in Kakamega, Kenya.
2. Residential house for Mr. & Mrs. James A. Ogoli in Kaimosi, Kenya.
3. Residential house for Mr. & Mrs. Benson Mukenye in Matunda, Kenya.
4. Residential house for Mr. & Mrs. Charles Wanyonyi in Kitale, Kenya.
5. First Prize in a competition for the development of a 10,000 seat sanctuary for the Nairobi Pentecostal Church in Nairobi, Kenya.
6. Fifth Prize in a competition for the development of the interior office space the Central Bank of Kenya in Nairobi, Kenya.

2002-2003

7. Consultant for Green-roofs project for the Chicago Fire Department (Project Architect: **Prisco Serena Sturm Architects** of Northbrook, IL).
8. Consultant for Office project in Seoul Korea Project (Project Architect: **Ben Suzuki** of Chicago, IL).
9. Project Architect for the design of a primary school in Freetown, Liberia.
10. Project Architect for the design of a primary school in Goma, in Democratic Republic of Congo.

2001

Consultant (assistant) in Architectural Acoustics with *Siebein Associates, Inc.* in Gainesville, Florida.

1992-1997

(**Principal Architect** of **Trinity Archplan** in Nairobi, Kenya for the following projects)

11. Residential house for Dr. & Mrs. Daniel N. Mugendi in Kahawa Sukari, Nairobi.

12. AIC Eldoret Girls' Training Centre, for Africa Inland Church.
13. Maseno Student Centre for Trinity Fellowship in Maseno, Kenya.
14. Karen House for Mustard Investment Development Company in Nairobi, Kenya.
15. Residential house for Mr. & Mrs. J. M. Mboko in Katumani, Machakos, Kenya.

1996

16. AIC Boys Hostel on Ngong Road for Africa Inland Church, Nairobi, Kenya.
17. Two houses for Dr. J. K. Yego in Thompson Estate, Nairobi, Kenya.
18. Residential house for Dr. & Mrs. N. N. Matasi in Sipala, Webuye, Kenya.
19. Residential house for Mr. & Mrs. Simon Nderitu Wambugu in Kahawa Sukari, Nairobi, Kenya.
20. Residential house for Professor Francis Imbuga in Kahawa Sukari, Nairobi, Kenya.

1995

21. Directors' house for Africa Inland Church on Naivasha Road, Nairobi.
22. Kima Technical Institute, for Africa Inland Church in Kima, Sultan Hamud.
- 23.

1994

(At University of Cambridge, UK)

1993

24. FOCUS Student Centre for Fellowship of Christian Unions (FOCUS) in Kasarani, Nairobi, Kenya.
25. KSCF Student Centre for Kenya Students Christian Fellowship (KSCF) in Westlands, Nairobi, Kenya.
26. Hotel Senate for Juja Caltex Service Station, Juja Town, Kenya.
27. Four houses for Mr. and Mrs. JRT Gichuki in Karen, Nairobi, Kenya.

1990 - 1992

(**Assistant Architect** with Messrs **Waweru and Associates** for the following projects)

28. Office Building for Kenya Industrial Estates (KIE) Limited in Mombasa, Kenya.
29. Kenya Water Institute for Ministry of Water development, Republic of Kenya in Nairobi, Kenya.
30. School of Cultural and Development Studies, Moi University, Eldoret, Kenya.
31. Extensions to Nairobi Christian Centre, Kenya Assemblies of God Church in Bahati, Nairobi, Kenya.
32. Elida-Ponds Factory Development for Unilever (UK) and ICDC Kenya Limited in Nairobi, Kenya.

1988 - 1990

(**Assistant Architect** at **TRIAD Architects**, Nairobi, Kenya, on the following projects)

33. Several Residential houses in Gigiri and Lavington, Nairobi, Kenya.

34. KCB Office Building for Kenya Commercial Bank Limited in Kapsabet, Kenya.
35. Barclays Plaza for Barclays Bank Limited in Nairobi, Kenya.
36. Howse & McGeorge Limited, a Pharmaceutical Factory warehouse and Office building, in Nairobi, Kenya.
37. Gertrude's Garden Development for the Gertrude's Garden Children Hospital in Nairobi, Kenya.
38. Show Stand for Unga Limited in Jamhuri Park Nairobi, Kenya.

REFEREES

1. **Professor Curtis J. Sartor, Jr., Ph.D., NOMA, Assoc. AIA**, Judson University, Dean of the School of Art, Design and Architecture 1151 North State Street Elgin, IL 60123. Phone: (847) 628-1010, Fax: (847) 628-1008. E-mail: csartor@judsonu.edu
2. **Professor Gary W. Siebein, FAIA, FASA** University of Florida School of Architecture 130 Architecture Building, P. O. Box 115702, Gainesville FL 32611. Professional Office: Siebein Associates, Inc., 625 NW 60th Street, Suite C, Gainesville, Florida 32607. Phone: (352) 331-5111 extension 16 and Fax: (352) 331-0009. Website: <http://www.siebeinacoustic.com> and E-mail: gsiebein@siebeinacoustic.com
3. **Professor Filbert M. Musau, Jr., Ph.D., MAAK (A)**, Lecturer in Architecture, Mackintosh School of Architecture, Glasgow School of Art, 167 Renfrew Street, Glasgow, G3 6RQ, UK, Telephone: +44 141 353 4597, FAX: +44 141 353 4740, . E-mail: F.Musau@gsa.ac.uk.
4. **Professor Jack Kremers, AIA, LEED AP**, Professor & Head of the Master of Architecture Program Southern Illinois University, 410 Quigley Hall, 875 S. Normal Avenue, Architecture & Interior Design MC 4337, Southern Illinois University, Carbondale, IL 62901-4303. Phone: 618-453-3734; FAX: 618-453-1129; E-mail: jkremers@siu.edu
5. **Professor Samuel Kigundu, MAAK (A)**, Chair, Department of Landscape Architecture, Jomo Kenyatta University of Agriculture and Technology, P. O. Box 62000, Nairobi, Kenya. Phone: (+254) 722788826. E-mail: kigondus@ymail.com

CURTIS J. SARTOR, JR.

DEAN & PROFESSOR, SCHOOL OF ART, DESIGN & ARCHITECTURE, JUDSON UNIVERSITY

855 Wing Street, Elgin, Illinois, 60123 | Ph.D. Min., Assoc. AIA, ALA, NOMA, Madison Fellow | csartor@judsonu.edu

EDUCATION

Ph.D. 2002, Interdisciplinary Studies in Environmental Design with minors in Cultural Anthropology and Multi-Cultural Studies, The Union Institute and University, Cincinnati, Ohio,

Dissertation: "Strategies for Attracting African Americans to Architecture, A Replicable Model"

Master of Architecture 1978, Tuskegee Institute with concentration in Historic Preservation (Now only Bachelor of Architecture Degrees are offered) Tuskegee, Al.

Master of Commissioner Science, 1980, Boy Scouts of America, Atlanta, Ga.

Bachelor of Arts in Architectural Science 1976 Tuskegee Institute, Tuskegee, Al.

Certificate in Solar Design, 1981, Sustainable Design Coalition, Atlanta, Ga.

ACADEMIC ADMINISTRATION & TEACHING

Judson University, 7/2008 – present, Dean of the School of Art, Design & Architecture & Professor, Architecture Program, Elgin, Illinois Judson University

Judson University, 8 / 2005 – 6/2008, Department Chair & Professor, Architecture Program, Division of Art, Design & Architecture, Elgin, Illinois

Judson University, 2007, Tenured Full Professor, Architecture Department

Southern Polytechnic State University (SPSU), 8 / 2001 – 6 / 2005 Depart. Chair & Assoc. Professor, Architecture Program, School of Architecture, Civil Engineering Technology and Construction, Marietta, Georgia

SPSU, 1998 – 2001 Architecture Program, First Year Coordinator, School of Architecture, Civil Engineering Technology & Construction

SPSU, 8/1988 – 5/2005, Associate Professor, Architecture Program, School of Architecture, Civil Engineering Technology and Construction

SPSU, 1993, Promoted to Associate Professor, Architecture Department

SPSU, 1995, Tenured Associate Professor, Architecture Department

Morris Brown College, 1/2000 – 5/2000, Visiting Professor, Department of Architecture Atlanta, Georgia

PROFESSIONAL ARCHITECTURAL EXPERIENCE

2011 – Present, Design Consultant for Rev. Calhoun, Salem Baptist Church, Baltimore, Maryland.

1985 – 2005, President, Sartor & Sartor, Inc. Design Build Practice & Vice President, Mecurrius Design Inc. Interior Designers & Space Planners, Atlanta, Ga. Design consultant on several churches, residences, house additions and restaurants in Georgia, South Carolina, North Carolina and Alabama

1979 – 1986, Consultant for Stanley, Love-Stanley, Architects P.C., Atlanta, Georgia
Project Architect for the following projects: the Atlanta-Fulton County Public Library, Peachtree Branch (in association with TVS&A); The Grammy Museum & Hall of Fame (in association with Aeck Associates); 132 Mitchell Street & Law Offices for Arrington, Biggins & Horn; Club Atlanta Entertainment Complex, & Morehouse Medical School Multi-Media Center (in association with Dorothy McDuffie Associates). Responsibilities extend from design through construction management, also designed several residences in Atlanta, Georgia.

1983 – 1985, Richard Rothman & Associates, Architects & Planners, P.C., Atlanta, Georgia
Project Architect for renovation of the Biltmore Hotel, Atlanta, Georgia; the Piedmont Condominiums, Atlanta, Georgia; the Clenet Townhouses, Atlanta, Georgia, & St. Andrews Apartments, Atlanta, Georgia. Project Architect for new construction of Jayan Film Studio, Atlanta, Georgia, & Bus Shelters for the City of Tampa, Florida.

1979 – 1983, Harris & Partners, Architects, P.C., Atlanta, Georgia
Job Captain for renovation of Old Stanton High School, Jacksonville, Florida; Hamilton High School, Scottdale, Georgia, & Lynwood High School, Atlanta, Georgia. Job Captain for new construction projects including Jason's Restaurant & Disco, Tuskegee, Alabama; Hiram Grand Lodge, Baltimore, Maryland; Boulevard North Medical Building, Atlanta, Georgia, & Vine City Street-scaping in Atlanta, Georgia.

1977 Internship Experience, Lawrence Halprin & Associates, Architects, Landscape Architects & Urban Planners, San Francisco, Ca. Project Draftsman for Pedestrian Skyways, Sioux City, Iowa & Pedestrian Mall & Street Graphics in Greenville, South Carolina.

LICENSE

2007 – Present, Minister's License with International Ministerial Fellowship, Minneapolis, Minnesota

PROFESSIONAL AND PUBLIC SERVICE

2012, AIA National Convention, Presenter Diversity Lounge, District of Columbia

2012, LIVE RADIO Interview w/ Mayor Kaptain of Elgin, Illinois

2011, Paper Session organizer and moderator, AIA NE Illinois Annual Conference, Lisle/Naperville

2011 Planning Committee Member for AIA Illinois Annual Conference, COLLABORATION / INNOVATION

2011, 2012, Appointed Diversity Officer for the Diversity Counsel of the National AIA, DC

2010, Panel Session Participant, Convention of the National Organization of Minority

Architects, The Importance of HBCU's in Architectural Education, Boston, Mass. Oct.
 2009, Paper Sessions Moderator, AIA NE Illinois Annual Conference, Normal, Il.
 2005 – 2009, Cultural Arts Commissioner, Assistant Chairman, City of Elgin, Illinois
 2009, Chicago Representative, AIA Illinois Prairie Grassroots meeting, Washington, D.C.
 2007, Reviewer, Paper Session AIA Illinois Annual Conference, Elgin, Illinois
 2007, Planning Committee Member for AIA Illinois Annual Conference, Elgin, Illinois
 2003 – Present, Professional Peer Member for the Design Excellence Program of the US
 General Service Administration, Public Building Service, Washington, DC.
 2006, February, Live Radio Interview, The Scott Thomas Talk Show, WYLL 1160 AM, Elk
 Grove Village, Illinois, "The Relevance of Black History Month in America"
 2006, January, Design Charrette Participant for Elgin Academy, Media, Science, and Fine
 Arts Center, Dr. John Cooper, Head of School, Elgin Il.
 2006 – 2008, Judge for Storefront Design for Window Wonderland, Downtown
 Neighborhood Association Elgin, Illinois
 2002 – 2006, Doctoral Committee Member for The Union Institute & University,
 Cincinnati, Ohio
 2005, Participant, AEC/CADD College Night 2005, Joliet Junior College, Joliet, Il.
 2005, December, Participant, Graduate Fair, University of Minnesota, College of
 Architecture & Landscape Architecture
 2005, Invited Attendee, Emerging Professional's Summit for Interns, sponsored by AIA
 Illinois Chapter, Springfield, Illinois
 2005, Invited Attendee, 2005 AIA Honor Awards Program, Northeast Illinois
 2002, Member, Georgia Board of Regents Task Force on Enhancing Access for African
 American Males to Colleges and Universities
 2001 – 2003, Basketball Coach Upward Bound Program for Youth, Marietta, Ga.
 2000, Invited Guest Lecturer, Arch. Department Lecture Series, Tuskegee University
 April, 2001 – 2003, Guest Presenter, Leadership Development and Minority Graduate
 Recruitment Seminar, Sponsored by the Georgia Board of Regents
 2000, Member, SACS Accreditation Committee for Prairie View A&M University

PUBLICATIONS/CONFERENCE PAPERS

September, 2011, Presentation, CPR. Critical Professional Response Action Plan to
 building Diverse & Inclusive Practices, AIA Ohio Valley Regional Conference, Dayton,
 Ohio
 October, 2009, Paper Presentation, Inclusive Diversity Education, Central States Region
 AIA Iowa Convention, Des Moines, Iowa
 October, 2008, Paper Presentation, A Critique of Multi-Cultural Art & Architectural
 Education from a Sustainable Afro-Centric Perspective, ACCA Scholarship Pedagogy
 Symposium, Lewis University, Romeoville, Illinois
 January, 2008, Paper Presentation, The Greening of an Architectural Curriculum
 (Architectural Education and Curricular Transformation) 6th Annual Hawaii

International Conference on Arts & Humanities, Honolulu, Hawaii, USA

2007, Conference Proceedings Publication, Sustainable Design Conference, Ball State University

2006, Conference Proceedings Publication, Emerging Research & Design, Philadelphia, Pa.

2006, Paper Presentation, "*Can Christ be Seen in the Architecture of Frank Lloyd Wright*", Cultural Studies Conference, Gordon College

2006, Paper Presentation "*Stepping up to the Plate for Diversity*" Education in Architecture and Related Disciplines, ARCC/EAAE 2006 International Conference on Architectural Research, Temple University, Philadelphia, PA

2005, Paper Presentation, "*Stepping Up to the Plate in Diversity Education: Strategies for Attracting African American to the Architecture Profession*", Judson College, Elgin, Illinois.

2005, Published book "*First Fruits of the Fall*", Author House, Bloomington, Indiana, 2005 ISBN 1-4208-4860-7(SC)

2004, Research Paper Publication, Inclusion in Book, "*20 on 20/20 Vision, Perceptivities on Diversity & Design*", Edited by Linda Kisk, Published by the American Institute of Architects Diversity Committee & the Boston Society of Architects

November, 2003, Proceedings Publication, AIA Diversity Task Force, University of Wyoming

January, 2003, Newspaper Article, The Atlanta Business Chronicle, "*The Best Real Estate in Atlanta*" March, 2003 Article, A New Identity for Southern Polytechnic State University

April, 2002, 2003 issue of Georgia Trend Magazine Interview and Newsletter Article, "How Southern Polytechnic State University Prepares Architectural Students for The Real World of Architecture", Society of Marketing Professional Services

February, 2002, Paper Presentation, "An Inclusive Perspective of Multi-Culturalism and Architecture" Association of Collegiate School of Architecture, Southeast Regional Conference, "Odysseys" Georgia Institute of Technology, Atlanta, Georgia

ACADEMIC ACTIVITIES

2011, Created Transfer Agreement between the School of Art & Design @ Samford University, Birmingham, Ala. & the School of Art, Design & Architecture at Judson University

2011, Created Transfer Agreement between the Interior Design Department at Abilene Christian University, Abilene, Texas & the School of Art, Design & Architecture at Judson University

2011 – Present, Doctoral Committee Member for Ms. Elise M. Edwards, Claremont Graduate University, Los Angeles, Ca. for 2010

2010, Attendee, Administrator's Conference, ASCA, Washington, DC

2010, Attendee, CCCU International Forum, Atlanta, Ga.

2009, Attendee, Participant NAAB Accreditation, NOMA Conference 2009, St. Louis, Mo.

Summer, 2006 – 2009, Presenter & speaker, Architecture Discovery Workshop, Judson College

2008, Guest Speaker for Black History Month Celebration, Judson University, Elgin, Il.

2006, 2007, Attendee, American Institute of Steel Construction, Teaching Aid Schools of Architecture Workshop, Rosemont, Il.

2007, Attendee, ACCA Faculty Symposium, Lincoln University, Romeoville, Illinois

2007, Invited Design Jury member, Department of Architecture, College of DuPage, Il.

2007, Attendee, AIA National Convention, San Antonio, Texas

2006, Author of the Architectural Report, NAAB Accreditation, Judson College, Elgin, Il.

2007, Attendee, Administrator's Conference, ASCA, Minneapolis, Minnesota

2007, Presenter, Graduate Career Expo, Georgia Institute of Technology, Atlanta, Georgia

2006, Developed Student Exchange Articulation Agreement between the Architecture Program at Anhalt University in Dessau, Germany & the Architecture Program at Judson College, Elgin, Illinois

2005, Attendee, ACSA Regional Conference, Salt Lake City, Utah

2005, Invited Participant, AIA Emerging Professional's Summit, Springfield, Illinois

2005, Attendee, ACSA/AIAS Architecture Graduate Fair, University of Minnesota

2005, Attendee, Administrator's Conference, ACSA, Baltimore, Maryland

2004, Author of the Architectural Report for the NAAB Accreditation Report for Southern Polytechnic State University, Marietta, Georgia

2004, Attendee, First Annual Conference "Architecture's Impact on Quality of Life", City of Smyrna, Georgia, April.

2004, Attendee, Administrator's Conference, ACSA, Houston, Texas

2004, Attendee, National AIA Conference, Chicago, Illinois

2003 – 2005, Assistant Faculty Marshall, Graduation, SPSU

2003, Attendee, "Rail – Volution" Conference, Atlanta, Georgia, September

June, 2003, Attendee, AAHE Black Caucus Leadership and Mentoring Institute, Savannah, Georgia

2003, Workshop Attendee, HBCU Campus Legacy: Place, People and Buildings, by Dr. Richard Dozier, Florida A & M University, Atlanta, Georgia

2003, Participant, Educators / Practice Conference sponsored by the AIA, Austin, T.

