Architecture Program Report

Accredited Architecture Degree Programs
Bachelor of Architecture
Master of Architecture

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Architecture Program Report
For Professional Degree Programs in Architecture

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Part One – Institutional Support and Commitment to Continuous Improvement

1.1.1 History and Mission

Illinois Institute of Technology

Illinois Institute of Technology (IIT) has a long and respected history of educating students from throughout the world for increasingly complex roles in engineering, science, and technology. Armour Institute of Technology and Lewis Institute, the academic predecessors of IIT, were founded in the 1890s with missions to educate first-generation Americans of modest means and social position.

In 1890, when advanced education was often reserved for society's elite, Chicago minister Frank Wakely Gunsaulus delivered what came to be known as the "Million Dollar Sermon." From the pulpit of his South Side church, near the site IIT now occupies, Gunsaulus said that with a million dollars he could build a school where students of all backgrounds could prepare for meaningful roles in a changing industrial society. Inspired by Gunsaulus' vision, meatpacking entrepreneur Philip Danforth Armour, Sr. (1832-1901) gave $1 million to found Armour Institute. When Armour Institute opened in 1893, the institute offered professional courses in engineering, chemistry, architecture and library science.

The estate of hardware merchant and investor Allen C. Lewis, who envisioned a "school where men and women could secure an education to fit them for their life-work and to be a service to their community and a credit to their country", established Lewis Institute in 1895. Lewis Institute was located on the west side of Chicago and offered liberal arts as well as science and engineering courses.

By the 1920s, both institutions were recognized for producing highly qualified engineers, scientists, and business leaders who made valuable contributions to Chicago's economic development. The depression dealt a hard blow to each institution, leading their boards to effect the merger of Armour Institute with Lewis Institute in 1940, creating Illinois Institute of Technology. This merger strategically repositioned IIT to support a growing economy and the emerging technologies of World War II. The new IIT played a major role in the education of officers for the war effort, which led to the development of extensive ROTC programs in the post-war era.

With the creation of the GI Bill at the close of World War II, university enrollment soared between 1945 and 1960, preparing thousands of young men and women for leadership roles in the rapid expansion of the post-war economy. The Armour Research Foundation, known today as IIT Research Institute, also expanded rapidly to meet military research needs. During this period, IIT faculty members and alumni made many important contributions to the modern economy, including the cell phone, Linksys, Pentium chip, electro-optical night vision equipment and magnetic recording.

Between 1949 and 1969, the university expanded its academic programs by adding design, law, and business to its existing programs in engineering, science, architecture, and psychology. The Institute of Design, founded in 1937 as the New Bauhaus by Lazlo Moholy-Nagy, merged with IIT in 1949. The Institute of Design has grown into the largest full-time graduate-only highly specialized design program in the U.S., with students from around the world. In 1969, IIT became one of the few technology-based universities with a law school when Chicago-Kent College of Law, founded in 1887, became an integral part of the university. Stuart School of Business was added in 1969, with a gift from the estate of Lewis Institute alumnus and Chicago financier Harold Leonard Stuart.

Midwest College of Engineering, founded in 1967, joined the university in 1986, forming the nucleus for IIT's Rice Campus in west suburban Wheaton. The Center for Professional Development was established in 2002 to consolidate and focus our continuing education and technology programs. This mix of colleges, institutes, schools and centers reflects our continuing evolution in response to the needs of society and industry.
Today, IIT is a private, Ph.D.-granting research and teaching university with 7,738 students enrolled in undergraduate and graduate programs including programs in engineering, science, psychology, architecture, business, design and law. One of the 16 institutions that comprise the Association of Independent Technological Universities (AITU), IIT offers exceptional preparation for professions that require technological sophistication. Through a committed faculty and close personal attention, IIT provides a challenging academic program focused by the rigor of the real world.

IIT is currently comprised of 9 colleges and institutions, one research incubator and 30 research centers and institutes.

Armour College of Engineering  
Chicago-Kent College of Law  
College of Architecture  
College of Psychology  
College of Science and Letters  
Institute of Design  
Institute for Food Safety and Health  
School of Applied Technology  
Stuart School of Business  
University Technology Park

By the end of the twentieth century, as more community colleges and public universities began to attract first-generation students, administrators and the Board of Trustees recognized the need to reevaluate the university’s mission and role in higher education. In 1993, President Lewis Collens and the university’s Board of Trustees convened The National Commission for IIT to ensure preparedness to meet the educational and research needs of the 21st century. Against a backdrop of fiscal challenges, The National Commission recommended a bold agenda for increasing institutional quality, rebuilding the university’s Main Campus, and creating a new interprofessional program to differentiate the university in an increasingly competitive higher education market. The National Commission members, led by Trustees Robert Galvin and Robert Pritzker, helped shape the recommendations for increased quality and renewal of Main Campus. In 1996, Robert Galvin and Robert Pritzker each committed $60 million to the $250 Million IIT Challenge Campaign that launched the implementation of The National Commission recommendations.

Since 1995, responding to the National Commission recommendations, IIT has significantly expanded its national and international undergraduate recruiting base. The current undergraduate student body now reflects this strategic effort. 21% of the 2012 freshman class are from other states and territories, and 16 percent are international students representing 66 nations (as identified by country of citizenship). Among the undergraduates, 93 percent are full-time students and 59 percent live on campus. IIT is currently a member of the National Association of Intercollegiate Athletics (NAIA) and the Chicagoland Collegiate Athletic Conference (CCAC). In fall 2012, IIT will enter the “exploratory” year of transition to NCAA Division III competition. This move is directly related to increasing IIT’s stature by competing with peer institutions and improving the quality of campus life through a commitment to growing the athletic programs of the university.

The university has five campuses in the city of Chicago and surrounding suburbs. Main Campus is located 3 miles south of the Chicago Loop on 120 acres that were redeveloped during urban renewal in the 1940s and 1950s. The Main Campus area was the original site of Armour Institute, and three of Armour’s turn-of-the-century, red brick Romanesque Revival buildings remain. Mies van der Rohe, who served as director of the Architecture Department from 1938 to 1958, developed the present campus in the 1940s. In 2005, Main Campus was placed on the National Register of Historic Places in recognition of Mies’ contributions to twentieth-century architecture. His most prominent building on the campus, S. R. Crown Hall, was made a National Historic Landmark in 2001 and had its façade restored to its original appearance in 2005. Completed in
2003, the McCormick Tribune Campus Center (MTCC) designed by Rem Koolhaas and the State Street Student Village by Murphy Jahn Architects were the first new buildings added to the campus in many years. The 2011 creation of University Park as a research incubator and home of the Idea Shop is the newest campus initiative.

The Daniel and Ada Rice Campus, completed in 1990 in west suburban Wheaton, is now home to IIT’s School of Applied Technology, which consolidated its part-time professional technical programs into a cohesive set of flexible course offerings for working adults. The Downtown Campus, completed in 1992, provides accommodations for the Chicago-Kent College of Law and the Library of International Relations. The university manages the Institute for Food Safety and Health in partnership with the Food and Drug Administration Center for Food Safety and Applied Nutrition, and the food industry, at Moffett Campus in the southwest suburbs. The Institute of Design is housed in leased space in downtown Chicago.

The faculty of IIT is highly qualified with 82 percent of the full-time faculty members holding the highest degrees within their disciplines. 37 percent of IIT’s faculty are tenured or on a tenure track. Recruitment of faculty is conducted worldwide and advancement within the university is based on a rigorous faculty and administrative review.

The university has had continuous accreditation from the North Central Association of Colleges and Schools (NCA) since 1941. The university’s predecessors, Armour and Lewis Institutes, were first accredited in 1913. NCA’s most recent accreditation occurred in 2006, at which time IIT received accreditation at the doctoral (research and professional curricula) degree-granting level for a ten-year period.

**IIT Mission**

*To provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation.*

This mission statement, composed by IIT’s academic deans, captures explicitly the character of the new education paradigm being created by the collective contributions of IIT’s academic units in both education and research. The key word in the mission statement is “relevant,” embracing the faculty's commitment to education that focuses on preparing our students for fulfilled lives after graduation and careers that contribute to solving important problems facing humanity.

**IIT Vision**

*IIT will be internationally recognized in distinctive areas of education and research, using as its platform the global city of Chicago, driven by a professional and technology-oriented focus, and based on a culture of innovation and excellence.*

*Many Voices, One Vision – IIT Strategic Plan (2010 -2014)*

What began in 2009 as an effort to involve the “many voices” of the IIT community in a strategic planning process concluded with a resounding declaration: We are Many Voices, One University! Tracing its legacy back to a nationally preeminent stature in engineering, science, and technology, and to the spirit of innovation the Bauhaus brought to IIT by László Moholy-Nagy and Ludwig Mies van der Rohe, IIT’s goal is to produce graduates who have discipline-specific expertise and who are also known for their values and their ability to create, innovate, initiate, and lead. Our vision and mission call for:

- Renewed commitment to innovation and the nurturing of excellence
- Vigorous partnership with the great city of Chicago
- Relevant education of our students, including those from disadvantaged backgrounds
- International collaborations
- Cross-disciplinary research and education that build on our strengths in the professions and technology
IIT challenges itself to reduce the boundaries between academic units in order to bring greater recognition to IIT through collaboration, an emphasis on excellence, a commitment to diversity, and a respectful work environment. Achievement of the goals set forth in the strategic plan will transform IIT and place it among the elite private universities that focus on technology and the professions. Each of the priorities below is linked to specific goals with measurable five-year milestones. Five university-wide priorities have been identified:

- Distinctively define the IIT graduate
- Increase the impact of IIT’s research by focusing on interdisciplinary themes
- Promote innovation and excellence throughout the university
- Elevate engineering’s reputation to international stature
- Improve the financial strength of the university

The Strategic Plan Assessment Committee has methodically monitored the Strategic Plan of 2010-2014 and efforts are currently underway to revise and modify the plan for the next five years.

In February 2013, IIT publicly launched its Fueling Innovation, the Campaign for IIT, a six-year $250 million university fundraising initiative. Since the June 1, 2010 leadership and planning phase, IIT has garnered more than $131 million in pacesetting gifts from alumni and non-alumni supporters, providing tremendous momentum for the larger campaign. Two alumni trustees lead the national campaign as co-chairs: Alan “Bud” Wendorf (ME ’71) and Joel Krauss (MATH ’71). Wendorf and Krauss, in conjunction with the Advancement Committee of the Board of Trustees, work alongside IIT President John Anderson and the Office of Institutional Advancement to provide leadership for campaign activity and to set strategy. Campaign priorities include student scholarships, faculty development and endowed chairs and university facility renewal and new development. Particular attention will be given to the development of a $40 million Innovation Center supporting both the Idea Shop and the Inter-professional Project. The philanthropic investment of the campaign ties directly to the university’s strategic plan, Many Voices, One Vision.

College of Architecture
The College is one of the largest and most international architecture schools in the United States, with over 800 students from 57 countries and more than 100 faculty members. With a pedagogy based in the synthesis of practice, technology and research, IIT offers Bachelor of Architecture, Master of Architecture, Master of Science in Architecture, Master of Integrated Building Delivery, Master of Landscape Architecture and Doctor of Philosophy in Architecture degrees. The College of Architecture offers two dual degrees, the Masters of Architecture and of Integrated Building Delivery and Masters of Architecture and of Landscape Architecture. In conjunction with the associated academic units, the College offers dual degrees in the Bachelor of Architecture and Master of Business Administration and Bachelor of Architecture and Master of Civil Engineering. The College is also home to the Council on Tall Buildings and Urban Habitat, the world’s leading professional body for high-rise structures.

The discipline of architecture at Illinois Institute of Technology originates with the founding of Armour Institute of Technology (AIT) in 1890. In 1895, the trustees of Armour Institute and the Art Institute merged the architecture offerings of both schools into the Chicago School of Architecture of Armour Institute of Technology. The program produced generations of influential architects who rebuilt Chicago into a modern city after the Chicago fire. Among those who were involved with the school were Louis Millet, Daniel Burnham, John Root, and William Le Baron Jenney.

The legacy of architectural education at IIT took on international significance with the appointment of Ludwig Mies van der Rohe as director in 1938 just prior to the merger that created IIT. Mies, a leading figure of German modernism and the last head of the Bauhaus, was soon commissioned to plan the institute’s expanding campus and would eventually design 20 of its buildings, including the College of Architecture’s home, S. R. Crown Hall. For two decades, IIT was the headquarters
and laboratory from which Mies reshaped both architectural education and architectural form in the postwar world.

Along with former Bauhaus instructors Ludwig Hilberseimer and Walter Peterhans, Mies established the IIT curriculum as an extension of his own inquiry into architecture, art, history, and philosophy. Fundamentally, Mies’s program expressed his belief that the shockingly new technological and social conditions of the postwar period could only be comprehended and given aesthetic expression when viewed in the light of architectural history and the principles of building revealed by this history. Practically, the curriculum led students through a sequence of material-specific studios that approximated the evolution of architectural technology—wood, stone, brick, steel, and concrete—before presenting them with more general problems of architecture and urban planning. While the results of this approach became increasingly fixed for Mies—and for many of his followers—it is crucial to recall that the forms of Mies’s late career in Chicago were the product of decades of exploration and critical reflection. It is this legacy of sustained and historically informed inquiry, rather than any particular formal vocabulary, that the College of Architecture carries forward today.

The legacy of Mies is also directly materialized in the ensemble of buildings that form the IIT campus, as well as his many other projects in Chicago. The extensive catalogue of Mies’s work in Chicago reveals that, far from being fixed, his architecture was constantly in development, undergoing changes and refinements that reflect a productive struggle with the timeless architectural conundrums of materiality, appearance, and performance. From the brutal nonchalance of Mies’s addition to his own Minerals and Metals Building to the ambiguous corners of Alumni Memorial Hall and its kin, and from the richness arising from the single space of Crown Hall to Carr Chapel’s irresolvable fluctuation between the sacred and the profane, the IIT campus itself overturns any notion that Mies was the purveyor of a narrow architectural truth. Instead, the College of Architecture has the unique good fortune of inhabiting, and advancing, one of the world’s richest living architectural legacies.

After Mies retired in 1958, a succession of directors and deans, most of who had studied at IIT, maintained a direct lineage to the teachings of Mies. Under George E. Danforth’s leadership (1959-1975), the Department of Architecture enrollment grew from 125 in 1959 to 400 in 1975. The department became a School of Architecture and Planning in 1965 and later a College of Architecture, Planning and Design. The Institute of Design developed its own autonomy in the 1980’s and the Department of City and Regional Planning was phased out in the nineties due to under enrollment. Of particular note, the Master of Science in Architecture degree program under the leadership of Myron Goldsmith and David Sharpe sustained a five-decade commitment to innovation in long-span and high-rise research until David Sharpe’s retirement in 2009. The thesis research of students of Myron Goldsmith, Fazlur Kahn, David Sharpe and others was at the forefront of many significant high-rise advances worldwide and was the impetus for the Council on Tall Buildings and Urban Habitats to relocate from Lehigh University to IIT. In 1985, the Master of Architecture (first professional degree program) was added to the College offerings.

From 1990-1992, Dean Gene Summers made a gallant attempt to re-position the architecture curriculum to an “office or vertical model” of studios directed by visionary designers. This effort was complicated by the university’s need for its own strategic re-assessment in the form of the National Commission.

In 1996, a national search resulted in the appointment of Dean Donna V. Robertson, FAIA. Her 16 years of leadership stabilized the College’s operations and examined all assumptions about the program’s content, process and procedures. The College re-envisioned its programs to incorporate critical thinking and investigative design principles within a core curriculum devoted to spatial, material and tectonic systems. The College has remained committed to the studio as the place of integrative practice and teaching of technological building systems.
Under Dean Robertson’s watch, the College of Architecture increased the College’s academic initiatives to include three new degree programs. A Doctor of Philosophy in Architecture degree was added to pursue significant research in technology related to professional practices and building systems. A Master of Integrated Building Delivery capitalizes on changes in the profession’s project delivery systems educating by leaders in innovative project management methods. The Master of Landscape Architecture, the only Midwest urban landscape architecture degree program, develops the College’s ideas of sustainable and integrative landscape architecture within the rich history of Chicago’s prairie and modernist legacy.

The core teachings of the Department of City Regional Planning have been repositioned in the curriculum as courses in Architecture and Urbanism which to support broader cross-disciplinary work in sustainability. A Sustainable New Cities specialization has been added within the Master of Science curriculum to address the urban challenges of global demand for energy and design of new cities. In 2003, the Council on Tall Buildings and Urban Habitat (CTBUH) moved its headquarters to the College. Executive Director, Antony Wood, RIBA combines a faculty position at the College with the shared research enterprises.

In 2012, an international search for a new dean resulted in the hiring of Dutch architect, architectural theorist, urbanist, industrial designer and former Dean of the Berlage Institute, Wiel Arets. Wiel Arets Architects has multiple studios throughout Europe, and its work has been nominated for the European Union’s celebrated Mies van der Rohe Award on numerous occasions. The academic year 2012-2013 has been one of observation and preparation for Dean Arets. On March 13, 2013, 75 years after Mies’s arrival in Chicago, Dean Arets will be invested as the Rowe Family Endowed Chair in the College of Architecture. Nowness, a publication or “manifesto” will be issued at this date outlining new directions for exploration and development in the College of Architecture.

The Dean’s Plan (2005-2010) outlines the most recent mission and vision of the College of Architecture. A new Dean’s Plan is currently in the development phase as Dean Arets concludes his year of observation and begins to shape a vision for the next five years. The mission and vision below have guided the past six-year accreditation period.

**Mission**

The College of Architecture’s programs of study emphasize investigations in architectural and landscape architectural design and technology, while expanding the significance of these investigations through a rigorous application of critical thought and intellectual inquiry. The College draws strength from its unique traditions and circumstances, its Miesian legacy as a preeminent school of modernism, its location in Chicago with its profuse architectural and landscape architectural heritage and its present-day connections to progressively minded, global practitioners. The students, faculty, and alumni foster an academic environment that is intellectually stimulating, professionally challenging, committed to innovation, and international in scope.

Architectural and landscape architectural education at IIT combines top-tier educators and enhanced educational resources with a setting in an unparalleled urban laboratory and associations with the top practices in the world. Our commitment encompasses the needs of our south Side Chicago neighborhood, our city, and its inhabitants. An immediately immersive program of studies intertwines analytical skills, design, technology, and practical knowledge. Our mission incorporates the values of design excellence, technical expertise, and the advancement of professional practice and educational significance. Our goal is to graduate highly qualified professionals who are ethical, thoughtful, and informed creators of buildings, landscapes and related visual and physical environments.

Our curriculum integrates landscape architecture, digital applications including building information management, advanced technologies, history and theory, development and
design/build, and sustainable design and planning. A continuing process of enhancing coursework in these areas strengthens our commitment to address the needs of today’s students and enable them to develop both general and specialized knowledge.

**Vision**

IIT’s College of Architecture seeks to become a force for designing environments of high quality through the synthesis of planning, technology, materials, space, and formal generation. The responsible integration of these attributes will equip the student with the historical, social, moral, and environmental tools for creating a better world.

**IIT and the College of Architecture**

The College of Architecture holds a unique and integral position within IIT. The College of Architecture, Crown Hall, the IIT campus and Mies van der Rohe are inseparable from the university’s living legacy. The Mies van der Rohe Society was created in 2002 to preserve Ludwig Mies van der Rohe’s legacy and maintain the architectural integrity of his buildings on campus. Not only does the Society contribute key funding to restoration efforts, it partners with the College and the community to showcase the buildings and the legacy through summer exhibitions, lectures, tours and special events. The Society has helped orchestrate partnerships with Hubbard Street Dance Chicago in the design and production of staged events in Crown Hall. In collaboration with the School of the Art Institute of Chicago, the College of Architecture co-hosted Bauhaus Labs, a summer workshop focused on re-evaluating Chicago’s historical relationship to the Bauhaus. A number of collaborations from the workshop resulted in artist installation projects in Crown Hall.

College faculty participates in university academic management and faculty governance through representation on the Undergraduate Study Committee, Graduate Study Committee and University Faculty Council. Faculty participates in promotion and tenure procedures at the campus and university level. Deans and faculty members contribute to the strategic planning process. The College of Architecture dean and faculty work actively with the university on new building initiatives and significant campus improvement projects. Firms of faculty are often employed for renovations across the campus.

While Armour College of Engineering enrolls more undergraduates, the Bachelor of Architecture is the largest single academic degree in undergraduate education at IIT. Architecture students represent 20% of the undergraduate population. Demographically, students of the College of Architecture represent 10% of the university student population. Architecture students participate in all aspects of university life from student government, Greek life, athletics and student-led professional, religious and cultural organizations.

Within the technological focus of IIT, undergraduate students contribute a great deal of interdisciplinary project expertise and leadership in the Interprofessional Project (IPRO) of the general education component of the university curriculum. These industry sponsored, interdisciplinary student/instructor team based, applied research projects are a keystone of IIT’s distinctive undergraduate education experience. Architecture students are highly regarded for their conceptual thinking abilities and their ability to produce highly crafted presentations and artifacts. Architecture students from AIAS were responsible for designing and making the ceremonial campaign on-switch used in launching the *Fueling Innovation* public campaign.

Faculty have been working to enhance cross-disciplinary relationships in the creation of an Urbanism minor, the relationship of school design to Science Technology Engineering and Math (STEM) education programs, the management of art@IIT, and in teaching in the IPRO program courses with cross-disciplinary appeal. These efforts while welcomed by the university often require individual initiative and a shared interest in order to sustain the effort. Some faculty members have worked with IIT’s Wagner Institute for Sustainable Energy Research in funding research initiatives.
Architecture students utilize campus resources such as the Career Management Center and the Academic Resource Center. The International Center helps coordinate and facilitate the College’s many travel and study abroad programs. The International Center is particularly helpful with international student travel visas and administering visiting exchange student documentation requirements. The Professional ESL program supports student-learning needs in language fluency. The Student Health and Wellness Center works closely with the College in administering time and stress management clinics appropriate to the study of architecture and studio-based learning. The Student Health and Wellness Center is professionally responsive regarding student needs and other sensitive issues. Their staff members working with the Assistant Deans in developing services which support a healthy studio culture.

The inter-library loan programs are of great importance in supporting in-depth research for faculty and students. Faculty orientation programs regarding international student learning expectations and ethics have been well attended by architecture faculty. Faculty and staff utilize many of the standard university employment support entities. Architecture faculty experiences some difficulty in navigating the intensely science-based Office of Sponsored Research. Dean Arets intends to bring more focus to research and publishing within the College that will require a cooperative effort on both parts.

While the College of Architecture is integral to IIT, its greatest synergy is with the architecture and civic community of Chicago. The majority of faculty is licensed practicing architects and engineers engaged in many aspects of the professional community. Through leadership roles in the AIA, AIA Chicago, the Chicago Architectural Club to the Chicago Architecture Foundation (CAF) and the Graham Foundation for Advanced Studies in the Fine Arts, faculty members are committed to the advancement of architecture for the public good. It is a rare day in Crown Hall when there is not a CAF tour group (more than 200 a year), two or three architecture student groups and assorted international tourists from all continents. Studio projects partner with the city of Chicago’s governmental, cultural and social agencies to address pressing issues relevant to the city’s concurrent growth, recession, depletion and abandonment. Leading local professionals contribute greatly to the vibrancy of the College from lectures and studio reviews to collaborative research projects. The College of Architecture also works with the University of Illinois – Chicago (UIC), the School of the Art Institute and the University of Chicago on symposium and lecture series projects to maximize resources and sponsorships.

The City of Chicago’s ever-present business acumen as it relates to the built environment challenges the College of Architecture to be an academic force in innovation and relevance to the city, the Great Lakes region and the world at large. Issues of water, urban sustainability and human ecology shape the strategic decisions of the business and architecture community alike. From transportation and agriculture to urban vacancy and repurposing, the College of Architecture is looking forward to a multifaceted study of the Metropolis as the nexus of industry, architecture and the academy.
I.1.2 Learning Culture and Social Equity:

The College of Architecture website and the Graduate Student Handbook make available the Studio Culture Policy. The College promotes an understanding of the Studio Culture Policy at all orientation programs for incoming students. First week of the semester all-school meetings are used to remind attendees of the shared responsibilities within the College in order to achieve and maintain an environment of respect for learning and individual self-worth. The open one-room learning environment of Crown Hall and the public visibility of the College from the perspective of ever-present visitors requires a respect of individual boundaries and collective learning simultaneously. Students and faculty develop a unique stewardship for the environment that is passed on through example. Broadcast emails keep students informed of significant College events, procedural matters and opportunities for involvement.

Of particular note, the College of Architecture manages final studio reviews as a totality for the purpose of space management and in support of student’s time sensitive needs. All final studio reviews are held the last week of the semester. No final review or additional studio work may be scheduled during exam week. This policy is strictly adhered to in order to enable students to give the necessary attention to their support courses.

While the past dean held monthly Student Council meetings of self-designated representatives, other organizations such as AIAS and Arcquitectos or the graduate student leaders often insert themselves in advisory capacities assisting in College administration and social functions. All students have access to the College administration through their academic advisors, the Assistant and Associate Deans or the Dean. Dean Arets hosted an all-school Q and A at the beginning of the year to gage student interests and learn of common concerns.

Studio Culture Policy

Process of Implementation and Maintenance

The members of the Illinois Institute of Technology College of Architecture community agree to uphold the Studio Culture Policy. The Policy will be introduced to the College of Architecture at an all-school meeting and subsequently posted in the studios and included in the Student Handbook. The Policy will be presented at fall orientation for incoming freshmen and transfer students. A team of faculty and students will confer with the Dean’s Student Council to review the Policy annually, determine its efficacy and applicability, and ensure its implementation. Revisions to the current policy will be discussed by the team with the common goal of maintaining a healthy studio environment that supports the sharing of knowledge, ideas and experiences.

Illinois Institute of Technology supports its students, faculty and staff by providing resources to promote healthy, balanced and well-rounded lives. Members of the College of Architecture community are also encouraged to take advantage of the school’s Chicago location for its wealth of cultural outlets, neighboring institutions, and ongoing events beyond the academic environment.

Time Management

Although studio projects often require long hours of hard work, time-management skills are emphasized such that outside coursework and the realities of daily life are not sacrificed as a result.

Faculty

Faculty members in the College of Architecture are selected for their ability to share personal expertise, engage students in learning, and convey a sense of optimism about the profession. The College of Architecture supports the continuing education of its faculty as an essential component of staying current with issues critical to the profession. At the completion of each semester students submit course evaluations to appraise the performance of faculty members.
Studio
The studio environment in the College of Architecture is characterized by its openness, fostering a free and respectful exchange of ideas and the development of interesting and innovative proposals.

Collaboration
Group, partner, and individual projects are a part of every studio, preparing students for professional life during which collaboration between varied disciplines, specializations, and interests is essential to a successful project. Studios in the College of Architecture often engage communities in the local Chicago area, as well as nationally and internationally, to address relevant present day needs. Diverse opportunities such as these provide students with experience as both team members and team leaders.

Critiques
The College of Architecture supports constructive discussion of student work during design critiques and engages IIT faculty, students, practitioners, owner-representatives, and community members to achieve a multi-faceted conversation.

Assessment
Dialogue between instructors and students throughout the semester allow for studio design work to be continuously supported and assessed according to the design intent, design process, and designed product.

Interdisciplinary Opportunities
Allied consultants are frequently involved in architecture studio critiques to better inform the students’ design work. Additionally, Illinois Institute of Technology offers an Interprofessional Projects Program (IPRO) whereby students and faculty from all academic departments work together on real-world research topics to achieve multidisciplinary responses and gain essential experiences for the global professional environment.

Diversity
The studio environment relies upon mutual respect for the faculty, students’ and staff’s diverse backgrounds, educational and professional experiences, as well as differing cultures, races, religions, gender and sexual orientation: these differences are recognized as opportunities, creatively and culturally.

University policies on grievances related to harassment and discrimination are found in the IIT Student Handbook and the IIT Faculty Handbook. The IIT Student Handbook is distributed to all students at orientation programs at the beginning of the academic year. The IIT Student Handbook is available in its entirety on the IIT website through the MyIIT login or on the Dean of Students web page. The IIT Faculty Handbook is accessed through MyIIT and can be found under to WORK tab. General university policies on grading and academic honesty can be found in the Graduate Bulletin and the Undergraduate Bulletin. Policies are written and managed by various governing bodies under the guidance of the university general counsel. Student issues are monitored and acted upon by the office of the Dean of Students. Faculty issues are referred, through grievance procedures of the Faculty Handbook, to the Provost’s office for review by adhoc faculty committees. The University Faculty Council and the University Faculty are responsible for determining IIT faculty policies.
The Fine Print section of the Student Handbook (http://www.iit.edu/student_affairs/handbook/information_and_regulations/) explicitly address:

- Code of Academic Honesty
- Code of Conduct
- Disciplinary Proceedings Regarding Receipt of Digital Millennium Copyright Act Notice
- Policies, Regulations & Procedures
- Academic and Departmental Regulations
- Student Organizations: Policies & Regulations
- Sexual Harassment
- Discrimination
- Privacy Rights

From the Office of the President's web page is the IIT Commitment to Diversity (http://iit.edu/president/commitment_to_diversity.shtml):

IIT's Commitment to Diversity

Illinois Institute of Technology is a community that values and respects its members. We appreciate that our faculty, staff, students, alumni/ae and trustees come from many backgrounds and many parts of the world. We embrace the contributions that differences offer. We are committed to providing a working and learning environment in which all students and all members of the faculty and staff are able to realize their full potential.

The University is committed to diversity and expansion. While the roots of the IIT are in educating a local population, since the 1990's IIT has worked to expand its draw from the Chicago region to the greater national and international population. This change in directive has redefined the commitment to diversity beyond a local/Chicago-based definition to a national and international position. Within this new agenda, IIT has convened a university-wide Diversity Committee and policy.

Within the science and technology community, diversity focuses as much on women as on under-represented minorities (URM). The percentage of women in the undergraduate class stood at 31% in Fall 2012 compared to 26% in Fall 2005. While these percentages are consistent with other Association of Independent Technological University (AITU) schools, IIT is committed to developing opportunities to engage women in the fields of science and technology.

The university significantly raised admission requirements in 1996, presenting a challenge to its minority recruiting efforts. As the competition for high performing under represented minority (URM) students has grown, IIT has developed aggressive strategies to at least maintain a steady level of enrollment for minority students (African American, Hispanic, and Native American). The 2012 undergraduate student body includes 20% URM students while the graduate student body includes only 5% URM students. The percentage of minority students refers exclusively to self-reporting US students. 55% of graduate students and 22% of undergraduate students are international students and represent 94 countries.

At the graduate level, 78% of the students study full time. This is a major shift from 1997, when 23% studied full time. The dramatic shift in the late 1990s and early 2000s reflects both a reduction in industry-sponsored, part-time graduate study, especially in the suburban markets, as well as the dramatic rise in full-time international students seeking master's degrees. International enrollment among full-time graduate students grew from 40% in 2005 to 56% in 2012. International students now represent 44% percent of all students at the university.

Data regarding College of Architecture student and faculty diversity is shown in sections 1.2.1 Human Resources and 1.3.1 Statistical Reports.
I.1.3 Response to the Five Perspectives

Architectural Education and the Academic Community

College of Architecture faculty and students recognize the importance of a balanced education and the responsibility of professional education to respect the greater good of the academic and civic community. The College works with the larger IIT community to promote the scholarship of discovery, application, integration and teaching throughout the College offerings. Shared course work in the humanities, social sciences, math, physics and Interprofessional Projects help establish a foundation of combined interests with other IIT students and faculty. Within the College, from lecture series and symposiums to highly specific studio projects and curricular development, the College is committed to an immersive academic experience that values multifaceted learning and includes both individual and collective scholarship.

The core curricula of the undergraduate and graduate program emphasize a rigor and methodology that promotes investigation within the discipline of architecture through tightly crafted sequences of assignments that balance knowledge and skill sets with applications and open-ended problems. Discovery is not simply an “aha” moment but the result of an accumulation of expertise and curiosity. The emphasis on material processes, craft and full-scale modeling develops tactile learning experiences in the beginning years that are very useful to in-depth study of complex issues in the later years. Conceptual learning is balanced with issues of concrete realization. Examples of discovery integral to the core curriculum include cast concrete water receptacles (ARCH 302), full-scale structural investigations (ARCH 542) and color installations (ARCH 114). The application of expertise, curiosity and critical thinking is the purview of upper-level course work and Inter-Professional Projects. Research based history/theory courses (ARCH 502, 503), advanced technology courses (ARCH 509) and advanced and master’s studios (ARCH 419, 420, 543, 544) require speculative and scholastic undertakings.

The lasting legacy of the original Miesian curriculum is one of integration. Architecture was then and is still taught as a fundamentally integrative practice combining culture, history and technology. Note the titles of the BArch studios, Architecture Studio I, II,…X. This is a direct referral to studio learning and the comprehensive study of architecture as an integrated process with advancing complexity. Within this logic is an adherence to the idea that subject-based course work complements and is integral to studio-based learning. The MArch program adheres to the same tenets. In the core years, studio directors coordinated related subject-based and studio-based learning content. The scale and range of projects in the advanced studios, ARCH 543 Community Based Projects and ARCH 544 Master’s Project, expose students to diverse applications of parallel processes from design-build, landscape architecture, urban infrastructure and information kiosks.

Community engagement takes many forms within the College from design/build studios to furniture design classes that utilize storm-harvested trees to rebuild and finance park remediation. Marshall Brown has exhibited community planning student work of the Washington Park neighborhood at the Chicago Architecture Foundation. The AIAS has undertaken and funded the renovation of a family home for a wheel chair enabled resident. IIT AIAS will host Forum 2013 in Chicago bringing nearly 2000 architecture students and speakers together. Graduate students work to provide design and construction solutions for local community garden centers. Architecture students are involved in university led hydro-ponic initiatives and research of innovative brick making techniques for a Studio Gang project in Hyderabad, India. Recently under the direction of Amanda Williams, Adjunct Assistant Professor, the College of Architecture hosted “Who Wants to Be an Architect?” in conjunction with the Chicago Public Schools (CPS), Chicago Women in Architecture and AIA Chicago. Two hundred second grade girls from CPS, charter and religious schools spent a morning in Crown Hall exploring architecture, designing dream houses, touring studios and hearing from women architects. At the event’s conclusion and with a great deal of shrieking, sponsored by Mattel, each girl received an Architect Barbie. This diverse and inclusive event gathered women professionals, faculty, high school and elementary students of
under represented minorities, all to promote education and the profession. While not explicitly academic in focus, these engagements all stress a support for the academy as a community of learners and leaders.

Faculty engages in the broader dissemination of scholarship and teaching. The last two issues of JAE have included articles from IIT faculty Sean Keller and Catherine Wetzel. Harry Mallgrave has recently published *Architecture and Embodiment, the implication of the new sciences and humanities for design*. Eva Kultermann is a co-author of *Construction Materials, Methods and Techniques, Building for a Sustainable Future*. John Ronan’s work is the subject of the monograph *Explorations: The Architecture of John Ronan*. Dean Arets is also promoting his recent *Wiel Arets, an autobiographical collection of writings* edited by Robert McCarter. Martin Felsen’s firm UrbanLab was an exhibited Common Ground, a study of sustainable water systems, at the 2012 Venice Biennale. Much of the work featured in these publications and exhibitions has been developed within the College of Architecture. Faculty have won ACSA Creative Achievement Awards and AIA Education Honor awards for the development and execution of curricular content that advances student learning outcomes.

**Architectural Education and Students**
The College of Architecture faculty and student body are diverse, international and national cohort representing over 50 countries of origin, a number of visiting international students and faculty with degrees from over 40 institutions. The ability to work and live in a diverse global community is promoted by the College’s expansive study abroad program during the summer semester and academic year. In addition to the Paris Program, IIT College faculty offers programs in Chile, Mexico, northern Europe, central Europe and Asia. In addition, the university’s International Center offers architecture students opportunities to study architecture, humanities and other subjects through study abroad programs arranged with partner schools with comparable architecture programs. Most recently, IIT has partnered with Istanbul Technical University for architecture students.

The College fosters emerging leaders in the profession in its active support and sponsorship of AIAS, Arquitectos and INOMA. IIT’s AIAS chapter has earned national AIAS recognition for its growing membership, programmatic focus on professional development, and its sponsorship of career and IDP workshops and panels. IIT’s Leadership Academy sponsors annual training activities for select applicants throughout the university. The College of Architecture is well represented among Leadership Academy members. Students are also encouraged to participate in College activity through volunteer opportunities helping with recruiting and hosting, the Dean’s Student Council, tuition relief Teaching Assistantships and work-study positions.

College of Architecture students have many opportunities to pursue professional internships and part-time work from the local architecture community. In boom years, these opportunities often compete with the academy for the student’s full attention with students being lured to leave prior to degree completion. Advisors and administrators work to manage these situations and encourage students to balance work and academic priorities. This same situation creates an ebb and flow of professional talent at the faculty level.

The vibrancy of the City of Chicago encourages life-long learning as a condition of professional practice. Public lectures and events are abundant from the Chicago Humanities Festival to the Chicago Botanic Garden, from the Chicago Cultural Center to the Frank Lloyd Wright Foundation, from the Renaissance Society of the University of Chicago to the Arts Club of Chicago. Graduates of IIT who remain in the region find themselves liberated from academic requirements and overwhelmed by the possibilities for expanding their professional, civic and cultured self. It is always a pleasure to see IIT alumni at College of Architecture events. Even more rewarding is to invite graduates to the College as guest critics, lecturers and scholars.

**Architectural Education and the Regulatory Environment**
The College of Architecture makes every effort to present professional regulatory information and criteria to students within curricular required courses and through external presentations. ARCH 100 – Introduction to Architecture, ARCH 413 – Architecture Practice and ARCH 561/562/563 – Professional Practice elective, all present the intern development program to licensure process relative to the course material. Twice a year, Frank Heitzman, Illinois IDP Coordinator, and Professor Benjamin Riley, IIT College of Architecture IDP Coordinator, make open presentations that explain the IDP process. One lecture is directed toward first year undergraduate students as general information (ARCH 100) and the second lecture is given to third year + upper level undergraduate students and graduate students as they prepare to intern and/or graduate. NCARB IDP Assistant Director, Nick Serfass, makes open College-wide presentations every other year entitled “Designing Your Career: Adding Value Through Licensure and Certification”. The presentations by Frank Heitzman and Nick Serfass updates students on recent changes to IDP requirements and promote the benefits of licensure. These presentations are well-attended, noontime events with extensive question and answer sessions. Professor Joseph Clair also presents the benefits of LEED certification and involvement with U.S. Green Building Council.

The COA Assistant Deans assist international students in retrieving the necessary degree certification paperwork required for non-US licensing.

Architectural Education and the Profession
Given its urban location and proximity to the city of Chicago, the College of Architecture engages the professional community of architects in numerous ways. 75% of the faculty members are practicing architects or engineers from the local architectural community (section 4.4 Faculty Resumes). The direct connection between a practitioner faculty and students brings many opportunities to students such as employment, lectures, field trips to large and small offices, access to job sites and to other professionals involved in shaping the built environment, such as regulatory officials, AIA members, contractors and craftsmen, etc.

Many local professionals serve on studio reviews throughout the semester due to close relationships with faculty. The professional community provides many support lectures for College courses and informal noontime presentations. Paul Endres, Catherine Wetzel and Richard Nelson have been working with Bill Baker and his team of structural engineers from SOM to introduce a collaborative relationship between engineers and architects in the studio (ARCH 542). The College’s Board of Overseers includes members from the local architectural community who serve on the Spring Awards jury.

The College fosters contact with the professional societies of various builders’ trades. The International Masonry Institute participates in instruction, hosts field trips and competitions resulting in an annual student award. Additionally, through the work of Professor Tom Brock, IIT was the first college to participate in the Precast Concrete Institute (PCI) Foundation’s sponsored studios. This collaboration with PCI not only focused on design with precast but emphasized the importance of collaboration with industry professionals to achieve desired results. Students worked with local chapter PCI members including engineers, technical specialists and producers.

The student organizations Arquitectos and NOMA actively engage professional chapters of Arquitectos, Hispanic American Construction Industry of America (HACIA) and Illinois Chapter of the National Organization of Minority Architects (INOMA). The Council for Tall Buildings and Urban Habitats gives our faculty and students access to a worldwide network of experts, both architects and many other allied disciplines. The CTUBH hosts an annual conference and award dinner at IIT that is open to all students free of charge. CTUBH also funds research positions for students interested in advancing this area of scholarship.

Since 1998, the College’s annual Career Fair brings hiring firms from Chicago and surrounding states for interaction with students about both career and employment opportunities. While the primary purpose is connecting students with local professionals, many students have obtained both summer and full-time positions as a result. The College of Architecture maintains a public
posting of job opportunities in Crown Hall and works with the IIT Career Management Center to help students transition from academia to employment. The College hosts a Facebook page and its own listserv to announce competitions, fellowships, job positions and internships. AIA Chicago information sessions once a year promote interaction with profession. Presentations by Human Resource directors at local firms to provide insider’s prospective on architectural job hunt, including what firms look for, how to interview, how to structure resumes and work samples. The College hosts alumni panel discussions each year to encourage student networking and to share employment strategies.

The required introductory course for the undergraduates, ARCH 100 – Intro to Architecture, and our suite of professional practice options for graduates ARCH 561, 562 and 563 expose all students to a range of professionals. Elective courses such as ARCH 321 Contemporary Chicago Architecture: Case Studies, taught by former Dean, Donna Robertson, and local architect Ed Uhlir, use on-going projects to examine the complexities and strategies behind the production of significant architecture. The CTBUH Young Professionals Student Workshop includes multidisciplinary presentations of the design and construction process of recently completed buildings, followed by open discussion with professionals on career development.

The Former Dean of the College served on the Board of AIA-Chicago meeting periodically with the AIA Chicago Large Firm Roundtable. Donna Robertson was also a board member of NCARB and is currently the president of ACSA. Dean Arets is a member of the Mies van der Rohe Prize committee. Other members of the faculty are on the editorial board of JAE, the grant committee of the Graham Foundation for the Advanced Studies in the Fine Arts and the Architecture and Design Society at the Art Institute of Chicago. Antony Wood’s (CTBUH) and Peter Osler’s research work in green wall systems and technologies is analyzing the ability of green wall systems to improve a building’s energy performance by decreasing heat transfer through facades. Two faculty members were design team finalists in the City of Chicago’s Pierscape competition, visionary proposals for the renovation of Chicago’s Navy Pier. While each of these responsibilities does not directly correspond to a student’s knowledge of the profession, the faculty promotes a holistic view of professional responsibility.

Perhaps, however, it is in the project-types offered in our studios where our students get their best, first-hand knowledge of the demands, rapid pace of change and knowledge base of the profession. This Spring, the advanced studio topics ranged from a triple-zero high-rise in Chicago, an historic restoration of the first building Mies built on the IIT Campus, the Flat Lot Competition that re-imagines the urban parking lot, an urban interfaith center focused on issues of spatial materiality, a nature/culture camp in Chicago’s Morton Arboretum, a center for Chicago Architecture, and an analysis of green transport in Chicago’s CBD. All draw upon real sites, interaction with live client groups, independent activists/neighbors and local officials. In this way, students gain an appreciation of the diverse and collaborative roles assumed by architects in practice. We are very serious about giving our students a thorough understanding of the range of pragmatic to philosophical issues that affect development of the built environment, along with a sense of their civic responsibilities and stewardship of a client’s project to benefit all citizens.

Architectural Education and the Public Good
Ultimately the academy’s response to four of the five perspectives serves to respond to the fifth, the public good. Only 6.7% of the world’s population holds a university degree, far fewer hold degrees related to the built environment and still fewer hold architecture degrees. The College of Architecture is committed to the clarity of architecture practice as it serves the greater good. Active and engaged citizenship is fostered throughout the curriculum but most evidently in advanced studio projects where improved public space and sustainable design practices result in an engaged and responsive student-faculty community. Environmental, economic and social challenges are addressed for students and faculty in architecture electives, seminars, and international conferences. The community is invited to attend the College’s public lecture series where nationally and internationally prominent architects, engineers, planners and intellectuals offer future visions and current solutions to pressing global and local issues. Faculty serve as
officers and committee members with the Illinois AIA, AIA Chicago, CTBUH, Chicago Architecture Foundation, and other local or regional organizations to promote civic engagement and open discussion. Courses in professional practice and ethics offer architecture students a forum for learning among their architecture peers and students from a range of academic disciplines. A holistic, integrative and balanced approach to problem solving is promoted in recognition of architecture and the public good.

I.1.4 Long-Range Planning
College of Architecture
The College of Architecture is currently formulating a new set of objectives and visions under the direction of Dean Wiel Arets. A new combined BArch and MArch “horizontal studio” will be introduced in the coming years for the purpose of student initiated independent and dependent research on the metropolis. Areas of focused research will define and structure the long-range planning of the College of Architecture assisted by the Board of Overseers, the faculty and the students in conjunction with the university’s revised Strategic Plan. The following exerts from the forthcoming publication Nowness outline the College’s unfolding vision.

Toward the New Metropolis
Urbanization of the planet is the dominant issue confronting architects in the coming decades. Half of the world’s population is now urban, and the proportion of people living in cities is increasing every day. How will architects respond to the needs of a mobile and changing society? What physical changes to the city do these new patterns of urbanization imply? The College of Architecture prepares students to confront the challenges and explore the opportunities presented by growing urbanization. Across all of its degree programs, the school is a laboratory devoted to exploring the forces that shape the built environment in the contemporary world and to developing, by means of research and design, alternative models and new insights that will have a transformative impact on the world’s built environment.

As one of the largest and most international architecture schools in the United States, with students from fifty countries and more than 100 faculty members, the College itself represents the global metropolis in miniature. Within this richly diverse context students learn to define themselves as they progress through the curriculum, working toward ever greater levels of independence in their research, writing, and design. Beyond the College, the Chicago metropolitan area provides the inspiration and the test ground for work, allowing students to learn in the context of the world’s greatest metropolises.

Within the College, the centrality of the metropolis is reflected in innovative “horizontal studio”—a school-wide course in which students from all degree programs work together on research and design topics related to the metropolis. These topics will be further defined by yearly themes that will shape the program of visiting teachers and lecturers, so that the horizontal studio will offer a chance for students to be taught directly by some of the world’s leading architects. By combining advanced professional students (B.Arch., M.Arch., and M.L.A.) with those in the post-professional programs (M.S. and Ph.D.), the horizontal studio also provides a chance for students to experience other modes of studying and working on the built environment, and the opportunity for some to define themselves by moving into one of these advanced degree programs.

This renewed focus on the metropolis is an extension and reinterpretation of IIT’s legacy. Like most modernists, our founding Ludwigs—Mies van der Rohe and Hilberseimer—were urban visionaries, imagining new cities from the scale of furniture to that of regional planning. IIT’s own campus, and much of mid-century Chicago, is the product of their ideas. Yet, where this earlier vision was directed toward a singular form of urban order, we are now interested in exploring the diversity of the future metropolis.

The Future Architect
At the same time, the profession of architecture is changing, due to forces both internal and external. Developments in technology offer architects new representational tools that change the
way projects are conceived. Digital fabrication tools provide architects new means of realizing their projects and suggest a future in which architects move between the studio and the shop, working side-by-side with fabricators to make their visions a reality. IIT’s programs prepare students to take command of these new technologies and forge a future that embraces new modes of thinking and making.

While technology is reshaping architecture from within, the profession is also being effected by external forces. Economic factors and changes in project delivery are upsetting traditional power structures within the industry, while the increasing complexity of building projects is leading toward specialization within the field and the creation of new alliances. Within this rapidly changing environment, architects of tomorrow will have to be agile and nimble, carving their own paths through the profession and authoring of their own careers. The architecture degree programs at IIT stress research, analysis, and synthesis as the means to prepare students for an expanding disciplinary field in which resourcefulness, critical thinking, and the ability to seize opportunity and new territories of intervention will be rewarded. Facing the future challenges of the profession, and of the world at large, the essential capabilities of thought and communication become, not less, but more essential to an architectural education.