2002, Radio Interview about Architecture, Southern Polytechnic State University, 109.7

2002, Poetry reading, Fourth Annual SPSU Author's Reception

2002, Attendee, National Organization of Minority Architect's Conference, Las Vegas, Nevada

2001, Attendee, National Organization of Minority Architect's Conference, New Orleans, Louisiana

1999 – 2001, Organized, dialog sessions between the Architecture Department of Morris Brown College & the Architecture Program at Southern Polytechnic State University School of Architecture for the purpose of developing an architectural feeder program

COURSES TAUGHT

Judson University

ARC 681 & 682 Thesis Project I & II
ARC 656 Professional Practice II
ARC 691 Christian Worldview & Architecture
ARC 600 The Art & Science of Feng Shui
ARC 492/692 Multiculturalism & Architecture
ARC 352 Design Studio
GEN 101 Environmental Design & Earth Stewardship
Design Discovery Workshops 2006 – present

Southern Polytechnic State University

ARCH 3502 Applied Architectural Research
DFN 1000 Introduction to Architecture
ARCH 114 Cultural Communications and Proxemics
ARCH 312 Built Form & Culture I
ARCH 312 Built Form & Culture II
ARCH 398 Pre-design Issues
ARCH 398 American Architecture
ARCH 411 Architectural Programming
ARCH 272 Construction Systems & Materials
DFN 1001, 1002, First Year Studio
ARCH 201, 202, 203 Second Year Studio
Summer Freshman Orientation, 1996 - 2004

ACADEMIC COMMITTEES

2010 – Present, member, University Budget Advisory Committee, Judson University

2010 – 2012, Judson University Gospel Choir

2009 – Present, Provost Council, Judson University

2009 – Present, member, Committee on Committees, Judson University

2006 – 2007, Member, President's Advisory Council for Judson University, Elgin, Illinois

2005 – Present, Member Appointment Committee, Judson University, Elgin, Illinois

2005 – 2008 Ex-officio Member, Arch. Department Committees, Judson University, Elgin, Illinois

2005 – 2007, Member, IMC Judson University, Elgin, Illinois

2006 – 2008, IDP Coordinator for the Architecture program, Judson University

2006 – 2008, AIAS Advisor for Architecture Program, Judson University

2005, - 2008 Assistant Facilitator for Strategic Planning Sessions for the Architecture department at Judson College/ University

2003 – 2005, Member, Honors Committee, Southern Polytechnic State University

2002/2003, Chairman, Student/Faculty Judicial Committee Southern Polytechnic State University

2002, Member, Southern Polytechnic State University Workload Committee

1998 – 2000, Faculty Senator, Southern Polytechnic State University

1999 – 2000, Member, Honorary Degree Committee, Southern Polytechnic State University

HONORS AND AWARDS

2012, Selected team member representing the ACSA, Accreditation Visit, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

2011, AIA Illinois Award of Appreciation *from the Board of Directors*

2011, Selected team member representing the ACSA, Accreditation Visit, University of Southern California School of Architecture, Los Angeles, California

2011, Selected Chair of NAAB Team, Representing ACSA, Accreditation Visit, Morgan State University, Baltimore, Maryland

2010, Service Award, Judson University

2010, Selected Chair of NAAB Team, Representing the ACSA, Accreditation Visit, Parsons, The New School for Design, NY, New York

2009, Selected, NAAB Team Member, Representing the ACSA, Accreditation Visit, University of Cincinnati

2008, Selected NAAB Team Member Representing the ACSA, Accreditation Visit, University of Louisiana, March

2008, Alan Madison Fellowship, AIA, Chicago Chapter

2007, ACSA Service Award for recognition of contributions to architectural education

2007 - Present, Invited member of Architecture Professional Advisory Council for the Hammond School of Architecture at Drury University

February, 2006, Selected NAAB Team Member Representing the ACSA, Accreditation visit, Roger Williams University

2005 - 2008, Appointed Commissioner, Cultural Arts Commission Elgin, Il.

2005, Dedication Award, SPSU, Architecture Faculty

2005, Service Appreciation Award, SPSU Student Body Department of Architecture

2002, Nominee, ACSA Robert R. Taylor Award

2002, Professional Profile Article, Society of Marketing Professional Svc., Atlanta, Ga.

2000, Mission Award, Atlanta Chapter, N.O.M.A.

PROFESSIONAL MEMBERSHIP

2011- 2012, Academic Director, AIA Illinois Chapter

2011 - Present, Member, National Board of Diversity and Inclusion Council, AIA

2011, Member, Georgia African American Historic Preservation Network, Atlanta, GA

2009 – Present, West Suburban Dean's Council, Chicago, Illinois

2008 – Present, Assoc. Member, National NOMA

2006 – Present, Assoc. Member, ALA, Illinois Chapter

2006 – Present, Member, National Preservation Society

2005 – Present, Assoc. Member, AIA, Northeast Illinois Chapter

2005 – Present, Member, US Green Building Council

2005 – 2009, Member, Cultural Arts Commission, Elgin, Illinois

1999 – 2002, Historian, National Chapter of Minority Architects, Atlanta Chapter

1999 – 2006, Member, National Chapter of Minority Architects, Atlanta, Chapter

1996 – 2002, Educational Chairman, National Organization of Minority Architects, (Atlanta Chapter)

**Please note for the sake of brevity this resume only covers the period from 2000 to the present.*

Additional institutional, and public service, honors and awards, academic activities and publications prior to that time period are included on full curriculum vitae which may be obtained from the author.

Education	<p><i>Technische Universiteit Delft (Delft University of Technology)</i> <i>Faculty of Architecture, Delft, The Netherlands</i></p> <ul style="list-style-type: none"> • M.Sc. (cum laude) in Urban Design, 9/2005 - 4/2008 <i>Hogeschool van Amsterdam (Amsterdam College), Faculty of Architecture, Amsterdam, The Netherlands</i> • B.BE. (Bachelor of Built Environment), 9/2001 - 6/2005 <i>Archeworks Alternative Design School, Chicago, IL</i> • Post Professional certificate in Social and Environmental Urban Design, 9/2010-5/2011 <i>The Competence Factory, Utrecht, The Netherlands</i> • Adobe Illustrator Course, 4/2008 <i>University of Amsterdam, Faculty of Spatial Planning, Amsterdam, The Netherlands</i> • Visiting Student, 9/2004 - 1/2005 <i>Hogeschool voor de Kunsten (Amsterdam Art Institute), Amsterdam, The Netherlands</i> • Visiting Student, 9/2003 - 1/2004
Experience	<p>Art Director, <i>New Beginnings, La Leche League USA, Schaumburg IL</i>, 5/2011 -</p> <ul style="list-style-type: none"> • Responsible for the layout and graphics of the bimonthly <i>New Beginnings</i> magazine. <p>Adjunct Instructor, <i>Judson University, Elgin IL</i>, 6/2009 -</p> <ul style="list-style-type: none"> • Team-teaching Graduate course in Ecological Urban Design (<i>Cumulative Design</i>) • Team-teaching course in Adobe Design Suite CS5 (<i>Digital Representation</i>) <p>Layout Editor, <i>Chicago Business, The University of Chicago Booth School</i>, 1/2009 - 6/2010</p> <ul style="list-style-type: none"> • Responsible for layout and graphics of the biweekly <i>Chicago Business</i> magazine. <p>Urban Designer, <i>Dienst Ruimtelijk Ordening (Physical Planning Department), City of Amsterdam, Amsterdam, The Netherlands</i>, 2/2005 -9/2008</p> <ul style="list-style-type: none"> • Contributed to many different urban designs and created numerous maps on different scale levels for publications and presentations of the City of Amsterdam. • Participated in meetings with city and province officials to explain and defend urban design strategies. • A key member of a special task force that envisioned the City of Amsterdam in the year 2040 and generated new projects for the approx. 200 employees of the Department. <p>Assistant Designer (Paid Internship), <i>Tekton Architekten, Amsterdam, The Netherlands</i>, 2/2004 - 6/2004</p> <ul style="list-style-type: none"> • Created designs for home and business alterations. Was involved in every step from the first interview with a client to the final design; making impression sketches, selecting and testing materials, creating a model, drawing details.
Key Skills	<ul style="list-style-type: none"> • Advanced skills in <i>Adobe InDesign CS5, Photoshop CS5, Illustrator CS5, Adobe Reader Professional 9, AutoCAD, Microsoft Word and PowerPoint</i> on Windows and Mac applications. • Basic skills in <i>Adobe Dreamweaver & Flash, Vectorworks, Microsoft Excel and Publisher</i>. • Dutch (native), English (high proficiency), German (reading proficiency).
Publications & Lectures	<ul style="list-style-type: none"> • Lecture 'Destination AMS', <i>SoADA Lecture & Exhibition Series, Judson University</i>, 09/11/09 • <i>New Rhythms of the City</i>, M. de Hoog & R. Vermeulen, <i>THOTH publ.</i> 2009 pp. 84, 90-91 • Marc Hanou et al. (eds.), <i>The Nascent Metropolis, Plan Amsterdam 19:4</i> (2008), pp. 16-18. • <i>Trouw [major Dutch national newspaper]</i> 3/11/2008. • Johan van Zoest (ed.), <i>The Landscape As A Trump Card, Plan Amsterdam 13:4/5</i> (2007), pp. 10-11.
References	<ul style="list-style-type: none"> • Keelan P. Kaiser, AIA, NCARB, LEED AP, Chair, Dep.of Architecture, Judson University, kkaiser@judsonu.edu • Steve Dillon, Faculty Archeworks, sdillon@archeworks.org • Ir. E. van der Kooij, City of Amsterdam, e.vanderkooij@dro.amsterdam.nl <p><i>Further references are available upon request.</i></p>

Craig D. Farnsworth, PLA, ASLA

Education

- 1988 University of Virginia, Charlottesville, Virginia
Master of Planning (MP), *summa cum laude*
Concentration in Environmental Planning
- 1986 Ball State University, Muncie, Indiana
Bachelor of Landscape Architecture (BLA), *summa cum laude*
Minors in Economics and Political Science; Honors College

Study Abroad

- 2002 Edward Vason Jones Fellowship for Rome studies, Institute of Classical
Architecture (one semi-annual award)
- 1986 China studies, Ball State University / Wuhan University exchange program
- 1984 India studies, Ball State University Department of Landscape Architecture

Professional Practice Experience

- 2004 – Present Hitchcock Design Group, Naperville and Chicago, Illinois
Senior Associate
- 1998 – 2004 Wolff Clements and Associates, Chicago, Illinois
Senior Associate
- 1995 – 1998 Smith Group / JJR, Chicago, Illinois
Associate
- 1986 – 1995 The Cox Company, Charlottesville, Virginia
Associate
- 1984, 1985 JJR, Ann Arbor, Michigan
Intern

Professional Registration

- 2004 Illinois: Landscape Architect
- 1992 Virginia: Landscape Architect

Teaching Experience

- 1998 – 2012 Judson University, School of Art, Design, and Architecture
Adjunct Professor
ARC 442 / 642: Advanced Architectural Drawing, 2010
ARC 416 / 616: Architectural Rendering in Watercolor, 2004 – present
ARC 686: Advanced Architectural Rendering in Watercolor, 2008
Architectural Rendering in Watercolor (seminar), 1998 – 2000, 2002
Summer Europe Study Sketchbook Foundations (workshop), 2005, 2009
- 2010 Lecturer, *Drawing Spaces, Creating Places*; Ball State University College of Architecture and Planning
- 2008 Lecturer, *Hand Graphics*; UIUC Department of Landscape Architecture (Student Chapter ASLA)
- 2007 Lecturer / workshop instructor, *Graphics*; Purdue University Department of Landscape Architecture
- 2004 Juror, School of the Art Institute of Chicago, Department of Architecture
- 2000, 2003 Lecturer, *Recent Work*; Ball State University
- 2000 Juror, SOM Foundation; Urban Design Traveling Fellowship
- 1997 Instructor, *Planning Graphics*; Chaddick Institute at DePaul University
- 1990 – 1994 Lecturer, *Site Design*; University of Virginia School of Architecture
- 1993 Lecturer, *Recent Work*; University of Michigan School of Natural Resources
- 1987 – 1989 Instructor, *Planning Graphics*; University of Virginia (semester-long class)

Publications and Exhibitions

- 2009 Exhibitor, The Cultural Landscape Foundation silent auction
- 2009 Exhibitor (Juried), Big/Bold/Visionary; Chicago Considers the Next Century, Chicago, IL
- 2009 Exhibitor, Burnham100x100 (ILASLA), Chicago, IL
- 2005 Solo Exhibition, *Layers: Watercolor Studies in Architecture*, Judson University
- 2001 Contributor, *The Classicist*, Vol. 6. Institute of Classical Architecture, New York.
- 2000 Cover Illustration, *Plan Graphics*, 5th Ed., Walker
- 2000 Illustrator, *Sustainable Landscape Construction*, Thompson and Sorvig. Island Press, Washington, D.C.
- 1996 Contributor, *Architecture in Perspective 11*. Rockport Publishers, Rockport, MA.
- 1993 – 1996 Illustrator, *Landscape Architecture Magazine*

Service and Independent Scholarship

- 2009 Chicago Sister Cities, *Gardens of the World* feasibility study
- 2009 ILASLA host booth graphic design, ASLA Annual Meeting, Chicago, IL
- 2009 *Iconic Landscapes of Chicago*, watercolor painting and poster
- 1999 *Illinois Landscapes*, ASLA Centennial watercolor painting and poster

Professional Awards

Iconic Landscapes of Chicago Poster

ILASLA President's Award, 2010

Northwestern University Technological Institute Plaza Renovation

ILASLA Merit Award, 2010

Green River Pattern Book

ILASLA Honor Award, 2009

Lincoln Landing

ILASLA Merit Award, 2009

Chicago Green Alley Handbook

ASLA National Honor Award, 2007

ILASLA Honor Award, 2007

ILAPA Gold Award, 2007

Settlers' Ridge

ILEPA / Chicago Wilderness Conservation Landscape Award, 2007

UIC South Campus / University Village

Chicago Commercial Real Estate Redevelopment Project of the Year, 2005

Washington, D.C. Urban Design and Security Guidelines

ILASLA Merit Award, 2003

Guide to the Chicago Landscape Ordinance

ILAPA Honor Award, 2001

ILASLA Honor Award, 2000

ASLA Award for Excellence in Marketing and Communications, 2000

ASLA Centennial Poster

ILASLA President's Award, 2000

Midway Plaisance Master Plan

ILASLA Merit Award, 2000

Morton Arboretum Master Plan

ILASLA Honor Award, 1997

Williamsburg Comprehensive Plan

VaAPA Distinguished Planning Award, 1992

Shenandoah College Master Plan

VaASLA Honor Award, 1991

Private Residence

Better Homes and Gardens Home Improvement Award, 1991

Best of Show, Central Virginia Watercolor Guild Annual Exhibition, 1991

University-related Honors and Awards

2012 Alumni Advisory Board, Ball State University College of Architecture and Planning (three-year term)

2010 Award of Outstanding Achievement, Ball State University, College of Architecture and Planning

1994	Outstanding Young Alumnus, Ball State University
1988	Student Honor Award, American Institute of Certified Planners
1987 – 1988	DuPont Fellowship, University of Virginia
1986 – 1987	Thomas Jefferson Fellowship, University of Virginia
1986	Alpha Lambda Delta Graduate Scholarship
1986	Pi Gamma Mu Graduate Scholarship
1986	Student Honor Award, American Society of Landscape Architects
1985, 1986	Outstanding Landscape Architecture Student, Ball State University
1985	Sigma Lambda Alpha National Award
1985	Rhodes Scholarship, semi-finalist
1984, '85, '86	NCAA Academic All-American (Track and Field)
1985	Mid-American Conference Scholar Athlete-of-the-Year
1981 – 1986	Whitinger Scholar, Ball State University

Affiliations and Memberships

American Society of Landscape Architects

Representative Project Experience

Campus Planning and Design

Northwestern University Technological Institute Plaza, Evanston, IL
 Olivet Nazarene University Landscape Master Plan, Bourbonnais, IL
 Trinity International University Landscape Master Plan, Bannockburn, IL
 University of Chicago Midway Plaisance Master Plan, Chicago, IL
 Western Illinois University Master Plan, Macomb, IL

Urban Planning and Design

Eco-Street, Garden In A City Demonstration Project, Chicago, IL
Guide to the Chicago Landscape Ordinance, DPD, Chicago, IL
 Millennium Park, Chicago, IL
 University Village at University of Illinois at Chicago, Chicago, IL
 Urban Design and Security Guidelines, Washington, D.C.

Park Planning and Design

Chicago Park District Signage Standards, Chicago, IL
 Lincoln Landing, Lockport, IL
 Marquette Park Lakeshore East Renovations, Gary, IN
 Midway Plaisance Readers' Garden and Winter Garden, Chicago, IL
 Morton Arboretum Master Plan, Lisle, IL

ALAN FROST, NCARB, LEED AP

2100 S Marshall Boulevard
Suite 308
Chicago, IL 60623
tel: 773.733.8651
e-mail: *studioBUILD*@gmail.com

General Information**1.1 Education**

Master of Architecture, University of Michigan, Ann Arbor, MI. Honors.	1999
Bachelor of Science (in Architecture), Lawrence Technological University, Southfield, MI. Honors.	1997
Pre-Engineering focus, David Lipscomb University, Nashville, TN.	1993

1.2 Professional Accreditations

NCARB certified.	2012
Registered architect in the state of Illinois.	2011
American Institute of Architects Associate.	2007—2010
U.S. Green Building Council LEED Accredited Professional.	2006

1.3 Professional Experience

Principal, <i>studioBUILD</i> , Chicago, IL.	2009—present
Project Designer, Perkins+Will, Chicago, IL.	2006—2009
Associate, DeStefano+Partners, Chicago, IL.	2004—2006
Fabricator, WETSU, Ann Arbor, MI.	Fall 2001
Project Designer, Angelini & Associates, Ann Arbor, MI.	2000—2004
Intern Architect, Ann Arbor Architects Collaborative, Ann Arbor, MI.	1999—2000
Apprentice, Corps Carpentry, Ann Arbor, MI.	Summer 1998
Intern Architect, Daniel DeRemer and Associates, Birmingham, MI.	1995—1997
Intern Architect, F. Matthew Ray Architects, Troy, MI.	1994—1995
Intern Architect, Anthony Robert Herk Associates, Flat Rock, MI.	Summer 1994

Awards and Exhibitions

1.4 Academic Appointments

Adjunct Professor of Architecture, Judson University, School of Art, Design, and Architecture, Elgin, IL.	2011—present
Graduate Student Instructor, University of Michigan, School of Architecture and Urban Planning.	1998—1999

2.1 Awards

Honorable Mention, Final Round Short-list, Seoul City Hall Design Competition.	2006
Pyramid Award for CrossRoads Marketplace, Washtenaw Contractors Association.	2004
Half Tuition Waiver and Stipend, Horace Rackham School of Graduate Studies, University of Michigan.	1998—1999
Honorable Mention (Industrial Design), School of Art and Design Student Show, University of Michigan.	1998
2nd Prize for Switch/House, Dwelling Degree Zero Housing Design Competition, Developers Association of Michigan.	1997
Tau Sigma Delta Honor Fraternity, Lawrence Technological University.	1996

2.2 Invited Exhibitions

Architecture of Objects, Atys/Mezzanine Gallery, Ann Arbor, MI. cLamp table lamp exhibited.	1999
School of Art and Design Student Show, Jean Paul Slusser Gallery, University of Michigan.	1998
Taking Aim_Architecture Program Student Show, Jean Paul Slusser Gallery, University of Michigan.	1998
Dwelling Degree Zero, Mask Gallery, Detroit, MI. Switch/House exhibited.	1997
Bulletin, Tau Sigma Delta Honor Fraternity Show College of Architecture Gallery, Lawrence Technological University.	1997
College of Architecture and Design Student Show, College of Architecture Gallery, Lawrence Technological University.	1996