As IIT focuses on a future of global urbanism and instills in its students a profound awareness of the changing world around them, it also acknowledges what does not change, remaining true to its legacy as a place of rigorous thinking and making. Because architecture is not merely vision, but also vision realized, the architect must possess real expertise in means of construction, in building technology, in representation, and in the histories and theories of architecture itself. Amidst new patterns of urbanization and technological advance, and against the backdrop of a changing profession, IIT is still a place where how a thing is made matters—whether it be a door, a building, or a city.

I.1.5 Self-Assessment Procedures

The College of Architecture participates in all IIT self-assessment processes at the university-level. The College dean and faculty participate in the strategic planning process, the university accreditation and university internal unit reviews. Of note, the university accrediting body, North Central Association of Colleges and Schools (NCA), has revised its accreditation process to include continuous evidence-based self-assessment of learning outcomes. An NCA Accreditation Advisory Committee is preparing the university to meet this objective by 2015-2016. The College of Architecture is currently developing assessment methods for learning objectives relative to each degree program.

In 2010-11, IIT commissioned external reviews of its academic units. Faculty from peer institutions reviewed the College of Architecture for a two-day period as directed by Provost Alan Cramb. The external reviewers issued a formal report in fall 2012. The report cited strong student enrollment, tuition growth, student morale, and relationships with Chicago practitioners as successes or strengths of the College. Weaknesses were associated with lacking an area of focus in research, plans for the future encumbered by the “shadow” of Mies, a need to embrace digital technology throughout the curricula and the limited scale of research present in the College. The College sought faculty, staff and Board of Overseer responses to the external review report in the form of a survey. A committee of faculty met to formalize a Path Forward response in spring 2012. Simultaneously, the international dean search was undertaken in fall 2012. The Path Forward committee never formally issued its white paper response and instead deferred action to the dean search process in which any relevant university concerns would be presented to the incoming dean by the provost and faculty response would move forward as needed at a later date.

The dean search process was ultimately a form of internal self-assessment. The Dean Search Committee was comprised of full-time tenured, tenure-track and studio professor members as well as an undergraduate architecture student, a member of the Board of Overseers and the
Chairman of the Board of Trustees of IIT. The committee vetted over 145 formal inquiries, 52 applications of credentials and 14 candidates. The final pool represented both national and international candidates of diverse backgrounds and expertise including women and under-represented minorities. The process of writing the dean search advertisement, conducting interviews and reaching consensus on a set of acceptable qualified candidates to forward to the provost for final selection required debate and clarification of the College's values and expectations. This internal assessment was a direct response to the external review in that the cited strengths and weaknesses guided much of the committee’s discussions.

The Faculty Appointment and Retention Committee (FARC) leads review of current faculty members and searches for new full-time tenure track candidates. Faculty must annually submit a Faculty Activity Report that itemizes yearly progress in areas of teaching, research or scholarship and service. This report is used in conjunction with curriculum vitae, presentations of sample work, interviews and course evaluations in faculty appointment reviews. FARC discussions often overlap with curriculum review issues and result in decisions that might suggest a re-evaluation of curriculum content or delivery methods. The Dean meets annually with every member of the full-time faculty member to review FARC recommendations and other academic concerns.

The university administers on-line course evaluations and the results are made available to faculty and college administrators in a timely fashion. The course evaluations and student comments are collectively reviewed by the Dean and Associate Deans and are made available to the individual course instructor. The evaluations are reviewed for positive and negative trends over 3-year periods. The course evaluations have moderate to low participation rates within the College of Architecture. The timing of the evaluations within the last two teaching weeks prior to final exams coincides with final studio preparation and reviews which are held prior to exam week. The College has never explicitly asked for the timing period to be changed for the College of Architecture though this might result in better response rates making the evaluations more useful. Faculty members often ask students for course feedback outside the standard evaluation process.

The Curriculum Committee is the primary vehicle for long-term and holistic curricular review. Every four to five years both the graduate program and the undergraduate degree programs receive a full curricular review. Full reviews involve the creation of subcommittees relevant to topic areas working with the curriculum committee to make recommendations to the full faculty. Any substantial curriculum changes are processed through the respective university-wide committees—the Undergraduate Studies Committee or the Graduate Studies Committee. The graduate program was last reviewed in 2008 and the undergraduate program was reviewed in 2012. More frequent reviews and moderate curricular revisions are made with the directors of program years, the Associate Dean of Academic Affairs, the Curriculum Committee and the Dean working in unison. The recently added MIBD and MLA degree programs and the associated dual degrees received full university-wide approval.

Annual faculty retreats provide an opportunity for faculty assessment of College oversight through a day-long end-of-the year informal discussion of relevant academic concerns. Often College initiatives gain momentum when faculty coalesces around a single topic. The Master of Landscape Architecture program and the creation of Architecture and Urbanism (AURB) courses are two examples of such actions.

The assessment of students through the admissions process, recruitment scholarship interviews, grading, degree progress audits and advising process keep faculty, Assistant and Associate Deans alert to related and emerging student issues. Dean Robertson held monthly student council meetings that gave student leaders the opportunity to participate in on-going College discussions relevant to student policies, academic issues and the College’s over-all management of student needs. Students most often make their concerns known on individual bases to their Academic Advisors, the Assistant and Associate Deans or the Dean directly. Student issues are filtered through the Assistant Deans of Academic Affairs for further action. Academic issues are
filtered to the Associate Deans of Academic Affairs for consistent collective academic management.

The College of Architecture’s Board of Overseers provides a sounding board for the Dean. The Board of Overseers is a self-governing body of related professionals from many disciplines who provide leadership and external advice in college operations and initiatives. Members of the board help in seeking external funding for scholarships and the development of new programs. They help monitor the College’s identity from a civic perspective. The Board of Overseers also juries the annual Spring Awards given to merited student work at the end of each academic year.

Open House is the most notorious and public form of self-assessment in the College of Architecture. This annual end-of-the-year exhibit is an all school event showcasing the best work from each academic year. Crown Hall and assorted other exhibited space is completely cleared of furniture for the installation which draws over 1000 guests from the College community including alumni and professionals. This exhibit is a hallmark event with frequent large-scale innovative structural and spatial works created for the event. The Spring Awards are announced at Open House each year celebrating the accomplishments of the best students. The vitality of this single evening provides a yearly connection between the students, the College and a larger community of family, alumni and professionals. Most importantly it allows faculty and students to visually assess the work of the entire College and monitor its relevance.

The financial success and management of the College within IIT provides an additional assessment measure. IIT’s policy of Responsibility Centered Management requires the College of Architecture to internally manage its own revenues and expenditures. The College growth 2006-10 contributed greatly to the university’s goal of increased enrollment. The last two years have seen a predictable drop in both undergraduate and graduate enrollment. While this pattern follows obvious national economic trends, it must be directly challenged in the next few years. Plans are underway to grow the Master of Science and the research output of the College. Instituting a publication apparatus within the College aims at raising research productivity and the College’s external profile as a vibrant academic voice integral to contemporary architecture debate. Expanded efforts will be made to attract high quality international students from many countries paired with national efforts to reach beyond IIT’s Midwest audience.

The Bachelor of Architecture program was rated among the top 20 BArch programs (12th-17th) in Design Intelligence from 2004-12. This rating gave the College a much-appreciated recognition for its commitment to its distinctive studio-based integration of spatial, structural and material systems in the design process. This recognition must be achieved throughout the College’s degree programs such that IIT alumni are recognized for their potential. Under the direction of Dean Arets, the College of Architecture intends to deepen its efforts to be among the top international schools of architecture promoting its own identity through scholarship and innovation.
1.2.1 Human Resources & Human Resource Development

1.2.1a Faculty/Staff

Faculty Resumes see: 4.4

Matrix for Faculty Credentials see: 4.3

UNIVERSITY PROCEDURES RELATIVE TO EEO/AA

FACULTY HANDBOOK MAIN SECTIONS

IV. Conditions of Academic Appointment

IV.B.8. Equal Opportunity/Affirmative Action
IIT is an Equal Opportunity/Affirmative Action employer. Candidates for promotion and new faculty positions are evaluated by the established academic criteria, and in compliance with federal, state, and local requirements. IIT is firmly committed to its affirmative action goals as set forth in its affirmative action plan, which is available in the General Counsel's Office. Without sacrificing academic standards, IIT is mindful of those goals in hiring new faculty. A candidate's membership in a group that is under-represented on IIT's faculty is one of the factors that shall be considered in hiring decisions. Candidates for promotion and/or tenure are evaluated by established academic criteria and in full compliance with all nondiscrimination laws and regulations.

IV.B.9. Faculty Promotions and Tenure
It is the policy of IIT to ensure excellence in the quality of its faculty and to recognize the interests of its faculty members through the principles concerning conditions of appointments and the awarding of tenure (See Appendix C.) as set forth in the Revised Standards and Procedures for Promotion and Tenure.

V. Professional Concerns

V.B. Policy Regarding Equal Opportunity in Education and Employment
It is, and shall continue to be, the policy of the university to provide equal employment opportunities to all employees and job applicants. This policy insures that applicants are employed and that employees are treated during employment without regard to their race, religion, gender, age, marital status, national origin, arrest record history, veteran status, sexual orientation, transgendered status, and disability. This policy shall apply, but not be limited to, the following employment practices: locating sources of qualified applicants; recruitment or recruitment advertising; hiring; upgrading; demotion; transfer; layoff; termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. In addition, reasonable accommodations will be provided to qualified individuals with disabilities.

It is the intention of IIT to act in accordance with all regulations of the federal, state, and local government in respect to providing equality of opportunity in employment and in education, insofar as these regulations may pertain to IIT. IIT prohibits and will act to eliminate unlawful discrimination.

Any student, applicant for admission or employment, or employee of IIT who believes that he or she has received inequitable treatment because of discrimination that violates IIT’s stated policies of equal opportunity in employment and in education should communicate, either in writing or in person, with the Affirmative Action Office, IIT Tower, Suite 1900-SW, Illinois Institute of Technology, or any other relevant academic or administrative officer designated by an academic unit to address such matters.
FACULTY HANBOOK Appendix C:

VIII. Equal Opportunity/Affirmative Action
IIT is an Equal Opportunity/Affirmative Action employer. Candidates for promotion and/or tenure are evaluated by the established academic criteria, and in compliance with federal, state, and local requirements. IIT is firmly committed to its affirmative action goals as set forth in its affirmative action plan, which is available in the General Counsel's Office. Without sacrificing academic standards, IIT is mindful of those goals in tenure/promotion deliberations. A candidate's membership in a group that is under-represented on IIT's faculty is one of the factors that shall be considered in tenure/promotion decisions.
1.2.1 Human Resources & Human Resource Development

1.2.1a Faculty/Staff

COLLEGE OF ARCHITECTURE

STANDARDS AND PROCEDURES FOR PROMOTION AND TENURE


The objective of these Standards and Procedures is to sustain a highly qualified and productive faculty that subscribes in principle to the philosophy and educational goals of the College and its curriculum.

PHILOSOPHY AND EDUCATIONAL GOALS

The College draws strength and direction from its important heritage and philosophy, its key role in the development of Modern Architecture, its close connections to practitioners immersed in innovations, research and global practices, and its location in Chicago.

The educational goals aim to impart to the student the highest level of professional architectural and technical expertise including those of the allied disciplines. These goals are also concerned with values: "what things are possible, necessary and significant for architecture as well as for society in general.

The curriculum for both the professional undergraduate and graduate programs provides a rigorous step by step integrated education from drawing skills, through materials and construction systems, planning exercises, visual training and space studies to comprehensive building and planning projects. This coursework includes engineering, history of architecture, professional practice courses and general studies. The educational program also includes studies leading to post-professional advanced Masters and Ph.D. degrees.

UNIVERSITY COMPLIANCE

These standards and procedures are in compliance with Appendix C of the current Illinois Institute of Technology Faculty Handbook including 1.2 Documentation of Standards, "Since there may be significant differences in spirit and traditions of the individual disciplines comprising IIT, standards may vary from one profession to another. Consequently each academic unit is expected to formulate its own standards and guidelines for the evaluation of its faculty."

The preamble also notes that, "An appointment to a tenured position is tangible recognition of significant accomplishments in scholarship and teaching" and that there is a "clear expectation that the faculty member will continue to substantially contribute at a high level of broadly recognized excellence."

To evaluate the candidate's potential related to the needs of the College, three general categories of academic merit are to be considered:

INDIVIDUAL PROFESSIONAL ACCOMPLISHMENT

Architecture is a profession driven by the production of architectural projects and contributions to the built environment. Professional qualifications then are demonstrated by the individual's contribution to specific examples of architecture and/or related fields of the discipline. The following are typical, but not exclusive examples of evidence to support professional accomplishment:

- Building and/or project research;
- Publication in recognized professional periodicals, journals or books;

Institutional Support and Commitment to Continuous Improvement
• Exhibition of work;
• Awards representing peer recognition;
• Architectural lectures including conferences;
• Statements of evaluation by prominent colleagues;
• Significant contributions to the profession.

TEACHING AND EDUCATIONAL ACHIEVEMENTS

The most important contribution of a faculty member to the development and continuity of the educational program of the College is the ability to further the goals of scholarship and quality teaching. Evidence to support this role may include:

• Faculty statements based on observation, team teaching or other direct knowledge;
• Candidate evaluations by students;
• Syllabi of existing and new courses;
• Ability to stimulate and motivate students;
• Consistent quality of student work;
• Scholarship to advance architectural education;
• Presentations at conferences;
• Publication in educational journals;
• External recognition of teaching scholarship including guest teaching or lectures;
• Potential and commitment to continued growth and development.

SERVICE TO THE COLLEGE, UNIVERSITY AND PROFESSION

The candidate must have demonstrated a commitment of service with evidence of support that may include:

• Participation with College committees, advising of students and special projects;
• Involvement with student organizations and other student activities;
• Support of recruitment, career days and other liT events;
• College representation on University committees;
• Participation in University special assignments;
• Significant level of participation in professional organizations;
• Professional contributions to the community;
• Organization of conference and professional activities.
1.2.1 Human Resources & Human Resource Development

1.2.1a Faculty/Staff

UNIVERSITY

STANDARDS AND PROCEDURES FOR PROMOTION AND TENURE

Appendix C Faculty Handbook

Standards and Procedures for Promotion and Tenure

I. Preamble

This document sets forth standards and procedures for faculty promotions and appointments to tenure. These standards and procedures provide the basic means that permit the university to be a national leader in teaching, scholarship, and research.

An appointment to a tenured position is tangible recognition of significant accomplishments in scholarship and teaching. Tenure represents an expression of faith in an individual based on the clear expectation that he or she will continue to contribute substantially, at a high level of broadly recognized excellence, to research, education, and scholarly work at Illinois Institute of Technology (IIT). Promotions to the rank of professor and initial appointments to that rank are made in recognition of (1) significant and broadly recognized distinction attained by the individual in his or her field, and (2) that individual’s service to the profession, to the university, and to the public. It is important that such appointments be made with the greatest care, and that representatives of both the faculty and the administration be involved in the evaluations leading to promotion and tenure decisions.

This document sets forth the conditions whereby the advice of the faculty is secured in the deliberations leading to the Provost’s recommendation to the President for the latter’s final action concerning promotions and the award of tenure. IIT is a private institution and the decision to award tenure or to make a promotion is, by authority of the Board of Trustees, vested in the President. While professional qualifications as determined by the faculty and the administration are the paramount consideration, promotion and advancement to tenured status are also influenced by university needs, plans, and resources.

II. Standards

The criteria outlined below are, of necessity, of sufficient generality to be applicable to all academic units of the university. They signify the university’s goal of academic excellence and its desire to provide a university-wide basis for achieving that excellence.

A. Academic Units

An academic unit is an academic department, institute, school, or college without departments, which unit has at least one tenured faculty member whose primary appointment is in that unit, and which unit grants degrees.

B. Documentation of Standards

Proper evaluation of candidates for tenure appointments and for promotions to the rank of professor must be based on clearly defined standards of academic quality. Inasmuch as there may be significant differences in the spirit and traditions of the individual disciplines comprising IIT, standards may vary from one profession to another. Consequently, each academic unit is expected to formulate its own standards and guidelines for the evaluation of its faculty. Academic unit heads shall supply copies of these standards with any amendments and revisions to the Provost for approval. A copy
of the appropriate set of standards shall be given to each faculty member by the Office of the Provost at the time of the faculty member’s initial appointment.

C. Criteria for the Formulation of Departmental and College Standards

Three general categories of academic merit are to be considered, but are not necessarily to be accorded equal weight:

1. Research, scholarly, and artistic contributions, and equivalent individual accomplishments
   a. Scholarship and equivalent individual accomplishment are demonstrated by, but are not limited to, published books, journal articles, and reports, particularly those subject to prepublication reviews; the impact of the totality of publications on the advancement of a particular discipline; research support; invited presentations at international and national conferences; lectures and seminars for universities, professional groups, and the public; participation in competitions and exhibitions; shows in museums and galleries; prizes and awards; critiques of the work in professional journals; reviews of papers and books for professional journals and publishers; and suitable participation in radio and TV programs.
   b. All standards must provide for evaluation of a candidate’s scholarship or equivalent individual accomplishment by people outside of IIT who have well-established and substantial professional reputations.

2. Teaching and educational achievements
   a. Accomplishments in teaching are demonstrated by such evidence as performance evaluations by faculty and students; evaluations of scholarly contributions by professional colleagues; participation in the advising of students; supervision of theses and projects; development of new courses; participation in revision and development of curricula; introduction of special teaching techniques; participation in the production of educational films; TV presentations; and video, audio, and computer-based educational materials.
   b. Each academic unit shall adopt a specific and standardized procedure to be used for the evaluation of the teaching of all probationary faculty. The procedure chosen must be systematic and documentable. It may include written student evaluations and peer visits to classes that are followed by written reports. The teaching of every probationary faculty member shall be evaluated each academic year and the faculty member shall be provided with appropriate feedback concerning strengths and weaknesses. A written report on each candidate’s teaching ability, based on this evaluation, will accompany the recommendations from the academic unit as to promotion.
   c. Contributions to pedagogy shall be documented through such accomplishments as publications, development of new courses, professional presentations on teaching, and evidence of recognition within and outside IIT.

3. Service to the department, university, and profession
   a. Service to IIT is demonstrated by such activities as significant participation on academic unit, college, University Faculty Council, and other university committees; involvement with student organizations and other student activities; advising of student branches of professional societies, student clubs, fraternities, and sororities; assisting the administration on special assignments; development of interdisciplinary programs and centers; organization of continuing education courses; participation in student recruitment; assistance in career days, open houses, and other IIT events; and performance of public service functions.
   b. Service to the profession is demonstrated by a significant level of activity in professional societies on the local and national level, as well as by such activities as evaluation of proposals for funding agencies, refereeing of articles for professional journals and conferences, service as a member of an editorial board, jury duty in professional competitions, service on government committees, service
as an expert witness or arbitrator, participation in continuing education programs, and professional consulting.

III. Procedures for Promotion to Tenure

A. Committees and Individuals Involved in the Review Process

Decisions on promotion and tenure are, by authority of the Board of Trustees, vested in the President of the university. For each candidate, the Provost is expected to make recommendations to the President based on consideration of university needs, plans, and resources, and on the recommendations submitted by the following faculty committees and individuals:

1. the Academic Unit Committee on Promotion and Tenure (AUCOPT);
2. the Campus Committee on Promotion and Tenure (CAMCOPT);
3. the University Committee on Promotion and Tenure (UCOPT); and
4. the head of the academic unit and, in the case of a college with departments, the dean of the candidate’s department.

The recommendations of the faculty committees as to any candidate are the result of the consideration of the portfolio of the candidate and any additional information or recommendations provided at the request of the committees by appropriate persons, including the candidate, professional peers from outside IIT, fellow faculty members, the Provost, the academic unit head, and students. Recommendations made by the Provost and academic unit head shall involve not only consideration of professional qualifications, but also additional criteria relating to academic unit or college needs, plans, and resources.

B. Faculty Committees for Promotion to Tenure

The various faculty committees are charged by the faculty and the administration with responsibility for evaluating the professional qualifications of a candidate based on the approved standards formulated by the candidate’s academic unit and in light of the broader goals and aspirations of the university.

1. The AUCOPT shall consist of all tenured members of an academic unit (including the academic unit head). In units with fewer than three tenured faculty members, faculty members from other units shall be added to bring the number to at least three. The choice of extra-unit members will be made by the Provost in consultation with the academic unit faculty. The committee shall select its chair. All substantive votes shall be cast by secret ballot.

2. The CAMCOPT shall be composed of tenured members of the faculty and will be broadly representative of the entire faculty of the campus. Each CAMCOPT shall contain at least one member from each academic unit on its campus. Committee members will be nominated by the faculty of each academic unit and appointed by the Provost. Each unit shall nominate and the Provost shall appoint a CAMCOPT alternate who shall serve if a unit’s member of the CAMCOPT is unavailable. CAMCOPT members will serve three year terms beginning on the first day of May, with approximately one-third of the members appointed each year. Academic unit heads are not eligible for membership on a CAMCOPT. In addition, the faculty of the academic unit may exclude from eligibility associate unit heads and others holding key administrative positions. Each CAMCOPT shall meet and elect a chair prior to the end of the spring semester. A majority of CAMCOPT members shall constitute a quorum. All substantive votes are to be cast by secret ballot.

3. The UCOPT shall be composed of tenured members of the faculty and shall be appointed by the Provost from a list of nominees proposed by the University Faculty Council. It shall consist of eleven members. The members shall come, to the extent feasible, from the academic units in proportion to the number of tenured and tenure-track faculty each unit bears to the university total. In any event, at least one faculty member shall represent each of the following: Armour College of Engineering,
College of Science and Letters, Chicago-Kent College of Law, the College of Architecture, the Institute of Design, the Institute of Psychology, and the Stuart Graduate School of Business. The members will serve three-year staggered terms. Approximately one-third of the committee membership shall be replaced each year. Retiring members shall not be eligible for reappointment for three years following their retirement. Heads of academic units are not eligible for membership. The Chair of the committee shall be selected by the committee and appointed by the Provost before the end of the spring semester. A majority of committee members shall constitute a quorum. All substantive votes shall be cast by secret ballot. The term of a UCOPT session shall run for a full year, beginning on the first day of the academic year.

C. General Format of Procedures for Appointment to Tenure

1. A list of the candidates for tenure appointments shall be prepared by each academic unit for the Provost, who will transmit this information to the appropriate faculty committees. The list shall consist of (a) faculty members who must be considered for promotion, i.e., assistant professors in their sixth year in the rank or seventh year in certain instances (see Section V.A.3., below) and associate professors in their third year in that rank or fourth year in certain instances (see Section V.B. 2., below; (b) faculty members recommended for early consideration by the head of an academic unit or other senior faculty member; and (c) faculty members requesting consideration for themselves during a year in which consideration is not mandatory.

2. Each candidate shall compile a portfolio as described in subsection III.D., below, and shall submit one copy of the portfolio to the AUCOPT and one copy to the head of his or her academic unit.

3. In coordination with the academic unit head, the AUCOPT shall supplement both copies of the portfolio with external letters of recommendation and any additional information that it may deem relevant. It shall evaluate each candidate against its published standards as being very highly recommended, highly recommended, recommended, or not recommended for award of tenure. This evaluation, with the votes in each category being recorded, shall be transmitted with the portfolio to the next highest committee.

4. The CAMCOPT shall review the portfolio submitted by the AUCOPT. It may seek additional information in the form of letters or personal interviews from the candidate, the academic unit head, the Provost and other colleagues and will ask a faculty member from the candidate's discipline to meet with CAMCOPT if the CAMCOPT representative from the candidate's academic unit is not from the candidate's discipline. The CAMCOPT will rate each candidate in accordance with the relevant standards as being very highly recommended, highly recommended, recommended, or not recommended for the award of tenure. It will then transmit its evaluation with the portfolio to the UCOPT.

5. The UCOPT shall review the portfolio containing the evaluations by the AUCOPT and shall make its own independent evaluation. The UCOPT may seek additional information in the form of letters from, or personal interviews with, the candidate and other individuals. The UCOPT shall rate each candidate in accordance with the relevant standards as being very highly recommended, highly recommended, recommended, or not recommended for award of tenure, with the total votes in each rating being recorded. The complete portfolio, along with the AUCOPT and UCOPT ratings, shall be transmitted to the Provost, and a copy shall be sent to the President.

6. The head of the academic unit shall present the second copy of the portfolio with his or her other evaluation to the Provost, or in the case of a college with departments, to the dean of the college.
7. In the case where the academic unit is in a college with departments, the college dean shall review the portfolio and send his or her evaluation with the portfolio to the Provost.

8. The Provost shall review the portfolios and shall consult with the Deans of the Undergraduate and Graduate Colleges when appropriate. The Provost then shall make a recommendation based on the evaluations: (a) made by the AUCOPT, the UCOPT, the head of the candidate’s academic unit, and the Dean (in the case of a candidate seeking promotion and/or tenure in a unit that is located in a college with departments; and (b) university needs, plans, and resources. The Provost also shall provide the President with the portfolios of all the candidates, along with all evaluations and committee votes.

9. No later than March 31 the Provost shall advise the candidate of the recommendation to be made to the President in order to allow time for further discussion of the recommendation and possible withdrawal of the application for promotion and/or the award of tenure. Upon written request from the candidate, the Provost shall advise the candidate in writing of the reason(s) for the recommendation.

10. The President shall make the final decision as to each candidate.

11. Should a candidate believe that an unfavorable decision has resulted from improper practices that occurred during the evaluation and/or review processes, he or she may appeal to the President for reconsideration or may submit a grievance complaint. In the latter case, a review shall be made according to the provisions of the document entitled Procedures for Addressing Faculty Academic Grievances (Appendix I). Such review shall be limited to issues concerning process. The substantive decision on the merits is not subject to review. However, if the faculty member’s complaint alleges abridgement of academic freedom or a violation of IIT’s policy on equality of opportunity in employment, as stated elsewhere in this Faculty Handbook, the faculty member shall have a right to a formal investigation of his or her grievance in accordance with the provisions of Appendix I.

12. A candidate whose application for tenure or promotion is denied, or a candidate who withdraws after initiation of the process, may apply again in any subsequent year as long as he or she remains a member of the faculty at one of the ranks in which an individual is eligible for tenure consideration.

D. Contents of the Portfolio

1. The candidate shall supply a full curriculum vitae with relevant supporting documents, copies of principal publications, as described in Appendix D, and a personal statement of accomplishments, future plans, and aspirations.

2. The AUCOPT shall be responsible for assembling objective evaluations of the candidate by established professional peers outside of IIT, a formal evaluation of teaching in accordance with the procedures of the academic unit, other relevant material, and an up-to-date copy of the relevant standards established by that academic unit. These materials are to be placed in both copies of the portfolio, i.e., the copy considered by the AUCOPT and the copy considered by the academic unit head.

E. Calendar

1. The Provost shall submit a list of candidates to the President and to the relevant faculty committees by September 1.

2. Material needed by the AUCOPT and the head of the academic unit shall be submitted by October 1.

3. Material needed by the CAMCOPT shall be submitted by November 1.

4. The CAMCOPT shall transfer its portfolio with its evaluation to the UCOPT by December 1.

5. The UCOPT shall transmit the portfolio and its evaluation to the Provost and the President by February 15.
6. In the case of a college with departments, the head of the academic unit shall transmit the portfolio with evaluation to the dean by December 1.

7. The dean, in the case of a college with departments, or the dean or director of a college, school, institute, or center without departments, shall transmit his or her copy of the portfolio with his or her evaluation to the Provost by February 15.

IV. New Appointments with Tenure

An individual who is to be appointed to the faculty with immediate tenure shall be evaluated by the appropriate AUCOPT and CAMCOPT, and the UCOPT in the same manner as current faculty seeking promotion to tenure are evaluated. Even if the appointment should arise during the summer, all faculty committees must be convened to evaluate the candidate.

V. Probationary Appointments

A. Assistant Professors

1. The maximum period of employment in rank as a non-tenured assistant professor before the awarding of tenure is seven years. There are two options when appointing and reappointing assistant professors: 1) an initial probationary period of four years, with a possible renewal for three additional years; or, 2) an initial probationary period of three years, with a possible renewal for four additional years. Each academic unit shall publish its policy as to which option it follows. The policy must be uniform for all appointees at the rank of assistant professor within that unit.

2. In the case of an individual who seeks reappointment to a second probationary term as assistant professor, the academic unit shall review the candidate no later than the academic year preceding the last year of the current probationary term, unless an extension regarding such review is granted in accordance with Appendix R. Notification of the decision resulting from the review shall be given to the candidate no later than the last day of the academic year in which the review is conducted. In pursuing the “renewal review” the academic unit shall apply the standards it has adopted for such review.

3. Assistant professors must be considered for tenure no later than their sixth year in that rank at IIT. An assistant professor in his or her sixth year may petition the academic unit head to defer consideration to the seventh year. However, if the request for deferral is granted and tenure is not awarded, the seventh year would be the terminal year and there would be no extension of the terminal contract.

B. Associate Professors

New associate professors hired without tenure shall be appointed for a four-year term and must be considered for tenure no later than their third year in that rank at IIT. An associate professor in his or her third year may petition the academic unit head to defer consideration to the fourth year. However, if the request for deferral is granted and tenure is not awarded, the fourth year would be the terminal year and there would be no extension of the terminal contract.

C. Procedures for Promotion to the Rank of Professor and New Appointments to that Rank

The procedures outlined above under “Procedures for Promotion to Tenure” apply also to promotions and appointments to the rank of professor except that only professors may be involved in the faculty committee deliberations (i.e., the AUCOPT, CAMCOPT and UCOPT deliberations). If a committee should contain fewer than three full professors, other full professors will be added from inside the university to bring the number to three by the Provost in consultation with the academic unit faculty in the case of the AUCOPT and with the University Faculty Council in the case of the UCOPT.

D. Early Consideration

If he or she so requests, a faculty member on a probationary appointment may be considered for tenure at any time prior to the year designated for mandatory consideration.

E. Leaves of Absence
Agreement among the appropriate parties as to whether time spent on a leave of absence is to be considered as part of the probationary term must be reached before approval of a leave of absence will be granted. Typically, time spent on a leave of absence by an untenured assistant or associate professor is not counted as part of the probationary term. (See Faculty Handbook, Section VIII.B.)

F. Extending the Probationary Period

(See Appendix R of this Faculty Handbook for the process to request an extension of the probationary period.)

VII. Archives
Archives containing documents describing the standards and procedures in use by the various review committees described above shall be kept in the Office of the Provost and shall be made accessible for inspection by members of the faculty.

VIII. Equal Opportunity/Affirmative Action
IIT is an Equal Opportunity/Affirmative Action employer. Candidates for promotion and/or tenure are evaluated by the established academic criteria, and in compliance with federal, state, and local requirements. IIT is firmly committed to its affirmative action goals as set forth in its affirmative action plan, which is available in the General Counsel’s Office. Without sacrificing academic standards, IIT is mindful of those goals in tenure/promotion deliberations. A candidate’s membership in a group that is under-represented on IIT’s faculty is one of the factors that shall be considered in tenure/promotion decisions.
# 1.2.1 Human Resources & Human Resource Development

## 1.2.1a Faculty/Staff

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<td>Edward Windhorst</td>
<td>&quot;High-Rise and Long-Span Research at IIT: The Legacy of Goldsmith and Sharpe&quot;</td>
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<td>Herbert Dreiseitl</td>
<td>&quot;Urban Waterscapes&quot;</td>
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<td>Juhani Pallasmaa</td>
<td>&quot;Twelve Themes in my Work: interplay of thought and form&quot;</td>
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<td>David Fisher</td>
<td>&quot;The Creator of Dynamic Architecture&quot;</td>
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<td>Jim Patchett/Conservation Design Forum</td>
<td>&quot;Design for Sustainable Systems&quot;</td>
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<td>Christian Blaser</td>
<td>&quot;Size Doesn't Matter&quot;</td>
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<td>Julio Cesar Perez Hernandez</td>
<td>&quot;Modern Architecture in Cuba&quot;</td>
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<td>Swiss Design Award Panel Discussion and Reception</td>
<td>Aug 30, 2010</td>
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Kenneth Frampton:
"World Megalopoli and the Japanese Experience"
Jan 12, 2012

Thomas Heatherwick:
"Current Work"
Jan 26, 2012

Will Bruder:
"Built/Unbuilt: The Architecture of willbruder+PARTNERS"
Jan 27, 2012

Ifeanyi Oganwu:
"New Work"
Feb 13, 2012

Doug Reed:
"Seeking the Particular: An Integrated Approach to Planting Design"
Feb 22, 2012

Merritt Bucholz:
"Bucholz McEvoy Architects: Recent Works"
Feb 27, 2012

Bernard Tschumi:
"Concept and Material"
April 09, 2012

Katherine Rinne:
"Plumbing Rome"
April 11, 2012

Rajnish Watts:
"Chandigarh's Identity Crisis: Garden City to Urban Juggernaut?"
June 25, 2012

Mikyoung Kim:
"Speculations in High Resolution"
Sept 12, 2012

Vincent James and Jennifer Yoos:
"Toward a Reflexive Practice"
Sept 19, 2012

Wiel Arets:
"Current Work"
Oct 03, 2012

Kevin Daly:
"Design as Improvisation"
Oct 10, 2012

Meejin Yoon:
"Prototypes and Protocols: Projects by Howeler + Yoon Architecture / My Studio"
Nov 07, 2012

Jean-Louis Cohen:
"Dark Times, White Spots: Architecture at War 1940-1945"
Nov 14, 2012

Seminars

Jenny Sabin Seminar
Feb 08, 2007

TALK20 Fifteen Speakers
Feb 16, 2007

Steve Sanderson Seminar
Feb 20, 2007

Design- Simulate- Make: Everything New Under the Sun
Feb 25, 2007

Veronika Schmid Seminar
March 01, 2007

John Nastasi Lecture
March 06, 2007

Leyre Arsenio & David Mah
April 05, 2007

Ben Aranda & Chris Lasch
April 17, 2007

Building Energy Analysis Seminar 3
March 18, 2008

BIM Workshop & ArchiCad Training at IIT
Jan 07, 2010 - Jan 09, 2010

Building Energy Analysis Seminar 6 (BIM & Sustainability using eQUEST & ECOTECT)
March 11, 2010 - March 12, 2010

Divergent Perceptions/Convergent Realities Colloquium
April 17, 2010

BIM-based Energy & Building Performance Analysis: ECOTECT & Green Building Studio
Oct 11, 2010

"NCARB Outreach: Designing Your Future: Creating Value in Your Career"
Nov 15, 2010

North American Passive House Consultant Training Session Part I
Jan 03, 2012 - Jan 07, 2012

North American Passive House Consultant Training Session Part II
Feb 08, 2012 - Feb 11, 2012
## Exhibits

"Panorama of Modern Brazilian Architecture: From the 1950s to the Present"
Sept 03, 2008 - Sept 30, 2008
How Does Your Garden Grow?
Oct 09, 2008 - Nov 07, 2008
Agadir, Morocco: Synthetic City
Aug 28, 2009 - Sept 04, 2009
"Katsura: The Photographs of Ishimoto Yasuhiro"
Feb 18, 2010 - March 07, 2010
Snohetta
May 20, 2010 - June 04, 2010
Swiss Design Award Exhibit Comes to IIT
Aug 31, 2010 - Sept 08, 2010
Struggling Cities: From Japanese Urban Projects in the 1960s
Jan 09, 2012 - Jan 31, 2012

## Other Events

CTBUH 9th Annual Best Tall Building Awards Symposium
Oct 21, 2010
CTBUH 10th Annual Best Tall Building Awards Symposium
Nov 03, 2011
Celebration of the Reopening of the Villa Tugendhat: Mies Here and There
Jan 21, 2012
1.2.1 Human Resources & Human Resource Development

1.2.1b Students

Undergraduate Admission: New and transfer student application and admission is managed entirely by the Office of Undergraduate Admission. Applicants utilize the Common Application and submit paper copies of supplemental documents. Portfolios are accepted and encouraged, but not required for new student admission. Portfolios are required from students applying to the College from architecture schools or from schools with offerings in architecture or related courses. Studio faculty review portfolios to ensure that new transfer students are placed in the appropriate level of studio in the first, second, or third year of the B.Arch. program.

Domestic students submit an application essay, at least one letter of recommendation, academic transcripts, standardized test scores, and optional supporting documents such as a resume or portfolio. In addition, international students must submit official copies of their English proficiency TOEFL or IELTS score reports.

Prior to a recent change in leadership in the Office of Undergraduate Admission, qualified College faculty and deans participated in the evaluation of all new and transfer students, domestic and international. In contrast to admission staff, architecture faculty recognize and evaluate academic promise in the design professions and are best equipped to assess artistic achievement and leadership prospects in the field. The College previously admitted students with low test scores (deniable) who go forward in the College to earn Dean’s List status.

Student Support Services: Architecture students have several circles of academic and personal support options within the College and across the university. The assistant dean and coordinator of advising assign academic advisors who are often their studio faculty. This strategy results in frequent contact among students and their faculty advisors. These advisors are colleagues with College faculty, fostering opportunities for teachers to compare notes, alert one another to concerns. The assistant dean works closely with the associate deans and deans regarding advising and student affairs. Outside the College, the assistant dean and advisors maintain clear communications with the Student Health and Wellness Center, the Center for Diversity and Inclusion, the International Center, and the Center for Disability Resources to help students meet with appropriate support staff. The assistant dean meets often with the dean of students regarding student concerns, collective and individual.

Regarding career and internship options, the College works directly with faculty and staff to host workshops, lectures, and panels. The College hosts an annual career fair for our students. The university’s career staff is referred for students seeking general advice regarding resumes, job search strategies and interviews.

Field Trips and Off-Campus Activities: At each level of study, studios offer site visits in the city and Midwest to support our curriculum’s focus on materials, structures, and systems. For instance, first-year students visit Chicago sites that support their investigation of scale and transitional spaces; second-year students visit brickyards to learn about the brick wall, and third-year students have occasionally visited the Precast Concrete Association or Prestressed Concrete Institute. Advanced studios travel to sites in Chicago and the Midwest, as well as occasionally to distant sites in the United States, Europe, the Middle East/Africa, and South America (travel studios). History and theory courses visit a sites in Chicago and across the United States by way of summer course options and architecture history electives taught during the academic year. ARCH 456 Frank Lloyd Wright seminar traveled to Taliesin and Oak Park sites, and ARCH 456 History of the American Skyscraper traveled to Chicago School sites. Landscape Architecture seminars routinely visit Riverside and the Chicago Park District sites. A spring 2013 ARCH 497 course brings students to buildings and sites designed by Mies. AIAS sponsors trips to Columbus, Indiana and this spring will bring the College to Fallingwater.

Professional Societies, Honor Societies: Students join with student chapters of AIAS, NOMAS, and Arquitectos, and many have joined AIA Chicago and AIA National as student members. Numerous
materials and professional associations offer student memberships and events to help students meet young professionals, including AIA Northeastern Illinois and AIA Chicago. Each year the College selects a graduate and undergraduate student to receive the Alpha Rho Chi Medal, and faculty also select top students for Henry Adams Medals and Certificates. The College supports student nominations to the Schiff Foundation Fellowship for Architecture and Critical Architectural Writing. IIT College of Architecture students compete successfully for scholarships (and honorary meetings) sponsored in Chicago by the Women’s Architectural League Foundation, and the AIA Chicago Foundation, among others.

**Student Research and Scholarship, New Skills Settings Off Campus:** The College has limited (if any) funding set aside to support student research per se. College students compete successfully in regional design competitions, including most recently ComEd’s “Powerful Design” competition for a new training facility on the city’s west side. Frank Flury’s Design Build Curriculum has allowed students to complete projects in Germany and Mississippi, where studio projects were built with local communities.

**Student Attendance at Organization and Honors Society Meetings:** The most active and most strongly supported student organization is AIAS. The IIT chapter routinely is funded by IIT student government and College of Architecture funding to attend Grassroots, Forum and several other regional AIAS meetings and conferences. Regional and local attendance of AIA and AIAS events receives similar support.
1.2.2 Administrative Structure & Governance

College Organizational Chart, see 4.12

College staff members:

Wiel Arets, Dean - Oversight of all aspects of the College. Relate to educational program, interface with students. Faculty: provide leadership, ensure governance, faculty development. Development: cultivate alumni, develop successful fund-raising strategy. University: role in positioning, responsibility for budgeting and allocation of funds; works with university administration, provide architectural leadership for campus master planning, community outreach, help increase visibility of IIT. Chicago: connect with architectural community, initiatives; apply College resources to urban issues. National: maintain a national presence at conferences, etc. Leadership of the College in responding to architectural education. International: alliances with distinguished foreign universities; build international alumni loyalties, ambassador to increase stature of the College.

Annie Simmons, Executive Assistant to the Dean - works closely with the Dean to provide a wide range of high-level executive administrative support to the Dean and public contact assistance for the Dean. Provides extensive levels of administrative support involving many of the following activities: manage calendars, travel/expense reports, creating business spreadsheets, preparing correspondence, facilitating meeting materials, schedules and agendas, being pro-active in all related functions with limited supervision. Needs to know who key personnel are (both external and internal) and understand the Dean's, college’s aims and objectives; is responsible for overseeing progress and implementation of the Dean's strategic plan.; serves as a liaison between the Dean and other personnel across campus and will also work directly with Director of Finance.

Robert Krawczyk, Associate Dean Undergraduate Academic Affairs – Oversight in all aspects of the Undergraduate Program in the College. Provides assistance with academic advising, coordination with other university offices on all undergraduate academic affairs.

Catherine Wetzel, Associate Dean Graduate Academic Affairs – Oversight in all aspects of all the Graduate Programs in the College. Provides assistance with academic advising, coordination with other university offices on all graduate academic affairs.

Faith Kancauski, Director for Administration and Finance – Manage financial and administrative functions for the College of Architecture. This includes preparing budget, conducting financial analysis, processing daily financial paperwork and preparing financial reports; developing and implementing and effective system of accounting; managing the payroll entries and maintaining accuracy. Develop clear budgetary planning for short and long-term future planning. Assist the Gift Officer(IA) with strategies in marketing of COA building event/exhibit spaces for revenue. Manage events/exhibits that is internal or external customer within any of the COA buildings. Responsible for all confidential matters for COA faculty and staff; serve as a liaison with others across IIT campus. Oversee and planning of the COA budget, keeping the College within it's operating budgets. Establish goals, setting policies and priorities in budgetary matters, approval by dean. Prepare annual reports and process daily financial paperwork. Develop and maintain accounting systems (COA purchases and payments) and administrative systems. Manage and maintain COA room reservation system. Manage all COA facilities issues (cleaning, repairs etc.) and event coordination internally/external customers with Director of Building and Operations. Coordinate with the Gift Officer on how to generate future revenue generated events in COA buildings. Maintain building regulations, hours & special events scheduled. Responsible for all confidential matters for Architecture Faculty, Staff & Students.

Richard Nelson, Assistant Dean for Buildings and Operations – Oversees all of building and operations, including restoration, building management, space usage, coordination with other university offices, fiscal performance, and long range strategic planning. Oversees two computer labs, and computers and networking in four or more campus buildings.
Stephen Sennott, **Assistant Dean for Undergraduate Academic Affairs** – Assistant Dean for Undergraduate Academic Affairs serves the College's faculty, staff and students in several administrative and academic functions. Acts as liaison to IIT offices including the International Center, Multicultural Student Center, Career Management Center, Registrar, Undergraduate Academic Affairs, Dean of Students, Counseling and Wellness Center, Undergraduate Admissions, Financial Aid, Center for Disabilities Resources, Communications and Marketing, and One Stop.

Increased role in administration and promotion of study abroad opportunities, while working closely with the Director of International Program and International Center staff. Collaborates with admission director and College deans to develop effective admission and recruitment strategies to meet undergraduate enrollment goals, including marketing and recruitment materials, high school visits, college fair visits, campus visits and student interviews, open house presentations, scholarship weekends, and counselor visits and workshops. Develops and assists with community outreach to Chicago Public Schools and Chicago Architecture Foundation and similar public programs to recruit under-represented students to the College. Supervises manager for academic affairs and communications in similar administrative functions in the College and IIT community. Develops and participates in IIT summer advising/orientation for new and transfer students. In consultation with relevant faculty, plans and implements advising and orientation workshops with faculty and advisors. Coordinates class scheduling for graduate and undergraduate programs; manages and implements advising standards and practices to ensure up-to-date information for advisors and students; works with associate deans to assess enrollment demand for courses and faculty; works with associate dean regarding probation, dismissal policy; supervises and improves degree audit process via College and Office of Undergraduate Academic Affairs; manages policy and petitions for substitutions, transfer credits, portfolio reviews, grade appeals, and grading policy; develops advising and review procedures for minors, dual degrees, and College specializations. Oversees and implements scholarship programs and College juries (Spring Awards, Crown scholarships, etc); reviews/edits contents of IIT Bulletin: Undergraduate Programs. Mediates with students, faculty, and parents (occasionally) to resolve or refer questions or concerns regarding university and College policies and procedures. Faculty advisor for the College’s AIAS chapter.

Sarah Pariseau, **Manager of Academic Affairs and Communications** – The Manager of Academic Affairs works with the Associate and Assistant Dean for Academic Affairs to coordinate a wide range of administrative tasks serving the College's staff, faculty and undergraduate and graduate students. The Manager of Academic Affairs assists with graduate and undergraduate student recruitment and graduate admission procedures, data entry and database management, as well as maintains applicant files, correspondence, and communication. Liaison with the Office of Graduate Admissions and other academic offices across the University. Plans events and programs related to new student orientation, graduate open house and represents the College at regular admission events. Works with Undergraduate Admissions on recruitment as needed. Assists with undergraduate and graduate advising and registration, and coordinates undergraduate advising schedules. Helps organize award exhibitions, scholarship juries, and commencement. Prepares frequent analytical reports on enrollment and admission data. Organize transfer student evaluation and credit processing. Assist students with external internship and scholarship application. Directs summer high school workshop, including marketing/ recruitment, admission process, programming, and budget development. Assist development of other College communications, including undergraduate and graduate recruiting materials. Collaborates with the Career Management Center and architecture firms/companies for student employment. Organizes workshops and recruiting events for career and professional development. Alumni Outreach: Develop alumni ambassador program for recruitment and develop mentorship program for current students. Coordinates College communication on social media and IIT Today.

Kimberly Soss, **Librarian & Head of the Graham Resource Center**– The responsibility of the Librarian & Head of the Graham Resource Center is to fulfill the reference and research needs of the College of Architecture with the Research Resources Department. Primary duties include processing monographs and related materials for the library collection; conducting reference and biographic instruction for faculty, students and visitors using the library and assist in identifying and purchasing collections to ensure that Architecture faculty and students have access to the materials that they require. Instruct students and faculty on the use of Architecture research resources. Consultant within current classes and studios on research and thesis preparation. Evaluate, acquire, discard, organize and maintain information resources in all formats to support the university's curricula and research in Architecture. Monitor the acquisitions.
budget. Create and sustain collaborative relationships within the College, University, and Library communities. Sit on COA Library Committee and other Committees. Determine and maintain research service priorities and direct related human, financial and physical resources. Promote scholarship in the College and represent the College in myriad activities. Assist with fundraising and exhibition for the GRC.

Carol Shrewsbury, **Library Assistant** – The Library Assistant is expected to fulfill the reference and research needs of the College of Architecture and assist the Architecture Librarian. Primary duties include processing monographs and related materials for the library collection, and ensuring their rapid processing; conducting reference bibliographic instruction for faculty, students and visitors using the library and assisting in identifying and purchasing collections to ensure that architecture faculty and students have access to the materials that they require. Perform technical service activities including copy-cataloging and processing for GRC collections.

Richard Harkin, **Ref Asst/Media Lab Coordinator** – Assist head librarian in managing the Graham Resource Center. Assist students, faculty, staff and the general public in locating information, library materials and equipment. Provide routine information to students, faculty, staff and general public on branch library holdings, facilities, rules and services. Direct users to the Galvin Library and ILSCO libraries when appropriate.

Stuart MacRae, **Library/Facilities Assistant** – Provide routine information and assist students, faculty, staff and general public in locating information, library materials and equipment. Assist head librarian in managing the Graham Resource Center. Assist students, faculty, staff and the general public in locating information, library materials and equipment.