**Pedagogical and
Mentoring Activities**

3.1 Courses Taught at Judson University

Architecture Design IV [ARC 352], Undergraduate Design Studio, School of Art, Design, and Architecture, Judson University.	Spring 2012
Full Small Scale [ARC 600], Graduate Elective Seminar, School of Art, Design, and Architecture, Judson University.	Fall 2011

3.2 Courses Taught at the University of Michigan

Design Fundamentals II [Arch 326] with Assistant Professor Robert Levit, College of Architecture and Urban Planning, University of Michigan.	Spring 1999
CAD Fundamentals [Arch 211] with Professor James Turner, College of Architecture and Urban Planning, University of Michigan.	Fall 1998

3.3 Guest Teaching

Rochester College Department of Music, Theater, and Visual Arts, Undergraduate course on Theater Design. Guest lecture on drama and emotion in the built environment.	2001
---	------

3.3 Invited Critic

Judson University, Graduate and Undergraduate Studio Reviews.	2011—2012
Harrington College of Design, Communication Design Portfolio Reviews.	2010
University of Michigan, Undergraduate Studio Reviews.	2002—2003
Lawrence Technological University, Undergraduate Studio Reviews.	2000—2001

3.4 Mentoring

ACE Mentor Program, Summer High School Interns, Perkins+Will.	2009
University of Michigan Spring Break Interns, Perkins+Will.	2009
Project Team mentor, Perkins+Will.	2007—2009
Project Team mentor, DeStefano + Partners.	2004—2006
University of Michigan Interns, Angelini & Associates.	2002—2004
Project Team mentor, Angelini & Associates.	2002—2004
Building/Design Mentor, Mision del Caribe, Trujillo, Honduras.	Summer 1997

Service Activity

4.1 Service: Design

Architecture for Humanity, Chapter Member, Chicago, IL.	2011—present
Sarah's Circle Women's Shelter, Chicago, IL.	2009
New Community Covenant Church, Building Committee, Chicago, IL.	2008—present
Mision del Caribe, Trujillo, Honduras.	Summer 1997
Community Charrette, City of Birmingham Master Planning with Andres Duany and Elizabeth Plater-Zyberk, Birmingham, MI.	Fall 1995

4.2 Service: Construction

Taking Aim_Architecture Program Student Show, University of Michigan College of Architecture and Urban Planning.	1998
Stalking Detroit Exhibit of Projects, University of Michigan College of Architecture and Urban Planning.	1997
Mision del Caribe, Trujillo, Honduras.	Summer 1997
Habitat for Humanity, Detroit, MI.	1996—2002
Monterrey Church of Christ, Monterrey, Mexico.	Spring 1996
Habitat for Humanity, Jackson, MS.	Spring 1993

4.3 Service: Social

New Community Warming Center, Chicago, IL.	2011—present
Sarah's Circle, Chicago, IL.	2009—present

Notable Projects

5.1 *studioBUILD*

Solar Pavilion, Northerly Island Framework Plan, Chicago, IL.	2011
New Community Covenant Church, Chicago, IL.	2009—2010

5.2 Perkins+Will

Princess Nora Bint Abdulrahman University, Central Library, Riyadh, Saudi Arabia.	2009
U.S. Coast Guard Headquarters Building, Washington D.C.	2009
Unit 5 School District Elementary Schools, Bloomington, IL.	2008

5.2 Perkins+Will, continued

Cedar Ridge High School, Round Rock, TX.

Blue Valley Southwest High School, Overland Park, KS.

5.3 DeStefano+Partners

Seoul City Hall Addition, Design Competition, Seoul, South Korea.

CPS Westinghouse High School, Chicago, IL.

5.4 Angelini & Associates

Dixboro Residence, Ypsilanti, MI.

Eastern Michigan University Cross Roads Marketplace, Ypsilanti, MI.

5.5 WETSU

Vintage to Vogue Home, Ann Arbor, MI.

References

Ian Hoffman

Assistant Chair for Undergraduate Programs
Judson University
School of Art, Design, and Architecture
1151 N State St
Elgin, IL 60123
tel: 847.628.1010
e-mail: ihoffman@judsonu.edu

Jason T. Young

Associate Professor of Architecture
University of Michigan
Taubman College of Architecture and Urban Planning
2000 Bonisteel Boulevard
Ann Arbor, MI 48109-2069
tel: 734.945.7581
e-mail: jty@umich.edu

Jerry Johnson, LEED AP BD+C

Design Principal
Perkins+Will
330 N Wabash Ave
Suite 3600
Chicago, IL 60611
tel: 312.755.4553
e-mail: jerry.johnson@perkinswill.com

John A. Hrivnak, AIA, MBA, NCARB, LEED AP

50 Lakewood Circle • St. Charles, Illinois 60174 • 630.770.5900
johnhrivnak@comcast.net

PROFILE

Creative problem solver who generates profitable solutions for complex challenges both through innovation and managing effective implementation. Experienced, trusted advisor to clients with capital improvement projects, primarily in the not-for-profit senior living and healthcare markets. Skills include total project management from strategic planning through design/finance and construction, concept design, consultative sales, negotiation and executive leadership.

PROFESSIONAL EXPERIENCE

JUDSON UNIVERSITY

Current

Adjunct Professor, Design Studio and Professional Practice Courses

HRIVNAK ASSOCIATES, Ltd

Consultant

Consulting for not-for-profit entities in areas of marketing, finance, program management, and capital improvements. Design services for residential, commercial, educational, not-for-profit, senior living and clinical clients.

Current

HOFFMAN, LLC

2006-2007

Design/Build firm involved in Senior Living, Healthcare and Education

Principal-in-Charge

Led new efforts in Senior Living and Healthcare in new Illinois location. Obtained new clients, expanded services to include feasibility studies and finance coordination.

- Provided second opinion study for rural Wisconsin hospital addition/remodel that improved upon original, within the \$22M budget and then offered the creative alternate of new phased hospital on a new site that resulted in over \$5M savings and opportunities for future growth.

ALTUS ARCHITECTURAL STUDIOS

2000-2004

Principal, Director of Business Development

Co-founder of company, founder of subsidiary company, the Critical Access Group, successfully grew both entities.

- Pioneered creation of new corporate entity that provided a total project management approach meeting the needs of critical access hospitals. Entity significantly increased company revenue while differentiating market services.

HL ARCHITECTS, P.C.

2000

Enhanced business development, created new profitable service for bank customers, won majority of competitive proposals.

BELLEVUE UNIVERSITY

1997-2003

Professor, Adjunct Professor

Director of Criminal Justice Administration Program

President of the Faculty Senate

- Expanded Criminal Justice Program in two years from 2 adjunct professors to 5, more than doubling the program and revenue.

FACILITIES RESOURCES, INC.

1991 – 2000 and 2004 – 2006

Professional consulting for various Public Health Service / HHS development programs including architectural consulting, financial planning, grant writing, and strategic planning. Design of residential and light commercial projects.

- Overcame challenging obstacles that included restrictive covenants, difficult site, limited budget and residential design to develop an interconnected, integrated site.

- As interim Executive Director provided consulting that resulted in obtaining federal grant funds for the founding of a new Community Health Center that become the second most successful CHC in the state in its first year.

DANA LARSON ROUBAL & ASSOCIATES**1987-1991****Associate**

Responsible for marketing and project management of various projects with an emphasis in retirement and healthcare facilities. Established healthcare expertise and market presence in that field for DLR.

ROGER L. SCHUTTE & ASSOCIATES**1985 - 1987**

Project Architect for the design of various retirement facilities.

HDR**1981 - 1985****Director, Continuing Care Programs**

Responsible for positioning a major healthcare A/E firm into the retirement housing and continuing care markets nationally.

Assistant Director, Architectural Programs Division

Involvement in corporate strategic planning, direct marketing, management of the marketing function and support staff, public relations, proposal and presentation coordination.

- Recommended and helped implement first foray into cash management strategies that produced seven-figure interest income in the first year.
- Facilitated A/E firm development of first major strategic plan initiative that resulted in an increase in division profitability and allowed new divisions to expand business into finance, design and build.
- Conceived and managed marketing efforts for nationally competitive \$300M teaching hospital complex that resulted in winning the contract.

EDUCATION

M.B.A. Management / Finance, Xavier University, Cincinnati, Ohio
B.A. Architecture, University of Cincinnati, Cincinnati, Ohio
B.A. Business Administration, Wittenberg University, Springfield, Ohio

PROFESSIONAL ASSOCIATIONS

Nebraska Association of Community Leadership Organizations (NACLO)
Leadership Omaha
YMCA Board of Directors, Past Chairman, Volunteer of the Year
Chamber of Commerce, Omaha, Sarpy County, Elgin
American Institute of Architects
Toastmasters, Past President
Society for Marketing Professional Services
American Hospital Association
HESNI, Hospital Engineers Society of Northern Illinois
American Association of Services and Homes for the Aged
National Council of Architectural Review Boards
National Federation of Independent Businessmen
International Who's Who
Omaha Symphonic Chorus
Elgin Choral Union
Downtown Neighborhood Assn. of Elgin

christopherd Lauriat

1000 South Lorraine Road #110 Wheaton, Illinois 60189
630.329.1163 chris.lauriat@gmail.com

curriculum vitae

PROFESSIONAL REGISTRATION + AFFILIATIONS

American Institute of Architects, Member No. 38031690

National Council of Architectural Registration Boards Certificate
NCARB Certificate No. 67767

Registered Architect, State of Illinois License No. 001-020772

EDUCATION

2009 **Cornell University**, Master of Architecture (Degree Conferred 2010)
Concentration in Discourse

2003 **Ball State University**, Bachelor of Architecture
B.S. in Environmental Engineering, Minor in Business Management
Graduation with Honors

TEACHING

2010-present **Adjunct Assistant Professor**, Department of Architecture
Judson University

2010-2011 **Adjunct Faculty**, School of Design
Westwood College, Chicago – O'Hare Campus

2008-2009 **Teaching Assistant**, Associate Professor Bonnie G. MacDougall, Ph.D.
Architecture as a Cultural System, Cornell University

2002 **Teaching Assistant**, Professor Emeritus Anthony J. Costello, FAIA
Portfolio Preparation Course, Ball State University

PRACTICE

2008-present **Christopher D. Lauriat** Wheaton, Illinois
Principal

2003-2008 **Pappageorge Haymes Partners** Chicago, Illinois
Project Architect

2002-2003 **Design Tangent** (in partnership with Matthew Ryan Goeringer)

2001 **Gillespie Design Group** McHenry, Illinois
Intern Architect

SELECTED PROJECTS

- 2009 **Standard Deviation**, Ithaca, New York: Temporary installation investigating perception of spatial boundaries and patterns.
- 2008 **Pappageorge Haymes Partners**, Chicago: Project Architect for 13,000 sq. ft. office interior.
- 189 East Lake Shore Drive**, Chicago: Project Architect for the interior renovation of a 5,000 sq. ft. condominium.
- The Rows and Lofts at SoMa**, Omaha: Project Manager for 123 Townhomes and 15 Condominiums.
- Aksarben Townhomes**, Omaha: Project Manager/Project Designer for 18 townhomes in Aksarben Village.
- Worship Center Adaptive Reuse**, Harvest Bible Chapel, DeKalb, Illinois: Conversion of a gymnasium into a 400-seat auditorium.
- 2007 **Whitfield Residence**, Sycamore, Illinois: 3,200 sq. ft. home with accessible features for a mobility-impaired family member.
- Ronald McDonald House** near Comer Children's Hospital, Chicago: Project Manager/Designer for a 30,000 sq. ft. residential/institutional facility.
- 2005 **The Grand Orleans**, Chicago: Project Designer for the Lobby and Reception Desk of a 25-Story Condominium Building.
- Private Residence**, New Buffalo, Michigan: Project Designer for a 4,000 sq. ft. home and shower house on Lake Michigan.
- 2002 **The Nautilus Theater**, Ball State University: Codesigner of a multimedia installation for UniverCity cultural festival.

EXHIBITIONS

- 2009 **Architectural Archives**, Divergent Convergence: Designing China, USC American Academy in China, Beijing Urban Planning Center, Curators: Qingyun Ma, Joseph Grima, Jiang Jun, Charlie Koolhaas, Qin Lei.
- Thresholds**, Common Ground, AAP NYC (Cornell University), New York, NY, Curators: Lebbeus Woods and Christoph a. Kumpusch.

PUBLICATIONS

- 2011 Lauriat, Christopher. "Art and the Architectural Model: Case Studies and Analysis." *Design Principles and Practices: An International Journal* (Vol. 4, Issue 6).

- 2003 Lauriat, Christopher. "Foreword," "Art Culture," "Daily Life." *glue* (Vol. 4).
- 1999 Norman, Frederick and Lauriat, Christopher. "Computer Modeling and the Traditional Methods of Design Process." *Acadia* (Vol. 18, No. 4, pg.9).

CONFERENCE PRESENTATIONS

- 2010 "Art and the Architectural Model: Case Studies and Analysis," Paper Presentation, Fourth International Design Principles and Practices Conference, Chicago

AWARDS + GRANTS

- 2008-2009 **Teaching Assistantship**, Department of Architecture, Cornell University
- 2003 **Alpha Rho Chi Medal** for Leadership, Service, and Merit
Department of Architecture, Ball State University
- 2003 **Outstanding Service Citation** for Editorship of GLUE Student Architecture Journal, Department of Architecture, Ball State University
- 2002 **iCommunications Grant** from the Lilly Endowment for the design, production, and presentation of the Nautilus Theater (\$15,000), Ball State University
- 2000 **First Prize Winner**
Indiana Concrete Masonry Association Student Design Competition
- 1998-2002 **Presidential Scholarship**, Ball State University

SERVICE: ACADEMIC

- 2010 **Associate Editor**, Design Principles and Practices: An International Journal, Volume Six.
- 2002-2003 **Managing Editor**, glue Student Journal Volume Four
Department of Architecture, Ball State University
- 2002-2003 **Student Chairs Council**
Department of Architecture, Ball State University
- 2000-2002 **Staff Member**, glue Student Journal Volumes Two and Three
Department of Architecture, Ball State University

SERVICE: COMMUNITY

- 2010-2011 **Architecture Club**, Fourth through Fifth Graders (2 three-week sessions),
Sixth through Eighth Grades (one eight week session),
Wheaton Christian Grammar School, Wheaton, Illinois
- 2003 **Student Charrette**
Conference on Asian-Pacific Architecture, University of Hawaii
- 2002 **AIAS Design Charrette**, "Redefining the Way Station," Columbus, Indiana

Robin R. Randall, AIA, LEED AP BD+C is a licensed architect, educator, and environmentalist. Founder and president of ED lab INC, she is dedicated to connecting personally to each project and designing environments that support a culture of inquisitiveness, client community and sustainability.

Robin is an educational design expert with 25 years experience programming, planning and creating learning places at Perkins + Will, Zimmer Gunsul Frasca, and FGM Architects. Frequent speaker, author and award winning designer, she is inspired by learning strategies and environmental research through application in projects. Her leadership in a client focused process integrates the science of learning, the language of nature and the art of innovation to create customized environments for all learners.

Architect

ED lab INC
Clarendon Hills, IL
Architect, Educator, and Environmentalist
2011 - Present

FGM Architects Inc
Oakbrook, IL
Senior Associate
2003 - 2011

Zimmer Gunsul Frasca Partnership
Seattle, WA
Associate Partner
1991 – 2000

Perkins + Will
Chicago, IL
Intern Architect
1986 - 1991

Educator

Judson University, School of Art, Design, and Architecture, Adjunct Faculty
Graduate Level Programming and Research Methods in Architecture, 2012
Fourth Year Design Studio, Fall 2012
School of the Art Institute of Chicago, Architecture, Interior Architecture and Design
Guest Studio Juror 2011
University of Washington, College of Architecture
Guest Studio Instructor 1998-1999

Education

Bachelor of Science in Environmental Design, Ball State University, 1985
Bachelor of Architecture, Cum Laude, Ball State University, 1986
Departmental Honors, Honors College Degree

Fulbright Academic Fellowship to Denmark, 1989-1990

Professional Affiliations

Licensed Architect / 1989/ Illinois

Licensed Architect / 1995/ Washington

LEED® Accredited Professional / 2004/ Building Design and Construction

American Institute of Architects

Co-Chair Seattle Chapter Design Committee 1995 - 1996

Northeast Illinois Chapter Design Committee 2010 to present

Northeast Illinois Chapter Sustainability Committee 2012

AIA National Committee on Education 2011 to present

Council of Educational Facilities Planners International (CEFPI)

Association for the Advancement of Sustainability in Higher Education (AASHE)

Society for College and University Planning (SCUP)

United State Green Building Council (USGBC)

Chicago Women in Architecture (CWA)

Presentations *"Design and Implementation of Outdoor Learning Environments"*, 2012 National Conference, Association for the Advancement of Sustainability in Higher Education, Los Angeles, October 14-17, 2012

"Go Outside to Learn: The Value of Outdoor Learning Environments", 2012 World Congress on Educational Environments, CEFPI International Conference, San Antonio, TX, September 22 -24, 2012.

"What Inspires Me – Design Excellence," American Institute of Architects Northeast Illinois, Geneva, IL, Design Committee Presentation, July 2012.

"Sustainable Schools as Living Laboratories for Education and Community Outreach," Greening the Heartland; Building Community, Indianapolis, IN, Panel Moderator and Speaker, May 2012.

"Inspired to Learn; Nurturing the Naturalistic Learner," Greening of the Campus IX; Building Pedagogy, Ball State University, Muncie, IN, March 2012.

"Inspired to Learn: Innovation in Educational Design," Ball State University, College of Architecture and Planning, Muncie, IN, October 2011 Alumni Symposium.

"Learning Landscapes," American Institute of Architects, Committee on Architecture of Education, Chicago, IL, National Webinar presented November 30, 2011.

"What Inspires Me – The Design Process," American Institute of Architects Northeast Illinois, Geneva, IL, Design Committee Presentation, July 2011.

"Mathematics in Architecture," Power House High School, Chicago, IL, November 2010.

"Architecture as Play, Planning the Seton Montessori Elementary School," Seton Montessori School, Clarendon Hills, IL, Administrator Seminar Workshop Organizer and Presenter, February 2011.

"Environmentally Responsible Architecture for Schools," Hickory Creek Middle School, Frankfort School District 157-C, Frankfort, IL, May 2010.

"Eight Strategies for Middle School Design," National Organization of Middle Schools Conference, Philadelphia, PA, 2005.