Kai Hansen, **Network/System Coordinator** – Design, install and maintain systems and software to support the activities of the College. Liaise with faculty to coordinate all College of Architecture IT needs with Office of Technology Services including hardware and software required for curriculum development and teaching. Manage two computer labs with all peripherals production equipment; printers and scanners. Provide instruction to students and faculty regarding use of the system and applications. Supervise part-time undergraduate and graduate assistants in their roles in system operation, maintenance and user training. Maintain and implement disaster recovery plans as required.

John Kriegshauser, **Shop Supervisor** – Supervise a model making and fabrication laboratory for an architecture college. This facility provides the resources for model making, prototype building and materials investigation. Also we provide materials education and assistance of the many student users of the facility. Instruct students, both in groups and individually on methods of work and safe work procedures. Supervise a student staff. Make presentations to studio classes within the College about construction techniques and building technology. Coordinate purchases for the College of Architecture’s Model Shop, communicating with internal and external vendors/departments. Develop and ensure the College Safety Policies are followed and enforced. Maintain a safe environment for students and faculty to work on their class projects. Maintain all machinery, tools and systems with shop team. Provide instruction for students on the safe operation of tools and equipment, and insure that safety and security standards are maintained in the shop. Interview, train and supervise 21 student workers and 2 assistant supervisors. Prepare purchase requisitions for equipment and supplies and receive deliveries. Supervise the sale of bulk supplies to students in support of studio projects. Develop the shop facility by overseeing the maintenance of the equipment and organizing the improvement and expansion of the facility. Give lectures and demonstrations on technique in support of studio projects and assist students in the construction of models and prototypes.

Michael Gillhouse, **Assistant Materials Lab Manager** – Assist in providing safety instruction by offering Express Safety Orientation sessions at the beginning of each semester. Provide instruction to students on an individual basis, particularly during evening and weekend hours. Insure that security and proper safety standards are maintained in the Materials Lab. Assist with supervising student workers. Repair and maintain the machinery as needed. Take charge of the check-out system for tools by maintaining up to date check out records. Assist in the allocation of student lockers and undertake special projects for the College.

Institutional Support and Commitment to Continuous Improvement
Brett Balogh, **Material Lab Technician** - Technician will assist the supervisor in managing a shop facility for the use of Architecture students building models and studio projects particularly in the area of the CNC equipment. Provides: numerous safety/use tutorials/classes for Laser Cutters and CNC Machines; personal advice in design and construction using digital fabrication equipment; routine and emergency maintenance of digital fabrication equipment as well as general shop equipment when required. Complete retrofit of Precix CNC Router to new motors and electronics, and develop training/safety information/documentation for the CNC Machine. Maintain new website for the digital technologies laboratory that will better address operational concerns of digital equipment. Assist faculty with studio with Revit server; research initiatives for new equipment for Digital Technology Lab.

Faculty also serve in specific program areas as administrators and coordinators:

**B. Arch Program:**
John Ronan, Director of Advanced Studios  
Kathy Nagle, Coordinator Academic Advisors  
Tim Brown, Director of International Affairs, Visiting and Exchange students  
Kathy Nagle and Paul Pettigrew, Heads of First Year  
Tim Brown and Eva Kultermann, Heads of Second Year  
Andy Tinucci and Tom Kearns, Heads of Third Year

**M.Arch Program:**
John Desalvo, Director of Admissions  
Susan Conger Austin, Director of Masters Projects

**M.S. Arch Program:**
Dirk Denison, Director of Graduate Thesis

**M. Landscape Arch Program:**
Peter Osler, Director of Graduate Professional Programs

**M. Integrated Building Delivery Program:**
Tom Brock, Director

**Ph.D Program:**
Mahjoub Elnimeiri, Director

**College Committees:**
Robert Krawczyk, Chair of the Tenure Faculty  
Frank Flury , Faculty Appointments and Retention Committee  
Alphonso Peluso, Digital Resources Administrator  
Eva Kultermann, Curriculum Committee  
Harry Mallgrave , Library Committee

**University Committees:**
Sean Keller, University Faculty Council  
Peter Land, University Committee on Promotion and Tenure  
Harry Mallgrave, Campus Committee on Promotion and Tenure  
Catherine Wetzel, Graduate Studies Committee  
Stephen Sennott, Undergraduate Studies Committee

Institutional Support and Commitment to Continuous Improvement  

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OPERATIONAL PROCEDURES FOR GOVERNANCE OF THE
COLLEGE OF ARCHITECTURE

Article I - Purpose.

The Constitution of the Faculty of the Illinois Institute of Technology renders the Faculty responsible for the educational program of the University. The purpose of this document is to provide for the orderly governance of the College of Architecture in its pursuit of providing the best possible educational program. The governance includes: the establishment of committees deemed necessary for fulfilling the instructional needs of the College; setting educational goals; formulating a curriculum suited to those goals; maintaining academic standards; and, providing the staff needed to implement the curriculum.

Article II - Membership.

1. The members of the College faculty shall include the Dean, and all of the academic staff as defined in the Constitution of the Faculty of the Illinois Institute of Technology.

2. The voting members of the faculty shall be the Category I & Category II Faculty of the College as defined in the Constitution of the Faculty of the Illinois Institute of Technology.

Article III - College Governance.

1. The Dean shall preside over all Regular Meetings of the College faculty.

2. The voting members of the College faculty shall elect a secretary from among their members. The secretary shall:

   a. notify the College faculty of meetings.
   b. record and keep minutes of the College faculty meetings.
   c. receive and keep College committee reports.
   d. maintain a current copy of The Procedures for Governance of the College of Architecture and distribute it as amendments occur.
   e. have possession of all other documents and records that the faculty deems necessary or appropriate.

3. There shall be an Executive Committee chaired by the Dean. The Committee shall include the Dean, the Chairman of the Curriculum Committee, the Chairman of the Faculty Appointments and Retention Committee and the Directors of the Undergraduate, Masters and Doctoral programs. This Committee shall review and approve all matters concerning the execution of the academic programs. The Executive Committee shall meet on the first Monday of each month and may have as many additional meetings as they deem necessary.

4. Three Directors shall be elected by the Category I faculty from among the faculty, one each for the Undergraduate, Masters and Doctoral programs. The Directors shall be elected for three years and may be subsequently re-elected as many times as the electorate sees fit. The election shall take place during the Spring semester.
5. The Regular Meetings of the College Faculty shall be held at least twice each semester to hear a report of College business by the Dean. The faculty may act on any matters brought before it by the various committees of the faculty; or, may act on matters brought before it directly by its members.

6. Special Meetings of the College faculty may be called by the Executive Committee; at the petition of one quarter or more of the voting faculty; or, at the request of the Dean. These Special Meetings shall be for a stated purpose only; and, with a Chair for that meeting named by the Executive committee.

Article IV - Committees.

There shall be two Academic committees and four Support committees with specific charges and as many select committees with charges as the faculty deems prudent to manage its affairs. In addition there shall be two general standing Committees

The standing committees shall be:

Academic committees:

a. Curriculum

b. Faculty Appointments and Retention

Support committees:

c. Alumni, Enrollment and Publicity

d. Facilities

e. Lectures, Programs and Exhibits

f. Student and Academic Affairs

General committees:

g. Executive

h. Dean's Advisory

**Academic Committees:**

**a. Curriculum Committee.**

The membership shall consist of the Tenure and Tenure Track faculty. The Committee shall elect a Chair who shall preside over meetings, will conduct business for the Committee and serve as a member of the College Executive Committee.

Duties shall include:

a. formulating academic goals.

b. preparing a curriculum to meet the academic goals.

c. organizing periodic or timely discussions of the curriculum and its implementation.
d. reviewing the curriculum annually and recommending improvements in courses or in the instructional methods and materials.
e. developing a scheduling plan for the coming semester and for subsequent semesters to ensure the implementation of the various minors and specialties.

Committee service shall be for two years with alternating appointments

b. Faculty Appointments and Retention Committee.

The membership shall consist of the Tenured and Tenure Track faculty. The Committee shall elect a Chair who shall preside over meetings, will conduct business for the Committee and serve as a member of the College Executive Committee. 
Duties shall include:

a. preparing teaching position descriptions for use in recruiting and advertising, after deliberations with and recommendations from the Curriculum Committee.
b. determining the staffing needs for the coming semester.
c. advising the Dean on methods of faculty recruitment.
d. evaluating teaching staff being considered for initial appointment or re-appointment.
e. reviewing the Category II faculty for reappointment.
f. making annual recommendations to the faculty of the College on applications for Joint Appointments.

Committee service shall be for two years with alternating appointments.

Support Committees:

c. Alumni, Enrollment and Publicity Committee.

The membership shall consist of three members of the College Faculty, elected by the Category I & Category II College faculty; and, one student member elected from among the currently enrolled students.

Duties shall include:

a. maintaining a record of all college alumni.
b. developing a dialogue with the alumni and the professional community regarding the goals of the College.
c. disseminating information about the merits of the College of Architecture, its programs and activities.

Committee service shall be for two years with alternating appointments.

d. Facilities Committee.

The membership shall consist of three members of the College Faculty, elected by the Category I & Category II College faculty; and, one student member elected from among the currently enrolled students.

Duties shall include:

a. keeping a current inventory of the availability and condition of various spaces and equipment used for instructional purposes.
b. scheduling the maintenance, replacement and care of the equipment.
c. offering suggestions on upkeep and maintenance of Crown Hall. Committee service shall be for two years with alternating appointments.

e. Lectures, Programs and Exhibits Committee.

The membership shall consist of five members of the College Faculty, nominated and elected by the Category I & Category II College faculty; and, two student members elected from among the currently enrolled students.

Duties shall include:

a. planning and organizing various lectures, film showings, and exhibits that may be brought to the College, related to it’s goals.
b. planning and preparing lectures, publications and exhibits that the College may make for distribution.
c. acquiring materials and maintaining a College archive.
d. planning and installing the annual Open House exhibit.

Committee service shall be for two years with alternating appointments.

f. Student and Academic Affairs Committee.

The membership shall consist of five members of the College Faculty elected by the Category I & Category II College faculty; and, two student members elected from among the currently enrolled students.

Duties shall include:

a. hearing petitions by students concerning other students or faculty members.
b. hearing petitions by students or faculty against actions taken by the College or the University.
c. negotiating fair and amicable settlements.
d. advising aggrieved parties of University Grievance Procedures if a negotiated settlement cannot be reached.

Committee service shall be for two years with alternating appointments.

General Committees:

g. Executive Committee

The Executive Committee shall be chaired by the Dean. It shall consist of the Dean, the Chair of the Curriculum Committee, the Chair of the Faculty Appointments and Retention Committee, and the Directors of the Undergraduate, Masters and Doctoral Program.

Duties Shall Include:

a. reviewing and implementing the staffing plan prepared by the Faculty Appointments and Retention Committee and implementing other academic appointments required by the College.
b. implementing the class schedule, planned by the Curriculum Committee, for the coming semester and for subsequent semesters to ensure the availability of the various minors and electives.
c. jointly preparing the annual College budget and advising in the distribution of other resources that may become available to the College.

**h. Dean's Advisory Committee.**

There shall be seven members including the Dean, and the Chairs of the other six standing committees. Other members shall be invited if the Dean deems it useful for the business at hand.

Duties shall include timely advice on matters brought before them by the Dean including, but not limited to:

a. reviewing and advising the Dean on the distribution of scholarships and other student awards.
b. notifying the faculty of pending openings in the various committees of the College or the University.
c. interviewing and selecting members of the faculty to stand for election to the Support Committees of the College.
d. any matter of interest to the Dean.

Committee service shall be for the time that members serve in their respective capacities.

**Article V- Faculty Positions.**

1. **Category I faculty are Tenure and Tenure track professors, defined in the Illinois Institute of Technology Faculty Handbook, who shall participate fully in College and University governance and be eligible to serve on any committee.**

In general the Category I faculty shall teach at least nine credit hours and participate in both the College and University activities

Procedures for review and renewal are set forth in Appendix "C" of the IIT Constitution and in the AUCOT Guidelines for Promotion and Tenure.

2. **Category II faculty are Studio Professors**

In general Category II faculty shall teach at least nine credit hours per semester, be able to participate in College activities as described herein, but require no further service or activities in the University.

The Category II faculty shall have an initial appointment of one year during which they will have no voting rights but may participate on College committees. During the Spring semester of that year the appointment shall be reviewed by the Faculty Appointments and Retention Committee for possible re-appointment. Subsequent appointments shall be for three or five years and those appointed shall have voting rights and governance duties as described in this document.
The continuing Category II appointments shall be reviewed by the Faculty Appointments and Retention Committee. Notification of the outcome of this review shall be by the Dean. Any Category II faculty member who is not re-appointed, and has served at least five years shall receive at least one year notice, those with ten years of service shall receive two years notice.

3. Category III are Adjunct or other faculty who are appointed on a yearly basis and have no voting rights in the College but may serve on committees.

Faculty in this category shall teach three, or at the most six, credit hours and provide no additional service to the College or University.

Faculty in this category is expected to have minimal commitment to the College program and the University. They shall receive short term contracts and normally the length of service is no more than four years service in any seven year period.

Article VI - Enactment and Revisions.

This document is enabled by provisions in the Constitution of the Faculty of the Illinois Institute of Technology and is governed by all of its provisions. Described herein are all of the processes for governance of the College of Architecture except as otherwise provided for by the current versions of Constitution of the Faculty of the Illinois Institute of Technology, the IIT Faculty Handbook, and the IIT Student Handbook. Any part of this document that is found to be in conflict with these documents is automatically repealed; but, the remainder of this document shall remain with full force and effect.
Academic Administration Spring 2013

B. Arch Program
Robert Krawczyk, Associate Dean for Undergraduate Affairs
John Ronan, Director of Advanced Studios

Academic Advisors: Kathy Nagle, Coordinator
Robert Krawczyk  Colleen Humer  Alphonso Peluso  Stephen Sennott (overall)
Leslie Johnson  Andy Tinucci  Jonathan Miller
Alex Paradiso  Steve Kibler  Tim Brown (Visiting/Exchange)

M. Arch Program
John Desalvo, Director of Admissions
Susan Conger Austin, Director of Masters Projects
Catherine Wetzel, Associate Dean for Graduate Affairs

Academic Advisors:
Rick Nelson  Sean Keller  Dirk Denison  Alphonso Peluso
Harry Mallgrave  Eva Kultermann  Frank Flury
Martin Felsen  Catherine Wetzel  George Schipporeit

M.S. Arch Program
Dirk Denison, Director of Graduate Thesis

M. Landscape Program
Peter Osler, Director

M. Integrated Building Delivery Program
Tom Brock, Director

Ph.D Program
Mahjoub Elnimeiri, Director

TOTAL ENROLLMENT    851

Secretary of the Faculty
TBA
(one-year term)

ACSA Council
Leslie Johnson  one year term

Univ. Faculty Council
Sean Keller

UCOPT
Peter Land
2nd year of 3 year term

Undergrad Studies Comm
Bob Krawczyk
Stephen Sennott

Grad Studies Comm
Catherine Wetzel

IDP Coordinator
Tom Brock

CAMCOPT
Harry Mallgrave
2nd year of 3 year term

Faculty Appointments and Retention Committee
Robert Krawczyk
Frank Flury, Chair
Harry Mallgrave
Catherine Wetzel
Peter Osler
Marshall Brown
Chris Rockey

Curriculum Committee
Eva Kultermann, Chair
George Schipporeit
Frank Flury
Tim Brown
Frank Flury * – liaison to FARC
Leslie Johnson *

Library Committee
Harry Mallgrave, Chair
Kim Soss
George Schipporeit
Sean Keller
Dean of Libraries
Carol Shrewsbury
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Institutional Support and Commitment to Continuous Improvement
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Institutional Support and Commitment to Continuous Improvement
1.2.3 Physical Resources

S.R. Crown Hall
Architect: Ludwig Mies Van De Rohe 1956 National Historic Landmark; Chicago Landmark

The historic S.R. Crown Hall, an icon of twentieth century Modernism, continues to function as it did when built in 1956. It is probably the best environment for architectural education of virtually any in the world. Its upper floor, set 6 feet off the ground, is a large 26,000 sq. ft., clear span space with terrazzo flooring throughout. Few partitions interrupt the continuous flow of space. This collective studio space is a testament to the virtues of minimalism: elements carefully arranged on an open plan; a learning environment that is inclusive and inspired.

Each of the four hundred and twenty students (+/-) who have a studio class in Crown Hall has a desk surface comfortably accommodated, the desks are a table top on a steel frame, students must share fixed storage lockers for their drafting materials. Studio spaces defined by the signature steel frame desks dominate the building’s main level (see Facility Floor Plans, 4.11). Additionally, the center space of the upper level, within the limits of the partial height wood paneled partitions, are used for casual pin-ups, full presentations, group meetings, final reviews, didactic installations (e.g., full scale floor plan mock-ups and precedent studies), lectures and any variety of large events.

Downstairs, an additional 24,500 square feet of actively used area is divided between administrative offices, classrooms, the Graham Resource Center library, a 32 seat computer lab, printing and plotting facilities and undergraduate core studio faculty offices. As a result of recent interior improvements and reconfigurations there are now two large studio spaces on the lower level, accommodating an additional 155 students in Crown Hall’s collective studio environment.

After Crown Hall underwent an award winning historic restoration of the exterior facades in 2005, it received another more modest planning reconfiguration and interior update. The lower level area formerly accommodating the shop facility was reconfigured as studio space and the shop was consolidated into a single expansive facility in the more appropriately furnished space of the M&M building. Relocation of the shop from Crown, and similarly from 3410, reduced the amount of debris and noise that was produced in the both buildings and provided a more compatible space for the increasing size of the undergraduate program. As noted below the relocation of the shop also allowed for much needed growth in the shop offerings for emerging fabrication technologies as well as a significantly more productive and safe working environment.

3410 South State
Architect: Ludwig Mies Van De Rohe (1953 est.)

The College of Architecture occupies 35,000 square feet on three levels in this concrete frame building, which for many years served as a background building for IIT. The building principally contains the advanced undergraduate studios, Masters program studios and the PhD studios. The building also provides an additional full service 30 seat computing and printing facility for study and course instruction, a multimedia presentation room, faculty offices and informal exhibition and presentation spaces. The basement level provides essential archive storage for the GRC secondary archives, faculty projects and student work. Similar to Crown Hall, 3410 received a minor updating in the relocation of the small shop facility that was housed on the first floor, along with elements of the digital fabrication equipment (laser cutters and the Precix large bed triple-axis cnc milling equipment). The digitally based fabrication would join with additional purchases made as part of the shop expansion and renovation and forms the basis for the digital fabrication facility that is located on the mezzanine of the Metals and Materials building.

Metals and Materials Building
3350 S. Federal Architect: Ludwig Mies Van de Rohe (1942 – Phase 1)

Legacy
In 2005, the College of Architecture moved into a building that for over 60 years served as a background building for manufacturing, private industry, and IIT’s maintenance facility for material staging and storage. The initial occupation temporarily served as a studio space for the undergraduate core studios with the long-term goal of developing an intensive curricular/facility and strategic plan of developing a
high-functioning and integral use for the facility. The initial goals included an articulate vision for exterior restoration; infrastructure improvements and updating life safety systems. Initial estimates were in the tens of millions of dollars. During the summer of 2010 the building improvements went forward, with an extensive building update that included a completely new fire protection system and an electrical systems distribution upgrade. The improvements provided the basis for the installation of the comprehensive modeling and digital fabrication facility totaling approximately 11,000 square. Additional faculty offices and a design-build studio utilize the remaining 3,000 square feet of available space.

The remodeling of the building’s north and south ‘bays’, with a 35’ ceiling height and equipped with 2 gantry cranes, simultaneously provides a fully equipped teaching shop and an independently functioning full-service shop. Both facilities allow for the construction of all scales of architectural models – from conceptual models to full size mockups and prototypes in virtually any form of material and technique. With this new facility students also go beyond building models and are able to conduct material investigations, study structural issues and construct fully functional design/build projects.

In addition to expanding the capabilities of the CoA shop facilities the transformation consolidated the three locations (two previously mentioned in Crown Hall and 3410 S. State St.) into a single facility, improved overall safety, staffing efficiency and ultimately, the quality of the overall work environment. The size of the facility allows for large group instruction, studio collaboration and individual work simultaneously. Future growth of the fabrication facility at IIT can been seen in its use by IPRO’s, in collaborative efforts with other University departments and in potential development in course offerings in materials technologies, fabrication and design-build program developments.

**Curriculum Support**

The College’s heritage is rooted in the connection between design and making and a shop facility has always been integral to the instructional program. Students are encouraged, and often required, to “get their hands dirty” and physically interact with materials. In studio instruction their architectural proposals are critiqued and analyzed regarding the relationship between structure, connection and fabrication. Often the proposals are resolved through the construction of large-scale mock-ups and prototypes.

**Model Making**

Architectural modeling and 3-dimensional studies are utilized throughout the curriculum. Physical models are not only effective presentation tools, they also physically engage students in the act of realizing the three dimensional qualities of designs and help to clarify issues of connection and structure while affirming rigor and craftsmanship.

**Instruction**

All first-year undergraduate students take two semesters of classes in the Materials Lab, which equips them with the model making skills that they will need during their subsequent studio classes. Additionally, second year and third year core studios routinely utilize the shop in collective material investigations of concrete, masonry and wood constructions. Graduate students entering the first year of the three-year master’s degree program receive accelerated Materials Lab instruction as part of their first semester studio that culminates in full-scale construction projects that are completed in the open bay facility. Elective courses in furniture design, metals, design/build and digital fabrication are available for more advanced instruction.

**Lab Use**

The College is committed to providing a safe work environment as indicated by our conversion to Saw Stop electronic guard systems on all our table saws, and we insist on safe work practices in our facility. In order to have access to the equipment in the shop each student must pass a written test that gauges his or her knowledge of safe work practices. Safety Orientation Classes prepare students to for a test that is required for access to the facilities power tools. Incoming freshmen and Program 3 graduate students receive this instruction as part of their coursework and need not take this orientation.

In order to have access to the laser cutters students must attend a special, one-hour laser orientation. These laser orientations are also offered at the beginning of each semester and sign-up sheets are posted on the laser room window.

Students can have access to the CNC mill and router and the 3-D mass printer through admittance to the special elective classes dealing with digital fabrication.
The Architecture Materials Lab includes a comprehensive collection of hand and power tools for checking out as well as the following stationary equipment:

- Objet Alaris 30 3D Printer
- Precix CNC Router Table
- CNC Bridgeport Milling Machine
- 4 Universal 60 wt. Laser Cutters
- 6 Table Saws, SawStop 10”
- Powermatic Jointer 8”
- Powermatic 20” Wood Planer
- Powermatic Bandsaw 20”
- Laguna Bandsaw 16”
- Grizzly Bandsaw 16”
- 2 Rockwell Bandsaws 14”
- 1 Delta 12” Compound Miter Saw
- 1 DeWalt 10” Compound Miter Saw
- Safety Speed Cut Panel Saw
- Delta Jig Saw
- 2 Bridgeport Vertical Milling Machines
- Rockwell 12” Disk Sander
- Powermatic 12” Disk Sander
- Delta Combination Sander
- Rockwell 6” Belt Sander
- 2 Rockwell Delta Wood Lathes
- 3 15” Drill Presses
- Vacuformer 16”
- Laboratory Oven
- Hot Wire Bender
- Hot Wire Foam Cutters
- Cincinnati Buffer
- Sheldon Engine Lathe
- Jet Horizontal Bandsaw
- DoAll Bandsaw
- DiAcro Sheet Metal Shears 36”
- DiAcro Sheet Metal Brake 24”
- DiAcro Bender
- Baldor Grinder
- Work Sharp Tool Sharpener
- Econoline 3’ x 2’ x 2’ Sand Blaster
- 2 Oxy-Acetylene Welding Sets
- Lincoln Arc Welder
- Miller Spot Welder
- Lincoln Mig Welder
- Lincoln Tig Welder
- Paint Booth 8’ wide x 6’ deep
Computing Technologies, IT Services and Digital Resources

The College of architecture continues to develop accessibility and opportunities for the digital platform in the academic environment. The College, in conjunction with OTS, regularly improves upon the quality of the hardware provided to the students and the digital coursework. Parametric modeling and BIM software offerings are at the core of the Colleges developing curriculum in Integrated Building Delivery and advances virtual modeling and building analysis in the traditional studio coursework.

As methods of digital fabrication processes continue to become more accessible to designers and architects the College has been active in the process of outfitting the media labs with the software needed to support the expanding inventory of digital fabrication and rapid prototyping equipment. The College is also expanding its facilities and holdings of rapid prototyping resources and curricular offerings. The addition of multiple “DIY” CNC machines provide an introductory and hands on learning experience to the students, who continue to express greater interest in learning about digital fabrication methods. The updating of control components for our more robust CNC machines ensures that they will remain current and readily accessible for the foreseeable future. The field of digital fabrication will remain a growth area of the profession and the College’s curriculum and thus will remain an active and integrated partner in the new shop facility.

Several other digital facility development initiatives are also underway including:

- Updates to the layout of the media labs to create an environment that better facilitate instruction and fosters a more collaborative atmosphere.
- A rendering farm is being assembled to free up media lab resources, and give students the experience of using another technology commonly found in architectural practice.
- The development of a wireless digital projection and presentation format to support the studio environment on a daily basis.

Through IBM’s generosity, The College has received a new high-powered server that will function as a multi-faceted digital content repository. Students will be able to persistently store GIS data, embedded device code, web applications, and more on this server. The data will remain after each semester, and serve as a library for future students.

Lastly, an internet portal dedicated to digital design and fabrication at The CoA has been established. It currently serves as a communications platform for digital course work, allowing students and faculty to collaborate online as well as giving a global voice to The College that allows others to see what we are accomplishing here. It is our intent to allow this resource to continually evolve to suit the rapidly shifting field of digital architecture.

Computing & Media Lab Equipment

Crown Hall (Hardware)

Graphics Production:
- Printers (4)
  - 2 HP LaserJet 9040DN
  - 1 HP Color LaserJet 5550DN
  - 1 HP Color LaserJet CP 5525
- Large Format Plotters (4)
  - 1 DesignJet Z6200
  - 1 DesignJet 5500PS
  - 1 DesignJet 4500PS
  - 1 OCE PLOTWAVE 300 Plotter & Large Format Scanner

AV Systems:
- 1 Sanyo Proxtrax Overhead Projector

Institutional Support and Commitment to Continuous Improvement
Computer Workstations (33):
- Computer Model: Dell Precision T3500
- Operating System: Windows 7 Pro 64-bit
- Processor: Intel Xeon Quad Core 2.67GHz
- Memory: 4GB DDR3 1333MHz 6DIMMS
- Graphics Card: NVIDIA Quadro FX 580
- DVD/CD Drive: 16x DVD +/-RW, DVD/CD Burner
- Sound Card: SoundMAX Integrated Digital High Definition Audio
- NIC: Broadcom NetExtreme 57xx Gigabit Ethernet
- Monitor: Dell 19 Inch UltraSharp Flat Panel LCD
- Keyboard: Dell USB Keyboard
- Mouse: Dell USB 2-Button Optical

3410 S. State St. (Hardware)
Graphics Production:
- Printers
  - 1 HP Color LaserJet 5550N
  - 1 HP LaserJet 9040dn
- Large Format Plotters
  - 1 HP DesignJet 5550PS
  - 1 DesignJet Z6200

AV Systems:
- Christie LX40 Overhead Projector

Computer Workstations (29):
- Computer Model: Dell Precision T3500
- Operating System: Windows 7 Pro 64-bit
- Processor: Intel Xenon Quad Core CPU W3550 @ 3.0 GHz
- Hard Drive: 250 GB SATA 3.0Gb/s, Western Digital WD2500AAKX
- Memory: 12 GB DDR3 ECC SDRAM, 1333 MHz DDR3
- Graphics Card: 2 GB ATI FIRE PRO V5900
- DVD/CD Drive: 16X DVD+/-RW DS-8A, Hitachi-LG
- Sound Card: ADI 1984 Integrated
- NIC: Broadcom NetXtreme 5761 Gigabit
- Monitor: Dell 1908FP-BLK, 19” LCD
- Keyboard: Dell USB Keyboard
- Mouse: Dell USB 2-Button Optical

Siegel Hall Lab:
3rd OTS lab open to the entire University, and each workstation has software packages identical to those in both CoA labs.
COMPUTING & MEDIA LAB SOFTWARE (All CoA Workstations):

Graphic & A/V Design:
- Adobe Acrobat 9 Pro
- Adobe AIR
- Adobe Community Help
- Adobe Creative Suite 5.5 Design Premium
- Adobe Flash Player 11 ActiveX
- Adobe Flash Player 11 Plugin
- Adobe Media Player
- Adobe Premiere Elements 9
- Adobe Premiere Elements 9 Content
- Adobe Reader 11
- Adobe Shockwave Player 11.6
- Avidemux 2.5
- GIMP 2.6.8
- Quick Time
- RealPlayer

Mapping & GIS:
- Esri ArcGIS 10.1
- Google Earth

CAD, BIM & 3D Modeling:
- AutoCAD 2013
- AutoCAD Architecture 2013
- AutoCAD Civil 3D 2013
- Autodesk 3ds Max Design 2013
- Autodesk Design Review 2013
- Autodesk Inventor Fusion 2013
- Autodesk Inventor Pro 2013
- Autodesk Material Library 2013
- Autodesk Revit Architecture 2013
- Autodesk Revit MEP 2013
- Autodesk Vault 2013
- Rhinoceros 4.0 SR9

Energy & Structural Analysis:
- Autodesk Ecotect Analysis 2011
- BLCC5
- Dr. BeamPro 1.1.4
- Dr. Frame2D 3.0.4
- Dr. Frame3D 1.0.10
- EnergyPlus Version 7.0
- eQuest 3-64
- Maple 15
- Mathcad 15
- Mathematica Extras 8.0
- MATLAB R2011a
- National Instruments Software
- Wolfram Mathematica 8.0.4

Software Development & Scripting:
- Arduino
- BASIC Stamp Editor v2.2.5
- Eclipse
- EditPlus 3.4
• Grasshopper 3D 0.8
• Microsoft Visual Studio 2010
• pgAdmin3, 5.4.3
• Processing

**Computer Aided Machining:**
• MadCAM 4.0
• RhinoCAM 3.0.0.55

**Microsoft:**
• Microsoft Office Professional Plus 2010 SP1
• Microsoft Project Professional 2010 SP1
• Microsoft Visio Pro 2010 SP1
• Microsoft Visual Studio 2010 SP1

**Web Browsers:**
• Internet Explorer 9
• Mozilla Firefox 14.01

**SR Crown Hall (3360 S. State Street)**
Shop relocation
Studio renovation and expansion
Lower Core presentation improvements
Security upgrades
Lab/IT environment improvements. (hardware, software & wireless upgrades )
Interior Stair Finish Restoration

**3410 Building (3410 S. State Street)**
Shop relocation
Studio renovation and expansion
Studio and seminar space
Lab/IT environment improvements. (hardware, software & wireless upgrades )
Faculty offices relocations and improvements.
Council on Tall Buildings - expansion

**Minerals & Metals Building (M&M Building) 3350 S. Federal**
Shop installation – comprehensive move and expansion
Life Safety Systems installation
Design Build Faculty Office
Design Build studio space
Wireless upgrades
Digital Fabrication Facility expansion – digital cnc, 3-axis Precix, laser cutters and 3-d mass printers
Shop and digital fabrication equipment procurement

**CoA Community Events Support**
Architectural Exhibition: "Lafayette Park: The Settlement Shape"
Architectural Exhibition: “Struggling Cities: From Japanese Urban Projects in the 1960’s”
Architectural Exhibition: “Snohetta”
Photography Exhibition: “Crombie Taylor, Aaron Siskind, & the Adler and Sullivan Project”
Art Installation: “Silver Clouds” Andy Warhol
Architectural Symposums: Council on Tall Buildings and Urban Habitat -

See attached (Appendix 5.14) for building plans.
I.2.5 Information Resources

The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

A description of the institutional context and administrative structure of the library and visual resources:

The Graham Resource Center (GRC) meets all library-related needs of the College of Architecture including: acquiring, preserving, and serving materials in various formats to College students, faculty, and staff; providing reference and research assistance, and; providing information literacy instruction to all GRC patrons. Housed in the lower level of Crown Hall, the GRC supports all research activities of the College's academic programs.

The Graham Resource Center (GRC), part of the Illinois Institute of Technology (IIT) University Libraries system, is funded and staffed by the College of Architecture. The Head of the GRC serves in an administrative capacity and reports to the Dean of the College of Architecture. Responsibilities include directing the Graham Resource Center and its staff to provide effective services to faculty, students, and staff of IIT’s College of Architecture, and managing the GRC’s operational and acquisitions budget.

The Head of the GRC and Architecture Library Assistant both hold MLIS degrees. Librarians at IIT are considered administrative staff, and both positions have written job descriptions. The GRC currently has no other staff, and doesn’t approach staffing levels at comparable institutions. Part-time student assistance provides routine library services and basic reference, particularly during evening and weekend hours.
An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:

Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.

<table>
<thead>
<tr>
<th>Current holdings:</th>
<th>GRC</th>
<th>University Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of All Volumes in Graham Resource Center</td>
<td>13,768</td>
<td>1.2 million</td>
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<tr>
<td>Total of Volumes that have Library of Congress NA (Architecture) Classification</td>
<td>6749</td>
<td>2021</td>
</tr>
<tr>
<td>GRC Print Journals</td>
<td>42</td>
<td>100</td>
</tr>
<tr>
<td>Online Database Subscriptions</td>
<td>5*</td>
<td>75</td>
</tr>
<tr>
<td>Total of Architecture Videos and DVDs</td>
<td>75</td>
<td>500</td>
</tr>
<tr>
<td>Electronic Journal Subscriptions (Architecture)</td>
<td>6*</td>
<td>33,000</td>
</tr>
</tbody>
</table>

*Databases or E-Journals pertaining to architecture

Our collections - textual and audiovisual, print and electronic - allow researchers to situate themselves in the broader landscape of architectural and cultural discourse. The collection supports all curriculum areas of research: contemporary practice, technology, sustainability, history/theory, computation, and representation, and support our graduate, undergraduate, and PhD programs. Coverage from prehistory to the present is available in a variety of formats and languages; Modernist and Contemporary Architecture, Landscape Architecture, and Urban Design are primary focuses. Complementary disciplines such as construction, art, photography and film, engineering, and sustainability are also represented. The on-campus collections of the Paul V. Galvin Library provide additional resources to College of Architecture students from an interdisciplinary perspective. Patrons also draw upon the considerable resources of CARLI, our statewide consortium, for interlibrary loan requests from its 76 loaning member-libraries.

Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.

Through curriculum-based instruction, our staff weaves library services into the larger fabric of the College’s studios and research projects. To keep services flexible and responsive to learners’ needs, we collaborate closely with faculty, and create opportunities to work with individuals and groups. To be a strong and reliable partner in research and education, the GRC is fully integrated into daily life here at the College of Architecture.

During orientation week, the architecture librarian meets with individual groups of incoming architecture undergraduate, graduate, and international students to welcome and give them an introduction to the
GRC’s services. Throughout the year, in-depth research instruction tailored to specific courses is offered in the College of Architecture’s meeting rooms or on-site in the classroom. These instructions can be live, extemporary explorations of databases, designed to reveal the process and critical thinking required to research. Watching a well-trained librarian find no results, and then recalibrate her search and synthesize its findings, is an invaluable experience for most students. Additional instruction requires students to collect citations for appropriate books, articles, and images; conduct site and image research; and explore the concepts of peer-review, annotation, and bibliography in anticipation of their final project.

Over the past two years, the GRC has also explored semester-long embedded librarianship in one graduate studio course and one thesis preparation course for the M.S. Arch program, with overwhelmingly positive feedback from both faculty and students involved. As noted later in this report, expanding embedded librarianship throughout the curriculum offers a significant opportunity to strengthen the value of our students’ education.

The GRC promotes its services, along with current events and architectural publishing news, via social media and a bulletin board in Crown Hall, with new content posted at least weekly; our new book list is available both on our website and research guides, as well as on our bulletin board. Services include research assistance; library instruction and reference; copyright and fair use consultation; scanning, printing, and computing; course reserves; and service of special collections materials. All faculty and students can expect expert reference service at their point of need, whether in person or via email. In addition, student library assistants are trained to provide basic assistance in finding and using information in the GRC. A widely used collection of reference sources is shelved at the center of the Library, near the service desk; internet, database, and catalog access are available in the same area.

IIT University Libraries are currently participating in LibQUAL+, the Association of Research Libraries’ tool to survey faculty, students, and staff on library service quality. IIT previously participated in 2008. Regular assessment of our services allows the IIT Libraries system to continuously work to meet users’ highest service level expectations. In the most recent University “Students Speak” survey (2012), the student population rated libraries very highly (94%) for their overall services, though somewhat lower (79%-90%) for collections and space. It should be noted, however, that these surveys report on IIT University Libraries as a whole, with no mechanism for rating the GRC independently.

The GRC is open a total of 82 hours a week during the school year. The two library staff members provide reference service for the College’s almost 800 students and over 100 faculty for 43 of these hours; student workers are trained to provide basic reference throughout the remaining 41 hours. Access to the Library’s catalog and all other electronic information sources is available through networked computers on site and remotely to faculty and students through the IIT Libraries’ proxy server. Additional and welcome support for our students from an interdisciplinary perspective is provided by our colleagues at the Paul V. Galvin Library.

Information about the holdings of other libraries is also available through our online catalog, these materials can be obtained through interlibrary loan or document delivery services, available to students and faculty at no cost. As a member of the CARLI consortium of 76 Illinois academic libraries, IIT University Libraries provides students and faculty quick processing of interlibrary loan requests, generally delivering requested books within 2 to 3 business days. The Libraries’ membership in the ILL partnership gives GRC users rapid electronic delivery of articles in portable document format (pdf). Print reserves are self-serve for quick, unmediated access during open hours, and Electronic Reserves provide faculty the opportunity to place readings on reserve in pdf, accessible 24 hours a day. In the area of digital collections, University Libraries offer permanent digital archiving of theses and master’s projects through its institutional repository, http://repository.iit.edu/.
Two seminar rooms allow librarians to introduce small groups to the library’s print and electronic resources, however, the library does not have scheduling control of these rooms, which are most often booked solid with classes. Our Research Guides direct patrons to scholarly content, both virtual and in print, and offer support to remote patrons 24 hours a day. Technology resources at the GRC include 10 computer workstations, 2 scanners (1 large-format and one standard offset book scanner), wireless and power access for 50 seats, and a black and white copier which scans directly to memory stick.

**Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).**

In addition to the print collections outlined in section two, researchers have access to over 75 databases, including crucial architectural resources such as the Avery Index and MadCAD. Our journals and serials collections put users in touch with international perspectives and current developments; a circulating collection of architect-designed chairs puts thoughtful design in student hands; and about 100 films bring architectural thought to life.

To the degree that budget allows, the GRC’s collection development is flexible and responsive to the changing needs of students and faculty. The College of Architecture Library Committee offers a forum for active faculty to advise in the development of the library’s collections and services. The librarian attends departmental and staff meetings, as well as serving on multiple committees at both the College and University level.; staying engaged in new areas of research and teaching is a critical part of assessing their impact on acquisitions.

Journals: Funding, acquisition, and technical services for the College of Architecture’s journals are all managed by University Libraries through the Paul V. Galvin Library, which provides the GRC with 42 current journal subscriptions. Coverage is very thin for architecture, as measured by the discipline’s standard, the Association of Architecture School Librarians’ (AASL) Lists of Periodicals (http://www.architecturelibrarians.org/corelist2009.html ). The GRC holds subscriptions to just 28 out of 54 of AASL’s Core List (52%), and 1 of 42 of the Supplementary List (2%).

Databases: University Libraries subscribe to three key architecture indexes: Avery Index to Architectural Periodicals, MadCAD, and ArtSTOR. Other available databases support interdisciplinary research, such as Academic Search Premier, greenFILE, and JSTOR.

Monographs: The GRC currently holds about 13,500 monographs. Two special research collections augment our general reference collection. Monographs on Chicago’s history, peoples, land, and architecture comprise the first, putting into context Chicago and its built environment. The second, our "Mies Collection", features a comprehensive Mies van der Rohe bibliography and study collection, as well as materials relating to the history of IIT’s campus and faculty. A collection of materials published by The Council on Tall Buildings and Urban Habitat is available for research, as well as a small rare books collection. In the upcoming months, the GRC will be collaborating with the Paul V. Galvin Library to transfer a significant portion of their in scope Dewey-classified materials into the GRC’s holdings.

Visual Resources: Despite having no dedicated VR unit, the College has enjoyed the benefits of University Libraries' institutional subscription to ARTstor since 2010, a critical first step in acknowledging the pedagogical importance of an online image collection as well as the digital technology supporting it.

Regardless of the 300K images considered 'Architecture and City Planning' within the ARTStor Digital Collection, it lacks the content reflective of the College of Architecture's specialized curricula. In order to support research beyond the basic level, other digital collections must be considered. Archivision would provide users with the contemporary content they consistently ask for, and offers customizable image
modules to suit changing curricular needs. Other desiderata include OnArchitecture and Pigeon Digital, for their quality, cutting edge content and global perspectives. A digital asset management system such as Shared Shelf may also facilitate image sharing amongst faculty and potentially lead to a unique institutional resource. The GRC hopes to implement Omeka, an open source web-publishing platform for the display of scholarly collections and exhibitions, currently being explored by the Paul V. Galvin Library for future exhibitions and publications now under consideration by the College of Architecture.

The library’s recent management transition has impacted two core initiatives. In 2009/2010, considerable funds were allocated to what is now an unfinished slide digitization project using the CONTENTdm system. The College of Architecture slide collection has little unique material reflective of College of Architecture design and scholarship, and a fair percentage is under outside copyright, and now readily available through many free collections. Thus, revisiting this project is not recommended.

The second project was the establishment of a materials library, based largely on contributions from local architecture firms. While an important resource in principle, there is no budget to maintain the existing collection, much less develop it further. Consequently, it remains inaccessible and unused. In the future, it would serve the College’s educational goals to offer patrons a materials library which showcases current trends, innovative materials, and best practices. For now, it is of low priority.

In order to support the ambitious goals of our new administration and curriculum, our collections must expand beyond basic coverage of fundamental subjects to include an increasingly interdisciplinary focus, as well as newer areas of study, from a more global perspective. Overall, the collections are adequate for basic coursework, but none truly support advanced study.

**Demonstrates sufficient funding to enable continuous collection growth.**

<table>
<thead>
<tr>
<th>Acquisitions and endowment funding</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Operational Budget (including acquisitions)</td>
<td>$8,829</td>
<td>$8,829</td>
<td>$8,829</td>
</tr>
<tr>
<td>Print and Electronic Journals</td>
<td>$7,736.05*</td>
<td>$8,088.94*</td>
<td>$9,465.77*</td>
</tr>
<tr>
<td>Architecture databases</td>
<td>$18,984*</td>
<td>$18,581.5*</td>
<td>$19,836</td>
</tr>
<tr>
<td>Gift Funds expenditures</td>
<td>N/A</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

*UL funded

Funding: Funding for the GRC comes primarily from the College of Architecture, which covers salaries, benefits, operational funds, and an acquisitions budget. Journals, serials, and electronic resources are provided by the IIT University Libraries. University-funded resources which most benefit the College of Architecture are far from commensurate with its size or value to the university by any means of assessment. Selection decisions regarding monographs are made by the Head of the GRC, who authorizes all expenditures, but must be drawn from the general, operational budget in competition with supplies and equipment and professional development. The GRC works very hard to make every dollar provided go far, by running a lean organization and making internal reallocations to meet new needs.
The Graham Resource Center Endowment Fund has languished for several years, its monies drawing no interest. The reason is two-fold: the economic downturn beginning in 2008, which has impacted fundraising university-wide, and IIT policies regarding management of funds raised. Until it reaches a point of “critical mass”, these funds remain unendowed. Greater oversight by GRC management in fundraising efforts - and a voice in the budgeting process - will go far to ensure that many thousands of dollars generously donated by our benefactors are put to work bearing interest. Accomplishing our mission is absolutely dependent on a consistent source of funding for collection development.

Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

The GRC aspires to offering the best collection in the region, but library resources still lag considerably behind the needs—and ranking—of the College. Unfortunately, when compared to our peer institutions nationally and regionally, our position is consistently very low in terms of collections, staffing, funding, and growth. We aspire to closing those gaps, but need the tools necessary to do so. A College of Architecture Library Committee report to the Dean recommended an increase in staffing, funding, and greater budgetary control by the Head of the GRC.

Services: Our standing curriculum doesn’t create adequate opportunities for library participation in expanding students’ basic research and critical thinking skills. Building information literacy standards into projects, from the first year onward, enables faculty and librarians to build discipline-specific competency levels in both studios and coursework. Institutional buy-in is vital for such initiatives to succeed.

Space: Several key goals of the 2007 expansion project went unmet: the construction of a rare book room with environmental control; seminar and group meeting rooms that are truly available to library patrons; comfortable seating for our reading area; and display cabinets for showcasing collections. The project’s replacement of the cooling system has substantially improved cooling capacity, but the space is still vulnerable to temperature and humidity spikes, with temperatures reaching up to 90 degrees when the library opens in the morning.

Collections: In 2005-06, a GRC book donation drive resulted in the donation of about 10,000 volumes. The following year, the library expanded, doubling our shelving space to accommodate anticipated growth. The vast majority of these donated retrospective materials await cataloging, due to insufficient staff hours for technical services duties.

Staffing and Organization: The GRC currently has two staff members running every aspect of library operations, which doesn’t approach staffing levels at comparable institutions. The key to a seamlessly functioning library is a well-trained, full, and qualified staff; vacancies and turnover inevitably have a detrimental effect on library operations. An increase in staffing levels is highly desirable; doing so would allow staff to move beyond day-to-day operations and implement a more ambitious vision for the GRC. Such activities include long overdue retooling of policies, grant writing, exhibition design, representation of IIT and the College in national professional organizations, and fund-raising activities.

Previously, staff organization rolled many of the College of Architecture’s services into one administrative unit overseen by a Director of Research Resources, including the GRC; Technology, Networks, and Systems; and Audio-Visual Services departments. The subsequent 2011 restructuring has resulted in an unusual and problematic staff organization. On paper, the GRC has four full-time staff members. However, two staffers drawing salaries from the GRC’s budget do not provide any of the GRC’s services, have no library and information science education, and do not report to the Head of the GRC. All monies
allotted for library salaries should directly benefit library patrons, through resultant increases in collections and services.

With current budget restrictions, GRC support for faculty research must be addressed on an individual, case-by-case basis, with no opportunity to anticipate future needs. Faculty and students are encouraged to submit purchase requests in person or via email, but due to fiscal restrictions, the needs of individuals must frequently be weighed against those of many. When requests from both faculty and students must be turned down with some regularity, acquisitions funding must be approached on a tactical basis. Shifting to strategic planning for future growth areas is crucial to the GRC’s success.

Of particular concern is funding for journals; we offer far fewer journals than our peer institutions. As noted earlier in the report, patrons have access to just 52% of AASL’s Core List, and 2% of the Supplementary List. With the accreditation of the College of Architecture’s Landscape Architecture program in 2010, and its upcoming refocus on issues of Urban Design and the Metropolis, key publications such as JoLa, Landscape Journal: Design, Management and Planning of the Land, Topos, and Monu are absent from the shelves.