Publications AIA CAE National Web Publication: "Inspired to Learn: Nurturing the Naturalistic Learner" June 2012 – October 2012
"Pages for the Ages, Chapter 2", Chicago Architect, May/June 2011
"Healthy Schools; Passive Building Strategies", Building Design + Construction, 03.11
"Multitasking Masonry", Masonry Edge Magazine, V3, No.3, 2008
"8-Strategies for Middle School Design", The American School Board Journal, 10/05

Representative Projects

Completed while Senior Associate at FGM Architects Inc, Oak Brook, IL 2003 – 2011

K-12 Education

Holy Family Lutheran School and Ministries Center, Chicago, Illinois
Seton Montessori Elementary School, Clarendon Hills, Illinois
Sycamore Middle School Addition and Renovation, District 427, Sycamore, Illinois
Sycamore North Grove Elementary School, District 427, Sycamore, Illinois
Mother McAuley Liberal Arts High School, Master Plan, Chicago, Illinois
LEARN Charter School, Chicago, Illinois
Chelsea Intermediate School, Frankfort School District 157c, Frankfort, Illinois
Grand Prairie Elementary School, Frankfort School District 157c, Frankfort, Illinois
Hickory Creek Middle School, Frankfort School District 157c, Frankfort, Illinois
Evergreen Park Elementary School District 124, Evergreen Park, Illinois
Baker Demonstration School, Evanston, Illinois
River Trails School District 26, Mt. Prospect, Illinois
Flossmoor School District 161, Flossmoor, Illinois
Lincoln School, Cicero School District, Cicero, Illinois

Municipal

Arlington Heights Municipal Campus, Village Hall and Fire Station,
Arlington Heights, Illinois
Plainfield Fire Protection District Campus, Administration and Training Facility
Plainfield, Illinois
Village of Maple Park Public Works, Garage and Administration Building,
Maple Park, Illinois

Higher Education

Wheaton College Science Center, Wheaton, Illinois
Triton College Technology Building, River Grove, Illinois

Completed while Associate Partner at Zimmer Gunsul Frasca Partnership,
Seattle, WA 1991 – 2000

Pacific Lutheran University, Mary Baker Russell Music Hall, Tacoma, Washington
University of Washington, University Village Projects, Seattle, Washington
Washington State University Master Plan, Pullman, Washington
International District Village Square, Seattle, Washington
World Trade Centers, Seattle, Washington

Completed while Intern at Perkins+Will, Chicago, IL 1986 – 1991

Perry Public Schools Community Education Village, Perry, Ohio
Orland Park Village Center Campus, Orland Park, Illinois
Morton International Building (now Boeing Building), Chicago, Illinois

Representative Awards

Lincoln Elementary School, FGM Architects

- 2011 AIA Northeast Illinois, Merit Award, Distinguished Building Category
- 2011 ENR Midwest, Best of 2011 Awards, K-12 Category
- 2011 Chicago Building Congress, Merit Award Finalist, Construction Under \$10 Million
- 2011 ASID Design Excellence Awards, Honorable Mention, Institutional Category
- 2011 Illinois Association of School Boards, Exhibition of Educational Environments, Merit Award

North Grove Elementary School, FGM Architects

- 2010 Illinois Association of School Boards, Exhibition of Educational Environments, Honorable Mention
- 2009 AIA Northeast Illinois Honor Awards, Design Award

Holy Family Lutheran School, FGM Architects

- 2009 AIA Northeast Illinois Honor Awards, Design Award
- 2008 AIA Chicago, Honor Award for Unbuilt Design
- 2008 Chicago Building Congress Merit Award, Projects under \$10 Million
- 2008 Silver Medal, Excellence in Masonry Award, Illinois Indiana Masonry Council

Arlington Heights Municipal Campus, FGM Architects

- 2008 APWA Suburban Branch of the Chicago Metro Chapter, Project of the Year Award, Structures \$25 Million to \$75 Million
- 2008 Illinois Indian Masonry Council Excellence in Masonry, Craftsmanship Award
- Midwest Construction Magazine Best of 2008 Awards, Public Works Award of Merit
- 2007 Primedia's Station Style Award, Silver Metal

Perry Community Education Village, Perkins + Will

- 1996 National American Institute of Architecture, Honor Award for Architecture

Curriculum vitae

Personal Data

Name Mark A. Torgerson

Home address

41 West Green Meadows Blvd.
Streamwood, Illinois 60107-1130

Work address

Judson University
1151 North State Street
Elgin, Illinois 60123-1404

Home telephone (630) 267-7715

Work telephone (847) 628-1068

Fax (847) 628-1134

E-mail mtorgerson@judsonu.edu

Education Background

University of Notre Dame, Notre Dame, Indiana

August 1990-May 1996

Degree awarded: Ph.D., theology, 1996

Dissertation title: "Edward Anders Sövik and his Return to the 'Non-church.' "

Degree awarded: Master of Arts, theology, 1993

Major: History of Christian worship

Minors: Liturgical theology and studio painting (production of art for worship)

North Park Theological Seminary, Chicago, Illinois

August 1984-May 1988

Degree awarded: Master of Divinity

Area of concentration: Biblical studies

Special studies at the Jerusalem Center for Biblical Studies, Jerusalem, Israel, 1987

California State University, Fresno, Fresno, California

January 1979-May 1982

Degree awarded: Bachelor of Science

Major: Agricultural science, international agriculture option

Minor: Health science

Three month internship in agricultural development project in Udon Thani, Thailand,
1981

Arizona State University, Tempe, Arizona

September 1978-December 1978

Agricultural science studies

Curriculum vitae

Mark A. Torgerson

Employment Experience

Judson University, Elgin, Illinois

Professor, with tenure

August 2002-present

Responsible for teaching various religion and worship courses and advising undergraduates.

Courses for graduate students in the department of architecture include:

ARC 691, A Christian Worldview and Architecture (every spring semester)

ARC 492/692, Architecture for Christian Worship (every other year)

Semester in Europe program teaching: in the fall of 2005 and 2010 I co-led a semester of study abroad in Salzburg, Austria, in a cooperative intercollegiate program for undergraduates.

Asbury Theological Seminary, Wilmore, Kentucky

Adjunct professor

CA 614/WO 614, Worship and the Arts

Summer session, 2007 and 2008

A graduate level course exploring aesthetics, a variety of the arts and integration of the arts into the worship life of Christian communities. I taught this course in an on-campus intensive format.

WO 520XL, History of Christian Worship

Summer session, 2006

WO 510XL, Worship Leadership in the Church

Summer session, 2003 and 2004

Courses exploring basic issues related to the history, theology, and practice of Christian worship. I taught these introductory courses via an on-line learning environment.

Garrett-Evangelical Theological Seminary, Evanston, Illinois

Adjunct professor

Course number 31-612, Worship and the Arts

Spring semester, 2004 and 2007

A graduate level course exploring aesthetics, a variety of the arts and integration of the arts into the worship life of Christian communities.

Northern Baptist Theological Seminary, Lombard, Illinois

Adjunct assistant professor, D. Min. program

DM 7312, Forming Congregational Spirituality Through the Year

May 2001, July 2004 and July 2006

A graduate level course investigating the cycles, seasons, and significance of the Christian year for the life of the church. I taught this course in an on-campus intensive format.

The Robert E. Webber Institute for Worship Studies, Orange Park, Florida

Faculty, doctoral program for worship studies

September 2003-present

I maintain a worship resources bibliography for the Institute (accessible at, www.iwsfla.org).

Curriculum vitae

Mark A. Torgerson

DWS 502, Sunday Worship; Music and the Arts

January 2000-December 2002

I co-taught this one-week intensive course for graduate students (concentrating on visual art, architecture, drama, and dance in Christian worship) in January and June of each year.

Hillside Covenant Church, Naugatuck, Connecticut

Solo pastor, Evangelical Covenant Church

January 1997-July 2002

Professional Affiliations and Honors

Membership in

American Academy of Religion

Christians in the Visual Arts

North American Academy of Liturgy

Society for the Arts in Religious and Theological Studies

Honors

Invited participant, "Taste and See: How to Teach for Depth in Worship," directed by John D. Witvliet, *Seminars in Christian Scholarship* program, Calvin College, Grand Rapids, Michigan, July 2009.

Invited participant, "Prospects of Historic Christian Liturgy in a Postmodern Age," directed by Bryan D. Spinks, *Seminars in Christian Scholarship* program, Calvin College, Grand Rapids, Michigan, June-July 2003.

Dissertation Teaching Fellow, a competitive award among senior dissertation candidates, College of Arts and Letters, University of Notre Dame, 1994-95.

Dissertation Fellow, University of Notre Dame, Spring 1994.

Graduate fellow, University of Notre Dame, 1990-91.

Honors program, North Park Theological Seminary, 1986-88.

Research grants received

Homer and Margaret Surbeck Summer Research stipend, Judson University, for the development of comparative religion curriculum, May 2007.

Homer and Margaret Surbeck Summer Research stipend, Judson University, for the revision of the doctoral dissertation into a publishable form, May 2004.

Jump Start grant, Educational Technology Department, University of Notre Dame, for the development of a project to acquire visual images of Jesus through the ages, European and non-European, for lecture presentations, October 1994.

C2C Theological Endowment Fund Grant, Evangelical Covenant Church, to fund dissertation research, February 1993; renewed, February 1994.

Zahm Travel grant, Graduate School, University of Notre Dame, to fund travel expenses related to dissertation research, November 1993.

Curriculum vitae

Mark A. Torgerson

Publications: Books

Greening Spaces for Worship and Ministry: Congregations, Their Buildings, and Creation Care. Herndon, VA: The Alban Institute, 2012.

An Architecture of Immanence: Architecture for Worship and Ministry in the Twentieth Century. Calvin Institute of Christian Worship Liturgical Study Series. Grand Rapids: Wm. B. Eerdmans Publishing Company, 2007.

Publications: Articles and Chapters

“Hebrews in the Worship Life of the Church.” In *Reading the Epistle to the Hebrews: A Resource for Students*, eds. Eric F. Mason and Kevin B. McCrudden, 269-296. Atlanta: Society of Biblical Literature, 2011.

“Designing for the Elusive Presence.” *Faith and Form: Interfaith Journal on Religion, Art and Architecture*, on-line edition, Fall 2010.

“Community and Church Building Design: Inclusive and Exclusive Considerations,” *The Clergy Journal*, Volume LXXXV, Number 2 (November/December 2008): 6-8.

“Artists and Worship: Vital Presence and Risky Business,” *SEEN*, Journal for Christians in the Visual Arts (CIVA), Volume 8, Number 2 (2008): 14-15.

“Sövik, Edward Anders.” Entry in *The American Midwest. An Interpretive Encyclopedia*. Indianapolis: University of Indianapolis Press, 2006.

“Ecumenism, Worship Renewal, and Reforming Spaces for Christian Worship.” In *In Spirit and Truth: Essays on Theology, Spirituality, and Embodiment in Honor of C. John Weborg*, eds. Philip J. Anderson and Michelle A. Clifton-Soderstrom, 154-179. Chicago: Covenant Publications, 2006.

“Enjoying God in a Crowd: Worship Space and the Mega-church,” *Doxology*, Volume 19 (2002): 61-84.

“Celebrating Jesus in Northwestern Zaïre: A Window into the Evolution of Christian Worship,” *Worship*, Volume 74, Number 5 (September 2000): 432-453.

“Gathering at the Table of Promise and Joy: Reflections on Eucharistic Space,” *Reformed Liturgy and Music*, Volume XXXI, Number 3 (1997): 163-166.

“An Architect’s Response to Liturgical Reform: Edward A. Sövik and his ‘Non-Church’ Design,” *Worship*, Volume 71, Number 1 (January 1997): 19-41.

“Sighting the Unseen: Theological Reflections on Visual Art and Worship,” *The Covenant Quarterly*, Volume 52, Number 3 (August 1994): 26-39.

Publications: Book Reviews

Review of *God in the Gallery: A Christian Embrace of Modern Art* by Daniel A. Siedell, *Worship*, Volume 84, Number 1 (January 2010): 89-91.

Review of *Jesus and the Emergence of Catholic Imagination: An Illustrated Journey* by John Pfordresher, *Worship*, Volume 83, Number 2 (March 2009): 190-191.

Review of *A Broken Beauty* ed. by Theodore L. Prescott, *Worship*, Volume 80, Number 4 (July 2006): 373-375.

Review of *From Meetinghouse to Megachurch: A Material and Cultural History* by Anne C. Loveland and Otis B. Wheeler, *Worship*, Volume 79, Number 1 (January 2005): 82-84.

Curriculum vitae

Mark A. Torgerson

- Review of *When Church Became Theatre: The Transformation of Evangelical Architecture and Worship in Nineteenth-Century America* by Jeanne Halgren Kilde, *Journal of the American Academy of Religion*, Volume 72, Number 2 (June 2004): 544-547.
- Review of *Worship Seeking Understanding: Windows into Christian Practice* by John D. Witvliet, *Calvin Theological Journal*, Volume 39, Number 1 (April 2004): 151-153.
- Review of *Image and Spirit: Finding Meaning in Visual Art* by Karen Stone, *Sacramental Life*, Volume 15, Number 5 (Winter 2004): 685-688.
- Review of *Raise the Banners High! Making and Using Processional Banners* by Pamela T. Hardiman and Josephine Niemann, *Worship*, Volume 77, Number 2 (March 2003): 190-191.
- Review of *Visual Faith: Art, Theology, and Worship in Dialogue* by William A. Dyrness, *Covenant Quarterly*, Volume 61, Number 1 (February 2003): 41-43.
- Review of *The Visual Culture of American Religions* edited by David Morgan and Sally M. Promey, *Worship*, Volume 77, Number 1 (January 2003): 70-71.
- Review of *Jewish Images in the Christian Church: Art as the Mirror of the Jewish-Christian Conflict 200-1250 CE* by Henry N. Claman, *Christianity and the Arts*, Volume 8, Number 4 (Fall 2001): 65.
- Review of *Painting Religion in Public: John Singer Sargent's 'Triumph of Religion' at the Boston Public Library* by Sally M. Promey, *Christianity and the Arts*, Volume 8, Number 3 (August 2001): 47-48.
- Review of *A Journey into Christian Art* by Helen de Borchgrave, *Christianity and the Arts*, Volume 8, Number 3 (August 2001): 49-50.
- Review of *Architecture for the Gods* by Michael J. Crosbie, *Christianity and the Arts*, Volume 8, Number 3 (August 2001): 52.
- Review of *Spaces for Spirit: Adorning the Church* by Nancy Chinn, and, *The Color of Light: Commissioning Stained Glass for a Church* by Sarah Hall, *Worship*, Volume 75, Number 3 (May 2001): 283-285.
- Review of *Seeing Beyond the Word: Visual Arts and the Calvinist Tradition* edited by Paul Corby Finney, *Worship*, Volume 75, Number 1 (January 2001): 82-84.
- Review of *Houses of God: Region, Religion, and Architecture in the United States* by Peter W. Williams, *Worship*, Volume 74, Number 6 (November 2000): 569-570.
- Review of *Visual Piety: A History and Theory of Popular Religious Images* by David Morgan, *Worship*, Volume 74, Number 1 (January 2000): 78-80.
- Review of *The Vocation of the Artist* by Deborah J. Haynes, *Worship*, Volume 73, Number 3 (May 1999): 283-284.
- Review of *Icons of American Protestantism: The Art of Warner Sallman* edited by David Morgan, *Worship*, Volume 71, Number 6 (November 1997): 565-567.
- Review of *Creativity and the Roots of Liturgy* by John Foley, *Worship*, Volume 71, Number 4 (July 1997): 371-373.
- Review of *Eyes to See Wholeness* by Doug Adams, *Worship*, Volume 70, Number 4 (July 1996): 362-363.

Professional Papers, Conference Workshops and Panel Discussion Appearances

“Celebrating in a Material World: Renewing our Places and Spaces for Worship,”
Worship Alive! Workshop series, United Church of Rogers Park/Presbyterian

Curriculum vitae

Mark A. Torgerson

- Church of Western Springs, Rogers Park and Western Springs, Illinois, 10-11 March 2012.
- “Greening Spaces for Worship and Ministry: Congregations in Pursuit of Creation Care,” *Calvin Symposium on Worship and the Arts*, Calvin Institute of Christian Worship, Calvin College, Grand Rapids, Michigan, 27-28 January 2012.
- “Common Ground for Creation Care: Insights from Jewish and Christian Sources,” *North American Academy of Liturgy Annual Meeting*, Montreal, Quebec, 06 January 2012.
- “Hebrews in the Worship Life of the Church: A Historical Survey,” *Reading the Epistle to the Hebrews* seminar, Loyola University, Chicago, Illinois, 10 February 2011.
- “Green Faith Building: Church and Synagogue Design as Creation Care,” *North American Academy of Liturgy Annual Meeting*, San Francisco, California, 08 January 2011.
- “Tradition, Symbol and Worship: Memory, Catechesis and Divine Encounter,” *The Nature of Sacred Space: Context and Culture* conference, Virginia Society of the American Institute of Architects chapter of IFRAA, at Architecture Expo East, Richmond, Virginia, 06 November 2009.
- “Foundations for Sustainable Church Building Design,” *North American Academy of Liturgy Annual Meeting*, Baltimore, Maryland, 04 January 2009.
- “Human and Holy: Paradox and Church Design,” *2008-2009 Lecture Series*, School of Architecture, Andrews University, Berrien Springs, Michigan, 06 October 2008.
- “The Fullness of Christ: Exploring Jesus Through the Arts,” Camp Speaker, The United Methodist Church, *Findley Family Bible Camp*, Lake Findley, New York, 20-26 July 2008.
- “The Body: Worship and the Arts,” Keynote Speaker, *2008 Worship and the Arts Conference*, Presbyterian Church, USA. Three presentations: “Inhabiting the Body: Ambiguity and Ecstasy,” “From Walking to Running: Uncovering Artists in Our Midst,” and, “Growing and Building: Integrating the Arts with Excellence in Worship.” Louisville Presbyterian Theological Seminary, Louisville, Kentucky, 09-12 July 2008.
- “Exploring Media in Worship,” *Worship and the Arts Workshop*, Court Street United Methodist Church, Rockford, Illinois, 03 November 2007.
- “Seeing and Believing: Exploring Religion through the Arts,” *Pedagogy Symposium*, Associated Colleges of the Chicago Area, Lewis University, Romeoville, Illinois, 06 October 2007.
- “Immanence in Church Design: Its Rise, Potential and Limitations,” *Speaker Series in Liturgical Design*, Office for Divine Worship, Archdiocese of Chicago, Chicago, Illinois, 09 March 2007.
- “Contemporary Church Design: Past, Present and Future Considerations,” *Worship Space and the Visual Arts Conference*, Unity Christian Reformed Church, Prinsburg, Minnesota, 17 February 2007.
- “Embracing our Inheritance: Appreciating and Maximizing our Worship and Ministry Environments,” *Calvin Symposium on Worship and the Arts*, Calvin Institute of Christian Worship, Calvin College, Grand Rapids, Michigan, 26-27 January 2007.
- “A Dialogue Between Frank Burch Brown and Mark Torgerson: Immanent and Transcendent Space,” presentation and conversation, *Calvin Symposium on Worship and the Arts*, Calvin Institute of Christian Worship, Calvin College, Grand Rapids, Michigan, 26 January 2007.