The College of Architecture is experiencing great change, and as it recalibrates its space, organization, and curriculum, opportunities arise to anticipate how those changes are sustained by research. New faculty and classes must be supported by the library’s collections and services, which requires library staff to plan and budget appropriately. Working with librarians, faculty can identify key library resources to uphold strong programs. Deans can ensure that requests for new faculty lines include budget line estimates for the library. Ultimately, this prevents new hires from the shocking realization that texts they see as essential to their discipline are absent from the stacks.
1.3.1 Statistical Reports

1.3.1.1 Program Student Characterizes

1.3.1.1a Demographics of all students enrolled in the accredited degree programs:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Bachelor of Architecture</th>
<th></th>
<th>Master of Architecture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2005 Male</td>
<td>Female</td>
<td>Total</td>
<td>Fall 2012 Male</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>31</td>
<td>20</td>
<td>51</td>
<td>28</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11</td>
<td>13</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic/Latino of Any Race</td>
<td>17</td>
<td>21</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>International</td>
<td>39</td>
<td>28</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Two or more Non-Hispanic races</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>36</td>
<td>22</td>
<td>58</td>
<td>17</td>
</tr>
<tr>
<td>White</td>
<td>173</td>
<td>72</td>
<td>245</td>
<td>160</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>309</strong></td>
<td><strong>178</strong></td>
<td><strong>487</strong></td>
<td><strong>345</strong></td>
</tr>
</tbody>
</table>

Institutional Support and Commitment to Continuous Improvement
### 1.3.1.1a Demographics of all students enrolled in the accredited degree programs:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2005</th>
<th></th>
<th>Fall 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>7</td>
<td>13</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Asian</td>
<td>390</td>
<td>196</td>
<td>586</td>
<td>266</td>
</tr>
<tr>
<td>Black or African American</td>
<td>156</td>
<td>159</td>
<td>315</td>
<td>157</td>
</tr>
<tr>
<td>Hispanic/Latino of Any Race</td>
<td>171</td>
<td>95</td>
<td>266</td>
<td>339</td>
</tr>
<tr>
<td>International</td>
<td>1489</td>
<td>538</td>
<td>2027</td>
<td>2080</td>
</tr>
<tr>
<td>Native Hawaiin/Pac Islander</td>
<td>11</td>
<td>4</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Two or more Non-Hispanic races</td>
<td></td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Unknown</td>
<td>318</td>
<td>166</td>
<td>484</td>
<td>435</td>
</tr>
<tr>
<td>White</td>
<td>1861</td>
<td>898</td>
<td>2759</td>
<td>1501</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>4403</strong></td>
<td><strong>2069</strong></td>
<td><strong>6472</strong></td>
<td><strong>4839</strong></td>
</tr>
</tbody>
</table>
1.3.1.1b Qualifications of students admitted in the fiscal year prior to the visit:

### Bachelor of Architecture

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>N</th>
<th>ACT Verbal</th>
<th>ACT Math</th>
<th>ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>331</td>
<td>29</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>2012</td>
<td>316</td>
<td>27</td>
<td>28</td>
<td>27</td>
</tr>
</tbody>
</table>

### Bachelor of Architecture

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>N</th>
<th>SAT Verbal</th>
<th>SAT Math</th>
<th>SAT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>36</td>
<td>606</td>
<td>649</td>
<td>1251</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>578</td>
<td>646</td>
<td>1220</td>
</tr>
</tbody>
</table>

### Master of Architecture

(all converted to new GRE scale)

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>N</th>
<th>GRE Verbal</th>
<th>GRE Quantitative</th>
<th>GRE Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>65</td>
<td>150</td>
<td>151</td>
<td>302</td>
</tr>
<tr>
<td>2012</td>
<td>53</td>
<td>149</td>
<td>155</td>
<td>304</td>
</tr>
</tbody>
</table>

### High School GPA of Entering Bachelor of Architecture Students

<table>
<thead>
<tr>
<th>Entry Term</th>
<th>N</th>
<th>Average of HSGPA</th>
<th>Min of HSGPA</th>
<th>Max of HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>86</td>
<td>3.8</td>
<td>2.9</td>
<td>5.5</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>50</td>
<td>3.9</td>
<td>3.1</td>
<td>4.9</td>
</tr>
</tbody>
</table>

*data is raw and has not been normalized to a 4.0 scale

### Undergraduate GPA of Entering Master of Architecture Students

<table>
<thead>
<tr>
<th>Entry Term</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>3.294954</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>3.289057</td>
</tr>
</tbody>
</table>
### 1.3.1.1c Time to graduation Freshman Retention B.Arch:

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort Size (Initial)</th>
<th>Military</th>
<th>Deceased</th>
<th>Cohort Size (Adjusted)</th>
<th>Transfer In</th>
<th>Transfer Out</th>
<th>New Cohort Size</th>
<th>Enrolled</th>
<th>Reinstated</th>
<th>On Leave</th>
<th>Graduated (Cumulative)</th>
<th>Graduated (Cumulative)</th>
<th>Graduated (Cumulative)</th>
<th>Graduated (Cumulative)</th>
<th>Graduation Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002F</td>
<td>42</td>
<td>1</td>
<td>41</td>
<td>2</td>
<td>39</td>
<td>32</td>
<td>7</td>
<td>82%</td>
<td>0%</td>
<td>1</td>
<td>38</td>
<td>29</td>
<td>9</td>
<td>76%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2003F</td>
<td>85</td>
<td>85</td>
<td>0</td>
<td>77</td>
<td>65</td>
<td>12</td>
<td>84%</td>
<td>0%</td>
<td>0</td>
<td>77</td>
<td>61</td>
<td>16</td>
<td>79%</td>
<td>0%</td>
<td>0</td>
<td>77</td>
</tr>
<tr>
<td>2004F</td>
<td>109</td>
<td>109</td>
<td>4</td>
<td>105</td>
<td>82</td>
<td>1</td>
<td>22</td>
<td>79%</td>
<td>0%</td>
<td>2</td>
<td>103</td>
<td>74</td>
<td>29</td>
<td>72%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2005F</td>
<td>84</td>
<td>84</td>
<td>1</td>
<td>2</td>
<td>83</td>
<td>71</td>
<td>12</td>
<td>86%</td>
<td>0%</td>
<td>0</td>
<td>83</td>
<td>65</td>
<td>1</td>
<td>17</td>
<td>80%</td>
<td>0%</td>
</tr>
<tr>
<td>2006F</td>
<td>85</td>
<td>84</td>
<td>3</td>
<td>3</td>
<td>84</td>
<td>74</td>
<td>2</td>
<td>8</td>
<td>90%</td>
<td>0%</td>
<td>1</td>
<td>3</td>
<td>82</td>
<td>70</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2007F</td>
<td>106</td>
<td>106</td>
<td>8</td>
<td>98</td>
<td>89</td>
<td>2</td>
<td>7</td>
<td>93%</td>
<td>0%</td>
<td>1</td>
<td>2</td>
<td>97</td>
<td>84</td>
<td>2</td>
<td>11</td>
<td>89%</td>
</tr>
<tr>
<td>2008F</td>
<td>139</td>
<td>137</td>
<td>4</td>
<td>10</td>
<td>131</td>
<td>118</td>
<td>3</td>
<td>10</td>
<td>92%</td>
<td>0%</td>
<td>2</td>
<td>4</td>
<td>129</td>
<td>106</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>2009F</td>
<td>87</td>
<td>87</td>
<td>1</td>
<td>7</td>
<td>81</td>
<td>70</td>
<td>6</td>
<td>5</td>
<td>94%</td>
<td>0%</td>
<td>3</td>
<td>78</td>
<td>63</td>
<td>15</td>
<td>81%</td>
<td>0%</td>
</tr>
<tr>
<td>2010F</td>
<td>75</td>
<td>75</td>
<td>1</td>
<td>4</td>
<td>72</td>
<td>67</td>
<td>5</td>
<td>100%</td>
<td>0%</td>
<td>2</td>
<td>70</td>
<td>57</td>
<td>2</td>
<td>11</td>
<td>84%</td>
<td>0%</td>
</tr>
<tr>
<td>2011F</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>75</td>
<td>66</td>
<td>4</td>
<td>3</td>
<td>96%</td>
<td>0%</td>
<td>2</td>
<td>70</td>
<td>57</td>
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### Institutional Support and Commitment to Continuous Improvement

1 - 74
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</table>

### Institutional Support and Commitment to Continuous Improvement

1 - 76
1.3.1.1c Time to graduation M.Arch:

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>ARC2 Graduated in Normal Time</th>
<th>ARC2 Graduated in 150% of Normal Time</th>
<th>ARC3 Graduated in Normal Time</th>
<th>ARC3 Graduated in 150% of Normal Time</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
<td>Percent</td>
</tr>
<tr>
<td>2002</td>
<td>1</td>
<td>19</td>
<td>20</td>
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<tr>
<td>2003</td>
<td>2</td>
<td>14</td>
<td>16</td>
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<tr>
<td>2004</td>
<td>9</td>
<td>24</td>
<td>33</td>
<td>27%</td>
</tr>
<tr>
<td>2005</td>
<td>19</td>
<td>20</td>
<td>39</td>
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<td>2006</td>
<td>18</td>
<td>21</td>
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</tr>
<tr>
<td>2007</td>
<td>17</td>
<td>20</td>
<td>37</td>
<td>46%</td>
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<tr>
<td>2008</td>
<td>30</td>
<td>17</td>
<td>47</td>
<td>64%</td>
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<tr>
<td>2009</td>
<td>23</td>
<td>7</td>
<td>30</td>
<td>77%</td>
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Institutional Support and Commitment to Continuous Improvement 1 - 77
### 1.3.1.2 Program Faculty Characteristics

#### 1.3.1.2a Demographics for all full-time instructional faculty:

**College of Architecture**

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<tr>
<th>Race</th>
<th>2012 Male</th>
<th>2012 Female</th>
<th>2007 Male</th>
<th>2007 Female</th>
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<tr>
<td>Asian</td>
<td>0</td>
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<td>Native Hawaiian or other Pacific Islander</td>
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<td>Black or African American</td>
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<td>0</td>
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<tr>
<td>Hispanic/Latino</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>White</td>
<td>20</td>
<td>8</td>
<td>30</td>
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### 1.3.1.2b Number of Faculty promoted each year since last visit:

**College of Architecture**

Table lists total in each rank and number promoted. Decreases are due to retirement or resignations.

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<th>Rank</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
<td>8 (+0)</td>
<td>10 (+2)</td>
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<td>4</td>
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<tr>
<td>Studio Professor</td>
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<td>4</td>
<td>7 (+3)</td>
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<tr>
<td>Studio Associate Professor</td>
<td>5 (+0)</td>
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<td>11 (+6)</td>
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<td>16 (+2)</td>
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<tr>
<td>Studio Assistant Professor</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Instructor / Lecturer</td>
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<td><strong>Part Time</strong></td>
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### 1.3.1.2c Number of Faculty receiving tenure each year since last visit:

**College of Architecture**

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<th>F09 PROFESSORS</th>
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<th>F11 PROFESSORS</th>
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<td>00 Arthur Takeuchi</td>
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</tr>
</tbody>
</table>
| 19 Chris Rockey | 19 Chris Rockey | 19 Chris Rockey | 19 Chris Rockey | 19 Chris Rockey | 19 Chris Rockey | 19 Chris Rocke
1.3.1.2d Number of Faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed:

**College of Architecture**

<table>
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Arch = architectural license  
Eng = structural, civil, or professional engineering license
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Institutional Support and Commitment to Continuous Improvement
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Faculty Resumes see: 4.4

Matrix for Faculty Credentials see: 4.3

Highlights of Faculty Professional Development:

Please refer to the Faculty Resumes 4.4 for details.

Dean Search:
- Wiel M. J. Arets, Dean of the College of Architecture, John and Jeanne Rowe Chair of Architecture

Promotions:

Promotion to Associate Professor with Tenure:
- John Ronan, Dirk Denison, Frank Flury, Catherine Wetzel, Eva Kultermann

Promotion to Professor:
- Donna Robertson, Harry Mallgrave, Robert Krawczyk, John Ronan, Dirk Denison, Wiel Arets

Education Awards:

ACSA/AIAS New Faculty Teaching Award
- Marshall Brown

ACSA, Architectural Education Awards, Faculty Design
- Susan Conger-Austin

ACSA Creative Achievement Award
- Catherine Wetzel, Richard E. Nelson, Paul Endres

AIA Education Honor Award
- Kathleen Nagle, Paul Pettigrew, Catherine Wetzel

AIAS Excellence in Education Award
- Martin Felsen

AIAS Excellence in Architectural Education Award
- Benjamin R. Riley

ACADIA Award for Teaching Excellence, Association of Computer-Aided Design in Architecture
- Robert J. Krawczyk
IIT College of Architecture Excellence in Teaching Award
-Eva Kultermann, Kathleen S. Nagle

Precast/Prestressed Concrete Institute Young Educator Award
-Thomas E. Brock

Professional Awards:

AIA National Honor Award
-John DeSalvo, Ronald A. Krueck, Andrew Metter, John J. Ronan, Thomas Roszak,

AIA National Housing Award
-Dirk S. Denison, Leslie Johnson

AIA National Young Architect Award
-Thomas Jacobs

AIA Chicago Design Excellence Award
-James W. Baird, Dirk S. Denison, Martin Felsen, Ronald A. Krueck, Andrew Metter, Ross Wimer

AIA Chicago Distinguished Building Award
-David Brininstool, Martin Felsen, Frank C. Flury, Thomas Hoepf, Stephen Kibler, Ronald A. Krueck, Patricia Saldaña Natke, John J. Ronan, Andrew Schachman, Andrew Tinucci, Ross Wimer

AIA Chicago Small Project Award, Citation of Merit
-Martin Felsen, Patricia Saldaña Natke

AIA Chicago Regional & Urban Design Honor Award
-Martin Felsen, Thomas Hoepf, Patricia Saldaña Natke, Alphonso Peluso, Andrew Tinucci

AIA Chicago Interior Architecture Honor Award
-Martin Felsen, Leslie Johnson, John J. Ronan,

AIA Chicago Divine Detail Award
-Martin Felsen, Thomas Hoepf, Leslie Johnson, John J. Ronan, Andrew Tinucci

AIA Chicago Unbuilt Design Award
-Martin Felsen, Thomas Hoepf, John J. Ronan, Andrew Tinucci

AIA Chicago Sustainability Award
-John J. Ronan

AIA Chicago Firm Award.
-Andrew Tinucci

AIA Chicago Distinguished Service Award
-Donna V. Robertson

AIA Illinois Chapter Honor Award
-James M. Hall, Thomas Hoepf

AIA Illinois Chapter Charles W. Nothnagel Award
-Edward K. Uhlir

Other Awards:

IIT Alumni Award: Professional Achievement
-Dirk S. Denison
Association of Licensed Architects Merit Award
-Patricia Saldaña Natke
American Libraries Association Design Award
-Brent A. Norsman
ENR Midwest’s “Top 20 Under 40” Winner
-Sachin Anand
Consulting Specifying Engineer “40 Under 40” Winner
-Sachin Anand
The Buckminster Fuller Challenger, Honorable Mention
-Martin Felsen
Dubin Family Young Architect Award, sponsored by AIA Chicago
-Martin Felsen
Wood Award Baden Wuerttemberg, Honorable Mention
-Frank C. Flury
Richard H. Driehaus Foundation Preservation Award, Landmarks Illinois
-James M. Hall
Winterhouse Award for Design Writing and Criticism, AIGA
-Sean Keller
Honorable Mention, Burnham Prize Competition
-Martin Kläschen
Chicago Neighborhood Development Award
-Jackie Koo
Chicago Architecture Foundation Patron of the Year Award
-Ronald A. Krueck
International Interior Design Association “Excellence Award”
-Ronald A. Krueck
MoMA PS1 YAP Competition Winner
-Paul D. Endres
Honorary Fellow, Royal Institute of British Architects
-Harry Francis Mallgrave
DesCours AIA New Orleans Competition, Winning Entry
-John Manaves
Richard H. Dreihaus Foundation Award for Excellence in Community Design
-Patricia Saldaña Natke, Andrew Schachman
Richard H. Driehaus Award for Architectural Excellence
-John J. Ronan
Chicago Atheneum Architecture Award
-Carlo Parente, Carol Ross Barney, Ross Wimer
President, Association of Collegiate Schools of Architecture
-Donna V. Robertson
President, Board of Directors, NAAB
-Donna V. Robertson
ASLA Illinois Distinguished Service Award
-Donna V. Robertson
IDEAS2 Innovative Design in Engineering and Architecture with Structural Steel
-Christopher D. Rockey
Best Small Structure Award Structural Engineers Association of Illinois
-Christopher D. Rockey
Chicago Building Congress, Award of Honor
-Carol Ross Barney
Médaille de la Recherche et de la Technique
-Werner Sobek
Illinois Masonry Council Award, Divine Detail
-Lynsey J.G. Sorrell
Rudy Bruner Award for Urban Excellence
Joyce Foundation Visual Artist Scholarship  
- Amanda Williams
CEFPI Planner of the Year  
- Amy Yurko

Grants:

Precast/Prestressed Concrete Institute Studio Grant, $87,400  
- Thomas E. Brock
Boston Society of Architects Rotch Traveling Studio Grant, $20,000  
- Marshall Brown
Fulbright Senior Specialist Grant to teach in Santiago, Chile  
- Susan Conger-Austin
Richard H. Driehaus Foundation, $45,000  
- Susan Conger-Austin
Graham Foundation Production and Presentation Grant  
- Sean Keller
Andy Warhol Foundation for the Visual Arts, Arts Writers Grant  
- Sean Keller
Graham Foundation for Advanced Study in the Fine Arts, $10,000  
- Peter Land
IIT ERIF Interdisciplinary Research Grant $25,000  
- Peter Land
Wanger Institute for Sustainable Research Grant (IIT WISER) $10,000  
- Peter Lorch Osler
ArcelorMittal Research Grant, $300,000  
- Antony Wood
Prince Charitable Grants Trust, $5,000  
- Antony Wood

Book Publication:

- Sean Keller, Robert J. Krawczyk, Eva Kultermann, Peter Land, Harry Francis Mallgrave, Patricia Saldaña Natke, Peter Lorch Osler, Kerstin Puller, John J. Ronan, Carol Ross Barney, R. Stephen Sennott, Werner Sobek, Andrew Tinucci, Antony Wood

Architectural, Design, and Art Exhibitions:

- Marshall Brown, Robert J. Krawczyk, Janet Krehbiel Pieracci, Ronald A. Krueck, Mary Pat Mattson, Martin Felsen John J. Ronan, Carol Ross Barney, Timo Schmidt
Part Two - Educational Outcomes and Curriculum

2.1 Student Performance Criteria

The Student Performance Criteria “matrix” of the B.Arch (see 4.8) and M.Arch (see 4.9) degree programs' curricula, illustrates the integrative nature of our approach to architectural education. The core studios serve as the foundation of the curriculum with their emphasis on building technology, building systems, and materiality. In combination with support coursework, the core develops discipline through rigor that is enhanced by an iterative design and learning process. The Core Years of study (B.Arch years one to three, M.Arch one and two) emphasize the technical training necessary for competent studio work and the integrative approach we have to building design. Projects given in the second semester of the Third Year (B.Arch) or the Second Year (M.Arch) expect students to be able to fully manipulate all aspects of building design: visual/analytic skills (verbal, writing, graphic, research, critical thinking design, collaboration, use of precedents), technical (structural, envelope, building service and mechanical systems, sustainability, accessibility, materials, assembly, codes, documentation) and design ability (use of precedents, context, manipulation of space, form, light, circulation, efficiency, conceptual development, formal ordering systems, detailed design documentation, etc.) Upon entering the Advanced Studios, students have also mastered abilities in teamwork, ethical and professional judgment, and an awareness of human behavior and diversity as it affects design decisions.

The core years structure the primary educational experience. Early years of study are filled with architecture/professional courses, postponing architectural elective and general education requirements (for undergraduates) studies until the last years of study. As students undertake Advanced Studio work, and are able to choose professor and project type, they begin to personalize their education, pursuing their particular interests and developing specialties. To have the opportunity to take electives, humanities and social sciences courses in conjunction with their studio work helps them to widen their perspectives, and extend their specialties across disciplines. A student interested in high-rise design for example can take courses in urbanism, societal organization, etc. This empowers students in the progression of their own education, with room to specialize and grow within the domains of our curriculum.

Verification that all students complete requirements

B.Arch
A formal review of graduation requirements for undergraduates is performed by the Office of Educational Services. Periodic reviews after the third year of study by the Office of Educational Services allow students to monitor their degree progress. A full review is conducted when a student applies for graduation to ensure that all required courses have been completed. Substitutions in the curriculum are generally allowed only when (a) the required course is not available in a time frame that would allow timely graduation of a student and (b) a course can be found that provides a roughly equivalent contribution to the same area (i.e. mathematics, science, engineering design, etc.) as the course it will replace. All substitutions are reviewed by the Dean of the College and only approved when it can be ensured that NAAB criteria are satisfied in the modified program of study. Each substitution is documented in a memorandum that is placed in the student’s file in the Office of Educational Services. Transfer credit is granted on a course equivalency basis, i.e., the nature, content, level and prerequisites of the course must be comparable to those offered at IIT. The determination as to equivalency is the responsibility of the academic department that teaches the equivalent course at IIT. The Office of Educational Services certifies transfer credit.

M.Arch
For graduate students, the Graduate College performs a parallel function. Substitutions in the curriculum are generally allowed only when a course can be found that provides a roughly equivalent contribution to the same area. The student meets with the particular faculty member teaching the course and their advisor to determine the best action of course substitution in order to maintain compliance with their graduation requirements.

2.2 Curricular Framework

Illinois Institute of Technology, College of Architecture 3/1/2013
Educational Outcomes and Curriculum 2 - 1
2.2.1 Regional Accreditation

As part of a continued commitment to excellence, the Illinois Institute of Technology voluntarily seeks accreditation every ten years from the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). This comprehensive review process provides the opportunity to assess the university’s progress as well as a platform for establishing goals for the decade to come. IIT has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1941.


V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status  No change

B. Nature of Organization

1. Legal status  No change
2. Degrees awarded  No change

C. Conditions of Affiliation

1. Stipulation on affiliation status  No change
2. Approval of degree sites  No change
3. Approval of distance education degree  No change
4. Reports required  None

E. Summary of Commission Review

Rationale:
Illinois Institute of Technology meets all the criteria required for continued accreditation. The university has an appropriately articulated mission; faculty and administrative expertise to deliver high quality academic programs and services; concern for student learning, engagement with the community, and effective board of trustee support. The university has the necessary resources to continue fulfilling its mission. Significant changes in practice, processes and monitoring in the areas of enrollment and fiscal management and the adaptability to meet the needs of changing constituencies, societal trends and needs are evidence of focused attention to the future of the university.
### 2.2.2 Professional Degrees and Curriculum

The College of Architecture offers two professional degrees, the Bachelor of Architecture and the Master of Architecture degrees. The College of Architecture is unique in its technical and practical rigor. The integration of fundamentals, materiality, technology, making and fabrication into the core architectural design studios makes the undergraduate curriculum distinctive. With its location in Chicago and ties to the Mies van der Rohe legacy, the College of Architecture offers many opportunities to students that include an underlying foundation in modern theory, access to countless architectural icons, a connection to a variety of architectural practices, a diverse and international student body, and a committed faculty. Recognizing both the lessons of the past and the demands of the future, the curriculum balances IIT’s historic foundation with new courses that focus on new materials, design technologies and composite assemblies. At all levels of study, emphasis is placed on the complex and interdependent relationship between tectonics and form, the role architecture plays in our cultural construct, and the historic context for contemporary architecture. The studio sequence is the nucleus of the curriculum.

#### BArch: Bachelor of Architecture

The undergraduate professional degree program at IIT has always been a comprehensive five-year accredited Bachelor of Architecture (B.Arch) degree. The curriculum provides the core body of knowledge required by the profession within a coordinated three-year foundation studio sequence. Each of the three years is team taught to horizontally integrate all courses within each year and vertically sequence learning experiences. The professional core prepares students for the last two years of advanced design studios focused on spatial awareness, comprehensive building design, large scale planning and advanced technologies. The emphasis is on holistic learning combined with advanced computer and communication technology.

#### B.Arch: Degree Requirements

<table>
<thead>
<tr>
<th>Total degree credit hours</th>
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<tbody>
<tr>
<td>General Education Credits Required</td>
<td>49 credits</td>
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<tr>
<td>Mathematics: Math 119, 120 - 6 credits</td>
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<tr>
<td>Natural Science or Engineering: Physics 200; Arch 230, 334, 335 – 13 credits</td>
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<tr>
<td>Humanities and Social Sciences: 21 credits</td>
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<td>Interprofessional Project: 6 credits</td>
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<tr>
<td>Computer Science: Arch 125 – 3 credits</td>
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<tr>
<td>Professional Studies Credits Required</td>
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<tr>
<td>Freehand Drawing: ARCH 109,110 – 4 credits</td>
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<tr>
<td>Studio: ARCH 113, 114, 201, 202, 305, 306 – 35 credits</td>
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<td>Professional Practice: ARCH 100, 226, 413, 423 – 12 credits</td>
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<td>Building Systems: ARCH 403, 404 – 6 credits</td>
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<tr>
<td>Architecture and Urbanism: AURB 201, 465 – 6 credits</td>
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<tr>
<td>Architectural History: AAH 119,120, 321 – 9 credits</td>
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<tr>
<td>Elective Credits Required</td>
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<tr>
<td>Professional Studies</td>
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<tr>
<td>Advanced Studios: ARCH 417, 418, 419, 420 - 24 credits</td>
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<tr>
<td>Architecture History Elective - 3 credits</td>
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<tr>
<td>Architectural Electives or Specialized Minor - 21 credits</td>
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</tbody>
</table>

Total Credit Hours: 169
BArch Curriculum

General studies: 49 Credits
The general education program is designed to ensure that all IIT graduates have a basic understanding of certain essential areas of knowledge. General studies, at IIT, include math, natural science and engineering, humanities and social science, introduction to computer science and Interprofessional Projects (IPRO). Bachelor students are required to take 49 credits of general studies as IIT degree requirements.
General studies may be offered within the College of Architecture though the course material must be appropriate to non-degree students and serve as a general education foundation. Interprofessional Projects are a university degree mandate emphasizing both the general and specific nature of problem solving as a multidisciplinary endeavor. Interprofessional Projects require students from at least three disciplines to engage in a project based learning course.

Professional Studies: 72 Credits
The five-year, ten-semester studio sequence provides an integrated approach to architecture with an emphasis on construction, structure, enclosure, and integrated environmental systems as fundamental to the design problem. The core years, 1-3, provide a comprehensive approach to building design. Support courses in freehand drawing, professional practice, architecture and urbanism, building systems and architectural history/theory stress critical thinking, cultural context, sustainability and professional practice. In the final fourth and fifth years, students take 4 semesters of Advanced Studios. Topics are chosen on an elective basis and include spatial awareness, comprehensive building design, large scale planning and advanced technologies. Students are afforded a minimum of 18 credits of professional degree required electives. One elective must be in the area of history. Electives may be chosen from a multiple of offerings in History/Theory, Technology/Sustainability, Digital Computation, and Landscape Architecture/Architecture and Urbanism. Electives offerings often complement the Advance Studio offerings.

Minors and General Studies Electives
College of Architecture students may pursue a minor in another department; however, the requirements for a minor must be met in addition to the curricular requirements for the Bachelor of Architecture degree. Students take electives in both general and professional studies. Elective choices are coordinated with an academic advisor. Minors are optional, frequently cross-disciplinary and must consist of five courses (minimum 15 credit hours). Minors provide a coherent set of ideas, concepts and educational experiences in a variety of areas. Students are encouraged to review areas of interest with their advisor to maximize the potential for cross-disciplinary professional development. Minors frequently recommended for architecture students include Construction Management, Fire Protection and Safety Engineering, History, Law and Society, Literature, Management, Philosophy, Political Science, and Urban Studies. Approved Minors that are applicable to the College of Architecture are listed in the Bulletin of Undergraduate Programs.

Specializations in Architecture: 15 Credits
The global practice of architecture invites students to develop an extensive background in related areas of expertise. Within the required curriculum, students may select from studios and architecture electives to satisfy an area of specialization. Working with their academic advisors, students are encouraged to identify a specialization in their second or third year of study in order to plan the appropriate sequence of courses. Credit requirements (15 credit hours) for each specialization are met by a combination of required core courses, advanced studios, and architecture electives. Prior approval for electives is required. In addition to the established specializations, a student may also propose a self-directed specialization in a relevant architectural subject. With the equivalent of 15 credits, a self-directed specialization must be approved by the student's advisor and the College.

B.Arch Curriculum Chart

Illinois Institute of Technology, College of Architecture 3/1/2013
Educational Outcomes and Curriculum 2 - 4
<table>
<thead>
<tr>
<th>Year 1 (Fall)</th>
<th>Hrs.</th>
<th>Year 1 (Spring)</th>
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<tr>
<td>ARCH 113: Architecture Studio I</td>
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<td>ARCH 109: Freehand Drawing I</td>
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<td>ARCH 125: Intro to Architectural Computing</td>
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<td>MATH 119: Geometry for Architects</td>
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<td>MATH 122: Introduction to Mathematics II</td>
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<td>Humanities / Social Science 100+ level Elective</td>
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<td>ARCH 201: Architecture Studio III</td>
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<td>ARCH 202: Architecture Studio IV</td>
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<td>AAH 119: History of Architecture I</td>
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<td>AAH 120: History of Architecture II</td>
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<td>PHYS 200: Basic Physics for Architects</td>
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<td>AURB 201: Elements of Urbanism</td>
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<td>ARCH 305: Architecture Studio V</td>
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<td>ARCH 306: Architecture Studio VI</td>
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<td>ARCH 334: Frame Structural System and Steel</td>
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<td>ARCH 335: Reinforced Concrete and Continuous Structure</td>
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<td>ARCH 403: Building Systems for Architects I</td>
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<td>ARCH 404: Building Systems for Architects II</td>
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<td>ARCH 423: Architectural Programming</td>
<td>3</td>
<td>AURB 465: Principles of Urbanism</td>
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<td>ARCH 321: Contemporary Architecture</td>
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<td>Architecture Elective</td>
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<td>ARCH 417: Architecture Studio VII</td>
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<td>IPRO Elective I</td>
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<tr>
<td>Social Science 300+ level Elective</td>
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<td>5th Year (Fall)</td>
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<td>ARCH 419: Architecture Studio IX</td>
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<td>ARCH 420: Architecture Studio X</td>
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<td>Architecture Elective</td>
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<td>ARCH 413: Architectural Practice</td>
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<td>Architecture Elective</td>
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<td>Architecture Elective</td>
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<td>Social Science 300+ level Elective</td>
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<td>Humanities 300+ level Elective</td>
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<tr>
<td>IPRO Elective II</td>
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<td>IPRO Elective II</td>
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<td><strong>169</strong></td>
<td><strong>Total Hours</strong></td>
<td><strong>169</strong></td>
</tr>
</tbody>
</table>
B.Arch: Specializations in Architecture

Architectural History and Theory:
- AAH 119: History of World Architecture I
- AAH 120: History of World Architecture II
- ARCH 32: Contemporary Architecture
History/Theory Elective
Students must also select three elective history of architecture courses (AAH, ARCH, or LA) approved by the advisor.

Design Build:
Students must take an advanced Design Build Studio (ARCH: 417/418/419/420), and 3 electives:
- ARCH 421: Energy Conscious Design I (or ARCH 551 with instructor permission)
- ARCH 422: Energy Conscious Design II (or ARCH 552 with instructor permission)
- ARCH 424: Architectural Construction Management
- ARCH 497: Furniture Design or ARCH497 Furniture and Architecture

Digital Design:
- ARCH 125: Introduction to Architectural Computing
- ARCH 226: Architectural Computing
In addition to the required courses, take ARCH 427 and 3 Digital Electives: ARCH 427: Advanced Architectural Computing (prerequisite: ARCH 226).

Landscape Architecture:
Students must take an advanced Landscape Studio (ARCH 417/418/419/420), and may choose from 3 electives:
- ARCH 505: Ecology, Sustainability and Site
- ARCH 445: Landscape Architecture: Prairie School
- LA 497: Various topics (Vernacular Landscape, Urban Agriculture, etc.)
- LA 501: Nature of Ecology
- LA 502: Landscape Architectural History: From Antiquity to Olmsted
- LA 565: Ecology and Materials Workshop I: Plants and Planting
- LA 566: Ecology and Materials Workshop II: Earthworks and Infrastructure

Fulfillment of the Landscape Specialization as described above may be considered toward up to 15 credits of graduate study for the MLA program, based on a portfolio review and academic transcript.

Optional Degree Programs

Bachelor of Architecture (B.Arch.)/Master of Business Administration (M.B.A.)
Architects recognize the importance of business skills in their profession. Recognizing the 21st century’s concerns with environmental management and sustainable design issues, IIT offers young architects a unique opportunity for advanced graduate study in the Stuart School of Business.
IIT students completing the requirements for the B.Arch. degree may also earn the M.B.A. degree by completing an approved set of courses established by their academic advisors and appropriate deans in the College of Architecture and the Stuart School of Business. Qualified architecture students may earn their B.Arch and the M.B.A. in approximately six and a half years, rather than the usual seven years.

Bachelor of Architecture/Master of Civil Engineering Double-Degree Option
Qualified students enrolled at IIT may earn both the Bachelor of Architecture and the Master of Civil Engineering (M.C.E.) Degrees. They must complete preparatory courses for the M.C.E. prior to entry into the combined program. Students who anticipate entry into the combined program and who intend to specialize in structural engineering must successfully complete 36 credit hours of MATH and CAE courses.

MArch: Master of Architecture
Master of Architecture Professional Degree
The Master of Architecture first professional degree serves those students seeking a consummate professional education. The program parallels the Bachelor of Architecture curriculum in a compressed time frame while acknowledging the maturity of students with previous degrees. The first professional degree provides a two year coordinated core curriculum and a one-year elective-based curriculum. The curriculum addresses principles of design concepts, materials, construction systems, planning, history and visual judgment, principles fundamental for development of the creative process. The required core coursework offers foundation knowledge, skills and vocabulary, while upper-level study seeks a broader understanding of architecture by combining theoretical exploration with practical considerations and specialized study. The program culminates in an independent Master’s Project, which demonstrates excellence in design with a final product that is environmentally conscious, socially responsible, and technologically advanced. The Master’s Projects are grouped into areas of focus that include but are not limited to: sustainable cities, building delivery practices, community based planning, advanced technologies, housing and urban design, high-rise typology, and cultural institutions. A total of 102 credit hours are required for graduation as established by each student’s individual program of study.

Master of Architecture with Advanced Standing
Candidates who hold a B.A. or B.S. in Architecture (a pre-professional program from an NAAB recognized school from the U.S) or international students holding a professional degree from outside the U.S.; and who have completed the equivalent of the first year’s required courses may qualify for up to one year of advanced standing in the professional degree program. Admission with advanced standing allows a student to complete the Master of Architecture degree in as few as two years (four semesters), depending on prior preparation. Students must demonstrate successful completion of the equivalent course in order to be excused from a particular IIT required professional course. An admission checklist is used to review transcripts for necessary pre-requisites and appropriate placement in degree progress.

M.ARCH DEGREE REQUIREMENTS
Total degree credits 102

General Education Prerequisites
Required Credit Hours 45 credits
- Mathematics: Math 122 - 3 credits
- Physics: Physics 212 - 3 credits
- Humanities and Social Sciences - 20 credits

Professional Studies
Required Credit Hours 81 credits
- Visual/Media Studies: ARCH 506, 507, 508 – 9 credits
- Studio: ARCH 541, 542, 543, 544, 545 - 30 credits
- Professional Practice: ARCH 560, 561/2/3, 565 – 9 credits
- Building Systems: ARCH 403, 404, 485, 486, 509 – 5 credits
- Planning: ARCH 505, 520 – 6 credits
- History and Theory: ARCH 500, 501, 502, 503 – 12 - credits

Professional Electives
Required Credit Hours 21 credits
- Visual training Elective - 3 credits
- Master’s Project: ARCH 523, 593 – 9 credits
- Architectural Electives - 9 credits

M.Arch Curriculum Chart
<table>
<thead>
<tr>
<th>Year 1 (Fall)</th>
<th>Hrs.</th>
<th>Year 1 (Spring)</th>
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<td>ARCH 500: History of Architectural Ideas I</td>
<td>3</td>
<td>ARCH 485: Intuitive Structures</td>
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<tr>
<td>ARCH 505: Ecology, Sustainability, and Site</td>
<td>3</td>
<td>ARCH 501: History of Architectural Ideas II</td>
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<tr>
<td>ARCH 541: Methodology, Material, Technique</td>
<td>6</td>
<td>ARCH 508: Digital Applications in Design</td>
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<td><strong>Total Hours</strong></td>
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<td>ARCH 403: Building Systems I</td>
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<td>ARCH Visual Training Elective</td>
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<td>ARCH 503: Adv. Topics in History/Theory Elective II</td>
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<tr>
<td>ARCH 486: Structural Engineering</td>
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<td>ARCH 509: Topics in Advanced Technology</td>
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<td>ARCH 543: Structurally Determinant Project</td>
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<table>
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<th>Hrs.</th>
<th>3rd Year (Spring)</th>
<th>Hrs.</th>
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</thead>
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<tr>
<td>ARCH 520: Principles of Urban Planning and Design</td>
<td>3</td>
<td>ARCH 560: Integrated Building Delivery Practice</td>
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<tr>
<td>ARCH 523: Master Project Preparation</td>
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<td>ARCH 593: Master’s Project</td>
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<td>ARCH 545: Community Based Building Project Elective</td>
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<tr>
<td>ARCH 561/2/3: Professional Practice Elective Elective: Architecture Related</td>
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<td>Elective: Architecture Related</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td><strong>18</strong></td>
<td><strong>Total Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 102
Advanced Degree Programs

Master of Science in Architecture
The 32 minimum credit hour program may be or three semesters in duration, but typically lasts a full calendar year. The program is open to applicants holding accredited Bachelor of Architecture (B.Arch.) degrees as first professional degrees from NAAB-accredited institutions or equivalent professional architecture degrees from international institutions. The Master of Science in Architecture program offers advanced architectural study that combines courses and in-depth research concerning a specific area of concentration that builds upon knowledge acquired from the Bachelor of Architecture degree. The program pursues a high level of architectural research, analysis and synthesis through thesis work in design, structures, systems, digital media and other topics. Areas of faculty excellence in the thesis program include:
- High-rise and long-span design
- Environmentally conscious design
- Advanced information systems
- Innovative design methodologies and architecture
- Advanced programming issues in housing, and other topics
- Critical and theoretical assessments pertaining to construction and the built environment

Master of Integrated Building Delivery
The Master of Integrated Building Delivery program focuses upon providing comprehensive delivery strategies to promote a quality built environment. The program educates architects to more actively participate in, guide, and/or undertake the full range of entrepreneurial and innovative activities comprising design, develop and build initiatives. Some architects, in response to the broad definition of the profession, must have the abilities and leadership skills to empower the individual toward a position of competency and responsibility in the broader and complex processes of design and construction. The Master of Integrated Building Delivery program aims to provide this knowledge and skill set to those who have already assimilated, or are in the process of acquiring, the more traditional scope of an architectural education. The program is interdisciplinary by design with each course being taught by an expert in the particular field of study. The Master of Integrated Building Delivery is a post-professional degree program and can be completed in as few as two semesters. The Master of Integrated Building Delivery Degree requires a minimum of 30 credit hours.

Dual Master of Architecture with Advanced Standing/Master of Integrated Building Delivery
The intent of the dual degree program is to respond to the interests of those students who recognize the intrigue of expanding their goals from designing the built environment, to effecting or otherwise participating in the realization of the built environment. The content and the intentions of the component curriculums remain intact and undiminished. By integrating the NAAB accredited Master of Architecture (M.Arch.) and the Master of Integrated Building Delivery (M.IBD), the dual degree aims to provide this knowledge and skill set to those who wish to have the delivery option inform their studies throughout their architectural education. The dual M.ARCH/IMBD degree requires a minimum 75 credit hours.

Master of Landscape Architecture
More than ever, the world needs more informed, more innovative, more critically involved landscape architects. Globally, population growth, changing climate, and continued depletion of natural resources question historical planning and design models. Landscape architects have emerged among design professionals to lead in the reclamation, organization, and understanding of our cities to meet these 21st century challenges. Among American cities, Chicago presents unique opportunities to test and celebrate the potential of urban environments to transform these conditions of crisis to promise, neglect to value, banality to poetry.

Chicago is geographically positioned within the Great Lakes Basin, where twenty percent of the world’s fresh water supply is both a vital natural resource and an economic catalyst for the mega-region. While Chicago enjoys the legacy of a world-class park system sponsored by the 1893 Columbian Exposition, the world-renowned Chicago Botanic Garden, and the Prairie School Landscape aesthetic, it is steadily being transformed by a set of contemporary interests. Millennium Park, Chicago Green Roof and Sustainability Initiatives, Green Streets, the Bloomingdale Trail, and the regeneration of the Chicago River, characterize the emergence of Chicago’s 21st century landscape.

**Dual Master of Architecture/ Landscape Architecture**
Design of the built environment has a long history of bringing the history, knowledge, and design expertise of building architecture and landscape architecture together, to execute projects through the relationship of structural and site systems. In addition to this historical significance, it is increasingly evident, that to successfully design and deliver projects in the 21st century, whole-site and whole-systems thinking must inform the design process for each built project.

A proposal for M.Arch/MLA dual degree has been developed and approved by the University Graduate Studies Committee. The College of Architecture is currently awaiting final approval by the University Faculty Council for a 132 credit hour dual-degree master program covering the practices, theories, technologies, and methods of both the fields of architecture and landscape architecture. The program will combine the curriculum of the IIT Master programs of architecture and landscape architecture (3 years each) into a 4-year dual-degree program.

**Doctor of Philosophy in Architecture**
The Doctor of Philosophy in Architecture (Ph.D.) program is for those advanced graduate students who plan to pursue careers in the academic and research fields and/or in the area of advanced professional practice within the domain of architecture. The rigor of study required for the Ph.D. degree extends the discipline of advanced research and design beyond the master degree and is oriented toward professional applications and academic scholarship. The program requires a comprehensive knowledge of architecture, a deep understanding of its accomplishments and developments, and critical inquiry that extends its frontiers. The program combines course-work and research, culminating in a Ph.D. dissertation of extensive and independent, original investigation which could also lead to a design development. The research in some cases may be an extension of work done in the preparation of a Master of Architecture degree in the College of Architecture. Each student’s program of study includes seminars, specialized and elective course-work, research, and design as preparation for the dissertation.

**Study Abroad**
Study abroad has a long and important history in the training of architects. The College’s desire is to
make this essential experience central to each of our students’ education. To prepare IIT students for this global exchange, the College of Architecture encourages study abroad and international studies so that our students may examine architecture in a new physical and cultural setting. The College provides several ways for students to study abroad for a single semester, a summer semester, or an entire academic year. Architecture students may enroll in the College's one-semester Paris Program (fall or spring) or summer study abroad courses, participate in an advanced studio situated in an international city, or enroll in another university’s study abroad program. Each global opportunity combines studio-based design work with travel, site visits, and collaborative design with local architects and students.

Foreign Study Programs

B.Arch Fourth Year Programs
The undergraduate BARCH program of study is organized to allow fourth year students to participate in a semester-long (in some cases year-long) study abroad program. The average level of participation in the semester or year programs is approximately 30% of the fourth year class.

Paris Program
Former Dean Gene Summers developed the College’s first study abroad program in 1992. Dean Summers arranged for IIT students to participate in a program run by Texas A&M at an ex-convent in Castiglion Fiorentino (AR) Italy. In 1997 we moved the program to Montepulciano where we worked until 2000 when we re-located our primary program to Paris. Both in Italy and Paris, the semester-long programs have been offered in the fall and spring. Groups have included fourth year B.ARCH and, at times, M.ARCH students and typically number around twelve students. Over time the B.ARCH program of study has been designed to accommodate and encourage participation in the Paris Program, or one of the alternates. Graduate students are no longer able to participate.

The Paris Program required that we establish IIT France as a French subsidiary, the corporate structure is an EURL, with Timothy Brown acting as managing director. IIT France holds the leases on the facilities and is the fiduciary agent for processing invoices and payments in France. The College through IIT France holds leases on the studio space at 77 rue Lafayette and an apartment for the visiting Chicago faculty at 24 boulevard Poissonnière.

The program of study is the core of our efforts; the emphasis is on delivery of educational content. The College offers assistance whenever needed or required, but does not organize travel to and from Paris, does not provide housing, board, or the travel arrangements for the program’s trip itineraries. Virtually all of the faculty input is towards the coursework. It is assumed that students are fully able, as adults, to organize themselves and manage life abroad for the semester.

Students enroll for a minimum of twelve credit hours with a possibility for another 3 hour elective depending on faculty and resources. The program details vary according to the faculty directing the program but the curriculum has always been centered on the architecture design studio. The coursework includes a minimum of an advanced studio (6 credits) and two architecture electives (3 credits each). Students may also arrange an independent study with faculty from the humanities department.

Exchange Programs
The College maintains two active exchanges, ETSAB (1 student per year) and IUAV (2 students)

Partner Programs: IIT and the College of Architecture have signed a number of MOUs that allow students to more easily join university programs outside the US as visiting international students similar to the Europe’s Erasmus program. Administrative processes are eased and transfer of credits is facilitated upon return to Crown Hall. Please click here for a link to the list of active partnerships.

MARCH Programs
The M.ARCH first year studio typically undertakes a trip that coincides with spring break. Travel has
focused on Europe with several trips to Switzerland. The group averages around ten students.

**Faculty:** Catherine Wetzel and Rick Nelson

### MLA Program
Since the launch of the program, trips to Europe have been conducted for students in the first year MLA program. Travel has been to Germany, Belgium, Netherlands, Spain, Portugal, and New York. External funding has been provided by the Dreihaus Foundation. The MLA program has a desire to conduct summer programs and off-campus workshops in the near future.

**Faculty:** Peter Osler, Mary Pat Mattson

### Traveling Studios
What started as an informal program has become a very popular standing program with one or two traveling studios each year. Funding has been provided by the Schlossman Fund, CTBUH, and the College of Architecture. The model is an advanced design studio that conducts a ten-day to two-week site visit and in-situ workshop with local professional or institutional collaborators. Following the in-situ work, the studio returns and completes the design project in Chicago. This offers what is probably the best opportunity to get students of modest means out of Crown Hall. The flexibility of the program template also allows us to organize a traveling studio to many different ends. Programs have been conducted in Mumbai, Berlin, Seoul, Shanghai, Sao Paolo, Querétaro, Agadir, Los Angeles, Tucson, and Seattle.

**Faculty:** Tim Brown, Antony Wood, Eva Kultermann, Karla Sierralta, Jeanne Gang, Martin Klaeschen, Harry Mallgrave, and George Schipporeit.

### Summer Programs
Summer programs have typically used a model developed when we launched the first program in 2008. The objective was to offer study abroad options that were shorter in duration and less burdensome financially than the semester-long programs. We also hoped to offer options for graduate students who are not eligible for the longer programs. Open to all CoA students and offering ARCH electives and design studios, we are now looking at offering four to five summer programs each year. Most trips have run from 1-30 June, although last summer a trip running 11-27 May suggest even shorter trips may gather an audience.

Past programs: Backpacking Europe, Paris, Spain, Berlin, Baltic region, Mexico, Italy, Morocco

**Faculty:** Tim Brown, Paul Pettigrew, Karla Sierralta, John DeSalvo, Eva Kultermann, Leslie Johnson, Lukas Kowalczyk, Marshall Brown, Andrew Schachman

### Spring Break
We have organized ten day trips over the spring vacation several times over the past few years. Trips have included travel to Paris and Japan. These trips have also been open to all CoA students but no course credits are offered given the timeframe.

**Faculty:** Tim Brown

### 2.2.3 Curriculum Review and Development

The Curriculum Committee (CC) is the primary body charged with curriculum review and development across the various degree programs of the College of Architecture. Curricula are reviewed and modified

*Illinois Institute of Technology, College of Architecture* 3/1/2013

Educational Outcomes and Curriculum 2 - 12
with a view towards the advancement of the profession and toward ensuring that students are exposed to current issues in practice. To that end, at least four members of the committee are licensed architects.

The Curriculum Committee consists of nine full time faculty members; one of which acts as liaison to the Faculty Appointments and Retention Committee, and at least four of which are either tenured or tenure track. The chair of the committee is determined by the committee membership. The committee meets monthly and establishes sub-committees in specific curricular areas to advise and support the review process.

**2012/2013 Curriculum Committee Members:** Eva Kultermann, Chair, Dirk Denison, George Schipporeit, John Ronan, Tim Brown, Sean Keller, Frank Flury (liaison to FARC), Mary Pat Matson, and Leslie Johnson.