Curriculum vitae

Mark A. Torgerson

- “Beholding to Transforming: Beauty and the Arts,” invited participant for panel discussion and all day seminar, *Calvin Symposium on Worship and the Arts*, Calvin Institute of Christian Worship, Calvin College, Grand Rapids, Michigan, 25 January 2007.
- “A Celebration of Immanence,” *North American Academy of Liturgy Annual Meeting*, Toronto, Ontario, 06 January 2007.
- “Church Architecture among the Denominationally-Challenged,” *North American Academy of Liturgy Annual Meeting*, Louisville, Kentucky, 07 January 2005.
- “Making All Things New: Spiritual Formation through the Arts” (plenary session) and “The Arts in Baptism and Eucharist” (break-out session), *Annual Faculty/New Student Fall Retreat*, Garrett-Evangelical Theological Seminary, Evanston, Illinois, 03 September 2004.
- “Non-denominational Church Architecture: Notes for Church Builders,” *Non-denominational Church Architecture: Strategy and Design Conference*, Judson College, Elgin, Illinois, 20 February 2004.
- “Sixty Years of Change in Worship Space Design: The Blessing and Curse of our Places for Prayer” and “Seeing and Believing: The Constructive Role of Visual Elements in our Worship Today,” *Calvin Symposium on Worship and the Arts*, Calvin Institute of Christian Worship, Calvin College, Grand Rapids, Michigan, 29-31 January 2004.
- “A ‘Century of Progress?’: Worship and Church Building Design in the Twentieth Century,” *Seminar in Christian Scholarship*, Calvin College, Grand Rapids, Michigan, 29 January 2004.
- “A Silver Lining: Art for the Post-Modern Church,” *Religion and the Arts lecture series*, Garrett-Evangelical Theological Seminary, Evanston, Illinois, 24 September 2003.
- “Encountering the Beauty of God: Pastoral Issues Related to Aesthetics and Environment in Worship,” *East Coast Conference Minister’s Convocation*, the Evangelical Covenant Church, Union Congregational Church, Greenfield, New Hampshire, 04 March 2002.
- “Enjoying God in a Crowd: Worship Space and the Mega-church,” *North American Academy of Liturgy Annual Meeting*, Reston, Virginia, 05 January 2002.
- “Recovering Visual Symbols Among the Fearful,” *Evangelical Worship and Church Architecture Conference*, Judson College, Elgin, Illinois, 12 October 2001.
- “Culture, Relevancy, and Numbers: Critical Reflections on Designing Contemporary Worship in Light of the Writings of Sally Morgenthauer and Marva J. Dawn,” *North American Academy of Liturgy Annual Meeting*, St. Louis, Missouri, 05 January 2001.
- “Expanding Our Vision: Visual Art and its Place in Christian Worship,” *28th Annual Moeckel Lecture*, Hillside Covenant Church, Naugatuck, Connecticut, 29 May 1998.
- “Edward A. Sövik’s ‘Non-church:’ A Methodological Case Study in Space Evaluation,” *North American Academy of Liturgy Annual Meeting*, Cincinnati, Ohio, 05 January 1996.
- “Evaluating Christian Worship Spaces in Light of Theological Issues,” *North American Academy of Liturgy Annual Meeting*, Boston, Massachusetts, 07 January 1995.
- “Edward A. Sövik and a Return to the Non-church,” *Conference on Sacred Space*, Miami University, Oxford, Ohio, 05 March 1993.

Curriculum vitae

Mark A. Torgerson

Professional interviews for distribution

Interviewed and recorded in audio format via telephone on the topic of church architecture and Eucharistic celebrations by Joan Huyser-Honig for the Calvin Institute of Christian Worship, Grand Rapids, Michigan, on 02 July 2007. Text and pod-casts from the interview were posted to the website of the Institute in August 2007.

Interviewed and recorded in audio format via telephone on the topic of church architecture and baptism by Joan Huyser-Honig for the Calvin Institute of Christian Worship, Grand Rapids, Michigan, on 31 March 2006. Text and pod-casts from the interview were posted to the website of the Institute as, “Baptism and Church Architecture: What Message are You Sending?,” in May 2006. Additional pod-casts from the interview posted in conjunction with the articles “Renovating Churches to Build a Sense of Community” and “Design Guidelines for Church Renovations” posted in August 2006.

Interviewed and filmed on the topic of church architecture and worship by Todd Johnson of Fuller Theological Seminary, Pasadena, California, for a multi-media project on worship, in Chicago, Illinois, on 11 August 2005. Interview published in, *Living Worship: A Multimedia Resource for Students and Leaders*, by James Caccamo, Todd Johnson, and Lester Ruth, a DVD format product from Brazos Press (2010).

Consultations and Creative Works

Worship Space Design Consultations

Salem United Church of Christ, Oak Lawn, Illinois, primary worship space, renovation, 2011.

The Covenant Church of Schaumburg, Schaumburg, Illinois, entire church campus, renovation, 2008.

Liturgical Consultant Peer Review Services. First United Methodist Church, Evanston, Illinois. Worked with McBride, Kelley, Baurer, Architects/Planners, by providing professional advice in relation to documents emerging from the program and concept design phases of the renovation project for First Church. February-March 2008.

First United Methodist Church, Evanston, Illinois, primary worship space, renovation, 2007.

Orangewood Presbyterian Church, Maitland, Florida, primary worship space, new construction, 2006.

Grace Episcopal Church, Orange Park, Florida, primary worship space, renovation, 2000.

Bethany Covenant Church, Berlin, Connecticut, primary worship space, new construction, 1999.

Evangelical Covenant Church, South Bend, Indiana, primary worship space, renovation, 1992-93.

Epworth United Methodist Church, South Bend, Indiana, chapel renovation, 1992.

Curriculum vitae

Mark A. Torgerson

Creative Works

Book cover art: "Creation Groaning" (1998) for *Welcome God's Tomorrow: 38 Hymn Texts* by Ruth Duck (Chicago: GIA Publications, 2005).

Holy Week installation, "Way of the Cross" project, Judson College, Elgin, Illinois, April 2005.

Guest studio artist, Garrett-Evangelical Theological Seminary, Evanston, Illinois, January-May 2004.

Solo show, "Wonder and Beauty: Contemplating the Divine," Garrett-Evangelical Theological Seminary, Evanston, Illinois, 14 April-18 May 2003.

Seasonal installations, Hillside Covenant Church, Naugatuck, Connecticut, Epiphany 1998, Maundy Thursday 1998, Pentecost 1998; Trinity Sunday 1999; Epiphany 2001.

Solo show, "Expanding our Horizons," Hillside Covenant Church, Naugatuck, Connecticut, May 1998.

Solo show, Howard Whittemore Memorial Library, Naugatuck, Connecticut, May 1998.

Group show, Pilgrim Pines Conf. Center, Lake Swanzey, New Hampshire, August 1997.

Solo show, Bethel College, Mishawaka, Indiana, February 1996.

Seasonal installations, Evangelical Covenant Church, South Bend, Indiana, Lent 1996, Lent 1992, Lent 1991.

Group show, University of Notre Dame, Notre Dame, Indiana, May 1991.

Solo show, North Park Theological Seminary, Chicago, Illinois, May 1988.

3. 2007 Visiting Team Report

**Judson College
Department of Architecture**

Visiting Team Report

Master of Architecture (140 undergraduate credit hours plus 42 graduate credit hours)

The National Architectural Accrediting Board
29 March 2007

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Progress Since the Previous Site Visit	2
3. Conditions Well Met	4
4. Conditions Not Met	4
5. Causes of Concern	4
II. Compliance with the Conditions for Accreditation	6
III. Appendices	29
A. Program Information	29
1. History and Description of the Institution	29
2. Institutional Mission	30
3. Program History	31
4. Program Mission	34
5. Program Self Assessment	36
B. The Visiting Team	43
C. The Visit Agenda	45
IV. Report Signatures	48

This page is left blank intentionally.

I. Summary of Team Findings

1. Team Comments

The team wishes to thank the Judson College community for its hospitality and for approaching the team visit as an opportunity for positive exchange and growth. The team room was well organized. The program chair, faculty, and staff were extremely responsive in providing additional information whenever requested.

Judson College excels in architectural education, developing highly-skilled students who have professional experience and strong technical understanding. The program contributes to the diversity of professional offerings in our country by providing the sole accredited architectural degree program in an evangelical Christian institution. The student body is geographically diverse and entry is competitive; students are attracted by the special Christian mission as well as the Master of Architecture first professional degree program.

A strong and sincere spirit of collegiality is evident within and among the various constituency groups on campus – administration, faculty, staff, and students. The architecture department enjoys strong and continuing support from the college's administration and board of trustees. This support was evident when the college decided to create a new program in architecture and pursue the initial accreditation process. Continued support is evident through current construction of a LEED-certified building at the campus' main entry that will house architecture, art and allied programs, and the college's main library. The college demonstrates a high level of commitment to both its academic program in architecture and to the pursuit of sustainable architecture in our country.

The individuals who envisioned and built this program deserve special recognition. Del Rey Loven first proposed offering architecture at Judson College and took essential steps to implement this vision. Keelan Kaiser, Ben Kim Suzuki, Jack Kremers, and Christopher Miller joined the effort in its early stages and have provided strong continuing support.

Two other long-time contributors who provide unique and essential talents are administrative assistant Cyndi Zarris and architect Tom Jaeger. Cyndi Zarris' work has been essential to the department's daily operations since its earliest inception. Professor Jaeger has served in a broad range of rolls including advisory board, adjunct professor, and employer for students in the preceptorship program.

The college has recruited a range of talented individuals; the skill and dedication of the architecture faculty is reflected in the positive studio culture and the strong student output. The recruitment of Dr. Curtis Sartor to serve as department chair represents another positive step forward for the program.

The rapid growth of this program has far exceeded the college's expectations. Various constituencies around campus have worked together to meet changing needs associated with the college's newest program – architecture – taking a central position as the college's largest program. The campus community expresses pride that Judson College offers a unique opportunity to study architecture in an evangelical Christian environment.

Student work is displayed in various locations around campus. Architectural programs are included in the university-wide chapel services. The architecture faculty is highly involved at the college level, with professors spending a great deal of time serving on committees and chairing task forces. Students seem very pleased with the openness and willingness of the faculty and administration to communicate with each other.

We anticipate that this strong sense of collegiality will be a plus as the college transitions to university status. This transition presents an opportunity to address important issues such as: streamlining admissions for architecture students, refining academic advising procedures in the department, and carefully evaluating administrative structures and workloads.

Emerging foci in sustainability (with the new Harm A. Weber Academic Center as a learning and research laboratory) and “live projects” are extending Judson’s influence beyond the campus.

The preceptorship program is growing in reputation, with a growing number of firms seeking Judson students. With increased levels of refinement and control, this program will become a signature component of Judson’s architecture curriculum.

The architecture department could expand the opportunities it offers students by establishing chapters of Tau Sigma Delta (the national honor society for architecture and allied disciplines) and Alpha Rho Chi (the national architectural service fraternity) at Judson College.

There also exists the possibility to expand the department’s thesis offerings. Currently, only two of 15 sixth-year students are completing thesis projects. The other 13 students are enrolled in cumulative design studios where the instructor often determines the project program and design vocabulary.

To allow students a broader range of experience in their final year, cumulative design project assignments could be diversified.

It is also desirable to offer each student an attainable opportunity to complete an individualized thesis project in the process of earning the Master’s degree. This would be in keeping with the thesis tradition of a liberal arts graduate program. However, such a shift would likely require additional faculty resources to facilitate this more labor-intensive teaching format, if the sixth year program is to maintain its current level of design quality.

2. Progress Since the Previous Site Visit

Criterion 12.30, Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

Previous Team Report: *There is extensive evidence of programming at the level of understanding. Understanding of client and user needs is particularly strong. However, demonstration at the level of ability was not convincingly presented. In one or more of the thesis projects, the team could see evidence of programming at the required level, but the team had no assurance that all theses are pursued to the same level of synthesis in regards to program preparation.*

ARC 452 Comprehensive Design, ARC 651/652 Cumulative Design, and ARC 681/682 Thesis Project require extensive programming exercises by students in the beginning stages of developing their projects.

Causes of Concern (taken from VTR dated March 31, 2004):

Recruitment and retention. *These are key contributors to ongoing program success. As the current demographics of a relatively young and new faculty change, as faculty members approach tenure, and as faculty members are acknowledged within the national architectural community for their accomplishments, salary disparity with their architect peers will likely become a more significant issue than it is today. The focus and energy resulting from the creation of a new program itself is a significant attraction, as is the appeal to some of a faith-based educational mission. Nonetheless, as the program matures, the influence of these may change. Recruitment efforts from competitive academic institutions as well as the architectural profession will undoubtedly target the talented and noteworthy Judson faculty and may result in attrition and quality concerns. Salary issues are discussed more fully in Section II, 9, Financial Resources.*

Since the previous visit, three faculty members have achieved tenure and promotion.

The architecture program continues to attract and retain highly qualified faculty who are also of diverse backgrounds. Architecture faculty salaries are aligned with those of other faculty members on campus. Stipends for professional development to architecture faculty are at, and often above, those of other departments.

The fact that Judson provides one of the few options for Christian-based professional architecture studies – as well as the high quality of student work, the positive work climate, generous sabbaticals, and generally strong support from administrators and faculty of other disciplines – contribute to Judson College's ability to attract and retain quality faculty.

However, the previous team's concerns do hold merit. Faculty salaries appear to be low (a problem exacerbated by the cost of housing in the area), and low salaries can lead to recruitment and retention problems.

Administrative Issues. *These are discussed in Section II, 10, Administrative Structure. Judson College and the architecture program need to plan for their transition into their next stage of development with special attention to the unique conditions and demands of architectural education. In addition, the program in architecture can serve as a valuable stimulus in advancing the level of quality and recognition of Judson College as a whole.*

Judson College plans to convert to a university in the fall of 2007. This presents many opportunities for furthering its mission, student and faculty growth, as well as for enhancing its academic reputation and dedication from its support community.

Technology Concerns. *One of the several strengths of the program involves the quality of instruction in building technology and the way this material integrates into design. Dr. David Ogoli, one of the key faculty members in this area, has left and his return should be a very high priority. If that is not possible, his replacement will be very important to the program as well. While the courses are covered for the next year, thanks to Jack Kremer's continuation in a teaching capacity, a sustained loss in this area of the curriculum would be a serious problem for the program.*

Immigration issues have been resolved; Dr. Ogoli has returned and he continues to be an asset to the program.

Transition Beyond Accreditation. *The program will have new opportunities if it receives its initial accreditation. While this is not technically a "cause for concern," the priority of accreditation has understandably dominated attention for the past several years. New approaches may be needed to address the unique opportunities ahead.*

The Master of Architecture degree program was awarded a three-year initial accreditation in 2004, allowing the department to focus on other critical issues.

3. Conditions Well Met

- 1.1 Architectural Education and the Academic Context
- 1.4 Architectural Education and the Profession
- 5 Studio Culture
- 8 Physical Resources*
- 13.26 Technical Documentation

* *The anticipated completion of the Harm A. Weber Academic Center in Summer 2007 is expected to provide a state-of-the-art facility within which to study architecture.*

4. Conditions Not Met

All conditions were found to be met.

5. Causes of Concern

Advising/Registration Issues. Advising for architecture students is highly unstructured and inconsistent. Many undergraduate students report having experienced delays related to mis-advisement, continual shifts in assignment of advisors, and/or cancellation of non-architecture courses required for graduation. Students and faculty members are not currently taking advantage of existing college resources such as the registrar's office.

Enrollment Management Issues. The team encourages streamlining in all aspects of student enrollment management (including application review, acceptance, retention, and advisement). The departmental faculty and administration are not taking advantage of the office of admissions, thereby causing duplication of effort and increased workload.

Faculty Issues.

Faculty members report high committee loads – often combined with disproportionate advisement loads – which could be exacerbated with increased growth in enrollment without additional resources.

While each faculty member's performance is periodically evaluated in writing, many faculty members are not aware of any process for evaluating their department and division chairs and would like this opportunity.

The program has difficulty in attracting and retaining quality faculty members for adjunct positions, due to a low amount of compensation that has not increased in many years. It appears that the department could ask the provost to calculate adjunct pay by contact hour (rather than by credit hour), that a system for calculating work in this way is already established at the college, and that moving to this system could significantly improve compensation for adjuncts.

The department needs assurance that the position left vacant by the departure of Jack Kremers will be filled beginning next fall.

The teaching load and the position of graduate coordinator left open by Keelan Kaiser assuming the role of interim division chair must be filled appropriately.

Growth. Due to the uniqueness of the college's mission, continued explosive growth in architecture is both an opportunity and a threat. Managed growth is essential, including the appropriation of necessary resources.

Financial Assistance. Every effort should be made to provide adequate financial assistance in the form of scholarships and teaching assistantships, particularly for graduate students.

Information Technology Support. The department currently has no dedicated IT personnel. The demands will increase in the new buildings, making it absolutely essential to provide this staffing.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

The department of architecture enjoys a special role at Judson College. It is the newest and largest department on campus and was the college's first professionally accredited graduate program. The college has made a concerted commitment to this program – to gain accreditation and to undertake construction of a new, LEED-certified facility to house architecture and allied programs. The highly-qualified and committed faculty and the administration foster a mentoring community where faculty and students offer each other positive support as well as constructive critique.

The architecture department and the new facility are highly visible on the campus. The new facility serves as a model for other architectural programs and for academic buildings across the country for its programmatic and green initiatives.

There is a positive and symbiotic relationship between the architecture department and the institution. The department enjoys clear and enthusiastic support from top administrators, and it effectively collaborates with the art and design programs within its division.

Students are highly engaged both within and beyond the department. Students cite the college's mission statement on living balanced lives as a strong motivating force. Architecture students serve as Judson's student government president and vice president. While students are not required to profess any specific faith, they are required to attend chapel services where various disciplines host speakers and programs. This common event contributes to an overarching atmosphere of mutual support, caring, mentorship, and stewardship that unites students and faculty and invests all constituents in the intellectual, spiritual, and social life of the institution.

Administrative roles will change as the college transitions to a university structure. This shift warrants careful re-examination and conscientious balance to maintain positive interaction among various constituencies. Administrators within and above the department are actively engaging these issues. This shift provides an excellent opportunity for the institution to formalize many of its policies on governance, advising, committee loads, evaluation procedures and the like.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[x]	[]

This area is also described in the studio culture portion of this report. The student body in the architecture department is geographically diverse. Many students hold leadership positions in AIAS and student organizations across the college. Students enjoy various opportunities to experience Chicago architecture first hand as well as traveling abroad to study western architecture, contributing to the diversity of their education. The local community of Elgin benefits from the school with its community outreach programs that work with Habitat for Humanity and other “live” projects that enable the students to interact with real clients and real projects. The preceptorship that the students complete in the fifth year allows them to become immersed in practice and to gain a sense of what it takes to be an architect. The preceptorship gives students a great sense of self-worth and dignity, providing skill and insight that enhances their graduate course work.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

ARC 656 Professional Practice II teaches students the legal issues of registration including required education (the NAAB accredited degree); training (IDP); examination (the ARE); ethical considerations of professional conduct and a comprehensive view of architectural practice.

The students are also required to complete a preceptorship for 9 to 12 months in an architect's office during their fifth year of schooling. Graduates of the Judson College Master of Architecture degree are well prepared to enter and contribute to the profession.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

The department's greatest asset to informing students about and engaging them in the profession is through the mandatory preceptorship program (ARC 561, 562). In this program, students complete a minimum of nine to twelve months of full-time internship in an architecture office. The preceptorship occurs between the completion of the 4-year Bachelor of Arts in Architectural Studies degree program and start of the Master of Architecture program. With guidance and advice from the department, students are responsible for identifying, applying, and being accepted by an office.

From students' accounts, the preceptorship program is an exceptional opportunity to not only gain "real world" work experience but also a chance to put the education they have gained thus far into perspective. This insight helps the students to focus and engage more critically on the M. Arch. coursework that they continue after the preceptorship. The preceptorship clearly helps students gain an awareness of all aspects of practice, including the roles and responsibilities of architects, associated disciplines, and client obligations.