The Curriculum Committee provides guidance and oversight to ensure that all coursework is rigorous, comprehensive and responsive to the evolving needs of our students as well as the professional community. In addition, the committee is responsible for improving the content and delivery of specific courses and degree programs. This includes the formation of methods for review and revision, mechanisms for implementation, and timetables for committee actions. The specific duties of the committee include the following:

- Conducting periodic reviews of degree programs and the implications of various accreditation requirements, and making available summaries and reports of reviews and recommendations.
- Developing strategies for meeting accreditation requirements through specific course content and structured minors and specializations.
- Reporting to the College faculty on proposed actions of the CC for voting faculty approval when required, and suggesting further agendas and actions for review.
- Making recommendations to the Dean, Faculty Appointments and Retention Committee, and faculty, including actions on matters of curriculum, proposed new courses, hiring requirements and course assignments.
- Generating the agenda and coordinating the annual summer faculty retreat.

Since the last accreditation visit the CC has conducted a series of curricular reviews, resulting in revisions of both the M.Arch and B.Arch degree programs.

The curriculum committee spent the 2007-2009 academic years in the development of a revised M.Arch curriculum in order to strengthen the diverse and challenging coursework into a more current and delineated structure. Relative to our long range planning objectives, the revisions were designed to increase the excellence of the professional degree education, and to foster deeper engagement and comprehension. The curriculum was conceived of as progressive, increasing in challenge, scale, and detail throughout the coursework.

The substantially revised M.Arch curriculum integrated the advanced standing and full degree program into one cohesive M.Arch degree program, with options of advanced standing for incoming students with relevant experience. The studio sequence was revised with an increased emphasis on an iterative design process, asking students to provide multiple solutions to demonstrate their versatility in answering complex questions in sophisticated ways. Qualifiable and quantifiable skills taught and learned in the College of Architecture Masters program were further defined to reinforce a notion of integration and address specific accreditation requirements.

In an effort to tighten the overall curriculum, the CC simultaneously worked to provide a wider range of ‘topical’ elective courses in the areas of history, advanced technology, visual training, digital technology, structures, and advanced studios, providing graduate students with the opportunity to sculpt the advanced components of their professional education. The ARCH 545: Community Based Project Elective Studio was restructured to offer a range of topical advanced studios for students to choose from.
In addition to the changes above, the revised M.Arch curriculum added a requirement for an individual Masters Project. Projects are selected from eight areas of focus: sustainable cities, building delivery practices, community based planning, research/histroy/theory, research/advanced technologies, housing and urban design, high rise typology, and cultural institutions. ARCH 523: Master Project Preparation gives students the opportunity to develop the initial project program including site selection and analysis, and statements of design parameters and objectives. The final synthesis of the Master Project occurs in ARCH 591: Masters Project.

More recently, the Curriculum Committee undertook a comprehensive review of the Bachelor of Architecture program during the 2010/11/12 academic years. The self-assessment was undertaken to advise and encourage changes and adjustments in order promote the continued maturation and development of the program. The committee’s intention was to strengthen the existing curriculum through evaluation and discussion about the aims, objectives and content of the five-year educational experience.

To begin the assessment process a series of sub-committees committees were formed to focus on discreet areas of the curriculum. Subcommittees were asked to review the content of each course with an emphasis on the incremental progression of the curriculum and to an iterative process that exposes students to an ever increasing depth of knowledge in each subject area throughout their five years of study. Committees in history/theory, visual decision making, technology, professional practice, digital practice, design build, and the core studio sequence formulated, proposed and gained approval for a variety of curricular changes outlined below.

Substantial changes to course content, titles and course descriptions were made for the digital curriculum (ARCH 125, 226 and 427). The suite of courses was revised in terms of how they are structured individually and also how they are envisioned together as a whole.

The City and Regional Planning courses, CRP 201 and CRP 465 were removed from the required curriculum and replaced with two new courses. There is currently a wider discussion in the College with regard to the teaching of architecture and urbanism content, that will certainly continue under the direction of the new dean. As important complements to the material/building focus of the core studio sequence, new courses were developed to prepare students with a working knowledge of the elements and principles of urbanism. Conceived as complementary and sequential, the revised curriculum now requires AURB 201: Elements of Urbanism, and AURB 465: Principles of Urbanism as part of the professional studies component of the curriculum.

A studio sequence subcommittee developed a series of documents describing the studio sequence that coordinates and outlines the project parameters and pedagogical goals of each semester to provide an ongoing framework for the undergraduate studio sequence as guidelines for faculty teaching within the sequence. The committee defined the requirements and studio deliverables for the comprehensive design studios, tailoring them to the overall goals of the College and the specific pedagogical goals of the undergraduate studio sequence.

Given the College’s building-oriented approach, a revision was instituted that requires undergraduate students to take one Comprehensive Building Design studio in their final two years of undergraduate study, the advanced studios. The College further refined the definition of comprehensive building design (CBD) studios, tailoring the definition to the College’s overall curricular goals and based on a NAAB framework, along with redefining sample studio deliverable requirements.

### 2.3 Evaluation of Preparatory/Pre-professional Education

#### Admission Evaluation

**Undergraduate Admission**
Undergraduate students apply directly to the IIT Office of Undergraduate Admissions. While in the past College of Architecture faculty have played active roles in the review of undergraduate applications, IIT
has moved to centralize the review process through the Office of Undergraduate Admissions. College of Architecture faculty still play an active role in the evaluation of transfer applications. Admitted transfer students have non-architecture credits evaluated by IIT’s centralized Office of Undergraduate Academic Affairs for potential transfer credit. All architecture or visual coursework is evaluated for transfer credit by an internal College of Architecture portfolio review by a studio faculty member. This portfolio review also determines placement within the undergraduate studio sequence.

**Graduate Admission**
The Master of Architecture professional degree program requires a Bachelor’s degree in any discipline from an accredited university. The total number of credit hours, which will be required for graduation, is established by each student’s individual program of study. To be admitted without conditions to the professional degree program, an applicant is required to possess the following:

1. An understanding of basic systems and analytical procedures, including mechanics, heat transfer, light and sound, as demonstrated through the successful completion of college level physics course equivalent to IIT’s PHYS 212;
2. An understanding of basic mathematical principles and analytical procedures, including algebra, geometry, and trigonometry, as demonstrated through the successful completion of college-level mathematics equivalent to IIT’s MATH 122;
3. A basic ability to produce freehand drawings of architectural forms and spaces, as demonstrated by the successful completion of one college-level drawing course or by portfolio submissions;
4. A basic understanding of design, as demonstrated by the successful completion of one college-level design course or by portfolio submissions; an equivalent of 20 credit hours of liberal arts and humanities.

Candidates admitted with deficiencies in any of these prerequisites must fulfill them before matriculation. Applicants must have a college grade point average of 3.0/4.0.

Graduate applicants are evaluated by a College of Architecture faculty admission committee. All files are reviewed by 1-2 faculty committee members and the final admission decision is made by the College’s Director of Graduate Admission. Applicants are evaluated on academics/intellectual strength, specificity and clarity of purpose, portfolio, recommendations, technical skills (structure, materials, systems), and life experience. The Master of Architecture full-length program is 3 years and 102 credit hours. Advanced standing within the program decreases the program requirements to 2 years in length and 60-66 credit hours. Advanced standing is granted to those individuals with an American four-year pre-professional degree (B.S. or B.A. in Architecture) or international five-year professional degree and demonstrate the following: comprehensive building design; comprehension of section drawings; mastery of detailing, technical skills, and materiality; familiarity with urban design and large scale projects; clarity in planning and project concepts; and proficient computer skills.

Once granted advanced standing, an individualized program of study will be based off a student’s prior course preparation in consultation with key curricular leadership.

**2.4 Public Information**

**2.4.1 Statement on NAAB-Accredited Degrees**

**Description in Publications**
The language found in Appendix 5 of the 2009 NAAB Conditions for Accreditation is provided in its entirety on page 34 of the Bulletin: Undergraduate Programs 2012-2014, and page 74 of the Bulletin:
Graduate Programs 2012-2014. In addition, it is included in promotional materials provided to prospective students.

2.4.2 Access to NAAB Conditions and Procedures

The College web site accreditation page (http://www.iit.edu/arch/about/accreditation.shtml) outlines accreditation procedures and provides a link to the following NCARB publications:

- NAAB Conditions for Accreditation
- NAAB Procedures for Accreditation
- ARE Guidelines

Some faculty also provide the Student Performance Criteria within the language of their course syllabi. Additionally, our New Students’ Orientation Session and picnic covers a description of the programs, procedures, and policies of our school. During the orientation all new students are informed that the 2009 NAAB Conditions for Accreditation is on reserve in the Library. The ARCH 100 Introduction to the Profession course for undergraduates includes a course session that explains NAAB and NCARB’s role, and introduces the Student Performance Criteria to students. Students are kept abreast of our accreditation process and the intentions behind it, both through the Academic Advising system and periodically in ‘all-school’ meetings.

2.4.3 Access to Career Development Information

The College web site page at (http://www.iit.edu/arch/about/accreditation.shtml) provides links to the following career development publications:

- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional’s Companion

2.4.4 Public Access to APRs and VTRs

Access to both the Architecture Program Reports and Visiting Team Reports is made available through the Graham Resource Center.

2.4.5 ARE Pass Rates

The College web site page at (http://www.iit.edu/arch/about/accreditation.shtml) includes links to the following ARE related publications:

- ARE Guidelines
- ARE Pass rates
Part Three – Progress Since the Last Report

3.1 Summary of Responses to the Team Findings

Visiting Team Report March 3-7, 2007

I. Summary of Team Findings

1. Team Comments

The central administration at the Illinois Institute of Technology acknowledges that the College of Architecture is among the flagship programs of the institution. The energetic and effective leadership of the dean, coupled with the development of new programs and opportunities have positioned the college in the forefront of the institute. Since the previous visit, the programs have not only grown, but been given substantial new physical resources by the central administration. The recently restored Crown Hall becomes emblematic of the position the college holds, as well as being a symbol of its future.

Grounded in a pedagogy based upon the crafting of buildings, the architecture program has developed an engaging balance between its Miesian legacy and the future, between its past and its potential for growth and leadership in the architectural arena. The important new initiatives and programs developed by the college support this leadership potential.

In addition to the leadership provided by the college administration, the extraordinary dedication of the faculty—the energy provided by the junior faculty coupled with the continued strong connection to the profession—positions IIT well for preparing its students for a future in architecture. The architecture students are not only a positive and collaborative group; they take great pride in their program and its legacy.

While Chicago continues to be an extraordinary laboratory for architectural exploration, the IIT campus with its new buildings (both completed and planned), and the institutional commitment to conserving and preserving the campus to the original plans and execution of Mies, positions the campus for being an important architectural destination.

The program is to be commended for meeting all 34 student performance criteria for a second accreditation visit in a row.

2. Progress Since the Previous Site Visit

Condition 3, Public Information

The program must provide clear, complete, and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program

Previous Team Report: The required language has not been included in the current graduate and undergraduate catalogs. The issue is particularly critical because of potential confusion between the multiple programs offered by IIT.

This deficiency has been addressed as seen in the institute’s catalogues and on the college website.

Condition 6, Human Resource Development
Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Previous Team Report: It is extremely important that the program complete the preparation of policies, procedures, and guidelines for appointment, promotion, and tenure. Recent tenure-track appointments need a formalized support and mentoring process to succeed in meeting the program's objectives. The "Procedures for Governance of the College of Architecture" should establish criteria for performance and evaluation for both reappointment and tenure and detailed procedures as to the process and calendar for evaluation of tenure-track faculty. The current bylaws concerning the Faculty Appointments and Retention Committee, while outlining the duties of the committee, do not delineate how these duties are to be enacted, nor the standards to which junior faculty will be held upon evaluation. Fulfilling the criteria and procedures stipulation of the APR will provide a framework for committee action and guidelines for junior faculty.

The appointment, promotion and tenure policies and procedures have been developed, accepted by the faculty, and are operating at the college and institute levels. Given the recent growth in the college, management and decision-making procedures concerning faculty and staff development opportunities need to be developed.

Condition 7, Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Previous Team Report: Offices provided since the last NAAB visit have reduced the criticality of the need for additional space. The Team understands the limitations of existing space, the limited need of office space for the "practitioner" faculty, and Mies's concept of providing office space within the open studio. However, the existing offices remain inadequate to support current research and academic efforts. The office space deficiency is further amplified by a shortage of storage space for retained student projects, which results in usurpation of office space for storage.

The Team was pleased to hear of potential and probable financial support for renovation of Crown Hall. However, immediate steps must be taken to provide the modest improvements required to correct existing life-safety and accessibility deficiencies. Panic bars are required to provide emergency egress from doors that are locked to provide external security. ADA access requirements are presently not satisfied.

Computer stations were added in the studio area since the last visit. The College intends to increase the density of the computer clusters and has already provided Internet access to each student. Computers with various software used by architecture students are available at other locations throughout campus.

The team found that the issue of office space for faculty has been addressed, and Crown Hall has undergone significant renovation. With this renovation, life-safety and accessibility concerns have been addressed. New computer labs have been added throughout the buildings controlled by the college.

With the growth in student numbers since the previous visit, the college received new facilities, including the Minerals and Metals buildings (Mies' first American building). This facility is in need of significant renovation, including life-safety, accessibility, and air quality issues.
While the concerns expressed in the previous VTR have been addressed, this condition continues to be unmet due to these new circumstances. See condition 8 physical resources.

Condition 8, Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other nonbook collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

Previous Team Report: Visual resources are inadequate to provide for the needs of the curriculum. The existing slide collection is limited in size and does not fulfill the requirements of visual resource material necessary to teach some required courses. Faculty should have facilities, books, and staff available to have such materials developed and catalogued as needed. Further, lack of space for storage, processing, and sorting limits the current collection's usefulness.

The Team is enthusiastic about the College's initiative to develop a digital image center as an alternative to the slide collection. The plan has the potential to provide the necessary depth and accessibility. However, the same requirements for staff, funding, and convenience must apply in its development.

The college has developed a digital data base of architectural images based upon digitizing the current collection, in addition to acquiring new digital images. This condition has been addressed.

Causes of Concern (taken from VTR dated April 4, 2001)

A. While the Financial Resources Condition for Accreditation has been met, additional financial resources are necessary to complete the ambitious building restoration plan as well as to secure funding to maintain the program as the Schopf of Architecture continues to complete and explore new initiatives.

   IIT has invested, and continues to invest in the restoration and remodeling of the three buildings under the college's control. For a more complete commentary, see condition 3.8.

B. The School of Architecture is at a critical point in the development of its pedagogy. The articulated mission of the program builds on the Miesian tradition of design excellence, technical expertise, and professional practice. The school's tenured faculty provides continuity of the Miesian tradition but impedes the stated intention of "expanding the significance of its investigations through rigorous critical thought." The Team found a lack of consensus in interpretation of the curriculum: a division between senior faculty's protection of the Miesian tradition and a potentially confusing diversity in junior faculty experience and thought. Without taking sides in the argument, the Team is concerned that with the inevitable retirement of tenured faculty and no midcareer tenured faculty, a lack of direction may be predicted in forthcoming years. The Team's concern is amplified by the lack of guidelines for appointment, promotion, and tenure, as well as the lack of tenure track faculty in the positions of Undergraduate and Graduate Program Directors.

   Since the previous visit, the program has restructured the design curriculum to craft a balance between its Miesian tradition and legacy and the desire for "investigations through rigorous critical thought." The students commented upon
the importance they place on this structure and the Miesian foundation that continues in the curriculum. As noted above, the college now has operational appointment, promotion and tenure guidelines. In addition, the program has tenured faculty holding the positions of undergraduate and graduate program directors.
3. Conditions Well Met

1.4 Architectural Education and the Profession
13.16 Program Preparation
13.17 Site Conditions
13.18 Structural Systems
13.24 Building Materials and Assemblies
13.26 Technical Documentation
13.28 Comprehensive Design

4. Conditions Not Met

8 Physical Resources

5. Causes of Concern

Since the previous visit IIT has institutionally mandated growth in a number of its programs, including architecture. With an increase of approximately 350 new students, at the undergraduate and graduate levels, a number of issues have surfaced which have had an important impact on the College of Architecture, and the architecture program.

First has been the impact in the area of human resources. The increased number of students has created problems with the advising system (especially at the undergraduate level). There is also need for additional support and technical staff to conduct the daily business of the college.

Secondly, in the area of human resource development, a number of issues have arisen as a result of growth, the increased number of new programs, and opportunities developed over the past several years. Communication and decision making need to become more formalized and transparent with clear policies and procedures developed and made available to all.

Lastly, in the area of physical resources, the program has an excellent opportunity in using the recently acquired Minerals and Metals (M&M) building to craft a facility that not only meets their needs, but is more responsive to the underlying program pedagogy and unique situational condition.

On another note, the team is concerned that critical thinking needs to become more infused into the curriculum, especially in the design studios. This is particularly important in the B.Arch. program, but should be a focus in all architectural design studios.

Conditions Not Met

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.

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IIT is to be commended for the Crown Hall restoration, which has been executed beautifully. Further, the institution has provided expanded facilities at 3410 S. State, increasing the available area for studio, classrooms, and other teaching supports spaces. In response to the mandated program growth, IIT gave the College the Minerals and Metals Building (M&M)–but this is an area for concern regarding some life safety issues.

The team understands that the M&M building was made available by the facilities department of the institute in order to accommodate the increased enrollment of the architectural student body. It appears that code violations may exist at M&M. Our main areas of concern are with a lack of fire alarm systems, non-compliant egress from the 2nd floor mezzanine, which is being used by faculty and students, as well as non-compliance of ADA codes. These issues need immediate attention by the university to insure students are housed in a code-compliant space. The team found that the institute is aware of this situation and is in the process of developing plans for renovation. Be that as it may, the current condition of the M&M building makes this condition for accreditation not met.

The team also noted some concern regarding the heating and cooling capacity of the M&M building as expressed by the students. There is a stated concern for some lack of "pin-up" space by the faculty, but not so much by the students. However, a plan for permanent exhibition space should be addressed so that more students' work can be displayed and viewed by all.

Perhaps a formal facilities planning document for the M&M building is needed for both a short-term (immediate) code compliance analysis and upgrades, and a long-term restoration of the architectural landmark (Mies' first building on campus) from an industrial building to a classroom and design/build laboratory. This is a great opportunity for an adaptive use of an historic structure.

The concern for the availability for faculty offices is that the existing facilities are underused and not maximized. Perhaps with the existence of so many practitioners a hoteling or cafe type office environment might be provided for the faculty that just needs to plug in a laptop, printout a quiz, or hang their coat. A lack of faculty-only printers seemed to be an issue expressed by some of the faculty.

As part of the on-going improvements in the college, the library is about to have a substantive upgrade with more space and an increased collection. The renovation is scheduled for completion for the fall 2007 semester.
CONDITIONS NOT MET

8. Physical Resources

VTR: "IIT is to be commended for the Crown Hall restoration, which has been executed beautifully. Further, the institution has provided expanded facilities at 3410 S. State, increasing the available area for studio, classrooms, and other teaching supports spaces. In response to the mandated program growth, IIT gave the College the Minerals and Metals Building (M&M) -but this is an area for concern regarding some life safety issues.

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Deficiencies Now Met

Our most recent 2008 Focused Evaluation Program Report generated a Focus Evaluation Team Report (October 2009) that allowed NAAB to remove the following deficiencies from our only "Not Met" item from
our 2007 Accreditation Visit, namely Physical Resources:

1. Life safety systems in the Material (actually, Minerals) & Metals Building
2. Building systems in the M&M building
3. Presentation space (pin-up space)
4. Lighting in the M&M building
5. Library

From our last communication with NAAB (11.2.09) we were cleared from our Focus Evaluation presumably because there was satisfactory response to the last deficiencies from the last NAAB Visit:

1. Compliance with accessibility standards
2. Provision of office space and equipment for both full-time faculty and adjuncts
3. Progress on the renovation of the M&M building (shops)

Accessibility
Prof. Richard Nelson, Director of Buildings and Operations now oversees all Physical Resources. He works with Facilities on all improvements, building maintenance and management, and repairs. We have successfully converted the M&M building to be devoted to the Model and Fabrication Shop, along with Faculty Offices. The building is fully code compliant, regarding egress, access, fire safety, etc. When converted to a Model Shop this past summer 2010, the ramp was included, and all Shop facilities now have components for those with special needs.

In addition to 3410 (full compliant), our third building, Crown Hall, is also fully accessible since the renovations of 2000 - 2004.

Faculty Offices
All full time faculty requesting offices now have one. (See documentation from last Annual Report.) Adjunct Studio faculty has gang offices in the lower level of Crown Hall. No other faculty are requesting office space. The library has evolved as an alternative place for student/faculty conversations, along with the lounges and studios. All faculty have access to copying and office services. Full time faculty have computer equipment provided by the College.

Progress on the renovation of the M&M Building
This is complete, and a complete success, adding both a Teaching Shop and a general usage area (sound separated), for a combined square footage of approx.25,000 sq.ft. We think (and have feed back from others) that this qualifies as one of the best Architecture model shops in the nation. We also have spent considerable amounts to upgrade the equipment, along with state of the art digital fabrication equipment. Luckily, we have an endowment that supports these upgrades.

The Third Year Studio (undergrad,vacating M&M) is now housed completely in the existing studio and in the existing model shop space downstairs in Crown Hall; displaced graduate studios are housed in the rooms vacated in 3410 by moving those model shops to M&M. Thus M&M, as Mies' first building in America, originally used as an industrial production facility, has returned to a similar type of use.

Other issues

Enrollment and Staffing
An unanticipated "surge" in Fall 2008 enrollment gave us our largest student population ever, of 912. This was intentional for the graduate population; our undergrads accepted our offers at an unprecedented percentage of the admitted cohort. This past year has seen a slight decrease in first-time
freshmen enrollment, and we anticipate that for next year, too. This is not unwelcome, if we can continue to enroll larger and larger graduate classes, which seems possible. We house every student at individual studio desks, and final reviews this semester show that we have successfully managed space usage and faculty/student satisfaction, with no detriment to the quality of our students, their work, and the teaching environment.

We maintain an overall 13/1 student/teacher ratio in studios, with early years have slightly larger ones, and advanced studios holding at 12/1.

CAUSES OF CONCERN

VTR: "Since the previous visit IIT has institutionally mandated growth in a number of its programs, including architecture. With an increase of approximately 350 new students, at the undergraduate and graduate levels, a number of issues have surfaced which have had an important impact on the College of Architecture, and the architecture program.

First, has been the impact in the area of human resources. The increased number of students has created problems with the advising system (especially at the undergraduate level). There is also need for additional support and technical staff to conduct the daily business of the college.

Secondly, in the area of human resource development, a number of issues have arisen as a result of growth, the increased number of new programs, and opportunities developed over the past several years. Communication and decision making need to become more formalized and transparent, with clear policies and procedures developed and made available to all.

Lastly, in the area of physical resources, the program has an excellent opportunity in using the recently acquired Minerals and Metals (M&M) building to craft a facility that not only meets their needs, but is more responsive to the underlying program pedagogy and unique situational condition.

On another note, the team is concerned that critical thinking needs to become more infused into the curriculum, especially in the design studios. This is particularly important in the B.Arch. program, but should be a focus in all architectural design studios.

Human Resources and Human Resources Development
Previous reports have cleared up this deficiency.

Support and Technical Staff
We now have back a full time Systems Manager staff position (filled by Trevor Williams), and a newly appointed full time faculty member, Alphonso Peluso, adept in digital systems and how to support the curriculum and the studio and other production through the digital labs. The community seems satisfied overall in the level of support.

We also have paid attention this year to upgrading Staff's computer set ups. We are trying to evolve to a Paperless Studio, and about 50% of studios now use projection rather than print out for reviews. We hope this will evolve even further in coming years. All classrooms are set up for projection.

Academic Advising
Previous reports have cleared up this deficiency.

Critical Thinking
Previous reports have cleared up this deficiency.
Due to the university now using the Responsibility Centered Management system ("every tub on its own bottom") we have incentive to grow revenues "in the margins" outside the normal semesters. Thus, we expanded summer school offerings for the past two years, which has been very successful, helping students with degree progress (when they couldn't find jobs) and gaining us the profit from tuition revenues. We are putting forward workshops, special certificate and travel programs and other types of continuing education offerings. Our summer travel offerings now include 3 European excursions. Our Master of Landscape Architecture degree program was accredited this year, for a full six year term, which is very unusual for the first time of accreditation by LAAB, and a sign we hope of the strength of our operations.

We are developing more curricula around the Integrated Building Delivery masters, which is very popular with our Architecture students. Courses are fully subscribed. A new interdisciplinary topic being developed through alumni support and the interest of our Professor Harry Mallgrave is in the area of Biophilic Design. This is consonant with liT's Strategic Plan's focus on "Healthy Environments and Urban Habitats".
3.1 Summary of Responses to the Team Findings

3.1.1 Responses to Conditions Not Met

Physical Resources - Minerals and Metals

The 2007 VTR noted concerns regarding: life safety issues in the Minerals and Metals (M&M) including a lack of fire alarm systems, non-compliant egress from the second floor mezzanine, and non-compliance with ADA codes. Additionally, concerns were raised regarding the heating and cooling systems in the M&M building. Our 2008 Focus Evaluation Team generated a report (October 2009) that allowed NAAB to remove the following deficiencies from the conditions not met:

- Life safety systems in Minerals and Metals Building
- Building systems in the M&M Building
- Designated Presentation space
- Lighting in the M&M Building

The concerns related to the M&M building were also addressed in the College’s 2010 annual report. Since the last accreditation visit, the M&M building has been converted to a Model and Fabrication Shop, along with faculty offices. The building has been updated to full code compliance regarding egress, access and fire safety. Additionally, the building’s heating, cooling and lighting systems have been updated and recalibrated for enhanced performance.

Lack of Pin-up Space

The lack of pin-up space for studio reviews noted in the 2007 VTR report was addressed through the construction of 24 movable pin-up panels that have been distributed throughout the design studios. These panels allow studio faculty to reconfigure review areas as needed. In addition, many of the advanced studio spaces have been equipped with permanent wall mounted pin-up panels.

Faculty Offices

Since the last accreditation visit, all full time faculty that requested an office now have one. Full time faculty are provided with computer and other office equipment by the College. Adjunct studio faculty is assigned collective office space in the lower levels of Crown Hall. All faculty have access to copying and office services.

3.1.2 Causes of Concern

Human Resources

In addition to previous changes, the organization of the College has now included two Associate Deans:

- Robert Krawczyk, Associate Dean Undergraduate Academic Affairs – Oversight in all aspects of the Undergraduate Program in the College. Provides assistance with academic advising, coordination with other university offices on all undergraduate academic affairs.

- Catherine Weztel, Associate Dean Graduate Academic Affairs – Oversight in all aspects of all the Graduate Programs in the College. Provides assistance with academic advising, coordination with other university offices on all graduate academic affairs.

Also see:
1.2.2 Administrative Structure & Governance
Academic Administration Spring 2013
for other faculty administrative appointments.

Critical Thinking in the BArch program

Since the last accreditation visit, the Curriculum Committee formed a series of sub-committees tasked with strengthening the diverse and challenging coursework into a more integrated and rigorous structure. In regard to the theme of critical thinking, numerous changes to both studio and support courses were
addressed. The integration of courses was a major part of this review effort. History and theory courses running concurrent to studios were specifically formulated to support studio projects throughout the curriculum.
3.2 Summary of Responses to Changes in the NAAB Conditions

The College has no responses to changes in the NAAB conditions.
Part Four - Supplemental Information

4.1 Description of Policies and Procedures for Evaluating Student Work

The College guidelines for evaluating student work in studio courses are reviewed periodically in Curriculum Committee meetings in order to maintain consistently applied grading criteria over all the years of the undergraduate and graduate programs. These reviews are intended to create more uniformity in evaluating individual student development, and to reinforce the stated values of the College of Architecture.

Students in the design studios are graded on:

- Overall quality of the work submitted by the student
- Overall quality of effort in the studio course
- Active participation by the student in class sessions (discussions, critiques, group efforts)
- Development of the project over the course of the semester
- Attendance

In the team-taught core studios, students are required to submit a final portfolio of all work completed in the semester. Faculty then meet to review the work of individual studio sections collectively, in order to ensure fairness and consistency. In advanced studios, the weighting of the grading factors are determined by the individual course instructor. Faculty set their own requirements in regard to attendance. An often used rule is that three unexcused absences results in the student dropping one full letter grade.

Faculty give students mid-term grades as a measure of their progress and as a means of communicating their current standing, so that there is time for the student to rectify any problems, if necessary, and improve their course grade. This evaluation must be clearly communicated, preferably in writing, to the student in danger of failing the course. Such written correspondence has been useful in the event of a grade appeal.

The following grades are used to report the quality of undergraduate student work:

- A  Excellent, 4 grade points for each semester hour.
- B  Good, 3 grade points for each semester hour.
- C  Satisfactory, 2 grade points for each semester hour.
- D  Minimal Passing, 1 grade point for each semester hour.
- E  Failure, 0 grade point for each semester hour.

- W  Withdraw. To withdraw from a course with a grade of "W" a student must submit a Drop/Add Form to the Student Services Center before the end of the tenth week of the semester (the sixth week of an eight-week summer session and the fourth week of a six week summer session). Withdrawal without submission of this form is unofficial and will result in a grade of "E".

  NOTE: Withdrawal with a grade of "W" is not possible for a student who has been assigned a failing grade because of academic dishonesty.

  NOTE: Grades will only be awarded for classes in which a student is properly registered at the time the class is taken. Retroactive registration is not permitted.

- AU  AU Audit. A student may register to audit a course. A Request to Audit Form must be submitted at the time of registration and courses may not be changed to or from audit after registration. There is no credit given for an audited course. Regular tuition rates apply.
Incomplete Work. The 'I' grade indicates that the student's work to date is of passing quality but is incomplete for reasons acceptable to the instructor. A grade of "I" is assigned only in the case of illness or for unusual or unforeseeable circumstances that were not encountered by other students in the class and that prevent the student from completing the course requirements by the end of the semester. The student also should have a substantial equity in the course, with no more than four weeks of classroom work remaining to be completed. Prior to assignment of the 'I' grade, a written agreement will be reached with the instructor concerning the work still outstanding.

A grade of "I" will be removed with the approval of the department chair and the dean of the Undergraduate College after all remaining work is completed and the instructor assigns a regular grade. The work must be completed by no later than the end of the sixth week of class of the next regular (fall or spring) semester. If no regular grade has been received in the Office of Student Records and Registration by that date, the 'I' grade will revert to a grade of "E".

Satisfactory performance at the graduate level is defined as the maintenance of a minimum cumulative GPA of 3.0/4.0, as reported by the registrar. The minimum GPA for graduation is 3.0/4.0. This figure is based only on those courses that appear on the approved program of study and not on the total cumulative GPA reported by the registrar; there is no exception or waiver to this rule. If a student repeats a course, the average of the grades for the course will be used to compute the GPA on the program of study only.
ARCH 100: Introduction to Architecture
3 credits

Course Description:
Orientation to contemporary local architecture practice; examination of the changing role of the architect through history; introduction to the formal language and vocabulary of the discipline. Emphasis given to developing written and presentation skills.

Course Goals & Objectives:
- Students will be introduced to the diversity of contemporary architectural practices.
- Students will be provided with an introduction to the vocabulary of architectural discourse.
- Students will develop skills of professional inquiry and ability to write and speak fluently about buildings and the practice/profession of architecture

Student Performance Criterion:
A.1 Communication Skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
C.1 Collaboration
C.3 Client Role in Architecture
C.8 Ethics and Professional Judgment

Topical Outline:
Graphic skills (photography/booklet) (35%)
Written and verbal skills (paper and powerpoint presentation of research project) (65%)

Prerequisites:
none

Textbooks/Learning Resources:
Ching, Form, Space and Order
Course postings on Blackboard.

Offered:
Fall only; annually

Faculty assigned:
Kathleen Nagle (F/T)
Paul Pettigrew (F/T)
ARCH 109: Freehand Drawing I
2 credits

Course Description:
Drawing from still life, human figure, and architecture, both out-of-doors and in the studio; drawing from
life in various media. Emphasis on representing three dimensional forms, and drawing from observation.

Course Goals & Objectives:
- Establish foundation for freehand drawing as life-long practice, with a focus on the uses of
  freehand drawing by architects and in architectural practice.
- Explore ways of looking/thinking/communicating.
- Develop intuitive as well as analytic thinking about visual representation.

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills

Topical Outline:
Visual Communication Skills (60%)
Design Thinking skills (30%)
Investigative Skills, Use of Precedents, Ordering Systems Skills (10%)

Prerequisites:
none

Textbooks/Learning Resources:
John Berger, The Shape of a Pocket.
Norman Crowe and Paul Laseau, Visual Notes for Architects and Designers.
Sarah Simblet, Sketchbook for the Artist

Offered:
Fall only; annually

Faculty assigned:
Janet Krehbiel-Pieracci (Adjunct)
Firat Erdim (Adjunct)
James Hall (Adjunct)
ARCH 110: Freehand Drawing II
2 credits

Course Description:
Drawing from still life, human figure, and architecture, both out-of-doors and in the studio; drawing from life in various media. Emphasis on representing complex surfaces and spaces, drawing both from observation and from imagination.

Course Goals & Objectives:
- Establish foundation for freehand drawing as life-long practice.
- Explore ways of looking/thinking/communicating.
- Develop intuitive as well as analytic thinking about visual representation.
- Drawing skills, intuitive and analytic thinking will continue to be developed through range of drawing projects placing emphasis on components of the drawing process including: mark-making, gesture, structure of the drawing, surface representation, use of light and shadow, and composition.

Student Performance Criterion:
A.2  Design Thinking Skills
A.3  Visual Communication Skills
A.5  Investigative Skills
A.7  Use of Precedents
A.8  Ordering Systems Skills

Topical Outline:
Visual Communication Skills (60%)
Design Thinking skills (30%)
Investigative Skills, Use of Precedents, Ordering Systems Skills (10%)

Prerequisites:
ARCH 109 or equivalent college level transfer credit and portfolio review.

Textbooks/Learning Resources:
John Berger, The Shape of a Pocket.
Norman Crowe and Paul Laseau, Visual Notes for Architects and Designers.
Sarah Simblet, Sketchbook for the Artist

Offered:
Spring only; annually

Faculty assigned:
Janet Krehbiel-Pieracci (Adjunct)
Firat Erdim (Adjunct)
ARCH 113: Architecture Studio I
6 credits

Course Description:
Studio exercises to develop excellence in craftsmanship and visual sensitivity as a foundation for a basic architectural language. Problems of various lengths will deal with the technical skills of drawing and model-making materials and in both two and three dimensions. Using problems of both an abstract and architectural character, this course will build verbal communication skills and model shop ability. The studio meets three times per week with an additional materials lab (model shop) once a week.

Course Goals & Objectives:
- Students will learn the basic skills necessary for the study of architecture – the techniques of drawing and modeling.
- Students will be introduced to the design process as a relationship between inquiry and action, between critical thought and product. (Critical thinking and communication through drawing and modeling.)

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
C.1 Collaboration

Topical Outline:
Drawing and other representational techniques (85%)
Presentation skills (15%)

Prerequisites:
none

Textbooks/Learning Resources:
Ching, Design Drawing;
Ching, Form, Space and Order
Each series of assignments is introduced with a lecture that is then posted, with supporting documents when appropriate, on the course Blackboard for reference.

Offered:
Fall only; annually

Faculty assigned: Jill Danly (Adjunct), Kathleen Nagle (F/T), Firat Erdim (Adjunct), Colleen Humer (F/T), Alessandro Paradiso (Adjunct), Paul Pettigrew (F/T), Amanda Williams (Adjunct)
ARCH 114: Architecture Studio II
6 credits

**Course Description:**
Studio exercises to develop excellence in craftsmanship and visual sensitivity as a foundation for a basic architectural language. Problems of various lengths will deal with the technical skills of drawing and model-making materials and in both two and three dimensions. Using problems of both an abstract and architectural character, this course will build verbal communication skills and model shop ability. Studio meets three times a week with an additional materials lab (model shop) once a week.

**Course Goals & Objectives:**
- To use drawing and modeling as tools for investigation architectural concepts and principles of design.
- The focus is on the interrelationship of representation and production necessary for the exploration of precedents in architecture and the making of new architectural objects.
- Emphasis on investigation and inquiry, and analysis of precedents.

**Student Performance Criterion:**
- A.1 Communication Skills
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.5 Investigative Skills
- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems Skills
- C.1 Collaboration

**Topical Outline:**
Drawing and other representational techniques, including full scale final construction (75%)
Research, analysis, presentation skills (25%)

**Prerequisites:**
ARCH 113 Studio I

**Textbooks/Learning Resources:**
Ching, Design Drawing
Ching, Form, Space and Order
Each series of assignments is introduced with a lecture that is then posted, with supporting documents when appropriate, on the course Blackboard for reference

**Offered:**
Spring only; annually

**Faculty assigned:** Jill Danly (Adjunct), Kathleen Nagle (F/T), Firat Erdim (Adjunct), Colleen Humer (F/T), Paul Pettigrew (F/T), Amanda Williams (Adjunct)
ARCH 125: Introduction to Architectural Computing
3 credits

Course Description:
This course is an introduction to Digital Design fundamentals, techniques and principles used in Architectural Design, Media and Fabrication. This course establishes a foundation that will prepare the student for required and advanced courses that focus on more specific Architectural Digital Design topics. Topics covered are: 2D Vector, 2D CAD, Output, 3D Massing and Digital Fabrication. This course counts toward a student’s General Education Computer Science requirement.

Course Goals & Objectives:
- Students will develop an overall understanding of the Digital Design and Fabrication work flow.
- Students will have a fundamental understanding of foundation digital concepts and skills to carry them into their more advanced required and elective digital courses.
- Students will apply the digital processes directly to their design studio
- Students will learn to communicate through digital drawings

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills

Topical Outline:
Verbal Communication Skills (5%)
Design Theory (5%)
Making Drawings (60%)
Making Technical Drawings (15%)
Research (10%)
Design Application (5%)

Prerequisites:
none

Textbooks/Learning Resources:
Provided by Instructor

Offered:
Spring only; annually

Faculty assigned:
Craig Forneris (Adjunct)
Alphonso Peluso (F/T)
Brett Balogh (Adjunct)
ARCH 201: Architecture III: Structures, Building Systems & Assemblies
6 credits

Course Description:
The development of architectural principles through the study and analysis of building materials. Development of the graphic language in architecture. Consideration of the appropriate use of materials, energy, and clear construction as the basis of architecture.

Course Goals & Objectives:
- This course requires students not only to solve problems in architecture, but also to identify the problems themselves; students are expected to be able to do both, and to conduct a design process based on discipline and experimentation.
- Students are expected to understand masonry building materials, systems, and construction methods, and their relationship to architectural ideas and expression.
- Students are expected to understand the broader environment of which a building is part. Students must demonstrate an understanding of basic issues in urban design and sustainability.

Student Performance Criterion:

Topical Outline:
Communication, drawing and other representational techniques (10%)
Pre-design/ fundamental design skills/use of precedents (20%)
Technical documentation/structural/building envelope systems/building materials and assemblies (65%)
Collaboration (5%)

Prerequisites:
ARCH 113-114

Textbooks/Learning Resources:

Offered:
Fall only; annually

Faculty assigned:
Timothy Brown (F/T), Monica Chadha (Adjunct), Michael Glynn (Adjunct), Gregory Grzeslo (Adjunct), Jeffery Klymson (Adjunct), Casimir Kujawa (Adjunct), Eva Kultermann (F/T), Mark McKinney (Adjunct), Kindon Mills (Adjunct), Michael Mitchell (Adjunct), Elizabeth Williams (Adjunct)
ARCH 202: Architecture IV: Structures, Building Systems & Assemblies
6 credits

Course Description:
The development of architectural principles through the study and analysis of building materials. Development of the graphic language in architecture. Consideration of the appropriate use of materials, energy, and clear construction as the basis of architecture.

Course Goals & Objectives:
- Students not only to solve problems in architecture, but also to identify the problems themselves, and conduct a design process based on discipline and experimentation.
- Students are expected to understand masonry building materials, systems, and construction methods, and their relationship to architectural ideas and expression.
- Students are expected to understand the broader environment of which a building is part. Students must demonstrate an understanding of basic issues in urban design and sustainability.

Student Performance Criterion:

Topical Outline:
Communication, drawing and other representational techniques (10%)
Pre-design/ fundamental design skills/use of precedents (20%)
Technical documentation/structural/building envelope systems/building materials and assemblies (65%), Collaboration (5%)

Prerequisites:
ARCH 113-114, ARCH 201

Textbooks/Learning Resources:

Offered:
Spring only; annually

Faculty assigned:
Timothy Brown (F/T), Monica Chada (Adjunct), Michael Glynn (Adjunct), Gregory Grzeslo (Adjunct), Jeffery Klymson (Adjunct), Casimir Kujawa (Adjunct), Eva Kultermann (F/T), Mark McKinney (Adjunct), Kindon Mills (Adjunct), Elizabeth Williams (Adjunct)
ARCH 226: Architectural Computing
3 credits

Course Description:
This course will cover intermediate digital design concepts and their relationship to the design process. This course reinforces and builds upon concepts acquired in Arch 125 and prepares the student for advanced courses that focus on more specific Architectural Digital Design topics. Concepts from Arch 125 that are revisited and expanded on are: 2D Vector, 2D CAD, 3D Massing, Output and Digital Fabrication. New topics introduced are: Digital Diagramming, Design Documentation, Graphic Communication and Building Information Modeling (BIM).

Course Goals & Objectives:
- Students will expand their understanding of foundation digital concepts and skills to carry them into the digital elective courses.
- Students will apply the digital processes directly to their design studio.
- Students will produce technical documentation of their designs through digital drawings.
- Students will develop a basic understanding of Building Information Modeling.

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills

Topical Outline:
Verbal Communication Skills (5%)
Design Theory (5%)
Making Drawings (15%)
Making Technical Drawings (60%)
Research (10%)
Design Application (5%)

Prerequisites:
ARCH 125

Textbooks/Learning Resources:
Provided by Instructor

Offered:
Fall only; annually

Faculty assigned:
Craig Forneris (Adjunct)
Brett Balogh (Adjunct)
ARCH 230: Structure and Architecture
3 credits

Course Description:
Study of equilibrium of particles and rigid bodies in two dimensions, including arches, beams, cables, frames, retaining walls and trusses. Students develop an understanding of shear forces and bending moments in beams. Study of axial and perpendicular stresses, strains, and deformations in bending elements and axially loaded members; stresses under combined loading; column buckling; preliminary design of structural members. Thorough application of learned topics to appropriate architectural exercises is completed throughout the semester. The theory and concepts of structures are presented with a visual format and models to emphasize an intuitive comprehension of the fundamental principles of structural behavior.

Course Goals & Objectives:
● Students are provided with a basic understanding of the behavior of forces, and the effects of the forces upon the materials that carry the loads.

Student Performance Criterion:
A.3 Visual Communication Skill
A.4 Technical Documentation
B.9 Structural Systems
B.12 Building Materials and Assemblies

Topical Outline:
Visual Communication and Technical Documentation (25%)
Structural Systems (50%)
Building Materials and Assemblies (25%)

Prerequisites:
MATH 119, MATH 122, PHYS 200

Textbooks/Learning Resources:

Offered:
Spring only; annually

Faculty assigned:
Christopher Rockey (F/T)
ARCH 305: Architecture Studio V
6 credits

Course Description:
Continued development of architectural principles of ARCH 201 and 202 through the correlation of design process and building systems with consideration of the interrelation of building, programming, site planning, structure, enclosure systems, energy consumption, and environmental control systems and the cultural concepts supporting their organization. This studio emphasizes architectural design and construction in the development of building projects using reinforced concrete as the primary structural material.

Course Goals & Objectives:
- The course continues the core studio sequence begun in ARCH 113/114/201/202/305, focusing on the fundamentals of building design, representation and construction with a primary focus on steel as the building material.
- Students are expected to develop core competencies in four categories: Design and Process, Building Construction, Site and Environment and Representation and Communication.
- A knowledge of the production and fabrication of steel building systems, components, including economic, technical, and aesthetic considerations.
- A knowledge of historic examples of steel construction.
- An understanding of how details reinforce design concepts and impact building performance.
- The ability to perform basic structural analysis of framing systems, frame connections and details.
- Competence in the design and detailing of enclosure systems, their relation to structural framing, spatial definition and environmental concerns.

Student Performance Criterion:
C.8. Ethics and Professional Judgment

Topical Outline:
Design development (drawing and modeling) (50%)
Presentation and Communication of Design Concepts (20%)

Prerequisites:
ARCH 201, 202

Textbooks/Learning Resources/Reference:
Ching, Francis. Building Construction Illustrated/Architecture: Form, Space and Order
Elliot, Cecil D. Technics and Architecture
Reichel, Alexander. Detail Practice: Building with Steel: Details, Principles, Examples.
Studio Blog: http://iitcoa3rdyr.wordpress.com/

Offered:
Fall only; annually

Faculty assigned:
ARCH 306: Architecture Studio VI
6 credits

Course Description:
Continued development of architectural principles of ARCH305 through the correlation of design process and building systems with consideration of the interrelation of building, programming, site planning, structure, enclosure systems, energy consumption, and environmental control systems, and the cultural concepts supporting their organization. This studio emphasizes architectural design and construction in the development of building projects using reinforced concrete as the primary structural material.

Course Goals & Objectives:
- The course focuses on the fundamentals of building design, representation and construction with a primary focus on concrete as the building material.
- Conceptual thinking about architecture and the cultivation of design ideas. An understanding of and the ability to control a design process.
- Aptitude in the representation of programmatic, environmental, formal and technical considerations to support conceptual thinking and communication.
- An understanding of the relationship between materials, structural systems, construction methods and architectural expression.
- A knowledge of the production and fabrication of concrete building systems, components, including economic, technical, and aesthetic considerations.
- A knowledge of historic examples of concrete construction.
- An understanding of how details reinforce design concepts and impact building performance.
- The ability to perform basic structural analysis of framing systems, frame connections and details.
- Competence in the design and detailing of enclosure systems, their relation to structural framing, spatial definition and environmental concerns.

Student Performance Criterion:

Topical Outline:
Design development (drawing and modeling) (50%)
Presentation and Communication of Design Concepts (20%)

Prerequisites:
ARCH 201, ARCH 202, ARCH 305

Textbooks/Learning Resources/Reference:
Ching, Francis. Building Construction Illustrated/Architecture: Form, Space and Order
Studio Blog: http://iitcoa3rdyr.wordpress.com/

Offered:
Spring only; annually

Faculty assigned:
ARCH 321: Contemporary Architecture
3 credits

Course Description:
This course provides an introduction to major topics in contemporary architecture along with their historical precursors. The first half of the course begins with a brief summary of key formulations of modernism before 1945 and then discusses their extensions and dissolution in the postwar decades. Informed by this historical context, the second half surveys a range of contemporary practices and themes. As an upper-level class, this course assumes some familiarity with architectural history and is designed to treat a limited number of cases in depth. Throughout the material will be explored through key projects and texts, mainly primary sources. Each class session will include both lecture and group discussion.

Course Goals & Objectives:
- This course continues the core history sequence begun in ARCH 119/120. Through lectures, group discussions, readings of original sources and their own investigative writings, students expand their knowledge of architectural and cultural history and develop critical thinking and communication skills.

Student Performance Criterion:
A.1 Communication Skills
A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
C.2 Human Behavior
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
Communication Skills (25%)
Investigative skills (15%)
Historical Traditions and Global Culture (40%)
Cultural Diversity, Human Behavior, Ethics, Professional Judgment, Community & Social Responsibility (20%)

Prerequisites:
ARCH 119, ARCH 120

Textbooks/Learning Resources:
The majority of readings are articles or chapters available on the course website.

Offered:
Fall only; annually

Faculty assigned:
Colleen Humer (F/T), Sean Keller (F/T)
ARCH 334: Frame Structural Systems and Steel
3 credits

Course Description:
Based on a statics and strength of materials, analysis of tension, compression and bending, timber and steel members are designed into truss or column and beam structural systems. Connections and shear walls are studied as the transfer of moments to resolve dynamic loads in multiple frames. This engineering knowledge is then directly integrated into the parallel studio experience of developing an architectural project that focuses on steel as the structural material.

Course Goals & Objectives:
- Basic knowledge of how structural steel gravity systems are planned.
- Understanding the behavior of structural steel elements (compression members, tension members, bending members, and connections).