The ARC 556 Professional Practice I course is another source for introducing students to the organizational, economic, legal, and ethical issues facing the profession. For this course, students discuss their preceptorship experiences with the rest of the class, allowing students to understand the variety of ways in which architecture is practiced. Students tour a variety of architectural offices and write essays on their observations. In their second essay, students write about the history of the profession of architecture. In the final essay, students consider their role in the future of the profession, contemplate career goals, and suggest strategies for their accomplishment.

ARC 656 Professional Practice II continues with the focus on professional experiences and standards. In this course, students write essays considering the architect's place in society; create their own code of ethics after review of the *AIA Code of Ethics*; prepare business plans and mission statements; and prepare resumes. The work from this course again demonstrates students' understanding of the demands of the profession, including ethical responsibilities.

Information regarding IDP, ARE, AIA and licensing requirements are somewhat successfully delivered by a combination of the preceptorship, professional practice courses, and AIAS programs. From observation, many students intend to become licensed architects; however, not all students are aware of IDP. Most information about IDP is delivered in the curriculum through the preceptorship, as students are required to

enroll and begin using the IDP checklist as a guide for their work experience. Because the preceptorship is not required until the after the 4th year, the majority of students do not receive official instruction about IDP until relatively late in the curriculum. Since students are eligible to receive IDP credit for work experience that begins after their 3rd year of education, it is important that IDP information be effectively delivered to the students prior to the 5th year preceptorship. AIAS has sought to bridge this gap by offering an informational program about IDP. This program reaches many 1st, 2nd, and 3rd year students but does not reach all students because this program is not required.

AIAS student leaders report that the chapter hosts a variety of events. One of these events engaged the professional community through a panel of recent graduates who discussed their current work experiences. Enthusiastic and committed AIAS membership and leadership should bode well for a future of equally committed and engaged professionals.

Another way the department is engaging the professional community is by the extensive use of adjunct faculty. These professionals teach structures, professional practice, construction technology, and architectural design studios at all levels. Most full-time and adjunct faculty members maintain memberships and certifications in professional organizations including AIA, NOMA, NCARB, and RIBA. Many faculty members are registered architects and several faculty members maintain architectural practices through which they continue to realize built projects.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

The team concurs with statements provided by the department regarding this criterion.

The Bachelor of Arts in Architectural Studies and Master of Architecture programs provide a range of experiences that contribute to a student's informed understanding of social and environmental issues. This occurs through the following: special study opportunities and public and special events such as the European study abroad program; summer community service projects; the preceptorship program; field trips to Chicago and the surrounding communities; an increasing diversity of student, faculty, and visiting critic populations; and faculty research and practice with significant contributions in the area of social and environmental issues affecting architectural education beyond the college.

Judson College seeks to create socially responsible designs through students' innovative and agile command of architectural forms to serve human needs. They believe that one should be sensitized to and enlightened by the diversity of human

experience to inform and strengthen an architect's spirit, which is essential to creating inspiring architecture.

The architecture program also equips students with an informed understanding of social and environmental problems. They learn how to address these problems with sound architecture and design decisions. Through studio projects, students begin to develop the complex thought processes needed to shape built environments. They deal with the ethical implications of built environment decisions through their involvement with the community. Students also learn to uphold the integrity of the profession through their architecture studies and balance the ideals of the profession with personal interaction with recipients of design-build community projects (e.g., Habitat for Humanity residences in Elgin).

The architecture program and the college as a whole has are pursuing strategies that have the potential for increasing diversity among students and faculty. The program has begun working with the National Organization of Minority Architects (NOMA) to have a number of their chapter meetings on campus. The college has begun working with Hispanic organizations and other colleges to expose some of their students to the Judson community. The faculty is diverse and this contributes toward a greater wholeness of perspective.

The program has also increased off campus activities, which expands the students' sense of environmental diversity. Travel-abroad opportunities for architecture students have included Rome, Paris, Scotland, Vienna, Florence, and Prague. Students are brought into personal contact with varied environments, each with particular cultural, social and environmental issues, including working in historic environments. Students undertake drawing projects in each of these different contexts. They are also in the process of developing a summer exchange program with Anhalt University of Applied Sciences in Dessau, Germany and this summer they will begin a cooperative agreement with Anhalt University for the exchange of students. In addition, students also participate in architectural mission trips during spring break.

The college's namesake, Adoniram Judson, is a model for Judson College students. He was known for his missionary focus, linguistic abilities, advancement of Christianity, and creation of a tolerant community. These values are reflected in the architecture program and bring a wide variety of individuals to the school, helping to establish their community as both outward and inward looking, and a center for architecture and stewardship of the environment.

Additionally, the liberal arts education required of all Judson College students within the framework of a Christian worldview provides an environment and experience that places architecture in a broad context. The location within the Chicago region and the Elgin community and the opportunity to engage in national and international tours and mission projects provide abundant opportunities to explore and practice architecture.

The increased understanding of how a Christian worldview affects and relates to architecture places the highest priority on developing relationships with those in the community, the profession, and the church. This high value for people—together with a commitment to truth, to the good and to integrity—motivates the students and faculty to aim at the very best in their personal and professional service. In ARC 575, Community Outreach, the fifth-year summer course, students provide design assistance to underserved communities, such as Habitat for Humanity. Design studio projects deal with real urban institutions including public libraries, government buildings, churches, schools and inner-city projects.

ARC 691, Christian Worldview and Architecture, provides an overview and discussion of the philosophical understanding of art in culture. In this course, students are required to express their individual understanding of how architecture impacts society and how they see their role in the profession and the community. The professional practice courses (ARC 556 & 656) focus on the ethical role of the architect and the leadership role the architect plays in developing the built environment in the twenty-first century.

Within the department, New Urbanist principles are a much-discussed and much-used approach to urban design. The issues of community, scale, and social and technological connections are carefully evaluated and recognized in design decisions. Urban design is viewed as a contemporary response that considers and integrates the best from the traditions and history of all cultures. The focus is on providing a nourishing, enriching environment for individuals, families, neighborhoods, and social and institutional groups in the context of global considerations.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[]

Since the last NAAB accreditation visit, the architecture department has made many improvements in the area of self assessment. The department prides itself in community interaction not only across campus but also across town. New survey instruments have been created to assess faculty, student, alumni, and practitioner views. Data collection has occurred. The team encourages the program to undertake analysis and dissemination of the data.

The team also encourages rigorous on-going self-assessment. Self-assessment is especially important in light of the changing administrative structure (transition to university status). Such assessment can also help refine inter-disciplinary work within and beyond the division, and in refining studio culture policies.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[X]	[]

The college catalog, as presented on the website, has recently been revised to contain the required NAAB "Text for Catalogs and Promotional Materials." Additionally, the department's recruitment materials correctly state the required NAAB text.

The 2006-2007 *Handbook for Architecture Students* does not have the current NAAB text. The chair of the architecture department reports in writing that the handbook is to be revised in the next printing and will contain the same NAAB text as expressed on the web site.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[]

The environment supports and nurtures faculty as well as students in an equitable and respectful manner. The faculty remains racially, culturally, and gender diverse.

Past visiting teams had expressed concern that the student body did not reflect similar diversity. Administrators now report that roughly 10% of college students are international students, and approximately 10% are non-white U.S. citizens.

We note the tremendous geographic diversity reflected in the architectural student body – as well as the environment of diverse faculty members who help create a welcoming and nurturing environment for non-majority students of all backgrounds – as strengths of this program. We note that all students learn to effectively engage with people of very diverse ethnic and racial backgrounds.

Administrators are currently developing strategies to attract more racially diverse students. One major response was to hire an African-American department chairperson who had a successful track record of diversifying a mainstream program. We encourage the chair to monitor attrition rates, especially of female students as recommended by the previous team.

Judson’s policies on social equity are tailored to the evangelical Christian mission of this private institution. Judson is open to students regardless of creed, and to faculty members who profess and demonstrate Christian faith. The college consistently states that it “does not discriminate on the basis of sex, race, color, national or ethnic origin, nor handicap in the administration of its employment policies.”

Faculty and students are increasingly involved in departmental program governance. The college president and provost/vice-president of academic affairs are accessible to students and faculty. Faculty is highly involved in institutional committees and express that the recommendations of their committees are well received by the administration.

Students are active leaders within and beyond the department. An architecture student currently serves as Judson College’s student government president; the president-elect and vice-president elect are also architecture students.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and

innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[X]	[]

The department of architecture demonstrates exemplary development and progress in many different areas of the studio culture criterion. Students have a positive outlook on school and life; they display passion for the profession of architecture. The students are respectful of each other and to faculty and staff throughout Judson. A large number of students are involved in AIAS, student government, and intramural sports. The AIAS sponsors many events for students and faculty and holds a strong presence in the department of architecture. The faculty shows enthusiastic support for students in and out of studio. The students speak highly of the faculty and the amount of interaction and time faculty members spend with the students. The new studio culture policy, as well as the four different assessment surveys, provides outstanding evidence that the school has given serious attention to this policy.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[]

Judson College provides adequate human resources for a professional degree program in architecture. This includes faculty (both full and part time), a department chair, an assistant department chair, and a graduate coordinator. There is also adequate support staff for the department, with the exception of information technology.

The student body is composed of both U.S. and international students who apply to and matriculate through Judson because of their expressed desire to attend an evangelical Christian college and study architecture. Each year approximately 135 students submit applications and 60 freshmen are admitted and enroll. These applicants must have a minimum G.P.A of 2.5 and an ACT composite score of 24. The program's retention and time-to-graduation rates are not clearly reported, and warrant increased attention.

The responsibilities of faculty are distributed between teaching, scholarship, service, and other related activities. The normal teaching load is one design studio and one classroom course per semester, which is in line with the majority of architectural schools of comparable size in the nation. In addition, each full time faculty member serves as an advisor for an average of 18-20 students and also serves on college and department committees.

The evaluation of faculty and individual course content occurs in each class according to forms and procedures established by the college. Student evaluations are part of the faculty evaluation process and included in promotion and tenure consideration.

Faculty-student teacher ratios in the design studios are reasonable in the third year studios and above. Teacher student ratio at the first and second year is 18:1, which can have a negative

effect on the quality of education. Every effort should be made to reduce this ratio to 15:1 or below.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[]

The architecture program has clear policies outlining individual and collective opportunities for faculty and student growth within and outside the program. The policy regarding human resources development is patterned after the college's policy.

The department has an annual guest and visiting critics lecture series. Fifteen thousand dollars of the operating budget is allocated for expenses of these lectures. In addition, professionals from the Chicago architectural community could be utilized to augment the lecture series.

The program's policy for faculty development activities are patterned after the college's policy. All faculty members are encouraged to make paper presentations, attend and participate in seminars, and pursue other like opportunities for personal and professional growth.

Currently, the policy for faculty growth and faculty development activities is funded by a \$400 commitment from the program and a \$1,000 stipend available from the provost and vice president for academic affairs. Faculty must submit a proposal for the use of these funds.

The department provided a list of visiting lecturers and critics since the last NAAB visit as well a list of public exhibitions. Through the meeting with both faculty and students, the program facilitates opportunities for students to participate in field trips and other off-campus activities. As well, the program provides for student participation in professional societies and organizations; the student chapter of the AIAS is active but not fully engaged with all students. It should be noted that the student government association president for the entire student body is an architecture student; next year's president and vice president will be as well.

From conversations with both the faculty and students, the team shares a concern on the present academic advising system. While advising is provided, it does not seem to be consistent; confusion exists between course requirements for students between the office of the registrar and the architecture department. In addition, students are switched from advisor to advisor as they move up through the academic levels. Finally, problems are evident with the department chair serving as advisor for all freshmen students. Faculty and students are not using all available advising/registration resources of the college.

Career guidance is certainly provided by faculty, but it appears that students must initiate the contact. For example, few students knew of the first annual career fair to be sponsored by the architecture department. To its credit, AIAS sponsored a session where graduate students who have completed their preceptorship discuss their experiences with other students.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and

interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

Since 2000, the Architecture Program has been in the Creekside South building which meets the physical resources necessary for the growing professional degree program. As planned, the program will relocate to a new facility, Harm A. Weber Academic Center (HAWAC). The team had an opportunity to tour the new building in its final phases of construction. The HAWAC will comfortably meet the physical resources required for a professional degree program.

The HAWAC, in addition to architecture, will allow space for the new art and design program. Students and faculty will have more immediate access to information resources, namely the library, as it too will be housed in the HAWAC. Finally, other programs/departments will teach courses in the new building providing for opportunities for students of all majors to visit architecture studios.

In addition, the HAWAC will provide a tremendous learning opportunity for the program. Associate professor David Ogoli demonstrated its potential as a learning tool when he provided the visiting team with a tour of the facility.

The APR lists the hardware, software, networks, and other computer resources in the current Creekside South building and describes its layout in the new HAWAC; however it is curious that the location of the architecture digital media lab is on the first floor while the majority of students are located on the fourth floor, a distance greater than the current situation.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The architecture department has two primary information resource collections: the Art/Design/Architecture (ADA) collection in the Benjamin P. Browne Library and the Architectural Visual Resource Collection (AVRC) at the Creekside South building. The ADA collection contains over 12,000 items that support the architecture program. The AVRC collection holds approximately 15,000 slides and 300 video and CD-ROM items, as well as two slide projectors, a digital still camera, a digital video camera, a data projector, an overhead projector, two TV/VCRs and one VCR.

Besides the materials listed above, the Judson College Library subscribes to the statewide Illinois library system and can borrow from other members with delivery within three to four days. The online index and database are easy to use and are adequate from a user's standpoint.

Although the library facilities are presently not ADA accessible and have little environmental control, they will be moving with the architecture program to the new Harm A. Weber Academic Center where they will have more than sufficient, fully-accessible space that has state of the art environmental controls. The anticipation is that the new library space – with its improved technology, study spaces, and classrooms for use by other programs – will be a destination for all students and faculty and a demonstration of sustainable design principles.

The budget for the 2006-2007 year for Art/Design/Architecture books and periodicals is \$15,000 and \$10,000 for slides which is more than adequate considering the previous investment in both collections.

The library staff is missing one key member, the architecture librarian. There is a search underway to fill that position.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[]

Exclusive of full and part time faculty and staff salaries, fringe benefits and capital improvements, the department of architecture's operating budget has been consistent and gracious for the past three years. In addition, the library book and periodicals acquisition budget is now included in the main university library budget. The financial support afforded the department of architecture since its establishment, in the area of operating funds, is sufficient, especially when the budget is compared to operating budgets of other departments on campus and to similar size programs of architecture at other institutions.

Faculty salaries appear to be low, particularly at the associate professor and professor level. This problem is even made more critical because of the cost of housing in the area. Low salaries at all levels can lead to recruitment and retention problems.

A strength of the program is the financial commitment made by the administration with the construction of a new state of the art \$26 million facility to be occupied this coming summer. The building was designed to house a new main campus library, the Division of Art, Design and Architecture and be a model of energy efficient design.

A comparison of spending per student for the architecture program for the 2006/2007 academic year and Judson College's Department of Education are very much comparable, considering the present size of each department.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools

(MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

As required, the program is accredited by the North Central Association of Colleges and Schools (NCACS).

Judson College will be changing its name to Judson University effective with the next academic year. This institution-wide change will impact the administrative structure of the architecture program between now and the next visit.

The new administrative structure, along with the implementation of a new program in interior design, provides an opportunity for the architecture program. The upcoming search for a new head of art, design, and architecture also provides new opportunities.

Continued attention to and clarification of the overall Judson College organizational structure should be a high priority as the department moves forward.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

The Master of Architecture degree at Judson College includes professional studies (182 credits – 140 at the undergraduate level and 42 at the graduate level), general education (46 at the undergraduate level), and electives (21 credits – 9 undergraduate and 12 graduate). Thorough reviews are conducted for students transferring into the program.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[]

Students are highly articulate and display the ability to communicate effectively in both verbal and written responses.

13.2 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

Met	Not Met
[X]	[]

Ability to think critically is evident in essays and design work across the curriculum.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

This criterion is fully met, and the freehand drawings and technical drawings displayed throughout the team room were particularly strong.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

Students demonstrate ability to collect pertinent information and to communicate and apply it, as evidenced in papers and projects assigned throughout the curriculum.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

Formal ordering systems are introduced using traditional modernist compositional exercises; complexity builds and student work reflects ability to develop complex ordering systems at multiple scales, often including large scale complexes and urban blocks.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[]

Ability to apply fundamental design principles at multiple scales is evident across the curriculum.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[X]	[]

Students conduct design work – as well as research and analysis – in collaborative teams that vary in size from a few students to whole classes. It is clear that students treat each other with respect and recognize the unique talents of various participants.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Met
[X]	[]

Students gain an understanding of western architectural canons and traditions in the architectural history course sequence. Understanding of the issues of urban design, and the cultural factors that have shaped the buildings and environment are covered in this coursework.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Met
[X]	[]

This criterion is met through certain segments of the curriculum in Architectural History I and IV. At times, this is further reinforced for some of the students in the fourth year design studios, particularly the “live” projects that explore projects in the nations of the far east.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[X]	[]

This criterion is met, but with reservations, through assignments in the final course of the history sequence, completion of the Elgin lab project, and field trips to Chicago. It is recommended that students' understanding be increased through more exposure to other areas through the selection of project sites in other regions of the country, accompanying site visits, and also field trips to significant architectural environments in the nation, such as Columbus, IN; Milwaukee, WI; and major cities on the east and west coasts.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[]

This criterion is met, with reservations. The department uses additions to existing architectural masterpieces as vehicles for studying these works as precedents. Use of precedents is also evident in material and assembly studies conducted in cumulative design studios. However, there is little evidence of detailed analysis, or substantial incorporation of precedent studies into design projects.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[X]	[]

All students gain an understanding of the issues in this criterion in the final four studios of the undergraduate program, the history sequence courses, the two semesters of graduate level studio and the community outreach studio.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[X]	[]

Material presented in the entire history sequence, the required European study tour and the capstone course, Christian Worldview and Architecture, all contribute to the students' understanding of this criterion. The students also express respect for ethnic and racial diversity.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[X]	[]

The ability to design accessible sites and buildings is demonstrated in the ARC 452, Comprehensive Design Studio.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not Met
[X]	[]

From a building standpoint, understanding of sustainable materials, ventilation, and thermal mass strategies is recorded in the ARC 352 Architectural Design IV studio projects. Additional sustainable design strategies are illustrated in the projects for the ARC 452 Architectural Design VI studio, including day lighting and a variety of window shading devices. Stack effect strategies and gray water usage are used and documented in projects. Sustainable urban design strategies are well-documented through LEED checklists in all projects for the ARC 652 Cumulative Design Studio. The ARC 681 Architecture Thesis projects also demonstrated strong integration of structural systems with sustainability strategies.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

In the previous team visit, this criterion was identified as not met. This deficiency has been specifically addressed in the ARC 580 Professional Development I and applied in ARC 651/652 Cumulative Studios and the ARC 681/682 Thesis Studios.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[]

Design response to *built* site characteristics is studied in the Cranbrook Museum/Library project in the ARC 421 Architectural Design studio as well as the ARC 652 thesis project, Elgin Villa Street Corridor development.