Student Performance Criterion:
A.1 Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
B.3 Sustainability
B.5 Life Safety
B.6 Comprehensive Design
B.9 Structural Systems
B.12 Building Materials and Assemblies

Topical Outline:
Visual Communication and Technical Documentation (20%)
Investigative Skills (10%)
Sustainability (5%)
Life Safety (5%)
Structural Systems (20%)
Comprehensive Design (20%)
Building Materials and Assemblies (20%)

Prerequisites:
ARCH 230

Textbooks/Learning Resources:
Steel Construction Manual, American Institute of Steel Construction

Offered:
Fall only; annually

Faculty assigned:
Stephen Kibler (F/T)
Christopher Rockey (F/T)
ARCH 335: Reinforced Concrete and Continuous Structure
3 credits

Course Description:
The plastic qualities of reinforced concrete are studied as an internal distribution of forces based on the continuity of the material. These same principles also apply to all dome, cable and membrane structures. Complete structural systems of concrete are developed with footings, columns, shear walls, and horizontal plate options. More advanced applications include tension systems and thin shell construction. These engineering experiences are then integrated into the practice of designing an architectural studio project based on reinforced concrete as the structural material.

Course Goals & Objectives:
- Understanding the behavior and properties of concrete structures, problem solving, structural calculations, analytical thinking and decision making concerning selection of concrete structural systems and planning concrete structural systems.

Student Performance Criterion:
A.1 Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
B.5 Life Safety
B.6 Comprehensive Design
B.9 Structural Systems
B.12 Building Materials and Assemblies

Topical Outline:
Visual Communication and Technical Documentation (20%)
Investigative Skills (10%)
Life Safety (10%)
Structural Systems (20%)
Comprehensive Design (20%)
Building Materials and Assemblies (20%)

Prerequisites:
ARCH 230

Textbooks/Learning Resources:
Concrete Structures, Setareh and Darvas
ACI 318-05

Offered:
Spring only; annually

Faculty assigned:
Stephen Kibler (F/T)
ARCH 403: Mechanical and Electrical Building Systems for Architects I
3 credits

Course Description:
Selection and design of building support systems: heating, ventilating, air conditioning, water supply, sanitary and storm drainage, power distribution, lighting, and communications. Particular attention is paid to the role the architect plays in determining the size of these support systems, and the process for analyzing the effect of implementing and integrating these systems on building form, construction cost and operating efficiency.

Course Goals & Objectives:
● Students will develop into architects who are informed about whole building design and the integration of MEPFP systems design with architecture.
● Students will be able to determine the energy and environmental impact of their building designs, both on the internal and external environment.
● Students will be able to describe, using proper terminology, the integrated design process and how it varies from the conventional design process.
● Students will understand the basic components of MEPFP systems and terminology.
● Students will understand the basic concepts of MEPFP systems design.
● Students will be able to list all aspects of the MEPFP design process, recognize proper documentation of MEPFP systems, and identify field-installed components.

Student Performance Criterion:

Topical Outline:
MEP Systems Overview (10%)
Heating Systems Design (35%)
Ventilation Systems Design (30%)
Lighting Systems Design (25%)

Prerequisites:
ARCH 201, ARCH 202, PHYS 200, College Algebra

Textbooks/Learning Resources:

Offered:
Fall only; annually

Faculty assigned:
Joseph Clair (adjunct)
ARCH 404: Mechanical and Electrical Building Systems for Architects II
3 credits

Course Description:
Selection and design of building support systems: heating, ventilating, air conditioning, water supply, sanitary and storm drainage, power distribution, lighting, and communications. Particular attention is paid to the role the architect plays in determining the size of these support systems, and the process for analyzing the effect of implementing and integrating these systems on building form, construction cost and operating efficiency.

Course Goals & Objectives:
- Students will develop into architects who are informed about whole building design and the integration of MEPFP systems design with architecture.
- Students will be able to determine the energy and environmental impact of their building designs, both on the internal and external environment.
- Students will be able to describe, using proper terminology, the integrated design process and how it varies from the conventional design process.
- Students will understand the basic components of MEPFP systems and terminology.
- Students will be able to list all aspects of the MEPFP design process, recognize proper documentation of MEPFP systems, and identify field-installed components.

Student Performance Criterion:
A.1 Communication Skills, A.11 Applied Research, B.3 Sustainability, B.6 Comprehensive Design

Topical Outline:
Air Conditioning Systems Design (25%)
Plumbing/Fire Protection Systems Design (25%)
Electrical Power Systems Design (25%)
Electricity generation and the impact buildings have on usage, Calculating electrical system requirements
Communication Systems Design (10%)
Acoustics (5%)
Integrated Design (10%)

Prerequisites:
ARCH 201, ARCH 202, Physics, College Algebra, ARCH 403

Textbooks/Learning Resources:

Offered:
Spring only; annually

Faculty assigned:
Joseph Clair (adjunct)
ARCH 413: Architectural Practice
3 credits

Course Description:
Lectures and practical problems dealing with specifications, specification writing, administration of construction, contracts, building law and professional practice.

Course Goals & Objectives:
- Give every student awareness and understanding of the conceptual framework and knowledge base of practice in order to facilitate the transition from professional school to professional practice.
- Students should develop a sense of themselves as members of a profession and an understanding of the role of the architect in society.

Student Performance Criterion:
A.1 Communication Skills
A.4 Technical Documentation
B.1 Pre-Design
B.7 Financial Considerations
C.3 Client Role in Architecture
C.4 Project Management
C.5 Practice Management
C.6 Leadership
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment

Topical Outline:
Professional Practice Methods (60%)
Project Management (30%)
Financial Considerations (10%)

Prerequisites:
One 200-level course in Political Science OR
One 200-level course in Sociology

Textbooks/Learning Resources:
AIA Architect’s Handbook of Professional Practice

Offered:
Spring only; annually

Faculty assigned:
Anthony Lobello (Adjunct)
ARCH 417/418/419/420: Advanced Architectural Studios
6 credits

Course Description:
The advanced studios focus on advanced problems, approaches and techniques. Students are required to produce a fully developed architectural project that includes the development of programmed spaces, demonstrating the resolution of structural and environmental and building envelope systems, regulatory, contextual and site issues and incorporating principles of sustainability. The courses cover a variety of studio topics that are not necessarily offered every year and depend on the focus of the particular instructor. Categories of advanced studios include: Comprehensive building design, Urban Design/Community Design, Space problem, Advanced Structures, Development, Design Build, Parametric Design, Housing, Sustainability/Ecology, Landscape, Healthcare, Historic Preservation/Adaptive reuse, and Theory.

Course Goals & Objectives:
- Ability to fully deploy design thinking
- Ability to develop a complex building design project
- Ability in urban design, site design, landscape design, HVAC system design, electrical/lighting, systems integration, regulatory and code constraints, universal accessibility issues, structural planning, enclosure systems, and sustainable design.

Student Performance Criterion:

Topical Outline:
Varies with instructor

Prerequisites:
Studios ARCH113- ARCH 306, ARCH 230, ARCH 334, ARCH 335, ARCH 403, and ARCH 404

Textbooks/Learning Resources:
Varies with instructor

Offered:
Fall and spring annually

Faculty assigned:
A. Metter/D. Brininstool (Adjunct), Thomas Brock(F/T), Marshall Brown (F/T), Steven Brubaker (Adjunct), Frank Flury (F/T), Gunny Harboe (Adjunct), Vincent James (Visiting), Jackie Koo (Adjunct), Ron Krueck (F/T), Peter Land (F/T), Brad Lynch (P/T), Mary Pat Mattson (F/T), Pat Natke (P/T), John Ronan (F/T), Carol Ross Barney (Adjunct), Karla Sierralta (Adjunct), Werner Sobek (Adjunct), Terry Surjan (Adjunct), Arthur Takeuchi (F/T), David Woodhouse (Adjunct), Ross Wimer (Adjunct), Zoka Zola (Adjunct)
ARCH 423: Architectural Programming
3 credits

Course Description:
Study of the principles of problem definition, problem solving, and decision making in the process of design. Specific research methods are reviewed, including those with computer-aided data collection potential. Coursework includes: identification of client/project requirements and constraints; development of a building/project program; cost analysis; development of relevant design options and presentation skills and development.

Course Goals & Objectives:
- To study the principles of problem definition and problem solving related to the decision-making, reviewing and presenting quantities of information, along with the relevant computer-aided methods and techniques.
- To develop a building program through resolution of problem requirements.
- To understand an analysis of codes and preliminary project cost projections.

Student Performance Criterion:
A.3 Visual Communication Skills
A.5 Investigative Skills
A.11 Applied Research
B.5 Life Safety
C.1 Collaboration
C.2 Human Behavior
C.3 Client Role in Architecture
C.4 Project Management
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
Research and analysis (60%)
Drawing and other representational techniques (30%)
Presentation skills (10%)

Prerequisites:
Completed 2nd Year Undergraduate Level Coursework

Textbooks/Learning Resources:
Programming for design, from theory to practice, by Edith Cherry, FAIA

Offered:
Fall only; annually

Faculty assigned:
Daiva Peterson (Adjunct)
ARCH 428: 3D Animation in CAD Presentations
3 credits

Course Description:
Review 3-D modeling concepts for animation, preparing camera movements, lighting conditions, special effects and the digital editing of animation sequences. Extensive use of animation and editing software.

Course Goals & Objectives:
- Students will demonstrate the following abilities: advanced rendering methods, lighting techniques, material assignments, camera movements, assembling/disassembling objects, ground and background movements, morphing of objects and materials, digital editing of animation sequences, composing with multiple cameras, and adding titles and special effects.
- Students are evaluated by 239 exercises, 1 rendering project and 1 animation project, which include composition, design techniques, and an animation project. Work is evaluated according to an understanding of animation concepts and representations and how they can be used in architectural presentations.

Student Performance Criterion:
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
C.8 Ethics and Professional Judgment

Topical Outline:
Modeling and other representational techniques (20%)
Lighting and material application skills (30%)
Presentation, communication, and storytelling skills (50%)

Prerequisites:
ARCH 125, ARCH 226, ARCH 427 or consent of instructor.

Textbooks/Learning Resources:
Isaac Kerlow, The Art of 3D Computer Animation and Imaging, Van Nostrand Reinhold
Ojeda and Guerra, Hyper-Realistic, McGraw-Hill, 1996 w/CD
Uddin, Digital Architecture, McGraw-Hill, 1999
Imdat As and Daniel Schodek, Dynamic Digital Representations in Architecture : Visions in Motion,
Extensive course notes and readings by instructor.

Offered:
Varies

Faculty assigned:
Robert Krawczyk (F/T)
ARCH 429: CAD Programming and Form Generation
3 credits

Course Description:
Review programming in CAD systems; programming basics in Auto CAD, extensive creation of 2-D and 3-D objects, data interrogation, manipulation, and extraction, and 2-D and 3-D parametric and rule-based design. Investigation of form creation, based on mathematical relationships and random generation.

Course Goals & Objectives:
- Introduction to the development of algorithmic design methods. Review programming in CAD systems; programming basics in AutoCAD, extensive creation of 2D and 3D architectural forms, wall patterns, CAD data interrogation, manipulation, and extraction.
- Introduction to 2D and 3D parametric and rule based design. Investigation of form creation based on a variety of mathematical relationships including random generation and form generation based on collected data values, including images. Also included is a review of CAD database procedures for space planning and bill of quantities. Mathematical and scientific concepts, such as, cellular automata, fractals, and strange attractors are discussed and demonstrated.
- Includes methods for creating models for the purpose of fabrication: CNC, rapid prototyping, and automatic layouts for laser cutting; also for structural and other engineering analysis.
- Students are evaluated by 31 exercises and 2 multi-part design projects. Work is evaluated according to understanding of basic programming concepts and methods, understanding of CAD entities and the ability to generate and manipulate, quality of generated forms and developed algorithms.

Student Performance Criterion:

Topical Outline:
Modeling and other representational techniques (40%)
Computational skills (40%)
Presentation skills (20%)

Prerequisites:
ARCH 125, ARCH 226, ARCH 427 or consent of instructor.

Textbooks/Learning Resources:
William Kramer, AutoLISP Programming for Productivity, Delmar Publishers Inc.
Rod Rawls and Mark Hagen, AutoLISP Programming, Goodheart-Willcox Company, Inc.
Extensive course notes and readings by instructor.

Offered:
Varies

Faculty assigned:
Robert Krawczyk (F/T)
ARCH 433: Introduction to Digital Fabrication
3 credits

Course Description:
The term 'Digital Fabrication' encompasses a number of different processes aimed at producing physical form from digital models or representations. This course is designed to explore the digital fabrication resources available in the College of Architecture in order to endow students with a basic, yet thorough understanding of the processes involved in the translation of model to object. The course will focus on essential software and machine-related skills through a series of software and shop tutorials. Assignments will be given to reinforce course topics and to contribute to the development of craft in the digital medium. Class discussions and activities will also explore current and future trends in the areas of digital fabrication including the burgeoning FOSS/DIY/Maker movement in an effort to connect the architect/designer to the culture of making one’s own tools for creative expression.

Course Goals & Objectives:
- Continue to develop competency in CAD using Rhinoceros 3D
- Effectively design with intent to fabricate
- Develop skills in the proper use of digital fabrication tools

Student Performance Criterion:
A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
C.1 Collaboration

Topical Outline:
Computer Aided Design (25%)
Computer Aided Manufacturing (25%)
Machine Skills (25%)
Fabrication (25%)

Prerequisites:
ARCH 427 (Undergrad) or ARCH 508 (Graduate)

Textbooks/Learning Resources:
Schodek et al., Digital Design and Manufacturing, Wiley, 2005
Iwamoto, Digital Fabrications, Princeton Architectural Press, 2009

Offered:
Varies

Faculty assigned:
Brett Ian Balogh
ARCH 447: Furniture Design/Build
3 credits

Course Description:
This class will introduce you to the use of traditional furniture building techniques including the use of hand and power tools. We will investigate furniture built of solid wood, composite wood, plastics and metals. You will learn to build furniture with a limited number of basic tools, and on a budget. A series of exercises will train you to do the physical connection; a series of lectures and presentations will show you production and finishing techniques.

Course Goals & Objectives:
- Students will learn a complete design process from preliminary design to the final product within one semester.
- Students will explore all forms of visual communication from freehand drawing to simple 3-d software (sketch-up) and precise architectural construction drawing. Full-scale prototyping teaches the students strategies of economical construction and the study of proportions.

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.11 Applied Research
B.3 Sustainability
B.7 Financial Considerations
B.9 Structural Systems

Topical Outline:
Making furniture (60%)
Design Thinking/Design Skills (20%)
Investigative Skills (5%)
Applied Research (5%)
Structural Systems (5%)
Sustainability (5%)

Prerequisites:
Completed 1st year

Textbooks/Learning Resources:
Library, online and posted dropbox articles.

Offered:
Fall, summer; annually

Faculty assigned:
Frank Flury (F/T)
ARCH 463: Introduction to Real Estate Finance Fundamentals
3 credits

Course Description:
“The art of the deal” is a term often used to represent the financial structure behind the development of a piece of real estate. The course will enlighten the architects’ understanding of the value and costs of the built environment via an overlay of the real estate development process. An understanding of the process will be initiated with an overview of the traditional phases of Architecture. This will be expanded to include the balance of the real estate development process. The overall process outlined will become the backdrop for conveying the basics of financing structures, sources, uses and the role of the pro-forma within the making of Architecture.

Course Goals & Objectives:
● To explore design strategy, construction strategy, site analysis, and market analysis,
● To understand financing structures; sources and uses, project costs and revenue.
● To examine budget and pro-forma
● To undertake financial development case studies

Student Performance Criterion:
B.7 Financial Considerations
C.4 Project Management
C.5 Practice Management
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment

Topical Outline:
Financing structures, sources and uses, project costs and revenue (60%)
Practice Management (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Frank Gallinelli, Mastering Real Estate Investment-Examples, Metrics and Case Studies

Offered:
Spring only; annually

Faculty assigned:
Thomas Roszak (adjunct)
ARCH 467: Advanced Materials Workshop
3 credits

Course Description:
The subject matter of this class is the architectural use of metals. The course answers the question, “How do we make things out of metals?” Craft processes that can be performed in the shop will be explored in a hands-on way. Large scale industrial processes will be viewed in field trip, and special topics on metal and metal fabrication will be addressed by research papers. The class will conclude with a metal fabrication project developed individually by each student.

Course Goals and Objectives:
- Be able to build architectural models or model components made of metal.
- Develop skills useful in prototype production or product design including casting, milling, turning and welding
- Make the student aware of the latest metal fabricating technology of architectural significance.
- Deepen the student’s understanding of the impact that the properties of the material and the processes of fabrication have on the designed form.

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

Topical Outline:
Skill Building Projects (30%)
Final Project (15%)
Research Paper (15%)
Final Examination (10%)
Attendance (30%)

Prerequisites:
none

Textbooks/Learning Resources:
Untracht, Metal Techniques for Craftsmen
McCreight, The Complete Metalsmith
Zahner, Architectural Metals
Finegold, Seiit, Silversmithing
Fournier, Metal Fabricator’s Handbook
Ammen, , Metalcasting

Offered:
Fall and Spring; annually

Faculty Assigned:
John Kriegshauser, (Adjunct)
ARCH 468: Drawing from Travel
3 credits

Course Goals & Objectives:
The traveling summer course is a freehand exercise and exploration teaching freehand sketching, perspective and the art of analytic drawing as a means to convey architectural spatial ideas. The most successful architecture drawings express the pure concept of a space and need to have a clear complexity of thought behind them. The belief is that architects should have competence in expressing thought through sketch; complex or simplistic free hand techniques need to have a confidence to get the idea across to the viewer. This course teaches several free hand drawing techniques including pencil, pen, pastel and watercolor mediums with group and individual instruction. Requirements include journal sketch book as well as finished renderings. Particular emphasis will be placed on the freehand travel sketch and its capacity to evoke both the physicality and character of a place. Production of a comprehensive drawn record of travels in the form of a journal/sketchbook is required. Various media will be explored.

Student Performance Criterion:
A.3 Visual communication skills
A.5 Investigative skills

Topical Outline (include percentage of time in course spent in each subject area):
Graphic & communication skills (80%)
Investigative skills (20%)

Prerequisites:
European Study program

Textbooks/Learning Resources:
De Architectura: Marcus Vitruvius Pollio, Translated by Frank Granger; Cambridge (Mass.): Harvard
The Ten Books on Architecture, Marcus Vitruvius Pollio
The Four Books of Architecture, Andrea Palladio; Translated by Robert Tavernor/ Richard Schofield. MIT
Yanes and Dominguez, Freehand Drawing; Norton Publications
Kirby Lockard, Design Drawing (text and exercises)
Paul Laseau , Norton Publications Freehand Sketching

Offered:
Summer and Fall; Annually

Faculty assigned:
John DeSalvo (F/T)
ARCH 470: Image City: Mediation of Space
3 credits

Course Description:
The seminar surveys the interaction between “media” and the city from the 19th century to the present. Any consideration of contemporary urban issues must take into account the roles played in our lives by media and information technologies. Urban form has always been related to technological development. As the industrial revolution gave rise to new technologies for communication and transportation, a transformation in urban form took place. Photography, cinema, the telegraph and the telephone, sound recording, radio and television, and now digital information, as well as trains, automobiles and airplanes, all have had impact upon our social existence; the spaces of our cities express this impact. A history of the technological innovations of the last two hundred or so years turns out to be in large part a history of the development of the contemporary city. Course work includes assigned readings, assigned screenings and creative design problems related to the issues considered in class.

Course Goals and Objectives:
- The students will develop extensive study of impact of technological development on lifeworld; urbanism from cultural perspective.

Student Performance Criteria:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.8 Ordering Systems Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

Topical Outline:
Writing assignments (50%)
Presentation of interim and final projects (50%)

Prerequisites:
none

Textbooks/Learning Resources:
Georges Perec, George Simmel, Jane Jacobs, Henri Lefebvre, Michel de Certeau, Richard Sennett, etc.

Offered:
Fall and Spring; varies

Faculty Assigned:
Jonathan Miller (Adjunct)
ARCH 473: Conflict and Time
3 credits

Course Description:
This class has a dual focus: it undertakes an introduction to film studies, through the analysis of films and readings in film theory and aesthetics; at the same time, it will consider architectural concepts and artifacts. The aim is not primarily to study cinema, nor to make a definitive conclusion about the congruence or divergence of architecture and cinema. The course intends to cultivate a way of seeing, just as a beginning drawing class might, but in this case instead of observing the physical world, students learn to examine the relations between media, technology, geography, architecture, ideology, etc.

Course Goals and Objectives:
● The students will study architecture as cultural practice; architecture in light of mass communications and technology; architecture as image; montage studies; introduction to film history and film theory

Student Performance Criteria:
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.8 Ordering Systems Skills
A.10 Cultural Diversity

Topical Outline:
Writing assignments (40%)
Presentation of interim and final projects (60%)

Prerequisites:
none

Textbooks/Learning Resources:
Various: Kracauer, Eisenstein, Pasolini, Buñuel, Deleuze, etc.

Offered:
Fall and Spring; varies

Faculty Assigned:
Jonathan Miller (F/T)
ARCH 480: Materials and Construction
3 credits

Course Description:
This course provides an overview of basic building materials and assemblies, how they are constructed, and the relationships between them. The objective is to introduce students to the range of material and structural choices available to the designer, and how these system choices affect the architecture. Construction technologies are constantly changing as new materials and assemblies are developed, however, the fundamental principles that govern design and construction do not. The course will focus on these principles in order to provide a foundation on which design decisions can be based.

Course Goals & Objectives:
- To become familiar with the properties, characteristics, and performance of building materials.
- To understand the Construction Specifications Institute MasterFormat and its role in specifying materials for construction.
- To develop an understanding of construction methods relating to major building materials.
- To realize the importance of environmental concerns in the selection of materials.
- To emphasize the connection between design and the materials and tools that give it presence.

Student Performance Criterion:
B.3 Sustainability
B.9 Structural Systems
B.10 Building Envelope Systems
B.12 Building Materials and Assemblies

Topical Outline:
Sustainability (10%)
Structural and Building Envelope Systems (25%)
Building Materials and Assemblies (65%)

Prerequisites:
None

Textbooks/Learning Resources:
Birkhauser Construction Manuals
Mendler S., Odell W. The HOK Guidebook to Sustainable Design, New York: John, Wiley & Sons.,2002

Offered:
Spring only; annually

Faculty assigned:
Eva Kultermann (F/T)
ARCH 481: Materiality in Architecture
3 credits

Course Description:
The course is broken down into four sections: Modern History, Contemporary Approaches, Topics in Materiality, and Student Presentations. The initial phase of the course involves a study of theoretical and philosophical approaches to materiality in architecture from 1900 to the 1960’s, and involves discussion of the work of modern movement architects; present-day architects whose work references the work of the early modernists are included in this section. The second section of the course studies contemporary architects whose work and writings reflect specific attitudes and philosophies regarding the role of materiality within architectural design. The third section of the course explores approaches to materiality within the specific thematic constraints of landscape, technology, and memory. The last section of the course consists of student presentations on a topic of their choosing related to materiality. An interim progress session is held midway through the semester to assist students in developing their topic. Final requirements include a 25-minute presentation to the class, followed by discussion, and a 2000-word paper submitted at the end of the course.

Course Goals & Objectives:
- This course examines the topic of materiality in contemporary architecture, and explores the different approaches, ideas and philosophies associated with aspects of materiality in architecture through the investigation and discussion of case study projects by contemporary architects.
- Students are introduced to a variety of approaches to the topic since the dawn of the Modern Movement, and explore how different contemporary architects approach the idea of materiality in their work, through their words, thoughts and built work. Thematic topics related to materiality are also presented and discussed, including materiality and landscape, materiality and technology, and materiality and memory.
- The class format is a lecture presentation by the professor with student discussion. The course is an elective section of the History/Theory sequence

Student Performance Criterion:

Topical Outline:
Student paper/presentation (60%)
participation in class discussions (40%)

Prerequisites:
5th year undergraduate level study or graduate level study

Textbooks/Learning Resources:
Moneo, Frampton, Quetglas, Reinhold Martin, Saarinen, Kahn, Chipperfield, Kipnis, Herzog, Kuma, Zumthor, Ito, Waldheim, Lucan, and others.

Offered:
Varies

Faculty assigned:
Jonathan Miller (F/T)

Illinois Institute of Technology, College of Architecture
Architectural Program Report
ARCH 487: Eco Structures
3 credits

Course Description:
Research seminar giving focusing on new technologies, and energy related concepts: i.e. complex structures biotechnical, pneumatic, ultra-tall, wide span composite structures, and materials. Students conduct research using professional literature and data sources to formulate imaginative small interdisciplinary projects for solving challenges in the contemporary built environment.

Course Goals & Objectives:
- Students will conduct research into new technologies, and concentrate upon a single technology or technologies and prepare a research compendium and/or:
- Preparation of an imaginative small project based upon a selected area.

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills
A.7 Use of Precedents:
B.3 Sustainability
B.9 Structural Systems
B.10 Building Envelope Systems
C.6 Leadership

Topical Outline:
Communication Skills (20%)
Building Structural and Envelope Systems (40%)
Design Thinking Skills and Sustainability

Prerequisites:
Undergraduate Advanced Standing/ Graduate/ Doctoral

Textbooks/Learning Resources:
Le Ricolais, Nervi, Schlaich, Otto, Piano, Foster, Grimshaw, Rice, Rogers, Yeang, Fuller, Balmond, Beukers, Behling, Candela, Pinero, Calatrava, Escrig, Valcarcel, Catalano, Dieste, Engel, Freyssinet, Horden, Hunt.

Offered:
Fall and Spring; annually

Faculty assigned:
Peter Land (F/T)
AURB 201: The Elements of Urbanism
3 credits

Course Description:
The fundamental components, structures, systems and networks of cities. Historical and contemporary examples of urban realms, along with the context of Chicago, are examined to develop a working knowledge of the physical and systemic components of cities.

Course Goals & Objectives:
This course develops students' linguistic, investigative, and analytical skills with regard to the terminology, context, and content of cities. Course work includes investigations of historical and contemporary frameworks and are supported by direct experiential fieldwork – documenting, observing, and analyzing the City of Chicago, its form, its people, and its “elements of urbanism”.

Student Performance Criterion:

Topical Outline:
The City as an Artifact of History – form and process (20%)
The Space of the Street, People in Motion or at Rest (15%)
Networks: Food, Water, Energy (15%)
Public Space and Place (15%)
Housing and Infrastructure (15%)
Analytical and Representational skills (20%)

Prerequisites:
None

Textbooks/Learning Resources:
LeGates, Richard and Stout, Fredrick (Eds); The City Reader 5th Ed.; (Routledge NY, 2011)
Larice, Michael and MacDonald, Elizabeth (Eds); The Urban Design Reader; (Routledge NY, 2006)
Brueggman, Robert; Sprawl: A Compact History; (U of Chicago Press, 2005)
Burnham, Daniel and Bennett, Edward; Plan of Chicago; (1909)
Cronon, William; Nature’s Metropolis: Chicago and the Great West; (WW Norton, 1991)
Gehl, Jan; Life Between Buildings: Using Public Space; (Island Press, 2011.1971)
Jacobs, Jane; The Death and Life of Great American Cities; (Vintage Books, 1961)
Kennedy, Christopher (et al); “The Changing Metabolism of Cities”; (Journal of Industrial Ecology, 2007)
Kostof, Spiro; The City Shaped: Urban Patterns and Meanings Through History; (Thames and Hudson, 1991)
Mumford, Lewis; “What is a City?”; (Architectural Record, 1937)
Smith, Carl; The Plan of Chicago: Burnham and the Remaking of the American City; (UofChicago Press, 2006)

Offered:
Fall and Spring, annually

Faculty assigned:
Leslie Johnson (F/T)
AURB465: Principles of Urbanism
3 credits

Course Description:
This course aims to develop an understanding of the themes and principles of urbanism that both originate from and contribute to the professional discourse and practice of architecture, landscape architecture, urban design and planning. Histories of urban planning and design theory set the stage for current dialog surrounding contemporary global-urbanization relative to concomitant issues of sustainable architecture and cities, population demographics, energy and infrastructure systems, resource production and distribution, ecological systems and climate change.

Course Goals & Objectives:
- Students will learn about current global-urban patterns and conditions, and how these conditions affect the design of contemporary buildings, along with a range of historical and contemporary urbanism principles aimed at understanding and organizing urban systems, infrastructures and territories.
- Students will gain a framework for understanding planning and design strategies in the formation and organization of functional, robust cities, and of the role of architecture, landscape architecture, urban design, and engineering in their invention, organization, and making.
- Students will learn to observe the urban environment, and will learn to ‘read’ and document evidence of the concepts within the course through verbal discussion, writing and visual representation.
- Students will build models of prototypical urban spaces (including buildings, landscapes, infrastructures, etc), demonstrating ability to apply and represent themes of the course.

Student Performance Criterion:
A.1 Communication Skills
A.5 Investigative Skills
A.8 Ordering Systems Skills
A.9 Historic Traditions and Global Culture
C.8 –9 Ethics and Professional Judgment, Community and Social Responsibility

Topical Outline:
Concepts, theories, and principles – presentation and discussion (50%), Reading and writing comprehension (25%), Design and modeling application (25%)

Prerequisites:
AURB201; completed 2nd year

Textbooks/Learning Resources:
Burnham & Bennet (1909) Plan of Chicago
Howard, Ebenezer (1898) “The Three Magnets and the Town-Country Magnet” in Garden Cities of Tomorrow
Pope, Albert (2011) “From Form to Space,” in Fast Forward Urbanism

Offered:
Spring and Fall annually; required by 3rd year Spring semester

Faculty assigned:
Mary Pat Mattson (F/T); Martin Felsen (F/T)
ARCH 485: Intuitive Structures
3 credits

Course Description:
The semester of Intuitive Structures is broken into two parts: the first half of the semester is focused on Statics issues. Simple math, including trigonometry, as well as hands-on dynamic models will be used to establish the ground rules for equilibrium, as well as investigating the tension, compression, bending, shear and tensional forces. Simple structural systems will be analyzed using simple statics modeling. The second half of the semester will concentrate on structural typologies. Load paths will be analyzed for several different building types, construction materials and structural systems. Principals of deflection will be presented along with vertical and lateral displacement issues.

Course Goals & Objectives:
● Students should be able to develop forces and reactions on determinate structural elements and structures using the basic principles of Newtonian physics.
● They should be able to create load paths through building structures, and develop basic structural systems based on structural material selection.
● Students will apply these skills to understand existing structures and design new structures in an intuitive way.

Student Performance Criterion:
A.4 Technical Documentation
B.9 Structural Systems
B.12 Building Materials and Assemblies

Topical Outline:
Technical Documentation (20%)
Structural Systems, Building Materials and Assemblies (60%)

Prerequisites:
ARCH 100, MATH 101, completed 1st year

Textbooks/Learning Resources:

Offered:
Spring only; annually

Faculty assigned:
Kiril Ivanov (Adjunct)
Christian Stutzki (F/T)
ARCH 486: Structural Design
3 credits

Course Description:
The course is a combination of analytical and visual understanding of structural forces and systems. Topics covered are Attraction and Repulsion-Axial Force, Isostatic lines and orthogonal nets. Visual understanding of deformations and stress. Internal forces: Axial, Shear, Torsion, Bending, method of sections, method of joints. Column buckling, Arches, Beams, Materials: Wood, Concrete, Steel. Diaphragm and Shear wall design

Course Goals & Objectives:
● Students will learn the internal structural forces and their effect on global structural systems.
● Students will learn complete building design under gravity and lateral forces.

Student Performance Criterion:
A.5 Investigative Skills
A.8. Ordering System Skills
B.9 Structural Systems
B.12 Building Materials Systems

Topical Outline:
Mathematical analysis of structural forces (40%)
Visual understanding of structural forces and building design (40%)
Structural systems and form (20%)

Prerequisites:
ARCH 485, completed 1st Semester, 1st year

Textbooks/Learning Resources:
Allen, Edward, Form and Forces (John Wiley and Sons. 2009)

Offered:
Spring only; annually

Faculty assigned:
Paul Endres (P/T)
ARCH 500/501: History of Architectural Ideas I & II
3 credits

Course Description:
A comprehensive and critical reading of architectural ideas and built form from classical times until the present. With a focus on the thinking processes underlying architectural design, the course surveys the embodiment of ideas within the panorama of changing styles, techniques, and attitudes, highlighting the evolution and recycling of the design discourse. It places an emphasis on the great complexity of social, political, intellectual, and material forces affecting design. Critical reading and writing skills are emphasized.

Course Goals & Objectives:
● The goal is to produce a historically informed and theoretically competent student.

Student Performance Criterion:
The students are challenged to view architectural styles not as a series of forms but as a critical discourse in which ideas are given material substance within the broader context of a culture. Travel is encouraged and students are strongly urged to experience architecture in person rather than as two-dimensional images on a computer screen. History is presented not as a thing of the past, but as a medium to inform the contemporary designer. Altogether, six essays are required each semester; larger papers may be substituted for three of these essays.
A.1 Communication Skills
A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
A.11 Applied Research

Topical Outline:
Readings (50%)
Visual displays and class discussions (50%)

Prerequisites:
None: first-year graduate course

Textbooks/Learning Resources:
Selected readings of classical and Renaissance Theory
Harry Francis Mallgrave, Modern Architectural Theory 1673-1968
Harry Francis Mallgrave and David Goodman, An Introduction to Architectural Theory: 1968 to the Present

Offered:
Fall only; annually

Faculty assigned:
Harry Francis Mallgrave (F/T), Sean Keller (F/T)
ARCH 502: Advanced Topics in History and Theory
3 credits

Seminar Description:
Intended to build on the knowledge and abilities gained in the foundational architectural history and theory courses, these seminars consider advanced topics in history, theory, and criticism. Students select from varying and diverse topics, including urbanism, design methodologies, aesthetics, technology, the biological and neurosciences, newer philosophical and sociological models, and architecture in relation to the other arts. Seminars offer intense focus on particular themes, architects, periods, or movements, and students are expected to lead the discussion during at least one seminar. Critical reading and writing skills are emphasized to a greater extent, and a number of these seminars have led to student-produced publications.

Course Goals & Objectives:
- Higher standards of criticality are demanded and all ideas are presented in a spirited yet friendly atmosphere.

Student Performance Criterion:
With a greater emphasis on research skills and the ability to challenge accepted standards and ideas, students are expected to gain a better understanding of the level of education required for the successful architect as well as for the need to consider alternative strategies from an informed perspective. The assembly and guidance of presentational materials is also regarded as a way to foster leadership in practice and instill confidence within individuals. Young architects in particular have to have the ability to 'sell' their design services and the seminar is viewed as a way to foster or encourage the talent of critical thinking.
A.1 Communication Skills
A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
A.11 Applied Research

Topical Outline:
Readings (40%)
Seminar participation (40%)
Research and Writing (20%)

Prerequisites:
Arch 500-501

Textbooks/Learning Resources:
All readings are selected in relation to the theme of the seminars.

Offered:
Fall only; annually

Faculty assigned:
Harry Francis Mallgrave (F/T), Sean Keller(F/T), Jonathan Miller (Adjunct)
Arch 503: Advanced Topics in History and Theory Elective II  
3 credits

Course Description:
Intended to build on the knowledge and abilities gained in the foundational architectural history and theory courses, the seminars offered under this heading focus on advanced topics in history, theory, and criticism. Students may select among varying and diverse topics offered by the faculty. These may include: urbanism, sustainability, design methodology, aesthetics, ethics and law, history of technology, and architecture in relation to other arts. Seminars may also offer intense focus on particular architects, periods, regions, or movements. As in the foundational courses, critical reading and writing skills will be emphasized. In addition, the advanced seminars will teach research skills, will expect the students to formulate and pursue original research topics, and will expect oral presentations of these projects. These abilities will be evaluated through in-class presentations and research papers.

Course Goals & Objectives:
- Critical reading and thinking
- Historical and cultural awareness
- Architectural analysis
- Research skills
- Expository writing

Student Performance Criterion:
A.1 Communication Skills  
A.5 Investigative Skills  
A.9 Historical Traditions and Global Culture  
A.11 Applied Research

Topical Outline:
Readings (40%)  
Seminar participation (40%)  
Research and Writing (20%)

Prerequisites:
ARCH 500 and ARCH 501; or equivalent

Textbooks/Learning Resources:
All readings are selected in relation to the theme of the seminars.

Offered:
Fall only; annually

Faculty assigned:
Harry Francis Mallgrave (F/T), Sean Keller(F/T), Jonathan Miller (Adjunct)
ARCH 505: Ecology, Sustainability, Site
3 credits

Course Description:
Ecology, the study of relationships between organisms and their environment, serves as a point of departure to observe, analyze, comprehend and interpret the system of relationships established through architecture and its physical environment at a variety of scales. The course focuses on the fundamental processes of natural systems and the acquisition and implementation of specific tools and technologies as part of the design process in architecture.

Course Goals & Objectives:
- To provide the skills for students to observe, document, analyze, and synthesize site conditions.
- To prepare students to effectively respond to natural and built site characteristics in the development of an architectural concept, program and design.
- To impart an understanding of the impact of building siting and solar and wind orientation on building performance.
- To impart a basic understanding of topography, site contours, site drainage and grading design.
- To develop a working understanding of site pedestrian and vehicular circulation systems.
- To develop an understanding of technical, legal, regulatory and ethical determinants in site design.

Student Performance Criterion:
B.1 Pre-Design, B.3 Sustainability
B.4 Site Design
B.8 Environmental Systems
C.2 Human Behavior
C.9 Community and Social Responsibility

Topical Outline:
Site Design (60%)
Sustainability (20%)
Environmental Systems and Human Behavior (10%)
Community and Social Responsibility (10%)

Prerequisites:
none

Textbooks/Learning Resources:
K. Lynch, Gary Hack: Site Planning, MIT Press

Offered:
Fall only; annually

Faculty assigned:
Eva Kultermann (F/T)
ARCH 506: Visual Training Digital Media
3 credits

Course Description:
The class uses graphic investigations of concepts and content as a structured inquiry of how ideas become embodied in 2-dimensional works of drawing, collage, and mixed media. The course has two components, the public review of work and a digital tutorial/lab. A synergy between visual acuity and digital production is expected. The dialog between students, faculty, and the work forms a foundation for critical inquiry in mediated ideas. A series of structured assignments provide the basis for individual investigations of field conditions. The final result is three sequences of drawings that form a comprehensive study of composition. The assignments in totality explore the idea of field as the nonfigurative, pre-condition, the idea of site and context without a site but within the context of the page and the tool. A system of marking and making through analog and digital processes provides the basis for strategic and tactical applications of ordering methods.

Course Goals & Objectives:
- The development of visual acuity through the analysis of fundamental elements of form.
- Aesthetic expression as experience, exercises in the study of form, proportion and rhythm, texture and color, mass and space; exercises in visual perception and aesthetic judgment, isolation and analysis, interdependence and integration of sensuous qualities, aesthetic unity under restrictive conditions.
- Students will explore analog and digital techniques and their aesthetic capacity
- Students will develop their intellectual ability to construct two-dimensional works that convey a particular sensibility
- Students will learn critical analysis and skills to be used throughout their academic and professional careers

Student Performance Criterion:
A.3 Visual Communication Skills
A.5 Investigative Skills
A.8 Ordering Systems

Topical Outline:
Analog and digital processing (60%)
Critical analysis (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Stan Allen, Field Conditions, Points + Lines, Diagrams and Projects for the City, 1999 pg. 92-103.
Sol LeWitt, Bridget Riley, Carl Andre, Richard Long, Damien Hirst, Sarah Sze

Offered:
Fall only; annually

Faculty assigned:
Illinois Institute of Technology, College of Architecture
Architectural Program Report
ARCH 507: Visual Training Material Exploration
3 credits

Course Description:
This semester will advance the conceptual and physical study of making three-dimensional form through repetition and variation of materials. The study of the relationship between ideas, form and physical making is integral to the production process. Consider the architect’s aesthetic devices: form and proportion, texture and surface, mass and space, material and craft. Using the challenge of the cube, a primal three-dimensional forms, produce a series of cubes that investigate the nature of making a highly conceptual object in articulated materiality. Consider the cube in its many phenomenological and existential presences, its size, weight and relationship to the body, its tactility, texture and method of manufacture. The cube should serve as a generator of architectural investigation into ideas of structure and surface, solid and void, material and immaterial, containment and exposure, interior and exterior.

Course Goals & Objectives:
● The development of visual acuity through the analysis of fundamental elements of form.
● Aesthetic expression as experience, exercises in the study of form, proportion and rhythm, texture and color, mass and space; exercises in visual perception and aesthetic judgment, isolation and analysis, interdependence and integration of sensuous qualities, aesthetic unity under restrictive conditions.
● Students will explore material properties and their aesthetic capacity
● Students will develop their intellectual ability to construct three-dimensional form that conveys a particular sensibility
● Students will learn critical analysis and skills to be used throughout their academic and professional careers

Student Performance Criterion:
A.3 Visual Communication Skills
A.5 Investigative Skills
A.8 Ordering Systems

Topical Outline:
Modeling and material processing (60%)
Critical analysis (40%)

Prerequisites:
None, recommended sequence ARCH 506, completed 1st semester

Textbooks/Learning Resources:
Survey of contemporary artists
Bohumil Hrabal, Too Loud a Solitude

Offered:
Spring only; annually

Faculty assigned:
Catherine Wetzel (F/T)
ARCH 508: Digital Applications In Design
3 credits

Course Description:
An exploration of digital design applications and techniques as a means of architectural information expression. This class will look at the elaborate toolset of digital design in architectural practice with a primary focus on Building Information modeling. Utilizing BIM and Parametric modeling the students will generate 3D building models for use in design, energy analysis, estimating, scheduling and renderings. BIM provides continuous immediate feedback for the student and through utilizing this model the student will also be aware of this new efficient way for multi-disciplines to work collaboratively.

Course Goals & Objectives:
- Iterative design process
- Visual decision making
- 3D virtual design modeling
- Students will explore all forms of visual communication from freehand drawing through building information modeling software
- Students will learn presentation skills to be used throughout their academic careers

Student Performance Criterion:
A.1 Communication Skills
A.3 Visual Communication Skills

Topical Outline:
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
ARCH 506

Textbooks/Learning Resources:

Offered:
Fall only; annually

Faculty assigned:
Alphonso Peluso (F/T)
ARCH 509: Topics in Advanced Technology
3 credits

Course Description:
This research seminar examines advances in the technologies that affect the practice of architecture. The course examines leading technologies, processes, and applications, and their role in building design and production. The course will navigate the broad and varied materials related to advanced technologies in architecture by focusing on specific applications for specific projects. Students may select between varying and diverse topics offered by the faculty that may include building envelopes, architectural materials, building and environmental systems, advanced structural design, energy and sustainability, architectural acoustics and lighting, fabrication, and computer-aided design technologies.

Course Goals & Objectives:
- Understanding of current select advancements in building technologies standards for classification of building products and materials database resources available for research in advanced building technologies methods of production, fabrication and delivery for building products and materials
- Ability to perform research tasks necessary for assessment and application of new building technologies compile a literature review of a select building technology, component or assembly make assessments of performance criteria through comparison and case-study write and present an assessment report of a select building technology, component or assembly

Student Performance Criterion:
A.1 Communication Skills
A.5 Investigative Skills
A.11 Applied Research

Topical Outline:
Topic Research, Assessment and Finalization: (10%)
Preliminary Presentations (communication) (30%)
Literature Review: (50%)
Technology Assessment & Summary: (10%)

Prerequisites:
None

Textbooks/Learning Resources:
Galvin Library Research Staff
Online Database Subscriptions (Web of Science, Avery Index, etc.)

Offered:
Fall and Spring; annually

Faculty assigned:
Tom Brock (F/T)
ARCH 520: Principles of Urban Planning and Design
3 credits

Course Description:
An immersion in the history, discourse, and culture of cities in the modern era with an emphasis on Chicago and a focus on the needs and influences surrounding urban growth, development, and culture. Although the more disciplinary concerns of urban design will be covered in the concurrent Arch 545 studio, this course will also develop a context for understanding the role of design in shaping the urban environment.

Course Goals & Objectives:
Readings, lectures, case studies, film screenings, field trips, and discussions will provide a basic set of conceptual and theoretical resources for understanding the origins and development of cities.

Student Performance Criterion:

Topical Outline:
Urbanization (30%)
Decentralization (30%)
Landscape and Infrastructure (20%)
Politics of Urbanism (20%)

Corequisite:
ARCH 545

Textbooks/Learning Resources:
Burnham, Daniel and Edward Bennett. The Plan of Chicago.
Pacyga, Dominic A. Chicago, A Biography.
Lefebvre, Henri, Writings on Cities.
Johnson, Steven. Emergence, The Connected lives of Ants, Brains, Cities and Software.
Hilberseimer, Ludwig. The New City, Principles of Planning.
Wright, Frank Lloyd, The Living City.
Brueggman, Robert, Sprawl: A Compact History
Kotkin, Joel, Urban Legends.
Jacobs, Jane, The Death and Life of Great American Cities.
Waldheim, Charles, eds., The Landscape Urbanism Reader
Betsky, Aaron, Nothing But Flowers: Against Public Space, Slow Space.
Sassen, Saski, Reconfiguring Centrality, in AnyWise.
Fainstein, Susan S, Planning and the Just City.
Abu Lughod, Janet, New York, Chicago, Los Angeles, America’s Global Cities
Cuff, Dana, Community Property: Enter the Architect, or, The Politics of Form

Offered:
Fall only, Annually

Faculty assigned:
Marshall Brown (F/T)
ARCH 523: Masters Project Preparation
3 credits

Course Description:
Identification and development of the proposal for the Masters Project. Development of the Project will include a comprehensive listing of all necessary program elements, research, analysis and selection of site, a statement of design parameters, project objectives or similar project characteristics. Projects will be selected from eight areas of focus: sustainable cities, building delivery practices, community based planning, research / history / theory, research / advanced technologies, housing and urban design, high-rise typology, and cultural institutions.

Course Goals & Objectives:
- Identification and development of the proposal for the Masters Project to include the project statement, research / analysis, site selection, and program development.

Student Performance Criterion:

Topical Outline:
Research / Analysis (50%)
Pre-Design (25%)
Presentation Skills (25%)

Prerequisites:
none

Textbooks/Learning Resources:
N/A – Self-directed

Offered:
Fall only; annually

Faculty assigned:
Amy Yurko (Adjunct)
ARCH 541: Methodology, Material, Technique
6 credits

Course Description:
This course is an introduction to design methods and fundamental architectural principles. It is part of a two-semester sequence and explores the relationship between material properties, construction methods, structural typologies and spatial definitions. A series of both abstract and tangible projects develop the synergy between materials, craft, technical processes, and design development. Issues of context and program, assist in the advancement of ideas and the clarification of intentions. Projects will rely upon a range of graphic presentation techniques, emphasizing sketching, diagramming, measured drawing, modeling and finished production as necessary for the communication of the project’s developed intent. This semester will follow a path from observation and fabrication to intention and tectonics. The first three projects introduce material and method through both modeling and drawing as processes of exploration. The final project introduces architectural applications of material, construction and spatial definition.

Course Goals & Objectives:
- Students will explore design processes that emphasize building vocabulary and material expression as fundamental components of architecture
- Students will use case studies as a method of investigating contemporary building vocabulary
- Students will address issues of site, program and context relative to idea formation
- Students will learn presentation skills and modeling techniques
- Students will investigate material properties and processing techniques relative to fabrication and design principles
- Students will develop organizational, management and leadership skills of group projects

Student Performance Criterion:

Topical Outline:
Drawing/making – object: Ulmer Hocker stool (20%)
Drawing/making – material artifact: kayak (20%)
Drawing/making – building vocabulary: case study (20%)
Program/site – intention/materiality: kayak center (40%)

Prerequisites:
None

Textbooks/Learning Resources:
None

Offered:
Fall only; annually

Faculty assigned:
Catherine Wetzel (F/T), Richard Nelson (F/T)
ARCH 542: Materiality Projects
6 credits

Course Description:
The studio will emphasize the application, and architectural expression, of wood and masonry construction systems while integrating concepts of site, design and construction. The historical development, assembly methods, construction, and manufacture of wood and masonry as building materials will support the design process. Assignments will focus on the study of principle building components, from foundation to roof and the design of a small-scale building. The work will integrate fundamental architectural issues as related to material and construction technologies; site and context; and will stress urban integration and building typology.
A visual introduction to structural principles will be undertaken with Professor Paul Endres, engineer/architect, including the production of dynamic structural models. The semester will conclude with a large-scale construction that explores structural principles and material properties.