Design response to *natural* site characteristics is met, with reservations. The Habitat for Humanity project proved limited design response to existing topography. The team recommends that future projects include sites with significant natural characteristics which require design response.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
[X]	[]

The ARC 452 Architectural Design VI studio reflects student understanding of building structural systems through complete wall section drawings as well as detailed structural calculations. Understanding, as well as a strong integration of structural systems with architectural form and expression, was evident in the ARC 652 Cumulative Design studio projects as well as the ARC 681 Architecture Thesis projects.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[X]	[]

The ARC 452 Architectural Design VI studio demonstrates an understanding of the principles and application of all environmental systems through detailed reflected ceiling plans, ductwork plans, and the consideration of mechanical equipment in plan and section.

For acoustical principles, students prepare studies of the properties of existing auditorium spaces for ARC 321 Environmental Technology.

However, this comprehensive understanding of environmental systems could be better integrated into the architectural form and expression of all projects as well as with sustainability principles.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[X]	[]

Code analyses are well presented in the design research books prepared for the ARC 452 Architectural Design VI studio; egress diagrams are shown on the drawings.

Students study past building fire disasters in the ARC 422 Environmental Technology class.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[X]	[]

In ARC 452 Architectural Design VI, students produce detailed design analyses containing the study and selection of wall and roof materials. The design projects also contain detailed exterior wall sections showing structural, cladding, glazing, and waterproofing systems.

ARC 651/652 Cumulative Design studios show a careful understanding of the exterior wall through extensive studies and documentation of exterior wall assemblies.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[X]	[]

ARC 452 Comprehensive Design demonstrates a thorough understanding of the principles and applications of building service systems through detailed power plans, plumbing riser diagrams, sprinkler plans, and elevators in plan and section. No communications or security plans were presented but given the complete presentation of the sustainable, environmental, and other service systems, there is little doubt that the students are highly aware of the many systems that buildings must accommodate.

Like environmental systems and building service systems, the comprehensive understanding of systems could be better integrated into the architectural form and expression of all projects as well as with sustainability principles.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met	Not Met
[X]	[]

It is evident from the ARC 452 Architectural Design VI studio projects that the students clearly and completely demonstrated their knowledge of the many systems that buildings must accommodate as well as their ability to integrate them into a building design. At this grade level, this comprehensive understanding could be better used to give form and expression to the projects, as well as tie directly into sustainability strategies.

The work from the ARC 652 thesis studio demonstrates a much higher and impressive level of integration. Here, systems and sustainability are being used to great effect to drive the architectural expression of the building.

Across all grade levels, more attention to the building system integration could make for exemplary performance with regard to this criterion. The study and design of different project types may be a strategy to explore this as most of the project types studied were housing or office buildings. Laboratory, manufacturing, or museum buildings may offer more opportunities. BIM may also be a tool to study and improve integration.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[X]	[]

For ARC 452 Architectural Design VI, students produce detailed exterior wall sections showing an understanding of the application and performance of structural, cladding, glazing, and waterproofing systems. Understanding the environmental impact of materials was documented through the use of LEED checklists in a variety of projects for the ARC 651/652 Cumulative Design studio.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	[]

ARC 580, Professional Development, takes the student through programming exercises where project space requirements are scheduled and square footage areas are calculated for each component. Square footage construction costs are then applied to each category of space to determine an estimate of net cost of the space. To this is added an estimate for fixed equipment, movable equipment, and site development costs plus a design contingency for a total estimate cost.

In course ARC 452, Architectural Design VI, the student project “Office Building Over an Expressway” contains a tabulation of project areas and square foot costs with a contingency and a percentage cost escalation showing understanding of construction cost control.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Well Met	Met	Not Met
[X]	[]	[]

The ability to produce exceptionally clear and thorough technical drawings, including site, floor, and ceiling plans; building and wall sections; elevations; typical details; and building systems is absolutely evident throughout all studios at all grade levels (ARC 322, 352, 452, and 652, in particular).

Further, ARC 322 Environmental Technology demonstrates students' ability to resolve the technical issues of multiple individual building components.

While outline specifications were not presented, detailed notes on the drawings illustrated the ability to describe and organize building materials.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[X]	[]

In ARC 656 Professional Practice II, students engage in discussions about client issues such as: how clients select architects, how architects build client relations, types of clients, owner-architect agreement, owner-contractor agreements, and many other client considerations.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[X]	[]

Studio course ARC 452 demonstrates, through the student project work, the ability to design and document complex buildings and their sites. The projects also demonstrate the understanding of structural and environmental systems as well as life safety provisions. The projects include wall sections of the building envelope and other detailed building assemblies indicating principles of sustainability.

The understanding of the physical integration of building systems with the building is demonstrated, however the opportunity to make the building systems part of the architectural design are not capitalized upon.

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met	Not Met
[X]	[]

ARC 656 dedicates an entire class session to “clients” which connects to how clients select architects. Also, a session covers the topic of project delivery.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met	Not Met
[X]	[]

For ARC 656 Professional Practice II, the students create a business plan for a hypothetical firm which covers their mission, people, markets, competition, and firm organization. It projects the profiles of the current and future profession, their clients, and their competitors. A marketing plan is presented with strategies.

A financial plan is also presented with detailed expenses and a profit plan and an income and expense forecast.

ARC 656 requires students to write essays on a series of practice issues, including professional liability, mediation/arbitration, and project delivery.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met	Not Met
[X]	[]

Through both ARC 561 and 562 (Preceptorship), students learn the role of internship in a direct way. They learn the more theoretical role of internship through ARC 556 (Professional Practice I). Further, ARC 656 Professional Practice II reviews IDP more directly; despite this, the team suggests the introduction of IDP to students at either the second or third year level given the program requires the preceptorship.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
[X]	[]

ARC 656 Professional Practice II provides ample opportunity for students to understand the leadership roles of an architect.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
[X]	[]

ARC 656 Professional Practice II dedicates an entire class session on legal issues / contracts and registration laws / professional regulations.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
[X]	[]

ARC 656 Professional Practice II more than adequately covers the topic of ethics through readings and class discussion. Students are required to review *the AIA Canons of Ethics* and create their own code of ethics.

This page is left blank intentionally.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2007 Judson College Architecture Program Report.

The roots of Judson College extend back to the 1920s, when the college division of Northern Baptist Theological Seminary was formed. In the early 1960s when the seminary portion of Northern Baptist moved from Chicago to Lombard, Illinois, the College was made an independent entity. In 1963 under the guidance of Dr. Benjamin P. Browne, college and seminary president, the "new" college was founded in Elgin, Illinois. It was named after Adoniram Judson, the first American missionary to foreign shores.

Judson's first president, Dr. Browne, retired in 1967. Dr. Amos B. Barton served as president through 1969, and Dr. Harm A. Weber from 1969-1992. In 1992, Dr. James W. Didier was appointed president. He retired in 1998, and Dr. Jerry B. Cain became Judson's fifth president.

From its birth on a 19-acre private estate along the western shores of the Fox River, Judson has grown today to a 90-acre campus of rolling, wooded terrain and spacious lawns. A creek winds through the campus, forms a picturesque pond near the midpoint, and empties into the Fox River on the east. Over seventeen buildings and facilities dot the campus, including four student residence halls, a campus apartment building, a library, a science building, a fine arts building, a fitness center, a campus commons, athletic fields, the Lindner Center (a seven-story classroom, office and residential facility), and a 700-seat chapel. Creekside South houses all resources and space for the Department of Architecture.

Under construction is the Harm A. Weber Center, which will be the new home of the main academic library, the art and design department and the architecture department. This facility employs innovative "green" technology and will be one of the most energy efficient and environmentally friendly buildings in the U.S. Occupancy of this building is scheduled for the summer of 2007. (See section 3.8 for floor plans.).

Judson is an American Baptist-affiliated, evangelical Christian college of the liberal arts, sciences and professions. It is coeducational and offers bachelor of arts degrees and three masters' degrees in architecture, education and business. The College is accredited by the North Central Association of Colleges and Schools for a full 10-year term. The six-year Master of Architecture degree is fully accredited by the National Architectural Accreditation Board (NAAB). All three masters' programs—the Master of Education, the Master of Architecture, and the Master of Organizational Leadership—are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Judson's size and intimate campus setting allow for close personal associations among students, faculty and staff. Campus life does not end in the classroom; co-curricular activities provide personal recreation and social development. These include intercollegiate and intramural athletics for men and women, Christian ministries, drama, choir, reach-out teams, student publications, volunteer programs, student government and special campus festivities such as Homecoming and seasonal banquets

Judson College is located in Elgin, a city of over 100,000 in the Fox River Valley of Illinois. It is 40 miles northwest of Chicago just off the Northwest Tollway (Interstate 90) on State Route 31. To the east is the Chicago metropolitan area; to the west, a broad expanse of farmland. Therefore, it is possible to enjoy the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

In 1994 Judson introduced a new academic division concentrating on continuing education for non-traditional students. Since its inception, the Division of Adult and Continuing Education has offered innovative programs with a high level of student service, both at our main campus in Elgin and our extension campus in Rockford (established in 1999).

Today, Judson College is home to over 1,200 traditional and continuing education students from 36 states and 28 countries.

2. Institutional Mission

The following text is taken from the 2007 Judson College Architecture Program Report.

Judson College is a Christian college of the liberal arts, sciences and professions, committed to an evangelical expression of Christian faith and living, and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Judson offers four-year bachelor programs; the Master of Education, the Master of Organizational Leadership, and the six-year Master of Architecture programs; and degree completion programs for non-traditional students.

Mission Statement

Judson is an evangelical Christian college that represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world. Through a broadly based education in the liberal arts, sciences and professions, the College enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.

Educational Goals

The total campus experience at Judson College stimulates and equips students to:

1. Value Christian ethics as the basis for lifelong growth and behavior, and consider making a lifetime personal commitment to Jesus Christ and the work of His church.
2. Adopt an informed view of the Christian Scriptures as their standard for faith and practice.
3. Understand one's own culture and understand and appreciate other cultures, including their developments, values and limitations.
4. Understand human personality and behavior and develop skills of balanced self-awareness, self-confidence and self-criticism, combined with interpersonal effectiveness.
5. Develop a widening aesthetic appreciation and discernment, including an

understanding and expression of the creative process.

6. Develop analytical thinking skills, express themselves effectively and responsibly in writing and speaking, and read and listen perceptively.
7. Develop problem-solving skills, including the use of logic and scientific methods.
8. Develop attitudes contributing to physical, spiritual and mental health and fitness.
9. Accept a calling to Christian vocation and develop entry-level mastery of specialized skills.
10. Develop goals and skills for lifelong learning.

3. Program History

The following text is taken from the 2007 Judson College Architecture Program Report.

In 1993 the potential donation of a building adjacent to Judson's campus stimulated the first possibility of developing an Architecture Program. Then President Dr. James Didier solicited suggestions on potential expansion of majors. Professor Del Rey Loven, Chair of the Department of Art and Design (later Chair of the Division of Art, Design & Architecture) suggested Architecture. This would increase the discipline offerings of the existing and growing Art and Design programs. Although the potential donated building was never secured, the President encouraged Professor Loven to pursue investigation of the idea.

In 1995, Professor Loven used a sabbatical leave to investigate the feasibility of establishing an Architecture program as part of a larger institute of design. He visited the Andrews University Architecture program and met Professor John Hopkins, a member of the Architecture department. This initial research indicated the need for a special consultant in the first feasibility study. Based upon the recommendation of Professor Loven, Judson College contracted Professor Hopkins in late 1995 as a consultant for the architecture curriculum component.

The initial report was presented to the Judson College Administration and Board of Trustees in June 1996. Based upon this report, the Board of Trustees granted approval to continue investigation and development of the proposed Architecture program. Professors Loven and Hopkins presented to the Board a more detailed feasibility study in February 1997.

The Board of Trustees voted on February 19, 1997 to proceed with implementation of the Architecture Program, beginning in fall 1997. Professor Hopkins was hired as Director of the Program. The Program was located in the Division of Art, Design and Architecture.

Twenty students entered the Program in fall 1997. Professor Hopkins was the sole Architecture faculty member. Art and Design faculty provided much support. Studio space, classroom space, and offices were located in the Fine Arts Building. A model shop was created in the Plant Operations Building. Cyndi Zarris was hired as the Department Administrative Assistant, a position she continues to hold today. A furniture craftsman was hired to teach the model shop course and a Visual Resource curator was hired in this initial academic year 1997-98.

Recruitment for the fall 1998 class was quite positive, and the Program was officially designated as the Department of Architecture. Together with 12 returning sophomores,

40 freshmen greatly enhanced the identity of the Program in 1998-1999. Professors Ben Suzuki and Keelan Kaiser were hired as tenure-track faculty members in 1998. Professor Jack Kremers (retired from Kent State University in December 1998) joined the Judson College faculty as a tenure-track faculty member in January 1999. In addition to the spaces in the Fine Arts Building, the College provided classroom and studio space in the Lindner Fitness Center. Several adjunct faculty also provided teaching support.

In May 1999, the College faculty approved a request by the Department of Architecture to change the terminal Bachelor of Architecture degree to a Master of Architecture degree. As the defined program included 188 hours of course credits scheduled over six years including one year of internship, the proposal did not change the curriculum but only the nomenclature of the degree. This change was approved by the faculty and the Board of Trustees. The change was especially significant to Judson College as this was the first Master's degree approved by the College. Approval was sought from the North Central Association of Colleges and Schools and enthusiastically awarded.

In fall 1999 40 freshmen joined the Program, bringing total enrollment to 71. Professor Christopher Miller was hired as tenure-track faculty members. Professor Edward Shannon was also hired and served in a two-third faculty position. Additional studio space was provided in the Lindner Fitness Center. With six faculty members plus adjuncts, a Visual Resource Center curator and a Department Administrative Assistant, the Department was beginning to develop an identity and a sense of assurance that the Program would fulfill the vision and dream of Professors Loven and Hopkins, the Administration, and the Board of Trustees.

Academic year 1999-2000 culminated in the initial visit of the NAAB in April 2000. This visit provided an opportunity for the faculty and students to review their individual efforts to this point. It also provided an outside perspective of the overall effort to form a cohesive Architecture Program. The NAAB was strongly supportive and granted the Program "candidacy" status.

In the summer of 2000, Professor John Hopkins left the Program to return to his home in Michigan. Professor Jack Kremers was appointed as the new Chair of the Department of Architecture.

Fall 2000 welcomed 40 freshmen, and total enrollment increased to 92 students. Professor Gary Wang joined the faculty. The Program's sense of identity was greatly enhanced when it moved to Creekside South, a new 15,000 square-foot pre-engineered steel facility located on the south side of the campus. Suddenly, all studios could observe one another, faculty were adjacent to each other, and the Program had a separate dedicated building.

In spring 2001, an invited design competition led by Keelan Kaiser was held for the design of a new central library and academic spaces for the Division of Art, Design, and Architecture. Alan Short and Associates (London) won the ideas competition by convincing the jury that this facility would be the "greenest" building in the United States and would serve as a learning laboratory for multiple disciplines at the College as well as for building professionals. The firm was hired as the Architect.

The first European Tour for the third and fourth-year students occurred in May 2001,

led by Professors Miller and Wang. This tour has been conducted each spring post-term since. The initial tour went from Paris to Rome, and subsequent tours have begun at Venice and ended in Rome. The spring 2003 tour was extended to include an overnight trip to Paris from Rome and a tour of Paris.

In fall 2001, 40 freshmen brought total enrollment to 117 students. The fall semester was the time of an initial effort to establish a research presence in the area of church architecture: the Department and College sponsored a conference entitled "Evangelical Worship and Church Architecture." About 200 people participated in the event held on the Judson College campus.

Professors Jhennifer Amundson, PhD, and David Ogoli, PhD, joined the faculty. The inaugural class of 20 students was now down to five. These five students consented to serve their required internship one year early during academic year 2000-2001. This aided the College by allowing these five to join with the following class in taking the fourth-year curriculum for the first time in 2001-2002, thus comprising a class of 25 students.

In 2001, the North Central Association came to campus for a focused visit that resulted in the granting of accreditation for the Master of Architecture degree. This was the first master's degree granted at Judson College. The Program is the third professional program of architecture in Chicago and the third school (fourth campus) in the state of Illinois.

In fall 2002, 40 freshmen brought total enrollment to 130 students. In September, the NAAB again visited the program and again awarded "candidacy" status. During this year, 17 students served internships in offices ranging geographically from Alaska to the greater Chicago area.

In 2003 the Creekside South building was renovated and an additional 2,500 square feet of studio and office space was added. The sixth-year students presented thesis studio projects to a broad spectrum of faculty, professionals, college and community members, and friends. That same year four of the five students remaining from the initial class received their Master of Architecture degrees. The Department also continued to grow with new incoming students.

Department Chair Jack Kremers, having successfully guided the program through its initial successful accreditation, returned to teaching in 2004. Professor Keelan Kaiser, AIA, was chosen as the Interim Department Chair. Dr. Jhennifer Amundson was selected as the Assistant Department Chair.

In October 2004, the Architecture Department hosted the 2004 ACSA Central Regional Conference. Also in 2004, Judson College and the Department of Architecture began a national search for a new Department Chair and an additional tenure-track faculty member due to the continued growth and visibility of the program. Dr. Curtis J. Sartor was chosen as Chair. He was hired as a full professor in fall 2005. Professor Marga Jann was also selected and will join the faculty as an associate faculty member in fall 2006. She is currently serving as a Fulbright scholar in Sri Lanka.

In spring 2006, the Architecture faculty, the Judson College community and the Board of Trustees approved the Bachelor of Arts in Interior Design. The idea again came from the support and leadership of Professor Del Rey Loven, Chair of the Division of Art, Design and Architecture. The program will offer a FIDER accredited degree. It will be housed in the Division of Art, Design and Architecture and have separate faculty and funding from

the Architecture Program. The first class will enter in fall 2007. A search for a director/faculty member is currently under way.

Also in spring 2006 under the leadership of the Department Chair, Dr. Curtis Sartor, the Program engaged in strategic planning and a thorough assessment of its Mission and vision statements to clarify the educational and professional direction of the Program. Several adjustments and clarifications were made (see sections 1.4 and 1.5 of this Report). The organizational structure of the Architecture faculty was changed to a committee structure. This was implemented to promote the principles of shared governance.

The Department is considering future curriculum developments that would increase the depth, quality, quantity and design options of our students in Architecture. Additional study-abroad opportunities are also being developed with China, Germany and other countries.

The Architecture Program has grown significantly in each of its nine years of existence—not only in size but also in fulfillment of its stated mission. Students are well educated and prepared to serve as architects. They do this with a conscious awareness of the meaning and implication of a Christian worldview on their efforts in the community, in their church and in their homes.

The College has provided the encouragement, resources and strong liberal arts environment that continue to be the foundation of the Architecture Program.

4. Program Mission

The following text is taken from the 2007 Judson College Architecture Program Report.

The Mission of the Architecture Program at Judson College is to:

- Prepare students to contribute positively to church, profession, and community through leadership and service by maximizing their talents for the glory of God and for the betterment of our world
- Provide a balanced, integrative curriculum in a rigorous but supportive environment
- Graduate competent designers who are critical thinkers, caring individuals, sensitive to physical and diverse cultural contexts, and committed to ethical practice and earth stewardship.

The Mission is defined by the following aims and objectives:

To provide an education that:

- Is comprehensive (a strong liberal arts and art/design base) and professional (NAAB accreditation)
- Is focused and integrative
- Prepares graduates for successful architectural practice and continued lifelong learning
- Prepares graduates for leadership and service to the profession, society, and the Church
- Supports Judson College's commitment to Christian education within the context of a Biblical world view

To provide an academic setting that:

- Supports and encourages diversity and rigor
 - Promotes intellectual inquiry and nurtures Christian faith
 - Adequately provides human, physical, and information resources
 - Seeks—through research, practice and teaching—to advance the discipline of architecture

To provide a curriculum that:

- Sees design as the architect's core activity
- Balances and integrates art and science
- Recognizes that architecture not only represents human aspirations but is a positive force in society
- Promotes a sensitivity to physical and diverse cultural contexts
- Encourages responsibility and stewardship regarding the environment and resources
- Integrates theory and techniques into design with innovative pedagogy

To produce graduates who are:

- Competent designers
 - Conceptual and critical thinkers
 - Creative and competent problem solvers
 - Articulate communicators
 - Knowledgeable in technology
 - Ethically responsible Christian professionals and citizens

—Last amended and approved by the Department of Architecture, April 1999 —Approved by the Division of Art, Design & Architecture, 26 August 1999

— Approved by the Judson College Faculty, 31 August 1999

— The faculty has had strategic planning meetings in 2006 and is in the process of adopting the revised Mission and vision statements.

—The following personal statement of the meaning of this Mission was written by the previous Department Chair.

Architecture is an expression of man and woman's relationship with the universe. It is more than the fulfillment of the need for shelter. It expresses man and woman's hunger for something transcendent, the need to be connected with what lies beyond the immediate and the physical. Our created environments as meaningful, valuable works of art express this relationship between people and God. It is this understanding that underlies the tradition, the form and the history of Western architecture. Man and woman's expression of metaphysical needs and desires and Jehovah God's revelation of Himself are the basic components of early Western architecture.

A shift occurred with the Renaissance and the ensuing birth of the Enlightenment and Modernism. This new philosophy in effect placed man and woman at the center of the universe, the "measure of all things." In modern Western history, people have deliberately replaced the God/person relationship and its emphasis on God speaking to people with man's and woman's efforts to speak and create his or her own gods. Placing a person at the center, however, has generated the awareness of an inner void, a futility, a hunger for transcendental meaning. This is apparent in Western culture's effort to create a variety of gods, from materialism to primordial religions to abstract art.

The Judson College Architecture Program seeks to return to the roots of Western architecture in the recognition that God is there and our souls are lonely and empty until we are in relationship with Him. This God/person relationship forms our understanding of who we are and how we are to interact with our environment and culture. It is our worldview. Everyone has a worldview; it is impossible to operate without one. We seek to clearly articulate our worldview. Our goal is for our students to do so as well, as the basis for the generation of architecture. This is the essence of what we are about as a learning environment and an Architecture Program.

The particular viewpoint of Judson College is within the Protestant tradition, originating in the sixteenth-century Reformation of Luther, Calvin, Knox and Zwingli and, more recently, in the evangelical church communities of Europe and North America. As it relates to architecture, the Protestant tradition has been characterized by a negative reaction to the historic focus upon visual images in the earlier Christian traditions. This has limited the development of a formal, traditional visual vocabulary of its own deep-felt and well-articulated beliefs.

The Judson College Architecture Department will be the center for the research, discussion, documentation and definition of architectural expressions of the evangelical Protestant tradition. The Program insists that a theocentric worldview is an essential component of architectural form and space. However, all worldviews are welcome as points of discussion, comparison and investigation. Our goal is to define what is the appropriate, correct and meaningful architectural expression of the evangelical Protestant tradition.

5. Program Self Assessment

The following text is taken from the 2007 Judson College Architecture Program Report.

A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the Program's Mission statement and how it relates to the NAAB perspectives

The Mission Statement of the Architecture Program served us well in the formative years. As new faculty members joined the Program, we develop a clearer understanding of our uniqueness and opportunities. Accordingly, our self-assessment includes a periodic review of the Program Mission, vision and objectives.

The Strategic Plans documented in our previous Architecture Program Reports have been implemented. The current Strategic Plan expresses our desire to strengthen and enhance what is already in place and to seek new areas to develop.

Based on our 2006 strategic planning meetings (comprised of students, faculty, staff, and industry employers), our strengths are the following:

- Breadth of program (not just one kind of architect)
- Nurturing culture
- Faculty and adjunct faculty
- Professional support (AIA, NAAB, Advisory Council)
- Good reputation
- Student interest in integration (missionary focus)
- New facility

- Support of Administration and Trustees
- Rigor of Program
- Library resources
- Concept of internship
- Location, location, location
- Our people (faculty and students)
- Not cut-throat (a positive environment)
- Commitment of students to the Mission of the Program
- Lot of interaction in between Program and across campus
- Personal communication
- Generous time for studio critiques
- Diversity among faculty
- Intimate size (appropriate size)
- Inter-disciplinary attitude/focus, liberal arts
- Christian faith-based
- Department embedded into Elgin (community service)
- A focus toward ministry rather than merely public service
- Strong in-house recruiting
- Quality of relationship beyond proximity and workplace
- Strong individual initiatives for programs
- Division structure
- Passion for program

Based on our 2006 strategic planning meetings (comprised of students, faculty, staff, and industry employers), our weakness are the following:

- Insufficient funding
- Lack of technological stability
- Lack of social/extra-curricular interaction with non-majors
- Bureaucracy
- Connecting fellowship (communication)
- Lack of scholarship funds
- Fragmentation (lack of cohesiveness among faculty)
- Too nice (therefore avoidance of critique/criticism)
- Avoiding unpleasant news
- Trouble accepting that other people disagree with us
- Appearance of disorganization (too much going on)
- We are too self-contained
- Limited experience/interaction with other architecture programs
- Low faculty and administration salaries
- Minimal infrastructure (support staff)
- Lack of diversity in student body
- Phasing of new building
- No articulated creed

These comments were verbatim responses from the internal and external communities. In 2006 the Department of Architecture began developing a new, revised strategic plan in a series of meetings with the Provost and Vice President for Academic Affairs; the Chair of the Division of Art, Design and Architecture; the Architecture Department Chair; Architecture faculty, staff, students, and alumni; and employers. As a result of these initial discussions, a self-assessment component developed. We also employed an external facilitator skilled in strategic planning and management, who

helped synthesized the thought processes, discussions, and written statements into a summary document.

The remainder of this section contains an excerpt of this summary document, which is on-going. * * *

The planning process to develop this strategic plan is defined by collaboration and involvement. As a result of this inclusive process, the plan bears a certain *authoritas* that comes from the full participation of the programs constituencies (faculty, adjunct faculty, students, alumni, Advisory Board and outside professionals) who also have a vested interest in its implementation. The process was managed by an outside facilitator, Dawn Ramsey, Dean of the Extended University at Southern Polytechnic State University in Marietta, Georgia. She worked closely with the Department Chair, Dr. Curtis Sartor, who guided the process and provided perspective and continuity throughout the many planning meetings.

The process used to develop this plan was based in part on the work of Alexandra L. Lerner, Research Associate, College of Business Administration and Economics at California State University, described in the article "A Strategic Planning Primer for Higher Education." The environmental scan was accomplished through a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of the Judson College Architecture Program.

A series of planning meetings began in January 2006 and included integrated meetings with Program faculty, adjunct faculty, undergraduate students, graduate students, Program alumni, and business and Advisory Council members. In addition to scheduled meetings, input into the process was also provided through surveys of the alumni and current students. A day-long final planning meeting was held which included representatives of all of the above-mentioned groups.

Planning sessions included opportunities for individual, small-group and large-group inputs. The results of each of these sessions were compiled. While each group identified unique concerns, the great amount of consensus among the groups reinforced the validity of the process and outcomes.

The faculty addressed the entire plan in a series of meetings totaling over thirty hours. The Mission, vision and values were topics addressed in the other group planning sessions. The groups worked independently on these topics to assure an equal input from all constituency groups.

In the final planning meeting, the participants will make final revisions to the Mission and vision statements, come to consensus on the strategic issues, discuss and revise the goals, review the objectives, and begin developing implementation action steps.

Overall, about twenty individuals participated in the planning process. that involved four meeting days. In addition, alumni and students provided input through surveys. The draft of results at the various stages will also be shared with the President of Judson College in an effort to keep him informed and to invite his feedback on the process and the plan.

The value of such an inclusive process was that it achieved buy-in from all the constituency groups and a commitment from all of them to work together to implement an action plan for each of the identified goals.

Values embraced by the Architecture faculty

- **Biblical Standards** We value the Word of God and adhere to its teachings as it relates to professional and ethical standards as well as personal relationships.
- **Unified Endeavor** We value the coexistence of Christian faith and intellectual life and encourage their balanced existence.
- **Education** We value exercises that share and convey knowledge and understanding about buildings and places as the activity of our professional mission. We will respond to our position within a liberal arts college by valuing preeminently the formation of critical minds toward the various approaches to architecture and prepare students for practice by allowing students to prepare for a practice that is consistent with the critical position they develop in their liberal study of architecture.
- **Stewardship** We value cultural diversity and will encourage the understanding of such. We value God's creation: we strive to make good use of the natural world and we strive to assist each person to achieve and rightly balance their spiritual, personal and professional goals.
- **Relationships** We value human relationships and are dedicated to nurturing friendships and links with such communities as the CCCU (Council for Christian Colleges & Universities), other architecture programs, and the city of Elgin. We strive to create a strong community to which our faculty, staff and students will belong, as a reflection of the Kingdom.
- **Service** We value service to humanity as an outgrowth of our submission before the Lord and in His desire that we help one another.
- **Leadership** We value leadership and opportunities to model biblical truths to our communities.
- **Excellence** We value the highest-quality performance in all academic and professional activities, and will strive to realize and enjoy the benefits of outstanding design in the built environment and exceptional architectural education.

Goals

In its continuous commitment to fulfilling its vision and Mission, the Architecture Program at Judson College has established the following goals as the foundation of its current strategic plan.

1. To attract, retain, and support qualified faculty.
2. To secure the financial and physical resources necessary to support and enhance the vision and Mission of the Architecture Program.
3. To continuously strengthen the curriculum to foster critical thinking and exceed academic standards, while exploring emerging professional, architectural, and construction trends and societal issues.
4. To continuously improve the quality, rigor, and academic standards of the Program to ensure the increased productivity and preparedness of our students and enhance the performance of the Program.
5. To seek opportunities to launch additional professional and non-professional programs designed to complement the existing Architecture Program.
6. To increase Program visibility and recognition, improve its professional and academic reputation, and develop and nurture a culture of professionalism and a

strong sense of ethics within the Program and the profession.

7. To advocate the appreciation, exploration and application of good design and responsible architecture within the architectural profession and society.

Future Directions from the Strategic Planning Sessions

Our direction is to become a highly regarded and recognized Architecture Program, as demonstrated by the excellence of the graduates and the faculty, and to become a center for the integration of architecture and the Christian worldview. Although this is not an exhaustive list, we hope to:

1. Continue to develop and strengthen the graduate Program by:
 - Maintaining high-quality standards for final design studios and thesis projects
 - Integrating elective courses with graduate studios and thesis projects
 - Providing opportunities for faculty members to develop research and scholarly efforts within the context of the graduate Program
2. Develop and strengthen the continuity of the design studios from year to year and the comprehensive content of the third through sixth-year studios
3. Seek and develop opportunities for service for students and faculty throughout the curriculum by:
 - Developing mission projects
 - Developing design-build projects
 - Conducting a conference to connect architects with Christian service and missionary opportunities
4. Develop a center for the study of evangelical church architecture
5. Develop interior design and furniture design options
6. Strengthen the internship experience by better preparing students and educating employers as to the needs and goals of our students

Focus on Improvement

For the 2006-07 academic year, the Department of Architecture will focus on the following areas of improvement identified during our strategic planning sessions and the self-assessment. These areas are not listed in order of priority:

- Managing growth of the student population who enter the program
- Reducing student/teacher ratios
- Enhancing external funding for student scholarships and faculty development
- Developing Study Abroad programs with Germany and China
- Interacting with other college departments on campus and develop relationships with other NAAB architecture programs
- Improving communications between the administration, faculty and the students
- Improving/facilitating communication of Architecture Program goals to the Judson College community at large
- Developing a task force to develop strategies and tactics to accomplish goals developed as a result of the strategic planning meetings
- Continuing refinement of the Interior Design program

- Hiring of additional Architecture and Interior Design faculty members as necessary

The Department of Architecture has used the strategic planning process to clarify our current Mission and vision statements amended in 1999. This is reflected in our future directions. Continual improvement is an expectation of our College, employers, alumni, faculty, students and staff.

This page is left blank intentionally.

Appendix B: The Visiting Team

Team Chair, Representing the NCARB
Peter Steffian, FAIA
Steffian Bradley Architects
100 Summer Street
Boston, MA 02110
(617) 305-7100
(617) 305-7199 fax
psteffian@steffian.com

Representing the ACSA
Shannon Massie Chance, AIA
Assistant Professor
Hampton University
Department of Architecture
Hampton, VA 23668
(757) 727-5440
(757) 728-6680 fax
shannon.chance@hamptonu.edu

Representing the AIAS
Russell Schutte
521 W. Cleveland
Bozeman, MT 59715
(406) 570-7299
(406) 994-4257 fax
russellschutte@hotmail.com

Representing the AIA
Lisa Chronister, AIA, NCARB
214 Foster Avenue, #2
Brooklyn, NY 11230
(347) 581-2240
lchronister@verizon.net

Observer
Lee W. Waldrep, Ph.D.
Associate Dean/Assistant Director
University of Maryland
6709 40th Avenue
University Park, MD 20782
(301) 927-7966
lwaldrep@umd.edu

Observer
Michael J. Buono, AIA, Director
Hammons School of Architecture
Drury University
4843 E. Alameda Court
Springfield, MO 65809
(417) 886-2531
mbuono@drury.edu

This page is left blank intentionally.

Appendix C: The Visit Agenda

06/07 NAAB SITE VISIT SCHEDULE AND AGENDA

Architecture Department, Division of Art, Design and Architecture
Judson College, Elgin Illinois

Saturday, March 10, 2007

5:00pm Team arrival and check-in at Holiday Inn, Elgin, IL.
7:00pm Team introductions and orientation, (Meeting Rm., Holiday Inn)
8:00pm Team Dinner, Emmetts Restaurant and Introduction to Department Chair,
Dr. Sartor

Sunday, March 11, 2007

7:30am Team only breakfast @ Hotel
APR review and assembly of issues and questions
9:00am Overview of Team room and Academic Notebooks by Dr. Sartor,
Department Chair
10:00am Tour of Arch. facilities by Dr. Sartor, Department Chair
12:00noon Team lunch @ Magelina's Restaurant w/ Program Administrators
Dr. Cain, President
Dr. Simmons, Provost & Academic Vice President
Dr. Curtis Sartor, Chair of Architecture Department
Prof. G.E. Colpitts, Chair of Art & Design
Department Dr. Jhennifer Amundson, Assistant
Chair
2:00pm Introduction to Officers of the AIAS
3:00pm Entrance meeting & reception w/faculty, advisory council, alumni,
students and staff members at the Reed room
5:00pm Tour of New Facility for the Architecture Program, Dr. Ogoli
6:00pm Continued review of Exhibits & Academic notebooks
7:00pm Team only dinner (Dinner @ Bennigans)

Monday, March 12, 2007

7:30am Team Breakfast @ Hotel with Department Chair, Dr. Sartor
9:00am Entrance Meeting with President Cain, Provost & Academic Vice President Simmons and
Vice President of Business Affairs, Laine Malmquist
10:00am Entrance Meeting with Graduate Coordinator & Interim Divisional Chair,
Prof. Keelan Kaiser
10:30am Continued Review of Team room exhibits, notebooks and records
11:30am Lunch Meeting @ Reed Room w/ Art & Architecture Faculty
Prof. Keelan Kaiser, Prof. Ben Suzuki,
Dr. Jhennifer Amundson, Dr. Christopher Miller,
Dr. David Ogoli, Prof. Stacie Burtelson.
Prof. Marga Jann, Prof. Royce Earnest
Dr. Mark Torgerson Prof. G.E. Colpitts
Prof. Jeffery Carl

1:00pm	Observation of Studios (4 th year) Prof. Suzuki & Jaegar Meeting w/ Dr. Larry Wild and Library visit Meeting w/ Staff (Mrs. Cyndi Zarris) Continued review of Team room, exhibits & records
3:00pm	School Wide Meeting entrance meeting with students Marjorie Hall Thulin Fine Arts Performance Hall
5:00pm	Reception @ Eagle Lounge, Linder Center with faculty, administrators, advisory board, alumni, students and local practitioners
7:00pm	Team only dinner @ Bennigans Restaurant
8:00pm	Continued review of Team room, exhibits, notebooks and records

Tuesday, March 13, 2007

7:30am	Team Breakfast @ Hotel with Department Chair, Dr. Sartor
9:00am	Review of general studies, electives, and related programs (Dr. White, Dr. Halverson, & Dr. Erickson)
11:00am	Observations of lectures and pin-up presentations Continued review of Team room, exhibits and records
11:30 noon	Lunch with student representatives at School Cafeteria AIAS Officers Undergraduate Student Representative Graduate Student Representative
1:00pm	Meeting w/ Faculty, Reed Room
2:00pm	Complete review of Team room, exhibits and records
6:30pm	Team Only Dinner in Team Room Accreditation deliberations and drafting the VTR

Wednesday, March 14, 2007

7:30am	Team Breakfast with Department Chair, Dr. Sartor Check out of Hotel
9:00am	Exit meeting with <u>President Cain and Provost & Vice President, Simmons</u>
10:30am	School-wide exit meeting with faculty, staff and students (Marjorie Hall Thulin Fine Arts Performance Hall)
11:30-noon	Lunch in School Cafeteria and team members departures

This page left blank intentionally.

IV. Report Signatures

Respectfully submitted,



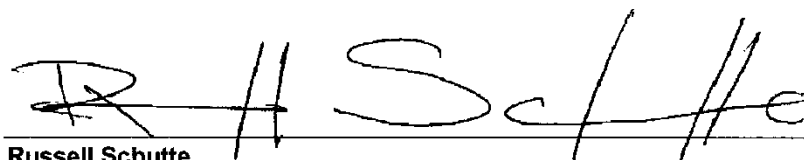
Peter Steffian, FAIA
Team Chair

Representing the NCARB




Shannon Massie Chance, AIA

Representing the ACSA



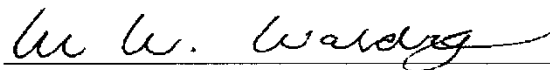
Russell Schutte
Team member

Representing the AIAS

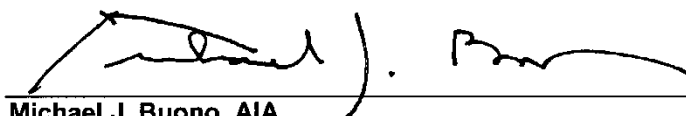


Lisa Chronister, AIA, NCARB
Team member

Representing the AIA



Lee W. Waldrep, Ph.D.
Observer



Michael J. Buono, AIA
Observer

This page left blank intentionally.

4. Online Undergraduate Catalog: www.judsonu.edu/catalog/trad
Online Graduate Catalog: www.judsonu.edu/catalog/graduatearch