Course Goals & Objectives:
- Students will explore design processes that emphasize materiality, enclosure and structure as fundamental components of architectural production
- Students will use case studies as a method of investigating contemporary practices in building assembly systems and understanding structural systems
- Students will address issues of site, program and context relative to idea formation
- Students will learn presentation skills and modeling techniques
- Students will investigate material properties and structural principles in large-scale constructions that develop material processing and construction sequencing skills
- Students will develop organizational, management and leadership skills of group projects

Student Performance Criterion:

Topical Outline:
Case study - building material/assembly investigations (20%)
Design project – material, structure, enclosure (40%)
Case study - structural investigations (10%)
Large-scale structural and material investigation (30%)

Prerequisites:
ARCH 541, completed 1st semester

Textbooks/Learning Resources:
Ching, Francis D. K., Building Construction Illustrated
Spence, William P., Kultermann, Eva, Construction Material, Methods, and Technique: Building for a Sustainable Future

Offered:
Spring only; annually

Faculty assigned:
Catherine Wetzel (F/T), Richard Nelson (F/T)
ARCH 543: Structurally Determinant Project
6 credits

**Course Description:**
This studio introduces the premise that design and the pursuit of architecture is enhanced by the integration of and sensitivity to the essential determinates of the composition. Sensitivity will be developed through a single architectural project and accompanying structural component that will focus on the way in which site, function, and material choice coalesce into a structurally determinant form. This studio has a single project program that is broken down into multi studio groups of full time and part time professors working together toward the final design outcome. The third studio in the sequence or “Structurally Determinate” studio bridges that gap gradually building up student’s knowledge/expertise with a comprehensive building design that is distinguished by introducing structure as a means to express/further their designs.

**Course Goals & Objectives:**
- To guide the graduate students with logical progression from the first year graphic and spatial training projects to the "Comprehensive" studio.
- To expose students to the basics of the structural components which many may not yet fully understand.

**Student Performance Criterion:**
A.1 Communication skills both visually and verbally
A.3 Visual communication skills
A.4 Technical Documentation
A.5 Investigative Skills
B.6 Comprehensive design
B.8 -12 Environmental, Structural, Building envelope systems

**Topical Outline:**
Comprehensive design, graphic & communication skills (100%)

**Prerequisites:**
ARCH 542 or advanced standing entry into the graduate program.

**Textbooks/Learning Resources:**
Core bibliography; varies with associated design problem.

**Offered:**
Fall only; annually

**Faculty assigned:**
John DeSalvo (F/T), Paul Endres (P/T), James Baird, (P/T), Kevin Boyer (P/T), Thomas Jacobs (P/T), Brent Norsmen (P/T), David Brininstool (P/T), Andy Metter (P/T), Lynsey Sorrell (P/T)
ARCH 544: Comprehensive Building Project
6 credits

Course Description:
This studio focuses on the design of a single building demonstrating the synthesis of ecological planning, programming, and code with zoning analysis, structure, and building systems. Students will be able to select from varied studio topics.

Course Goals & Objectives:
- An enhanced understanding of the relationship between materials, structural systems, construction methods and architectural expression.
- A knowledge of the production and fabrication of typical building systems, components, including economic and aesthetic considerations.
- A knowledge of significant historic examples of construction.
- Conceptual thinking about architecture and the cultivation of design ideas.
- An understanding of how details reinforce design concepts and express the character of architectural materials.
- The ability to perform basic structural analysis of framing systems, frame connections and details.
- Competence in the design and detailing of enclosure systems, their relation to structural framing, spatial definition and environmental concerns.
- Skill in the use of two-dimensional and three-dimensional representational media as design and presentation tools.
- Experience in the live presentation and discussion of architectural ideas and concepts.
- Aptitude in the representation of design ideas and intentions.

Student Performance Criterion:
B.6 Comprehensive Design

Topical Outline:
Programming (5%)
Code & Zoning Analysis (5%)
Structure (10%)
Building systems(10%)
Ecological Planning(10%)
Schematic Design (30%)
Design Development (30%)

Prerequisites:
ARCH 543

Textbooks/Learning Resources:
In-course lecture series presented by faculty.

Offered:
Spring only; annually

Faculty assigned:
Tom Brock (F/T); Thomas Hoepf(adjunct); Anthony Hurtig (adjunct); Brent Norsman (adjunct); Lynsey Sorrell (adjunct)
ARCH 545: Community Based Building Project Studio
6 credits

Course Description:
These studios will introduce students to the discipline and techniques of urban design. The studios will all begin with joint case studies and analyses concerned with the four issues of temporality, density, infrastructure, and public space. These initial exercises are intended to provide the students with a basic set of disciplinary frameworks and practical techniques for designing built environments that exceed the scale of singular buildings. These tools are intended to prepare students for fruitful engagement with subsequent design exercises as well for their sixth semester Masters Projects.

Individual studios will focus on design problems that involve direct interaction with public agencies, community groups, developers, or community development corporations, for example. The size of these projects will be in the neighborhood or district scale. Given the scale and complexity of the projects, collaborative work between students should be encouraged wherever possible. The public orientation of the studio should provide students with an understanding of urban design as a fundamentally future-oriented practice, with an expanded potential for engagement in the socio-political milieu. And the projects should provide opportunities to explore how design can expand the urban imagination by projecting and articulating scenarios for the future.

Course Goals & Objectives:
- To introduce students to the discipline and techniques of urban design, with projects intended to provide the students with a basic set of disciplinary frameworks and practical techniques for designing built environments that exceed the scale of singular buildings.
- To prepare students for fruitful engagement with subsequent design exercises as well as for their sixth semester Masters Projects.

Student Performance Criterion:

Topical Outline:
Pre-Design (20%); Site, Urban Space and Building Design (40%); Drawing and Other Representational Techniques (30%); Presentation Skills (10%)

Prerequisites:
ARCH 544

Textbooks/Learning Resources:
Books, Periodicals, Web-based Resources (varies per studio section)

Offered:
Fall only; annually

Faculty assigned:
Marshall Brown (F/T); Susan Conger-Austin (F/T); Dirk Denison (F/T); Martin Felsen (F/T)
ARCH 560: Integrated Building Delivery  
3 credits

**Course Description:**  
Integrated Building Project Delivery (IBPD or IPD) is a project delivery approach that integrates people, systems, business structures and practices into a process that collaboratively harnesses the talents and insights of all participants to reduce waste and optimize efficiency through all phases of design, fabrication and construction. The sequential introduction of CAD, CADD, DIM (Drawing Information Model), and BIM (Building Information Model) are not indicative of a linear development in the tools of the trade, but should be viewed as a multi-dimensional expansion of mechanisms of management and accommodation of an ever broadening range of participants in the organization of a project. Building Information Modeling (BIM) is the primary communication basis of IPD and facilitates the collaborative efforts required of the new project team paradigm. BIM is currently recognized for the range of functions including; drawing, modeling, document management, clash detection, interdisciplinary coordination, estimating, scheduling, constructability review, production modularization, fabrication protocols, and for the analysis of myriad physical and prescriptive demands such as energy consumption, daylighting, code compliance, egress, circulation, and operation scenarios. Using lectures, software demonstrations/exercises, presentations by practicing professionals, and off-site field trips, this course will investigate new and emerging technologies and develop a detailed understanding of IPD.

**Course Goals & Objectives:**  
- To understand Integrated Project Delivery (IPD) in reference to traditional project delivery methods, and the roles and responsibilities of the different entities.  
- To investigate how BIM supports the collaborative communication required by and IPD project, and the role Architects play in that process.  
- To gain an understanding of the technologies, tools and strategies used to deliver an IPD project.

**Student Performance Criterion:**  
C.1–9 Leadership and Practice

**Topical Outline:**  
BIM collaboration tools and techniques, roles and responsibilities of project participants (40%)  
Integrated project case studies and processes (60%)

**Prerequisites:**  
Graduate students

**Textbooks/Learning Resources:**  
Broken Buildings, Busted Budgets: How to Fix America’s Trillion-Dollar Construction Industry (Barry B. LePatner) - ISBN-10: 0226472698  
Refabricating Architecture: How Manufacturing Methodologies are Poised to Transform Building Construction (Stephen Kieran and James Timberlake) - ISBN-10: 007143321X  
BIM and Construction Management: Proven Tools, Methods, and Workflows (Brad Hardin) - ISBN-10: 0470402350

**Offered:**  
Fall and Spring; annually

**Faculty assigned:**  
E. Aaron Greven (adjunct)
ARCH 561: Entrepreneurship & Innovation in Architecture
3 credits

Course Description:
Arch 561 focuses on how to sustain entrepreneurial and innovative thinking and success within the practice of Architecture. The course considers strategies to leverage limited resources for maximum effect. Emphasis is placed on the circumstances and opportunities of the professional practice of architecture: practice as profession, process, organization, business, and evolving models of practice are covered. The course provides a series of concepts, frameworks, and heuristics that enable the entrepreneur to anticipate and deal with the challenges that accompany growth of a business. Cases, exercises, lectures, and speakers are used.

Course Goals & Objectives:
- Perform readings and give a verbal presentations to summarize content
- Research 3-4 critical, A-E-GC industry innovations and give a verbal and visual presentation
- Interview an entrepreneur of their choice and give a verbal and visual presentation
- Develop a business plan and give a verbal and visual presentation
- Interact in Q&A with selected, relevant, industry business-owner guest speakers
- Respond in class to presentations given by instructor

Student Performance Criterion:
A.1 Communication Skills
A.2 Design Thinking Skills,
A.3 Visual Communication Skills
A.5 Investigative Skills
A.7 Use of Precedent
A.11 Applied Research
B.7 Financial Considerations
C.6 Leadership

Topical Outline:
Entrepreneur and Innovation Discussions / Lectures (70%)
Verbal & Visual Presentation Skills (30%)

Prerequisites:
Graduate Student

Texts / Learning Resources: (to include but not limited to the following)
Steve Jobs Commencement Address, Stanford Report, June 14, 2005
How Great Entrepreneurs Think, Leigh Buchanan, Inc. February 1, 2011
Entrepreneurship as Method: Open Questions for and Entrepreneurial Future, Saras D. Sarasvathy and Sankaran Venkataramanan, E T & P January 2011
Globalization of Social Entrepreneurship Opportunities, Shaker A. Zahra, Hans N. Rwhouser, Nachiket Bhave, Donald O. Newbaum and James C. Hayton, Strategic Entrepreneurship Journal
The Art of War, Sun Tzu
The world at large

Offered:
Typically: Fall & Spring, annually; Recently: Fall, Spring & Summer
Faculty assigned:
Mark McKinney (Adjunct)
Arch 562: Planning Law and Land Policy
3 credits

Course Description
Since the introduction of basic zoning laws to the numbers and complexity of ordinances attached to any land parcel have proliferated to include those addressing land use, development, density, environmental concerns both on and off site, aesthetic mandates, energy use, quality of life concerns, and infrastructure development, the growing understanding that comprehensive and integrated systems must be managed across property lines to effect sustainable planning and communities will accelerate the number of prescriptive and policy ordinances enforced at the development of a parcel. Many agencies have further created extra-legal linkages between approvals for land development and the provision of social and ideological benefits to the community. The impact on the profession of architecture of the panoply of planning options and governmental goals is the result that the navigation of the system of mandated design determinates is one of the initial and potentially most creative acts in the process of project delivery. Project designers must understand the ramifications and trade-offs inherent in the system, especially in any attempt to achieve the best use of any parcel of land and position the most appropriate built environment.

Course Goals & Objectives:
- To understand zoning laws and ordinances in relation to land planning
- Recognition of Societal and Cultural responsibilities
- Ability to manipulate constraints and restrictions to a project’s advantage

Student Performance Criterion:
B.4 Site Design
C.7 Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
Legal Responsibilities (60%)
Ethics and Professional Judgment (20%)
Community and Social Responsibility (20%)

Prerequisites:
none

Textbooks/Learning Resources:
Benjamin Davey, Planning Law and Land Policy
Course postings on Blackboard.

Faculty assigned:
Anthony Licata (P/T)
Arch 563: Real Estate Financial Fundamentals
3 credits

**Course Description**
The Art of the Deal, with the emphasis on Art, is a term best positioning the financial structuring behind any project. The ability of the project team leader in integrated practice to understand and appreciate the motivations and opportunities inherent in the initiation of the project will be essential in guiding team decisions and maintaining a leadership position. The understanding of the financial underpinnings of a project is of paramount importance to those intending to actually engage the process of initiating and affecting a construction activity. The sources, costs, and sequence of funding, budgeting, cash flow, incentives options, and tax ramifications regarding a project are to be addressed as component knowledge to an understanding of integrated project management.

**Course Goals & Objectives:**
- To understand the management of integrated practice
- Ability to manipulate the sources, costs, and sequence of funding, budgeting, cash flow, incentives options, and tax ramifications regarding a project

**Student Performance Criterion:**
A.5. Investigative Skills
B.7. Financial Considerations
C.4. Project Management
C.5. Practice Management
C.6. Leadership

**Topical Outline:**
Financial Considerations (50%)
Project and Practice Management (40%)
Leadership (10%)

**Prerequisites:**
none

**Textbooks/Learning Resources:**
Ching, Form, Space and Order
Course postings on Blackboard.

**Faculty assigned:**
Robert Smietana (P/T)
ARCH 564: Comprehensive Opportunity Assessment and Entrepreneurship Development Project/Practicum
6 credits

Course Description:
Two options are available to the student for the acquisition and assimilation of the breadth of knowledge required to bring project ideas to fruition:
The Comprehensive Development Project is a capstone effort which will demonstrate project concept, planning resolution, land acquisition strategies, estimating, scheduling, financial pro-forma, and value capture intents.
The practicum would entail employment at a vetted office engaged in the actual process of project assembly. A position requiring a minimum of 20 hours per week, prior review and approval of the work plan, and submittal of documentation of the work undertaken would be required for this scenario.
This course is designed to help students learn and use tools and frameworks to create, implement, and update a strategic plan to shape the future and guide an entrepreneurial organization on its path to success. This course will entail collaboration with real world organizations including city agencies, community development corporations, IIT Department of Community Affairs, or private developers.

Course Goals & Objectives:
- The ultimate objective is to provide a roadmap of the interaction between the architect-entrepreneur, market opportunities, and integrated building delivery practices which facilitate the development of student skills necessary to compete in a rapidly changing socio-economic environment.

Student Performance Criterion:
A.1 Communication Skills
A.5 Investigative Skills
A.7 Use of Precedents
A.11 Applied Research
B.1 Pre-Design
B.7 Financial Considerations
C.1 Collaboration
C.3 Client Role in Architecture
C.4 Project Management
C.5 Practice Management
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
Varies based on student’s chosen subject for investigations or practicum plan.

Prerequisites:
ARCH 566

Textbooks/Learning Resources:
N/A

Offered:
Spring only; annually

Faculty assigned:
Tom Brock (F/T)
ARCH 566: Entrepreneurial Design: Sector Studies/Case Studies
3 credits

Course Description:
The purpose of this course is to allow the student an opportunity to research and develop materials towards a greater understand of a related topic of their choosing. This course will be advanced as an independent study format. Each student will work independently to research a project option, or building type, and document the particular attributes of that case study which require specialized address. Case studies might be a particular business niche, such as land sub-divisions, condo conversions, change of use conversions, or build-to-suit options. The studies might pursue particular building types, social initiatives, historic restoration strategies, or even unique construction typologies.

Course Goals & Objectives:
- To allow students to elaborate the concepts, characteristics, and mindset associated with all approaches (including BIM) to small and medium sized-enterprise creation and development as presented in prior coursework.
- To energize the entrepreneurial spirit and initiative in the profession and encourage a more determined role in integrated building delivery practices.
- To explore tools, techniques, and frameworks for identifying and evaluating opportunities in the marketplace in order to more effectively realize the success of a project or enterprise.
- To understand how architecture, construction, and real estate knowledge and skill sets can be integrated with entrepreneurial thinking, improving the likelihood of success.
- To develop communication and decision-making skills, with particular emphasis on the core competencies needed to compete in a dynamic business environment.

Student Performance Criterion:
A.1 Communication Skills
A.5 Investigative Skills
A.7 Use of Precedents
A.11 Applied Research
B.1 Pre-Design
B.7 Financial Considerations
C.1 Collaboration
C.3 Client Role in Architecture
C.4 Project Management
C.5 Practice Management
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline:
Varies based on student’s chosen subject for investigation.

Prerequisites:
None

Textbooks/Learning Resources:
N/A

Offered:
Fall only; annually

Faculty assigned:
Tom Brock (F/T)
ARCH 593: Masters Project
6 credits

Course Description:
The Masters Project is the culmination of both the two-year and three-year Master of Architecture curricula – the synthesis of architectural study into an independent project. The Project is, most commonly, the design of a building or in-depth research about specific aspects of the built environment. Specialized research and design within a wide range of architectural problems include site selection, consideration of architectural context and environmental impacts, development of user function and space programs, and architectural planning and design. Aesthetic and visual aspects and the intellectual foundations of the problem are carefully considered, as well as the technical aspects in the selection and integration of structural and environmental systems. Successful Masters Project proposals will be grouped into ‘Areas of Focus’ studios. After final acceptance of the presentation materials by the faculty advisor and the ‘Area of Focus’ teaching faculty, the text, reductions of the drawings, and model photographs are bound together, which are deposited in the GRC and the University’s library.

Course Goals & Objectives:
- This course is an independent project focused on the in-depth research about specific aspects of the built environment.

Student Performance Criterion:
These criterion may vary given the nature of the individual project thesis:

Topical Outline:
Research / Analysis (50%); Technical Skills (25%); Drawing and Presentation Skills (25%)

Prerequisites:
ARCH 523

Textbooks/Learning Resources:
N/A – Self-directed

Offered:
Spring only; annually

Faculty assigned:
Susan Conger-Austin (F/T); Dirk Denison (F/T); Paul Endres (F/T); Martin Felsen (F/T); Ross Wimer (F/T)
<table>
<thead>
<tr>
<th>Name</th>
<th>Background and Experience</th>
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</thead>
<tbody>
<tr>
<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequent presenta</td>
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<tr>
<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. WalkTalk: ongoing project in 2012, 2013;</td>
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<td></td>
<td>essay included in La Ville Est a Nous, 2011.</td>
</tr>
<tr>
<td>James Baird</td>
<td>As a Design Principal at Holabird &amp; Roit, nationally recognized for designing sustainable academic science buildings on college campuses throughout the country.</td>
</tr>
<tr>
<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
</tr>
<tr>
<td>Richard Blonder</td>
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</tr>
<tr>
<td>David Brininstool</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning; with a concentration in single and multi-family housing, primarily high-rise.</td>
</tr>
<tr>
<td>Thomas Brock</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education</td>
</tr>
<tr>
<td>Jonathan Brooks</td>
<td></td>
</tr>
<tr>
<td>Timothy Brown</td>
<td>Matrix: Architect/Educator, directs CCA international programs, directs 2nd yr core studio, teaches advanced technology.</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Rico Cedro</td>
<td></td>
</tr>
<tr>
<td>Monica Chaudhuy</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
</tr>
<tr>
<td>Joseph Clair</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
</tr>
<tr>
<td>Susan Conger Austin</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Specialization</td>
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<tr>
<td>Rodger Cooley</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture</td>
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<tr>
<td>Jill Daniy</td>
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</tr>
<tr>
<td>Dirk Denison</td>
<td>Expertise in: housing, community based design, and campus planning</td>
</tr>
<tr>
<td>John DeSalvo</td>
<td>Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology &amp; sustainability design, two AIA Design awards, Freehand Illustrator</td>
</tr>
<tr>
<td>Merhoub Elnimeiri</td>
<td>Expert in the areas of structural analysis and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability.</td>
</tr>
<tr>
<td>Paul Entres</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
</tr>
<tr>
<td>Martin Felsen</td>
<td>Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility</td>
</tr>
<tr>
<td>Frank Flury</td>
<td>Flury and his students have designed and built numerous award-winning buildings in the US and internationally and are currently designing a library to be built in Ghana.</td>
</tr>
<tr>
<td>Barbara Geiger</td>
<td>Nationally recognized scholar on Prairie style in landscape architecture; experienced in preservation work, in-demand lecturer and speaker.</td>
</tr>
<tr>
<td>Michael Glynn</td>
<td>President of a design + build development company specializing in single family and multi-family residential projects located in Chicago’s North Shore suburbs.</td>
</tr>
<tr>
<td>David Greenberg</td>
<td></td>
</tr>
<tr>
<td>Evan Greven</td>
<td>A leader in AEC industry technologies utilizing Building Information Modeling tools as a designer, general contractor, and owner.</td>
</tr>
<tr>
<td>Gregory Grzesi</td>
<td>Acquiring properties to develop, design, and construct into single family and multi-family residences.</td>
</tr>
<tr>
<td>Matthew Herman</td>
<td></td>
</tr>
<tr>
<td>Thomas Hopf</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings. 19 AIA Awards from 1996-2012</td>
</tr>
<tr>
<td>Martin Holland</td>
<td></td>
</tr>
<tr>
<td>Colleen Hume</td>
<td>Researches foundations of Modernism, including Adolf Loos, and his relationship to Le Corbusier. Brings to studio discussion of the relationship of history to current practice and education</td>
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<tr>
<td>Name</td>
<td>Expertise/Research Focus</td>
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<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design of sun tracking double skin facade for high-rises. Recent work on &quot;Net Positive Tall Building&quot;.</td>
</tr>
<tr>
<td>Thomas Jacobs</td>
<td>Expertise and recent research in foundation education and learning structures. M.Arch thesis on exponential urbanism and the architectural implications of psychogeography.</td>
</tr>
<tr>
<td>Leslie Johnson</td>
<td>Practicing architect with project experience in housing, offices and schools. Recent research on architectural education; Ph.D. dissertation on Visual Training at I.T. in progress.</td>
</tr>
<tr>
<td>Kristin Jones</td>
<td>Engaged in computational problems focused on the convergence of physical and digital environments; engineering software for custom tools to understand, analyze, or experience the built environment.</td>
</tr>
<tr>
<td>Thomas Kearns</td>
<td>Architectural history and theory, especially 1945 to the present; aesthetics of computational design; history of postwar monumentality; award winning critic of contemporary architecture and art.</td>
</tr>
<tr>
<td>Sean Keller</td>
<td>Structural engineering of wood, concrete and steel structures, research into modeling of complex structural systems and fabrication using digital models.</td>
</tr>
<tr>
<td>Martin Klaaschen</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>Jeffery Klymson</td>
<td>Expertise in situational and in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
</tr>
<tr>
<td>Lukasz Kowalczuk</td>
<td>Recent research in situations of Forced Migration around the globe and presentation of subject in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
</tr>
<tr>
<td>Robert Kowalczyk</td>
<td>Over 30 years of experience in developing software applications for architectural, design, art, and engineering applications.</td>
</tr>
<tr>
<td>Janet Krahbiel-Peraccio</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>John Krieglhauser</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
</tr>
<tr>
<td>Eva Kultermann</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Peter Land</td>
<td>Matrix for Faculty Credentials 4.3 - 3</td>
</tr>
<tr>
<td>Name</td>
<td>Experience/Role</td>
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<tr>
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</tr>
<tr>
<td>Anthony Lobello</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have</td>
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<td>been building the course for 20 years. Wishing to build strong architects who</td>
</tr>
<tr>
<td></td>
<td>give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
</tr>
<tr>
<td>John Lupinos</td>
<td>Manages the design and construction phases of complex, multi-phased projects</td>
</tr>
<tr>
<td></td>
<td>such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and</td>
</tr>
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<td>health care projects.</td>
</tr>
<tr>
<td>Harry Mallgrave</td>
<td>Internationally recognized scholar and writer, current research on implications of</td>
</tr>
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<td>neuroscientific research for design.</td>
</tr>
<tr>
<td>John Manaves</td>
<td>Founder of an architectural summer workshop in Berlin. Workshop designed and</td>
</tr>
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<td>built on Tempelhof Airfield in collaboration with UIC and Universität der Künste Berlin.</td>
</tr>
<tr>
<td>Mary Matson</td>
<td>Recent professional work and research for Chicago Industrial Corridors Stormwater Study, Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation, 2020 stormwater design goals for the ITT Campus</td>
</tr>
<tr>
<td>Mark McNerney</td>
<td>Experience includes 13+ years of medium-large scale, mixed-use, real estate</td>
</tr>
<tr>
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<td>developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
</tr>
<tr>
<td>Andrew Metter</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to</td>
</tr>
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<td>design more efficient food distribution networks and food pantry prototypes.</td>
</tr>
<tr>
<td>Jonathan Miller</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the interactions of technology, mass media, and spatial experience.</td>
</tr>
<tr>
<td>Kindon Mills</td>
<td>Designs affordable housing for IHDA and custom residential focusing on historic preservation. Extensive experience in sustainable design in residential architecture and LEED for homes.</td>
</tr>
<tr>
<td>Kathleen Nagle</td>
<td>Focus on beginning design education.</td>
</tr>
<tr>
<td>Patricia Natke</td>
<td>Design Principal and firm owner, has won over 20 design awards and more than 5 design competitions for public spaces, city masterplans, and educational facilities.</td>
</tr>
<tr>
<td>John Nelson</td>
<td>40 years of practice, managing a large firm for 25 years.</td>
</tr>
<tr>
<td>Richard Nelson</td>
<td>National education award for integrating studio curriculum; craft-technique based professional practice, 3 years - Director of Buildings and Operations coordinating, maintaining and developing Core facilities.</td>
</tr>
<tr>
<td>Peter Osier</td>
<td>Site and landscape design expertise; Landscape Architecture Rome Prize; former Campus Architect, Landscape Architect &amp; Planner, Cranbrook Educational Community; lectures widely on poetics of landscape maintenance.</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
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</tr>
<tr>
<td>Alessandro Paradiso</td>
<td>Recently launched a nationally recognized furniture and product design company focused on merging traditional woodworking techniques with current mass production principles.</td>
</tr>
<tr>
<td>Alphonso Peluso</td>
<td>Award winning digital design practitioner. Current work is focused on small scale digital fabrication projects using parametric design tools. Fabrication equipment experience: CNC, 3D Printer and Laser Cutter.</td>
</tr>
<tr>
<td>Daiva Peterson</td>
<td>Area of expertise includes programming, space planning and conceptual design with particular focus on government projects at all levels of the judicial system.</td>
</tr>
<tr>
<td>Paul Pettigrew</td>
<td>Recent Research: Urban Forest Utilization &amp; Local vs. Global Design, Residential Retail &amp; Architectural Interiors Practice, Product/Furniture Design &amp; Fabrication</td>
</tr>
<tr>
<td>Kerstin Pulier</td>
<td>Structural systems, sustainable high-rise designs, new design possibilities with glass, explosive material workshops (glass, textiles, concrete), lightweight structures.</td>
</tr>
<tr>
<td>Benjamin Riley</td>
<td>Recent research in green wall building systems, environmentally sustainable building systems and concrete technology, and the origin of anthropogenic climate change. Strong background in construction, construction technology, and building systems. Promoting biophilic design and an integrated project delivery approach within the design studio.</td>
</tr>
<tr>
<td>Donna Robertson</td>
<td>Teaches design studio and case study methodology. Research on architectural pedagogy, preservation/restoration/creative adaptation, and case studies on contemporary Chicago building projects. Developed interest in landscape design.</td>
</tr>
<tr>
<td>Christopher Rockey</td>
<td>Licensed as both an Architect and Structural Engineer; works to develop structural systems that further enhance architectural concepts.</td>
</tr>
<tr>
<td>John Ronan</td>
<td>Architectural design and the history/theory of material use in architecture and design.</td>
</tr>
<tr>
<td>Carol Ross Barney</td>
<td>Leads an internationally recognized design practice. Recent work includes government, education and transportation projects.</td>
</tr>
<tr>
<td>Thomas Roszak</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions. Paris Program Director</td>
</tr>
<tr>
<td>Andrew Schachman</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions. Paris Program Director</td>
</tr>
<tr>
<td>George Schipporeit</td>
<td>Building sustainable new cities that use transit for all urban mobility and achieve minimum energy consumption with urban planning, responsive architecture, and advanced infrastructure technology.</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
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</tr>
<tr>
<td>Timo Schmidt</td>
<td>Façade Design and Façade Engineering, Holistic evaluation of sustainability criteria, Membrane Structures, Biobased Materials, Cell based Material generation</td>
</tr>
<tr>
<td>Stephen Sennett</td>
<td>Editor and architectural historian teaching seminars in 20th-century American architecture and planning, Administrator and advisor in higher education and critical writing in the humanities.</td>
</tr>
<tr>
<td>Karla Sierralta</td>
<td>Leads small architecture and design studio focused on future cities, developing communities and site/user specific environments. Currently serves as Co-President of the Chicago Architectural Club.</td>
</tr>
<tr>
<td>Robert Smistana</td>
<td></td>
</tr>
<tr>
<td>Werner Sobek</td>
<td>Holistic evaluation of sustainability criteria, Lightweight and ultra-lightweight structures, Textile structures, Graded and ultra-high-strength concrete, Façade technologies, Glass, e.g. switchable glass panes; Technologies for demountable and recyclable buildings</td>
</tr>
<tr>
<td>Lynsey Sorrell</td>
<td>Mentoring young architects especially from underrepresented and disadvantaged groups.</td>
</tr>
<tr>
<td>Terry Surjan</td>
<td>Areas of expertise are: Digital Modeling &amp; Fabrication, Utopian Cities &amp; Communities and Parti Typologies, Research is on Historic Preservation.</td>
</tr>
<tr>
<td>Arthur Takeuchi</td>
<td>Continuing development of Space Problem, applied to multi-story buildings.</td>
</tr>
<tr>
<td>Andrew Tinucci</td>
<td>Associate at recognized design firm David Woodhouse Architects specializing in institutional and commercial facilities and recipients of over 10 AIA design awards.</td>
</tr>
<tr>
<td>Edward K. Uhlir</td>
<td>For Millennium Park, Inc Ed Uhlir manages the public art, gardens and designs additions and improvements for the park. He is a urban park and planning consultant for projects including the St. Louis Zoo, the City of West Palm Beach, Florida; the City of Aurora, Illinois, The City of Wood Dale, Illinois and the CityArchRiver 2015 Foundation St. Louis. consultant for projects including the St. Louis Zoo, the City of West Palm Beach, Florida; the City of Aurora, Illinois, The City of Wood Dale, Illinois and the CityArchRiver 2015 Foundation St. Louis.</td>
</tr>
<tr>
<td>Arthur Weir</td>
<td>Professional Project Management consultant with over 26 years of industry experience, representing Corporations, Developers and Lenders in the delivery of large, complex project/program types.</td>
</tr>
<tr>
<td>Name</td>
<td>Faculty Credentials</td>
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</tr>
<tr>
<td>Catherine Wetzel</td>
<td>National award winning beginning design curriculums, 15+ years experience in MArch and BArch program development, research on integrative curriculums and collaborative teaching models, practicing architect</td>
</tr>
<tr>
<td>Amanda Williams</td>
<td>Project and research focus explores the potential for art and architecture to act as catalysts for socially sustainable cities; 2013 recipient of a Joyce Foundation Scholarship</td>
</tr>
<tr>
<td>Elizabeth Williams</td>
<td>Experienced undergraduate design educator and architect. Design work honored by American Wood Council and AIA Michigan</td>
</tr>
<tr>
<td>Ross Wimer</td>
<td>Design Director at SOM. A wide range of project experience from airports to door hardware. Recent research and design of high-rise mixed-use buildings</td>
</tr>
<tr>
<td>Jay Womack</td>
<td>Recognized internationally for his work in tall buildings and sustainable cities; tall building design; natural ventilation; sustainable vertical urbanism; skybridges; LCA analysis</td>
</tr>
<tr>
<td>Antony Wood</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the Year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments</td>
</tr>
<tr>
<td>David Woodhouse</td>
<td>X</td>
</tr>
<tr>
<td>Amy Yurko-Nelson</td>
<td>X</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
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</tr>
<tr>
<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequently presents on ASHRAE 90.1, Energy Conservation Codes, Energy Modeling, LEED and Integrated Design.</td>
</tr>
<tr>
<td>Anna Altal</td>
<td>Designs walks, maps, and lectures on experiencing the city. Walk/Talk: ongoing project, publications in 2012, 2013; essay included in La Ville Est à Nous, 2011.</td>
</tr>
<tr>
<td>James Baird</td>
<td>As a Design Principal at Holabird &amp; Root, nationally recognized for designing sustainable academic science buildings on college campuses throughout the country.</td>
</tr>
<tr>
<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
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<td>Richard Blender</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning; with a concentration in single and multi-family housing, primarily high-rise.</td>
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<tr>
<td>David Brininstool</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
</tr>
<tr>
<td>Thomas Brock</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning; with a concentration in single and multi-family housing, primarily high-rise.</td>
</tr>
<tr>
<td>Jonathan Brooke</td>
<td>Recognized scholar and practitioner in urban design. Recently worked on redevelopment of Navy Pier and master plan for Washington Park, Chicago.</td>
</tr>
<tr>
<td>Timothy Brown</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Rico Cedro</td>
<td></td>
</tr>
<tr>
<td>Monica Chadha</td>
<td></td>
</tr>
<tr>
<td>Joseph Clair</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
</tr>
<tr>
<td>Susan Conger Austin</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT's Dept. of Math and Science Education.</td>
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<td>Name</td>
<td>Credentials</td>
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<td>---------------------</td>
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</tr>
<tr>
<td>Rodger Cooley</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture</td>
</tr>
<tr>
<td>Jill Dany</td>
<td>Expertise in housing, community based design, and campus planning</td>
</tr>
<tr>
<td>John DeSalvo</td>
<td>Studied Urban Design with Colin Rowe at Cornell. Lived decade in Germany. Integrating technology &amp; sustainability, two AIA Design awards, Freehand Illustrator.</td>
</tr>
<tr>
<td>Mehrjoub Elnimeiri</td>
<td>Expert in the areas of structural analysis and applications of computer technology. Contributed in developing and conducting research on the area of energy and sustainability.</td>
</tr>
<tr>
<td>Paul Endres</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
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<td>Martin Felsen</td>
<td>Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility.</td>
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<td>Frank Flury</td>
<td>Flury and his students have designed and built numerous award-winning buildings in the US and internationally and are currently designing a library to be built in Ghana.</td>
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<td>Barbara Geiger</td>
<td>Nationally recognized scholar on Prairie style in landscape architecture; experienced in preservation work; in-demand lecturer and speaker.</td>
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<td>Michael Glynn</td>
<td>President of a design + build development company specializing in single family and multi–family residential projects located in Chicago’s North Shore suburbs.</td>
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<td>David Greenberg</td>
<td>A leader in AEC industry technologies utilizing Building Information Modeling tools as a designer, general contractor, and owner.</td>
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<tr>
<td>Evan Greven</td>
<td>Acquiring properties to develop, design, and construct into single family and multi-family residences.</td>
</tr>
<tr>
<td>Gregory Graziano</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings. 19 AIA Awards from 1996-2012.</td>
</tr>
<tr>
<td>Matthew Herman</td>
<td>Researches foundations of Modernism, including Adolfo Loss, and his relationship to Le Corbusier. Brings to studio discussion of the relationship of history to current practice and education.</td>
</tr>
<tr>
<td>Name</td>
<td>Departmental Contributions</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design of sun tracking double skin facade for high-rises. Recent work on &quot;Net Positive Tall Building&quot;.</td>
</tr>
<tr>
<td>Thomas Jacobs</td>
<td>Expertise and recent research in foundation education and learning structures. MArch thesis on exponential urbanism and the architectural implications of psychogeography.</td>
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<tr>
<td>Leslie Johnson</td>
<td>Practicing architect with project experience in housing, offices and schools. Recent research on architectural education; Ph.D. dissertation on Visual Training at I.I.T. in progress.</td>
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<tr>
<td>Kristin Jones</td>
<td>Engaged in computational problems focused on the convergence of physical and digital environments; engineering software for custom tools to understand, create or experience the built environment.</td>
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<td>Thomas Kaams</td>
<td>X</td>
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<td>Sean Keller</td>
<td>Architectural history and theory, especially 1945 to the present; aesthetics of computational design; history of postwar monumentality; award winning critic of contemporary architecture and art.</td>
</tr>
<tr>
<td>Stephen Köteer</td>
<td>Structural engineering of wood, concrete and steel structures; research into modeling of complex structural systems and fabrication using digital models.</td>
</tr>
<tr>
<td>Jeffrey Klymson</td>
<td>X</td>
</tr>
<tr>
<td>Lukas Kowalczyk</td>
<td>Over 30 years of experience in developing software application for architectural, design, art, and engineering applications.</td>
</tr>
<tr>
<td>Robert Krawczyk</td>
<td>Recent research in situations of Forced Migration around the globe and presentation of subject in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
</tr>
<tr>
<td>Janet Kraihel-Plenczi</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>John Kriegshauser</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
</tr>
<tr>
<td>Eva Kultermann</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Peter Land</td>
<td>X</td>
</tr>
<tr>
<td>Name</td>
<td>Articles</td>
</tr>
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<tr>
<td>Anthony Lobello</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have been building the course for 20 years. Wishing to build strong architects that give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
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<td>John Lupinos</td>
<td>Manages the design and construction phases of complex, multi-phased projects such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and health care projects.</td>
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<td>Harry Mallgrave</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design.</td>
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<td>John Manaves</td>
<td>Founder of an architectural summer workshop in Berlin. Workshop designed and built on Tempelhof Airfield in collaboration with UIC and Universität der Künste Berlin.</td>
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<tr>
<td>Mary Matson</td>
<td>Recent professional work and research: Chicago Industrial Corridors Stormwater Study. Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation. 2020 stormwater design goals for the IIT Campus.</td>
</tr>
<tr>
<td>Mark McKinney</td>
<td>Experience includes 13+ years of medium-large scale, mixed-use, real estate developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
</tr>
<tr>
<td>Andrew Metter</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
</tr>
<tr>
<td>Jonathan Miller</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the interactions of technology, mass media, and spatial experience.</td>
</tr>
<tr>
<td>Kristin Mills</td>
<td>Designs affordable housing for IHDA and custom residential focusing on historic preservation. Extensive experience in sustainable design in residential architecture and LEED for homes.</td>
</tr>
<tr>
<td>Kathleen Nagle</td>
<td>Focus on beginning design education.</td>
</tr>
<tr>
<td>Patricia Natke</td>
<td>Design Principal and firm owner, has won over 20 design awards and more than 5 design competitions for public spaces, city master plans, and educational facilities.</td>
</tr>
<tr>
<td>John Nelson</td>
<td>40 years of practice, managing a large firm for 25 years.</td>
</tr>
<tr>
<td>Richard Nelson</td>
<td>National education award for integrating studio curriculum; craft-technique based professional practice. 3 years - Director of Buildings and Operations coordinating, maintaining and developing CoA facilities.</td>
</tr>
<tr>
<td>Peter Osier</td>
<td>Site and landscape design expertise; Landscape Architecture Rome Prize; former Campus Architect, Landscape Architect &amp; Planner, Cranbrook Educational Community; lectures widely on poetics of landscape maintenance.</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Alessandro Paradiso</td>
<td>Recently launched a nationally recognized furniture and product design company focused on merging traditional woodworking techniques with current mass production principles.</td>
</tr>
<tr>
<td>Alphonso Peluso</td>
<td>Award winning digital design practitioner. Current work is focused on small scale digital fabrication projects using parametric design tools. Fabrication equipment experience: CNC, 3D Printer and Laser Cutter.</td>
</tr>
<tr>
<td>Daiva Peterson</td>
<td>Area of expertise includes programming, space planning, and conceptual design with particular focus on government projects at all levels of the judicial system.</td>
</tr>
<tr>
<td>Kerstin Pulver</td>
<td>Structural systems, sustainable high-rise designs, new design possibilities with glass, explorative material workshops (glass, textiles, concrete), lightweight structures.</td>
</tr>
<tr>
<td>Benjamin Riley</td>
<td>Recent research in green wall building systems, environmentally sustainable building systems and concrete technology, and the origin of anthropogenic climate change. Strong background in construction, construction technology, and building systems. Promoting biophilic design and an integrated project delivery approach within the design studio.</td>
</tr>
<tr>
<td>Donna Robertson</td>
<td>Teaches design studio and case study methodology. Research on architectural pedagogy, preservation/restoration/creative adaptation, and case studies on contemporary Chicago building projects. Developed interest in landscape design.</td>
</tr>
<tr>
<td>Christopher Rockey</td>
<td>Licensed as both an Architect and Structural Engineer; works to develop structural systems that further enhance architectural concepts.</td>
</tr>
<tr>
<td>John Ronan</td>
<td>Architectural design and the history/theory of material use in architecture and design</td>
</tr>
<tr>
<td>Carol Ross Barney</td>
<td>Leads an internationally recognized design practice. Recent work includes government, education and transportation projects.</td>
</tr>
<tr>
<td>Thomas Roszak</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/ finalist of international competitions. Paris Program Director</td>
</tr>
<tr>
<td>Andrew Schachman</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions. Paris Program Director</td>
</tr>
<tr>
<td>George Schipporeit</td>
<td>Building sustainable new cities that use transit for all urban mobility and achieve minimum energy consumption with urban planning, responsive architecture, and advanced infrastructure technology.</td>
</tr>
<tr>
<td>Name</td>
<td>Details</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Timo Schmidt</td>
<td>Façade Design and Façade Engineering, Holistic evaluation of sustainability criteria, Membrane Structures, Biobased Materials, Cell based material generation.</td>
</tr>
<tr>
<td>Stephen Sennott</td>
<td>Editor and architectural historian teaching seminars in 20th-century American architecture and planning. Administrator and advisor in higher education and critical writing in the humanities.</td>
</tr>
<tr>
<td>Karla Sierralta</td>
<td>Leads small architecture and design studio focused on future cities, developing communities and site/user specific environments. Currently serves as Co-President of the Chicago Architectural Club.</td>
</tr>
<tr>
<td>Robert Smistana</td>
<td></td>
</tr>
<tr>
<td>Werner Sobek</td>
<td>Holistic evaluation of sustainability criteria, Lightweight and ultra-lightweight structures, Textile structures. Graded and ultra-high-strength concrete, Façade technologies, Glass, e.g. switchable glass panes, Technologies for demountable and recyclable buildings.</td>
</tr>
<tr>
<td>Lynsay Sorrell</td>
<td>Mentoring young architects especially from underrepresented and disadvantaged groups.</td>
</tr>
<tr>
<td>Terry Surjan</td>
<td>Areas of expertise are: Digital Modeling &amp; Fabrication, Utopian Cities &amp; Communities and Parti Typologies, Research is on Historic Preservation.</td>
</tr>
<tr>
<td>Arthur Takacsi</td>
<td>Continuing development of Space Problem, applied to multi-story buildings.</td>
</tr>
<tr>
<td>Andrew Tinucci</td>
<td>Associate at recognized design firm David Woodhouse Architects specializing in institutional and commercial facilities and recipients of over 10 AIA design awards.</td>
</tr>
<tr>
<td>Edward K. Uhlir</td>
<td>For Millennium Park, Inc Ed Uhlir manages the public art, gardens and designs additions and improvements for the park. He is a urban park and planning consultant for projects including the St. Louis Zoo, the City of West Palm Beach, Florida; the City of Aurora, Illinois, The City of Wood Dale, Illinois and the City ArchRiver 2015 Foundation St. Louis. consultant for projects including the St. Louis Zoo, the City of West Palm Beach, Florida; the City of Aurora, Illinois, The City of Wood Dale, Illinois and the City ArchRiver 2015 Foundation St. Louis.</td>
</tr>
<tr>
<td>Arthur Weir</td>
<td>Professional Project Management consultant with over 26 years of industry experience, representing Corporations, Developers and Lenders in the delivery of large, complex project/program types.</td>
</tr>
<tr>
<td>Name</td>
<td>Credentials</td>
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<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>Catherine Wetzel</td>
<td>National award winning beginning design curriculums, 15+ years experience in MArch and BArch program development, research on integrative curriculums and collaborative teaching models, practicing architect</td>
</tr>
<tr>
<td>Amanda Williams</td>
<td>Project and research focus explores the potential for art and architecture to act as catalysts for socially sustainable cities; 2013 recipient of a Joyce Foundation Scholarship</td>
</tr>
<tr>
<td>Elizabeth Williams</td>
<td>Experienced undergraduate design educator and architect. Design work honored by American Wood Council and AIA Michigan.</td>
</tr>
<tr>
<td>Ross Wimer</td>
<td>Design Director at SOM. A wide range of project experience from airports to door hardware. Recent research and design of high-rise mixed-use buildings</td>
</tr>
<tr>
<td>Jay Womack</td>
<td>Recognized internationally for his work in tall buildings and sustainable cities; tall building design; natural ventilation; sustainable vertical urbanism; skybridges; LCA analysis</td>
</tr>
<tr>
<td>Antony Wood</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the Year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments</td>
</tr>
<tr>
<td>David Woodhouse</td>
<td></td>
</tr>
<tr>
<td>Amy Yurko-Nelson</td>
<td></td>
</tr>
</tbody>
</table>

End of F11-F12
<table>
<thead>
<tr>
<th>Name</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. Walk/Talk: ongoing project, publications in 2012, 2013; essay included in La Ville Est à Nous, 2011.</td>
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<td>James Baird</td>
<td>As a Design Principal at Holabird &amp; Root, nationally recognized for designing sustainable academic science buildings on college campuses throughout the country.</td>
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<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
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<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
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<tr>
<td>Timothy Brown</td>
<td>Maria: Architect/educator, directs CCA international programs, directs 2nd yr core studio, teaches advanced technology.</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Rico Cedro</td>
<td>x</td>
</tr>
<tr>
<td>Monika Chatha</td>
<td>x</td>
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<tr>
<td>Joseph Clair</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
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<td>Susan Conger Austin</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
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Matrix for Faculty Credentials 4.3 - 15
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Rodger Cooley</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture</td>
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<td>Jill Darby</td>
<td>Expertise in: housing, community based design, and campus planning</td>
</tr>
<tr>
<td>Dirk Denison</td>
<td>Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology &amp; sustainability design, two AIA Design awards, Freehand illustrator</td>
</tr>
<tr>
<td>John DelSalvo</td>
<td>Expert in the areas of structural analysis and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability.</td>
</tr>
<tr>
<td>Mahjoub Elnimeiri</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
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<td>Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility</td>
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<td>Flury and his students have designed and built numerous award-winning buildings in the US and internationally and are currently designing a library to be built in Ghana.</td>
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<td>Gregory Grzesik</td>
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</tr>
<tr>
<td>Matthew Herman</td>
<td>Charles Eames' work in modernism, including his research on the relationship of history to current practice and education</td>
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<td>Thomas Hopf</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings. 19 AIA Awards from 1996-2012</td>
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<tr>
<td>Martin Holland</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings. 19 AIA Awards from 1996-2012</td>
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<tr>
<td>Colleen Humm</td>
<td>Charles Eames' work in modernism, including his research on the relationship of history to current practice and education</td>
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<td>Name</td>
<td>Professional Background</td>
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<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design of sun tracking double skin facade for high-rises. Recent work on “Net Positive Tall Building”.</td>
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<td>Jaffrey Klymson</td>
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<td>Recent research in situations of Forced Migration around the globe and presentation of subject in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
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<td>Eva Kultermann</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
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<tr>
<td>Peter Land</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
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<tr>
<td>Mary Matson</td>
<td>Recent professional work and research: Chicago Industrial Corridors Stormwater Study, Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation, 2020 stormwater design goals for the IT Campus</td>
</tr>
<tr>
<td>Mark McBurnier</td>
<td>Experience includes 13+ years of medium-large scale, mixed-use, real estate developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
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<td>Andrew Metter</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
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<tr>
<td>Jonathan Miller</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the interactions of technology, mass media, and spatial experience.</td>
</tr>
<tr>
<td>Kindon Mills</td>
<td>Designs affordable housing for IHDA and custom residential focusing on historic preservation. Extensive experience in sustainable design in residential architecture and LEED for homes.</td>
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<tr>
<td>Kathleen Nagle</td>
<td>Focus on beginning design education.</td>
</tr>
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<td>Patricia Natke</td>
<td>Design Principal and firm owner, has won over 20 design awards and more than 5 design competitions for public spaces, city masterplans, and educational facilities.</td>
</tr>
<tr>
<td>John Nelson</td>
<td>40 years of practice, managing a large firm for 25 years.</td>
</tr>
<tr>
<td>Richard Nelson</td>
<td>National education award for integrating studio curriculum; craft-technique based professional practice. 3 years - Director of Buildings and Operations coordinating, maintaining and developing CoA facilities.</td>
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<tr>
<td>Peter Osier</td>
<td>Site and landscape design expertise; Landscape Architecture Rome Prize, former Campus Architect, Landscape Architect &amp; Planner, Cranbrook Educational Community, lectures widely on poetics of landscape maintenance.</td>
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Matrix for Faculty Credentials 4.3 - 18
<table>
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<tr>
<th>Name</th>
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<tr>
<td>Alessandro Paradiso</td>
<td>Recently launched a nationally recognized furniture and product design company focused on merging traditional woodworking techniques with current mass production principles.</td>
</tr>
<tr>
<td>Alphonso Peluso</td>
<td>Award winning digital design practitioner. Current work is focused on small scale digital fabrication projects using parametric design tools. Fabrication equipment experience: CNC, 3D Printer and Laser Cutter.</td>
</tr>
<tr>
<td>Daiva Peterson</td>
<td>Area of expertise includes programming, space planning and conceptual design with particular focus on government projects at all levels of the judicial system.</td>
</tr>
<tr>
<td>Paul Pettigrew</td>
<td>Recent Research: Urban Forest Utilization &amp; Local vs. Global Design, Residential Retail &amp; Architectural Interiors Practice, Product/Furniture Design &amp; Fabrication</td>
</tr>
<tr>
<td>Kenshin Pulker</td>
<td>Structural systems, sustainable high-rise designs, new design possibilities with glass, explorative material workshops (glass, textiles, concrete), lightweight structures.</td>
</tr>
<tr>
<td>Benjamin Riley</td>
<td>Recent research in green building systems, environmentally sustainable building systems and concrete technology, and the origin of anthropogenic climate change. Strong background in construction, construction technology, and building systems. Promoting biophilic design and an integrated project delivery approach within the design studio.</td>
</tr>
<tr>
<td>Donna Robertson</td>
<td>Teaches design studio and case study methodology. Research on architectural pedagogy, preservation/restoration/creative adaptation, and case studies on contemporary Chicago building projects. Developed interest in landscape design.</td>
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<tr>
<td>Christopher Rockey</td>
<td>Licensed as both an Architect and Structural Engineer; works to develop structural systems that further enhance architectural concepts.</td>
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<td>John Ronan</td>
<td>Architectural design and the history/theory of material use in architecture and design</td>
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<td>Carol Ross Barney</td>
<td>Leads an internationally recognized design practice. Recent work includes government, education and transportation projects.</td>
</tr>
<tr>
<td>Thomas Roszak</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions. Paris Program Director</td>
</tr>
<tr>
<td>Andrew Schachman</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions. Paris Program Director</td>
</tr>
<tr>
<td>George Schipporeit</td>
<td>Building sustainable new cities that use transit for all urban mobility and achieve minimum energy consumption with urban planning, responsive architecture, and advanced infrastructure technology.</td>
</tr>
<tr>
<td>F11-S12</td>
<td>ARCH 503</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Timo Schmidt</td>
<td>Façade Design and Façade Engineering, Holistic evaluation of sustainability criteria, Membrane Structures, Biobased Materials, Cell based Material generation</td>
</tr>
<tr>
<td>Stephen Sennett</td>
<td>Editor and architectural historian teaching seminars in 20th-century American architecture and planning. Administrator and advisor in higher education and critical writing in the humanities.</td>
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<tr>
<td>Karla Sierra</td>
<td>Leads small architecture and design studio focused on future cities, developing communities and site / user specific environments. Currently serves as Co-President of the Chicago Architectural Club.</td>
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<tr>
<td>Robert Smistana</td>
<td></td>
</tr>
<tr>
<td>Werner Sobek</td>
<td>Holistic evaluation of sustainability criteria, Lightweight and ultra-lightweight structures, Textile structures, Graded and ultra-high-strength concrete, Façade technologies; Glass, e.g. switchable glass panes; Technologies for demountable and recyclable buildings</td>
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<td>Lynsey Sorrell</td>
<td>Mentoring young architects especially from underrepresented and disadvantaged groups</td>
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<td>Terry Surjan</td>
<td>Areas of expertise are: Digital Modeling &amp; Fabrication, Utopian Cities &amp; Communities and Part Typologies; Research is on Historic Preservation.</td>
</tr>
<tr>
<td>Arthur Takauchi</td>
<td>Continuing development of Space Problem, applied to multi-story buildings.</td>
</tr>
<tr>
<td>Andrew Tinucci</td>
<td>Associate at recognized design firm David Woodhouse Architects specializing in institutional and commercial facilities and recipients of over 10 AIA design awards.</td>
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<td>Professional Project Management consultant with over 26 years of industry experience, representing Corporations, Developers and Lenders in the delivery of large, complex project/program types.</td>
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<tr>
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<tbody>
<tr>
<td>Catherine Wetzel</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>Amanda Williams</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>Elizabeth Williams</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>Ross Wimer</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>Jay Womack</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>Antony Wood</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>David Woodhouse</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
</tr>
<tr>
<td>Amy Yurko-Nelson</td>
<td>Arch 503, Arch 505, Arch 506, Arch 507, Arch 508, Arch 509, Arch 516, Arch 520, Arch 523, Arch 541, Arch 542, Arch 543, Arch 544, Arch 545, Arch 551, Arch 552, Arch 580, Arch 581, Arch 582, Arch 583, Arch 584, Arch 585, Arch 586, Arch 588, Arch 590, Arch 591, Arch 592, Arch 593</td>
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Matrix for Faculty Credentials 4.3 - 21
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<th>Name</th>
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<tbody>
<tr>
<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequently presents on ASHRAE 90.1, Energy Conservation Codes, Energy Modeling, LEED and Integrated Design.</td>
</tr>
<tr>
<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. Walk/Talk: ongoing project, publications in 2012, 2013; essay included in La Ville Est a Nous, 2011.</td>
</tr>
<tr>
<td>James Baird</td>
<td>As a Design Principal at Holabird &amp; Root, nationally recognized for designing sustainable academic science buildings on college campuses throughout the country.</td>
</tr>
<tr>
<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
</tr>
<tr>
<td>Richard Blender</td>
<td>Principal of a 10 -15 person design firm. Projects have included museum, commercial interiors and planning; with a concentration in single and multi-family housing, primarily high-rise.</td>
</tr>
<tr>
<td>David Brinninstool</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
</tr>
<tr>
<td>Thomas Brock</td>
<td>Recognized scholar and practitioner in urban design. Recently worked on redevelopment of Navy Pier and master plan for Washington Park, Chicago.</td>
</tr>
<tr>
<td>Marshall Brown</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Monica Chadha</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Rodger Cooley</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture</td>
</tr>
<tr>
<td>Jill Danly</td>
<td>Expertise in: housing, community based design, and campus planning</td>
</tr>
<tr>
<td>Dirk Denison</td>
<td>Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology &amp; sustainability design, two AIA Design awards, Freehand Illustrator</td>
</tr>
<tr>
<td>John DeSalvo</td>
<td>Expert in the areas of structural analysis and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability</td>
</tr>
<tr>
<td>Mahjoub Elnimeiri</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
</tr>
<tr>
<td>John DeSalvo</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
</tr>
<tr>
<td>Paul Endres</td>
<td>Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility</td>
</tr>
<tr>
<td>Frank Flury</td>
<td>Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility</td>
</tr>
<tr>
<td>Barbara Geiger</td>
<td>Nationally recognized scholar on Frank Lloyd Wright in landscape architecture; experienced in preservation work; in-demand lecturer and speaker.</td>
</tr>
<tr>
<td>Michael Glynn</td>
<td>President of a design + build development company specializing in single family and multi-family residential projects located in Chicago’s North Shore suburbs.</td>
</tr>
<tr>
<td>David Greenberg</td>
<td>A leader in AEC industry technologies utilizing Building Information Modeling tools as a designer, general contractor, and owner.</td>
</tr>
<tr>
<td>Evan Greven</td>
<td>Acquiring properties to develop, design, and construct into single family and multi-family residences.</td>
</tr>
<tr>
<td>Gregory Grzesik</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings. 19 AIA Awards from 1996-2012</td>
</tr>
<tr>
<td>Matthew Herman</td>
<td></td>
</tr>
<tr>
<td>Thomas Hoepf</td>
<td>Researches foundations of Modernism, including Adolf Loos, and his relationship to Le Corbusier. Brings to studio discussion of the relationship of history to current practice and education</td>
</tr>
<tr>
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<tr>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design of sun tracking double skin facade for high-rises. Recent work on &quot;Net Positive Tall Building&quot;.</td>
</tr>
<tr>
<td>Thomas Jacobs</td>
<td>Expertise and recent research in foundation education and learning structures. MArch thesis on experiential urbanism and the architectural implications of psychogeography.</td>
</tr>
<tr>
<td>Leslie Johnson</td>
<td>Practicing architect with project experience in housing, offices and schools. Recent research on architectural education; Ph.D. dissertation on Visual Training at I.I.T. in progress.</td>
</tr>
<tr>
<td>Kristin Jones</td>
<td>Engaged in computational problems focused on the convergence of physical and digital environments; engineering software for custom tools to understand, create or experience the built environment.</td>
</tr>
<tr>
<td>Thomas Kamsa</td>
<td>Architectural history and theory, especially post-1945 to the present; aesthetics of computational design; history of postwar monumentality; award winning critic of contemporary architecture and art.</td>
</tr>
<tr>
<td>Sean Keller</td>
<td>Structural engineering of wood, concrete and steel structures; research into modeling of complex structural systems and fabrication using digital models.</td>
</tr>
<tr>
<td>Stephen Köhler</td>
<td>Structural engineering of wood, concrete and steel structures; research into modeling of complex structural systems and fabrication using digital models.</td>
</tr>
<tr>
<td>Martin Klaaschen</td>
<td>Recognized scholar in Sustainable &amp; Low-Thermal Design; CAF featured in 2005 and 2012.</td>
</tr>
<tr>
<td>Jeffery Klymson</td>
<td>Over 30 years of experience in developing software application for architectural, design, art, and engineering applications.</td>
</tr>
<tr>
<td>Lukasz Kowalski</td>
<td>Recent research in situations of Forced Migration around the globe and presentation of subject in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
</tr>
<tr>
<td>Robert Krawczyk</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>Robert Krawczyk</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
</tr>
<tr>
<td>Peter Land</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Name</td>
<td>Credentials</td>
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</tr>
<tr>
<td>Anthony Lobello</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have been building the course for 20 years. Wishing to build strong architects that give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
</tr>
<tr>
<td>John Lupinos</td>
<td>Manages the design and construction phases of complex, multi-phased projects such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and health care projects.</td>
</tr>
<tr>
<td>Harry Malgrave</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design</td>
</tr>
<tr>
<td>John Manaves</td>
<td>Founder of an architectural summer workshop in Berlin. Workshop designed and built on Tempelhof Airfield in collaboration with UIC and Universität der Künste Berlin.</td>
</tr>
<tr>
<td>Mary Matson</td>
<td>Recent professional work and research; Chicago Industrial Corridors Stormwater Study. Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation. 2020 stormwater design goals for the IIT Campus</td>
</tr>
<tr>
<td>Mark McKinney</td>
<td>Experience includes 13+ years of medium-large scale, mixed-use, real estate developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
</tr>
<tr>
<td>Andrew Metter</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
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<tr>
<td>Jonathan Miller</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the interactions of technology, mass media, and spatial experience.</td>
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Matrix for Faculty Credentials 4.3 - 26
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Expertise</th>
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</thead>
<tbody>
<tr>
<td>Stephen Sennott</td>
<td>Editor and architectural historian teaching seminars in 20th-century American architecture and planning, Administrator and advisor in higher education and critical writing in the humanities.</td>
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<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Catherine Wetzel</td>
<td>National award winning beginning design curriculums. 15+ years experience in MArch and BArch program development, research on integrative curriculums and collaborative teaching models, practicing architect</td>
<td></td>
</tr>
<tr>
<td>Amanda Williams</td>
<td>Project and research focus explores the potential for art and architecture to act as catalysts for socially sustainable cities; 2013 recipient of a Joyce Foundation Scholarship</td>
<td></td>
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<td>Elizabeth Williams</td>
<td>Experienced undergraduate design educator and architect. Design work honored by American Wood Council and AIA Michigan.</td>
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</tr>
<tr>
<td>Ross Wimer</td>
<td>Design Director at SOM. A wide range of project experience from airports to door hardware. Recent research and design of high-rise mixed-use buildings</td>
<td></td>
</tr>
<tr>
<td>Jay Womack</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td>Antony Wood</td>
<td>Recognized internationally for his work in tall buildings and sustainable cities; tall building design; natural ventilation; sustainable vertical urbanism; skybridges; LCA analysis</td>
<td></td>
</tr>
<tr>
<td>David Woodhouse</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td>Amy Yurko-Nelson</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the Year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments</td>
<td></td>
</tr>
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</table>

End of F11-F12
<table>
<thead>
<tr>
<th>Name</th>
<th>Experience/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequently presents on ASHRAE 90.1, Energy Conservation Codes, Energy Modeling, LEED and Integrated Design.</td>
</tr>
<tr>
<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. Walk/Talk: ongoing project, publications in 2012, 2013; essay included in La Ville Est à Nous, 2011.</td>
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<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
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<td>Richard Blender</td>
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<td>David Brinninstool</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning; with a concentration in single and multi-family housing, primarily high-rise.</td>
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<tr>
<td>Thomas Brock</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
</tr>
<tr>
<td>Jonathan Brooke</td>
<td></td>
</tr>
<tr>
<td>Timothy Brown</td>
<td>Matrix: ARCHITECT/Educator, directs CoA international programs, directs 2nd yr core studio, teaches advanced technology.</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Rico Cedro</td>
<td></td>
</tr>
<tr>
<td>Monica Chadha</td>
<td></td>
</tr>
<tr>
<td>Joseph Clair</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
</tr>
<tr>
<td>Ann Clark</td>
<td>Work focused on healthcare and education in Haiti. Designed most advanced teaching hospital in post-earthquake Haiti, now in operation.</td>
</tr>
<tr>
<td>Susan Conger Austin</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT's Dept. of Math and Science Education.</td>
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<tr>
<td>Rodger Conley</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture.</td>
</tr>
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<td>Current Research</td>
</tr>
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<tr>
<td>Jennifer Current</td>
<td>Current research on bringing large scale operational Landscape Architecture to the forefront of contemporary planning and design strategies in post-industrial Milwaukee.</td>
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<tr>
<td>Jill Dancy</td>
<td>Expertise in: housing, community based design, and campus planning.</td>
</tr>
<tr>
<td>Dirk Denison</td>
<td>Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology &amp; sustainability design; two AIA Design awards; Freehand illustrator.</td>
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<tr>
<td>John DeSalvo</td>
<td>Expert in the areas of structural analysis and applications of computer technology; contributed in developing and conducting research on the area of energy and sustainability.</td>
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<tr>
<td>Mahjoub Elnimeiri</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
</tr>
<tr>
<td>Paul Endres</td>
<td>Teaches graduate studios with a focus on building technology and city design; urban infrastructures and social condensers; smart urban growth, and professional environmental responsibility.</td>
</tr>
<tr>
<td>Martin Felsen</td>
<td>Flury and his students have designed and built numerous award-winning buildings in the US and internationally and are currently designing a library to be built in Ghana.</td>
</tr>
<tr>
<td>Barbara Geiger</td>
<td>Nationally recognized scholar on Prairie style in landscape architecture; experienced in preservation work; in-demand lecturer and speaker.</td>
</tr>
<tr>
<td>Michael Glynn</td>
<td>President of a design + build development company specializing in single family and multi - family residential projects located in Chicago's North Shore suburbs.</td>
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<td>David Greenberg</td>
<td>Experienced General Designer with several awards for Architectural Projects, Figure Drawing Artist</td>
</tr>
<tr>
<td>Evan Greven</td>
<td>A leader in AEC industry technologies - utilizing Building Information Modeling tools as a designer, general contractor, and owner.</td>
</tr>
<tr>
<td>Gregory Grassia</td>
<td>Acquiring properties to develop, design, and construct into single family and multi-family residences.</td>
</tr>
<tr>
<td>James Hall</td>
<td>Experienced General Designer with several awards for Architectural Projects, Figure Drawing Artist</td>
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<tr>
<td>Matthew Herman</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings, 19 AIA Awards from 1996-2012</td>
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<td>Thomas Hoepf</td>
<td>Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings, 19 AIA Awards from 1996-2012</td>
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<tr>
<td>Martin Holland</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Research/Experience</td>
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<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Colleen Humer</td>
<td>Researches foundations of Modernism, including Adolf Loos, and his relationship to</td>
</tr>
<tr>
<td></td>
<td>Le Corbusier. Brings to studio discussion of the relationship of history to current</td>
</tr>
<tr>
<td></td>
<td>practice and education</td>
</tr>
<tr>
<td>Anthony Hurtig</td>
<td>Consulting architect for PHIUS (Passive House Institute) certified home in Laffox,</td>
</tr>
<tr>
<td></td>
<td>Illinois. One of a select few homes in the US that has achieved PHIUS certification.</td>
</tr>
<tr>
<td></td>
<td>Architect for historic restoration project. Dagen Building and clock tower at 1770 W</td>
</tr>
<tr>
<td></td>
<td>Berteau St. Chicago. 1997-2000</td>
</tr>
<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design</td>
</tr>
<tr>
<td></td>
<td>of sun tracking double skin facade for high-rises. Recent work on “Net Positive Tall</td>
</tr>
<tr>
<td></td>
<td>Building”.</td>
</tr>
<tr>
<td>Thomas Jacobs</td>
<td></td>
</tr>
<tr>
<td>Vincent James</td>
<td></td>
</tr>
<tr>
<td>Leslie Johnson</td>
<td>Expertise and recent research in foundation education and learning structures. MArch</td>
</tr>
<tr>
<td></td>
<td>thesis on experiential urbanism and the architectural implications of psychogeography.</td>
</tr>
<tr>
<td>Kristin Jones</td>
<td>Practicing architect with project experience in housing, offices and schools. Recent</td>
</tr>
<tr>
<td></td>
<td>research on architectural education; Ph.D. dissertation on Visual Training at IIT in-</td>
</tr>
<tr>
<td></td>
<td>progress</td>
</tr>
<tr>
<td>Michael Karovitz</td>
<td>Graduated with honors and distinction in design. Professional work is primarily high-</td>
</tr>
<tr>
<td></td>
<td>rise, office, residential and mixed-use projects</td>
</tr>
<tr>
<td>Thomas Kaema</td>
<td>Engaged in computational problems focused on the convergence of physical and digital</td>
</tr>
<tr>
<td></td>
<td>environments; engineering software for custom tools to understand, create or experience</td>
</tr>
<tr>
<td></td>
<td>the built environment</td>
</tr>
<tr>
<td>Sean Keller</td>
<td>Architectural history and theory, especially 1945 to the present; aesthetics of</td>
</tr>
<tr>
<td></td>
<td>computational design; history of postwar monumentality; award winning critic of</td>
</tr>
<tr>
<td></td>
<td>contemporary architecture and art</td>
</tr>
<tr>
<td>Stephen Köhler</td>
<td>Structural engineering of wood, concrete and steel structures, research into modeling</td>
</tr>
<tr>
<td></td>
<td>of complex structural systems and fabrication using digital models</td>
</tr>
<tr>
<td>Martin Klaasen</td>
<td>Recognized scholar in Sustainable &amp; Low-Thermal Design. CAF featured in 2005 and 2012</td>
</tr>
<tr>
<td>Jeffrey Klymson</td>
<td></td>
</tr>
<tr>
<td>Jackie Koo</td>
<td></td>
</tr>
<tr>
<td>Lukasz Kowalczyk</td>
<td>Over 30 years of experience in developing software application for architectural,</td>
</tr>
<tr>
<td></td>
<td>design, art, and engineering applications</td>
</tr>
<tr>
<td>Robert Krawczyk</td>
<td></td>
</tr>
<tr>
<td>Janet Krathel-Piaci</td>
<td>Recent research in situations of Forced Migration around the globe and presentation of</td>
</tr>
<tr>
<td></td>
<td>subject in abstract painting. Expertise in drawing media, painting, color theory,</td>
</tr>
<tr>
<td></td>
<td>curating</td>
</tr>
<tr>
<td>Name</td>
<td>Expertise/Research Area</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>John Kriegshauser</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>Eva Kullmann</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
</tr>
<tr>
<td>Peter Land</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Daniel Larkin</td>
<td>Research on restoration ecology, wetland ecology, and invasive plant biology, particularly in Midwestern ecosystems.</td>
</tr>
<tr>
<td>David Lefevre</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have been building the course for 20 years. Wishing to build strong architects that give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
</tr>
<tr>
<td>Anthony Lobello</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design</td>
</tr>
<tr>
<td>John Lupinos</td>
<td>Manages the design and construction phases of complex, multi-phased projects such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and health care projects.</td>
</tr>
<tr>
<td>Harry Mallgrave</td>
<td>International consultant.</td>
</tr>
<tr>
<td>John Manaves</td>
<td>Recent professional work and research: Chicago Industrial Corridors Stormwater Study, Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation, 2020 stormwater design goals for the IIT Campus.</td>
</tr>
<tr>
<td>Mary Mattson</td>
<td>Recent studios and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
</tr>
<tr>
<td>Robert McAnulty</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the interactions of technology, mass media, and spatial experience.</td>
</tr>
<tr>
<td>Mark McKinney</td>
<td>Experience includes 12+ years of medium-large scale, mixed-use, real estate developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
</tr>
<tr>
<td>Andrew Metter</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
</tr>
<tr>
<td>Jonathan Miller</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Kirston Mills</td>
<td>Designs affordable housing for IHDA and custom residential focusing on historic preservation. Extensive experience in sustainable design in residential architecture and LEED for homes.</td>
</tr>
<tr>
<td>Michael Mitchell</td>
<td>Highrise design, masterplanning, sustainable cities and buildings, product and furniture design.</td>
</tr>
<tr>
<td>Kathleen Nagle</td>
<td>Focus on beginning design education.</td>
</tr>
<tr>
<td>Patricia Natke</td>
<td>Design Principal and firm owner, has won over 20 design awards and more than 5 design competitions for public spaces, city masterplans, and educational facilities.</td>
</tr>
<tr>
<td>Richard Nelson</td>
<td>National education award for integrating studio curriculum; craft-technique based professional practice; 3 years - Director of Buildings and Operations coordinating maintaining and developing CoA facilities.</td>
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<td>Patricia Natke</td>
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</tr>
<tr>
<td>Brent Norsman</td>
<td>Designs and builds sustainability focused projects with an emphasis on urban design, civic and transport related issues; community activism in urban fabric and alternative transportation conversations.</td>
</tr>
<tr>
<td>Peter Osler</td>
<td>Site and landscape design expertise; Landscape Architecture Rome Prize; former Campus Architect, Landscape Architect &amp; Planner, Cranbrook Educational Community; lectures widely on poetics of landscape maintenance.</td>
</tr>
<tr>
<td>Alessandro Paradiso</td>
<td>Recently launched a nationally recognized furniture and product design company focused on merging traditional woodworking techniques with current mass production principles.</td>
</tr>
<tr>
<td>Carlo Parente</td>
<td>International Designer whose work and research has focused on a holistic approach integrating performance based design, digital technologies, theory and culture.</td>
</tr>
<tr>
<td>Jennifer Park</td>
<td>Research and design focused the practice of architecture and construction of architecture as generator of social interactions and mediator of disparate current cultures.</td>
</tr>
<tr>
<td>Alphonso Peluso</td>
<td>Award winning digital design practitioner. Current work is focused on small scale digital fabrication projects using parametric design tools; Fabrication equipment experience: CNC, 3D Printer and Laser Cutter.</td>
</tr>
<tr>
<td>Paul Pettigrew</td>
<td>Recent Research: Urban Forest Utilization &amp; Local vs. Global Design, Residential Retail &amp; Architectural Interiors Practice, Product Furniture Design &amp; Fabrication</td>
</tr>
<tr>
<td>Kerstin Puller</td>
<td>Structural systems, sustainable high-rise designs, new design possibilities with glass, explorative material workshops (glass, textiles, concrete), lightweight structures.</td>
</tr>
<tr>
<td>Name</td>
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<tr>
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</tr>
<tr>
<td>Christopher Rockey</td>
<td>Licensed as both an Architect and Structural Engineer; works to develop structural systems that further enhance architectural concepts.</td>
</tr>
<tr>
<td>John Ronan</td>
<td>Architectural design and the history/theory of material use in architecture and design</td>
</tr>
<tr>
<td>Carol Ross Barney</td>
<td>Leads an internationally recognized design practice. Recent work includes government, education and transportation projects.</td>
</tr>
<tr>
<td>Thomas Rozas</td>
<td>Architectural design, construction, development, financing, marketing and management of commercial and residential real estate for the past twenty-four years with a development value in excess of $1 billion.</td>
</tr>
<tr>
<td>Andrew Schachman</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions.</td>
</tr>
<tr>
<td>George Schipporeit</td>
<td>Building sustainable new cities that use transit for all urban mobility and achieve minimum energy consumption with urban planning, responsive architecture, and advanced infrastructure technology.</td>
</tr>
<tr>
<td>Timo Schmidt</td>
<td>Façade Design and Façade Engineering, Holistic evaluation of sustainability criteria, Membrane Structures, Biobased Materials, Cell based Material generation</td>
</tr>
<tr>
<td>Stephen Sennott</td>
<td>Editor and architectural historian teaching seminars in 20th-century American architecture and planning. Administrator and advisor in higher education and critical writing in the humanities.</td>
</tr>
<tr>
<td>Karla Sierralta</td>
<td>Leads small architecture and design studio focused on future cities, developing communities and site / user specific environments. Currently serves as Co-President of the Chicago Architectural Club.</td>
</tr>
<tr>
<td>Robert Smietana</td>
<td></td>
</tr>
<tr>
<td>Werner Sobek</td>
<td>Holistic evaluation of sustainability criteria, Lightweight and ultra-lightweight structures, Textile structures, Graded and ultra-light strength concrete, Façade technologies, Glass, e.g. switchable glass panes, Technologies for demountable and recyclable buildings.</td>
</tr>
<tr>
<td>Lynsey Sorrell</td>
<td>Mentoring young architects especially from underrepresented and disadvantaged groups.</td>
</tr>
<tr>
<td>Terry Surjan</td>
<td>Areas of expertise are: Digital Modeling &amp; Fabrication, Utopian Cities &amp; Communities and Parti Typologies; Research is on Historic Preservation.</td>
</tr>
<tr>
<td>Arthur Takeuchi</td>
<td>Continuing development of Space Problem, applied to multi-story buildings.</td>
</tr>
<tr>
<td>Andrew Tinucci</td>
<td>Associate of recognized design firm David Woodhouse Architects specializing in institutional and commercial facilities and recipients of over 10 AIA design awards.</td>
</tr>
</tbody>
</table>

Matrix for Faculty Credentials 4.3 - 34
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Professional Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur Weir</td>
<td>Professional Project Management consultant with over 26 years of industry experience, representing Corporations, Developers and Lenders in the delivery of large, complex project/program types.</td>
</tr>
<tr>
<td>Catherine Wetzel</td>
<td>National award winning beginning design curriculums, 15+ years experience in MArch and BArch program development, research on integrative curriculums and collaborative teaching models, practicing architect</td>
</tr>
<tr>
<td>Amanda Williams</td>
<td>Project and research focus explores the potential for art and architecture to act as catalysts for socially sustainable cities; 2013 recipient of a Joyce Foundation Scholarship</td>
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<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the Year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments</td>
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<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequently presents on ASHRAE 90.1, Energy Conservation Codes, Energy Modeling, LEED and Integrated Design.</td>
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<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. Walk/Talk: ongoing project, publications in 2012, 2013; essay included in La Ville Est à Nous, 2011.</td>
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<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
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<td>Richard Blender</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning, with a concentration in single and multi-family focusing, primarily high-rise.</td>
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<td>David Brininstool</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
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<tr>
<td>Jonathan Brooks</td>
<td>Recognized scholar and practitioner in urban design. Recently worked on redevelopment of Navy Pier and master plan for Washington Park, Chicago.</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Rico Cedro</td>
<td>Work focused on healthcare and education in Haiti. Designed most advanced teaching hospital in post-earthquake Haiti, now in operation.</td>
</tr>
<tr>
<td>Joseph Clair</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
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<tr>
<td>Ann Clark</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture.</td>
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</table>
Jennifer Current
Current research on bringing large scale operational Landscape Architecture to the forefront of contemporary planning and design strategies in post-industrial Milwaukee.

Jill Danly
Expertise in: housing, community-based design, and campus planning.

Dirk Denison
Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology & sustainability design, two AIA Design awards, Freehand Illustrator.

John DeSalvo
Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology & sustainability design, two AIA Design awards, Freehand Illustrator.

Mahjoub Elnimeiri
Expert in areas of structural analyses and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability.

Paul Endres
Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.

Firat Erdim

Martin Felsen
Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility.

Frank Flury

Craig Forneris

Barbara Geiger
Nationally recognized scholar on Prairie style in landscape architecture; experienced in preservation work; in-demand lecturer and speaker.

Michael Glynn
President of a design + build development company specializing in single family and multi-family residential projects located in Chicago’s North Shore suburbs.

David Greenberg

Evan Greven
Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings, 19 AIA Awards from 1996-2012

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Acquiring properties to develop, design, and construct into single family and multi-family residences.

James Hall
Experienced General Designer with several awards for Architectural Projects, Figure Drawing Artist.

Matthew Herman

Thomas Hoepf
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Martin Holland

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<tbody>
<tr>
<td>Colleen Humer</td>
<td>Researches foundations of Modernism, including Adolf Loos, and his relationship to Le Corbusier. Brings to studio discussion of the relationship of history to current practice and education.</td>
</tr>
<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design of sun tracking double skin facade for high-rises. Recent work on “Net Positive Tall Building”.</td>
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<td>Thomas Jacobs</td>
<td>Expertise and recent research in foundation education and learning structures. MArch thesis on experiential urbanism and the architectural implications of psychogeography.</td>
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<td>Practicing architect with project experience in housing, offices and schools. Recent research on architectural education. Ph.D. dissertation on Visual Training at IIT in progress.</td>
</tr>
<tr>
<td>Kristin Jones</td>
<td>Graduated with honors and distinction in design. Professional work is primarily high-rise, office, residential and mixed-use projects.</td>
</tr>
<tr>
<td>Michael Karoloviz</td>
<td>Engaged in computational problems focused on the convergence of physical and digital environments; engineering software for custom tools to understand, create or experience the built environment.</td>
</tr>
<tr>
<td>Sean Keller</td>
<td>Architectural history and theory, especially 1945 to the present; aesthetics of computational design; history of postwar monumentality; award-winning critic of contemporary architecture and art.</td>
</tr>
<tr>
<td>Stephen Körber</td>
<td>Structural engineering of wood, concrete and steel structures, research into modeling of complex structural systems and fabrication using digital models.</td>
</tr>
<tr>
<td>Jackfe Klymson</td>
<td>Over 30 years of experience in developing software application for architectural, design, art, and engineering applications.</td>
</tr>
<tr>
<td>Lukasz Kowalczuk</td>
<td>Recent research in situations of Forced Migration around the globe and presentation of subject in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
</tr>
<tr>
<td>Name</td>
<td>Expertise/Research</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>John Kriegshauser</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>Eva Kultermann</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
</tr>
<tr>
<td>Peter Land</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Daniel Larkin</td>
<td>Research on restoration ecology, wetlands ecology, and invasive plant biology, particularly in Midwestern ecosystems.</td>
</tr>
<tr>
<td>David Lefevre</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have been building the course for 20 years. Wishing to build strong architects that give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
</tr>
<tr>
<td>Anthony Lobello</td>
<td>Manages the design and construction phases of complex, multi-phased projects such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and health care projects.</td>
</tr>
<tr>
<td>John Lupinos</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design</td>
</tr>
<tr>
<td>Mark McKinney</td>
<td>Experience includes 12+ years of medium-large scale, mixed-use, real estate developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
</tr>
<tr>
<td>Andrew Metter</td>
<td>Recent studios and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
</tr>
<tr>
<td>Jonathan Miller</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the intersections of technology, mass media, and spatial experience.</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Achievements</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kindon Mills</td>
<td>Designs affordable housing for IHDA and custom residential focusing on historic preservation. Extensive experience in sustainable design in residential architecture and LEED for homes.</td>
</tr>
<tr>
<td>Michael Mitchell</td>
<td>Highrise design, masterplanning, sustainable cities and buildings, product and furniture design.</td>
</tr>
<tr>
<td>Kathleen Nagle</td>
<td>Focus on beginning design education.</td>
</tr>
<tr>
<td>Patricia Natke</td>
<td>Design Principal and firm owner, has won over 20 design awards and more than 5 design competitions for public spaces, city masterplans, and educational facilities.</td>
</tr>
<tr>
<td>Richard Nelson</td>
<td>National education award for integrating studio curriculum; craft-technique based professional practice; 3 years - Director of Buildings and Operations coordinating, maintaining and developing CoA facilities.</td>
</tr>
<tr>
<td>Patricia Natke</td>
<td>Design Principal and firm owner, has won over 20 design awards and more than 5 design competitions for public spaces, city masterplans, and educational facilities.</td>
</tr>
<tr>
<td>Brent Norsman</td>
<td>Designs and builds sustainably focused projects with an emphasis on urban design, civic and transport related issues; community activism in urban fabric and alternative transportation conversations.</td>
</tr>
<tr>
<td>Peter Oster</td>
<td>Site and landscape design expertise; Landscape Architecture Rome Prize; former Campus Architect, Landscape Architect &amp; Planner, Cranbrook Educational Community; lectures widely on poetics of landscape maintenance.</td>
</tr>
<tr>
<td>Alessandro Paradiso</td>
<td>Recently launched a nationally recognized furniture and product design company focused on merging traditional woodworking techniques with current mass production principles.</td>
</tr>
<tr>
<td>Carlo Parente</td>
<td>International designer whose work and research has focused on a holistic approach integrating performance based design, digital technologies, theory and culture.</td>
</tr>
<tr>
<td>Jennifer Park</td>
<td>Research and design focused on the practice of architecture and construction of architecture as generator of social interactions and mediator of disparate current cultures.</td>
</tr>
<tr>
<td>Alphonso Peluso</td>
<td>Award winning digital design practitioner. Current work is focused on small scale digital fabrication projects using parametric design tools. Fabrication equipment experience: CNC, 3D Printer and Laser Cutter.</td>
</tr>
<tr>
<td>Kerstin Puller</td>
<td>Structural systems, sustainable high-rise designs, new design possibilities with glass, explorative material workshops (glass, textiles, concrete), lightweight structures.</td>
</tr>
<tr>
<td>Name</td>
<td>Background and Specializations</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Christopher Rockey</td>
<td>Licensed as both an Architect and Structural Engineer; works to develop structural systems that further enhance architectural concepts.</td>
</tr>
<tr>
<td>John Ronan</td>
<td>Architectural design and the history/theory of material use in architecture and design.</td>
</tr>
<tr>
<td>Carol Ross Barney</td>
<td>Leads an internationally recognized design practice. Recent work includes government, education and transportation projects.</td>
</tr>
<tr>
<td>Thomas Roszak</td>
<td>Architectural design, construction, development, financing, marketing and management of commercial and residential real estate for the past twenty-four years with a development value in excess of $1 billion.</td>
</tr>
<tr>
<td>Andrew Schachman</td>
<td>Designs infrastructure and civic buildings, with specialty in cultural institutions. Awarded AIA and Driehaus in 2007, winner/finalist of international competitions.</td>
</tr>
<tr>
<td>George Schipporeit</td>
<td>Building sustainable new cities that use transit for all urban mobility and achieve minimum energy consumption with urban planning, responsive architecture, and advanced infrastructure technology.</td>
</tr>
<tr>
<td>Stephen Sennott</td>
<td>Editor and architectural historian teaching seminars in 20th-century American architecture and planning. Administrator and advisor in higher education and critical writing in the humanities.</td>
</tr>
<tr>
<td>Karla Sierralta</td>
<td>Leads small architecture and design studio focused on future cities, developing communities and site / user specific environments. Currently serves as Co-President of the Chicago Architectural Club.</td>
</tr>
<tr>
<td>Robert Smietana</td>
<td></td>
</tr>
<tr>
<td>Werner Sobek</td>
<td>Holistic evaluation of sustainability criteria, Lightweight and ultra-lightweight structures, Textile structures, Graded and ultra-light strength concrete, Façade technologies: Glass, e.g. switchable glass panes; Technologies for demountable and recyclable buildings.</td>
</tr>
<tr>
<td>Lynsey Sorrell</td>
<td>Monitoring young architects especially from underrepresented and disadvantaged groups.</td>
</tr>
<tr>
<td>Terry Surjan</td>
<td>Areas of expertise are: Digital Modeling &amp; Fabrication, Utopian Cities &amp; Communities and Parti Typologies; Research is on Historic Preservation.</td>
</tr>
<tr>
<td>Arthur Takeuchi</td>
<td>Continuing development of Space Problem, applied to multi-story buildings.</td>
</tr>
<tr>
<td>Andrew Tinucci</td>
<td>Associate at recognized design firm David Woodhouse Architects specializing in institutional and commercial facilities and recipients of over 10 AIA design awards.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Arthur Weir</td>
<td>Professional Project Management consultant with over 26 years of industry experience, representing Corporations, Developers and Lenders in the delivery of large, complex project/program types.</td>
</tr>
<tr>
<td>Catherine Wetzel</td>
<td>National award winning beginning design curriculums, 15+ years experience in MArch and BArch program development, research on integrative curriculums and collaborative teaching models, practicing architect.</td>
</tr>
<tr>
<td>Amanda Williams</td>
<td>Project and research focus explores the potential for art and architecture to act as catalysts for socially sustainable cities; recipient of a Joyce Foundation Scholarship.</td>
</tr>
<tr>
<td>Elizabeth Williams</td>
<td>Experienced undergraduate design educator and architect. Design work honored by American Wood Council and AIA Michigan.</td>
</tr>
<tr>
<td>Ross Wimer</td>
<td>Design Director at SOM. A wide range of project experience from airports to door hardware. Recent research and design of high-rise mixed-use buildings.</td>
</tr>
<tr>
<td>Jay Womack</td>
<td>Recognized internationally for his work in tall buildings and sustainable cities; tall building design; natural ventilation; sustainable vertical urbanism; skybridges; LCA analysis.</td>
</tr>
<tr>
<td>Antony Wood</td>
<td>Recognized internationally for his work in tall buildings and sustainable cities; tall building design; natural ventilation; sustainable vertical urbanism; skybridges; LCA analysis.</td>
</tr>
<tr>
<td>David Woodhouse</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments.</td>
</tr>
<tr>
<td>Amy Yurko-Nelson</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments.</td>
</tr>
</tbody>
</table>

End of F12-F13
<table>
<thead>
<tr>
<th>Name</th>
<th>Experience/Projects/Contributions</th>
<th>Courses (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequently presents on ASHRAE 90.1, Energy Conservation Codes, Energy Modeling, LEED and Integrated Design.</td>
<td>ARCH 502, ARCH 503, ARCH 505, ARCH 506, ARCH 507, ARCH 508, ARCH 509, ARCH 516, ARCH 520, ARCH 521, ARCH 541, ARCH 542, ARCH 543, ARCH 544, ARCH 545, ARCH 551, ARCH 552, ARCH 560, ARCH 561, ARCH 562, ARCH 563, ARCH 564, ARCH 566, ARCH 568, ARCH 590, ARCH 591, ARCH 592, ARCH 593</td>
</tr>
<tr>
<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. Walk/Talk: ongoing project, publications in 2012, 2013; essay included in Le Ville Est à Nous, 2011.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the contexts of art, architecture, education and community involvement.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Richard Blender</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning with a concentration in single and multi-family housing, primarily high-rise.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>David Brinninstool</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Thomas Brook</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Marshall Brown</td>
<td>Recognized scholar and practitioner in urban design. Recently worked on redevelopment of Navy Pier and master plan for Washington Park, Chicago.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Timothy Brown</td>
<td>Matrix: ARCH/BE, directs COA international programs, directs 2nd yr core studio, teaches advanced technology</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Rico Castro</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Monica Chadha</td>
<td>Work focused on healthcare and education in Haiti. Designed most advanced teaching hospital in post-earthquake Haiti, now in operation.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Joseph Clair</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Anne Clark</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Susan Conger Austin</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture.</td>
<td>Matrix for Faculty Credentials 4.3 - 43</td>
</tr>
<tr>
<td>Name</td>
<td>Current research on bringing large scale operational Landscape Architecture to the forefront of contemporary planning and design strategies in post-industrial Milwaukee</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jennifer Current</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Jill Danly</td>
<td>Expertise in: housing, community based design, and campus planning</td>
<td></td>
</tr>
<tr>
<td>Dirk Denison</td>
<td>Exact the areas of structural analysis and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability.</td>
<td></td>
</tr>
<tr>
<td>John Dellaire</td>
<td>Expert in the areas of structural analysis and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability.</td>
<td></td>
</tr>
<tr>
<td>Mahjoub Elnimeiri</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>Paul Endres</td>
<td>Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility.</td>
<td></td>
</tr>
<tr>
<td>Fiset Endres</td>
<td>X</td>
<td></td>
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<tr>
<td>Martin Felsen</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
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<tr>
<td>Craig Forneris</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
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<tr>
<td>Barbara Geiger</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
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<tr>
<td>Michael Glynn</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>David Greenberg</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>Evan Graven</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>Gregory Grassi</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>James Hal</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>Matthew Herman</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
<td></td>
</tr>
<tr>
<td>Thomas Hoef</td>
<td>Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form.</td>
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<th>Name</th>
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<tbody>
<tr>
<td>Colleen Humer</td>
<td>Researches foundations of Modernism, including Adolf Loos, and his relationship to</td>
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<td></td>
<td>Le Corbusier. Brings to studio discussion of the relationship of history to current</td>
</tr>
<tr>
<td></td>
<td>practice and education</td>
</tr>
<tr>
<td>Anthony Hurtig</td>
<td>Consulting architect for PHIUS (Passive House Institute) certified home in LaFol</td>
</tr>
<tr>
<td></td>
<td>illinois. One of a select few homes in the US that has achieved PHIUS certification.</td>
</tr>
<tr>
<td></td>
<td>Architect for historic restoration project: Degan Building and clock tower at 1770 W</td>
</tr>
<tr>
<td></td>
<td>Bertrand St. Chicago. 1997-2000</td>
</tr>
<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design</td>
</tr>
<tr>
<td></td>
<td>of sun tracking double skin facade for high-rises. Recent work on “Net Positive Tall</td>
</tr>
<tr>
<td></td>
<td>Building”.</td>
</tr>
<tr>
<td>Thomas Jacobs</td>
<td></td>
</tr>
<tr>
<td>Vincent James</td>
<td></td>
</tr>
<tr>
<td>Leslie Johnson</td>
<td>Expertise and recent research in foundation education and learning structures. MArch</td>
</tr>
<tr>
<td></td>
<td>thesis on experiential urbanism and the architectural implications of psychogeography</td>
</tr>
<tr>
<td>Kristin Jones</td>
<td>Practicing architect with project experience in housing, offices and schools. Recent</td>
</tr>
<tr>
<td></td>
<td>research on architectural education: Ph.D. dissertation on Visual Training at I.I.T.</td>
</tr>
<tr>
<td></td>
<td>in progress.</td>
</tr>
<tr>
<td>Michael Karpouzi</td>
<td>Graduated with honors and distinction in design. Professional work is primarily high-</td>
</tr>
<tr>
<td></td>
<td>rise, office, residential and mixed-use projects.</td>
</tr>
<tr>
<td>Thomas Kaems</td>
<td>Engaged in computational problems focused on the convergence of physical and digital</td>
</tr>
<tr>
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<td>environments; engineering software for custom tools to understand, create or</td>
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<tr>
<td></td>
<td>experience the built environment.</td>
</tr>
<tr>
<td>Sean Keller</td>
<td>Architectural history and theory, especially 1945 to the present; aesthetics of</td>
</tr>
<tr>
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<td>computational design; history of postwar monumentality; award winning critic of</td>
</tr>
<tr>
<td></td>
<td>contemporary architecture and art.</td>
</tr>
<tr>
<td>Stephen Köhler</td>
<td>Structural engineering of wood, concrete and steel structures, research into modeling</td>
</tr>
<tr>
<td></td>
<td>of complex structural systems and fabrication using digital models</td>
</tr>
<tr>
<td>Martin Klaassen</td>
<td>Recognized scholar in Sustainable &amp; Low-Thermal Design. CAF featured in 2005 and</td>
</tr>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Jeffery Klymson</td>
<td></td>
</tr>
<tr>
<td>Jackie Koo</td>
<td></td>
</tr>
<tr>
<td>Lukasz Kowalczyk</td>
<td></td>
</tr>
<tr>
<td>Robert Krawczyk</td>
<td>Over 30 years of experience in developing software application for architectural,</td>
</tr>
<tr>
<td></td>
<td>design, art, and engineering applications</td>
</tr>
<tr>
<td>Janet Krahlscari</td>
<td>Recent research in situations of Forced Migration around the globe and presentation</td>
</tr>
<tr>
<td></td>
<td>of subject in abstract painting. Expertise in drawing media, painting, color theory,</td>
</tr>
<tr>
<td></td>
<td>curating</td>
</tr>
</tbody>
</table>

Matrix for Faculty Credentials 4.3 - 45
<table>
<thead>
<tr>
<th>Name</th>
<th>expertise/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Kriegshauser</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also has a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>Eva Kultermann</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studios.</td>
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<tr>
<td>Peter Land</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Daniel Larkin</td>
<td>Research on restoration ecology, wetland ecology, and invasive plant biology, particularly in Midwestern ecosystems.</td>
</tr>
<tr>
<td>David Levine</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design.</td>
</tr>
<tr>
<td>Anthony Lobello</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have been building the course for 20 years. Wishing to build strong architects that give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
</tr>
<tr>
<td>John Lupinos</td>
<td>Manages the design and construction phases of complex, multi-phased projects such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and health care projects.</td>
</tr>
<tr>
<td>Harry Mallgrave</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design.</td>
</tr>
<tr>
<td>John Manaves</td>
<td>Founder of an architectural summer workshop in Berlin. Workshop designed and built on Tempelhofer Airfield in collaboration with UIC and Universität der Künste Berlin.</td>
</tr>
<tr>
<td>Mary Mattson</td>
<td>Recent professional work and research: Chicago Industrial Corridors Stormwater Study, Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation, 2020 stormwater design goals for the IIT Campus.</td>
</tr>
<tr>
<td>Robert McNulty</td>
<td>Experience includes 12+ years of medium-large scale, mixed-use, real estate developments in Chicago. This experience has provided the foundation and inspiration for the courses taught.</td>
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<td>Mark McKinney</td>
<td>Recent studies and research involved leveraging existing urban infrastructure to design more efficient food distribution networks and food pantry prototypes.</td>
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<td>Andrew Metter</td>
<td>Film critic, filmmaker, artist, writer for artists, museums and cultural institutions; research focus on the interactions of technology, mass media, and spatial experience.</td>
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Matrix for Faculty Credentials 4.3 - 46
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>Kinson Mills</td>
<td>Designs affordable housing for IHDA and custom residential focusing on historic preservation. Extensive experience in sustainable design in residential architecture and LEED for homes.</td>
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<td>Michael Mitchell</td>
<td>Highrise design, masterplanning, sustainable cities and buildings, product and furniture design.</td>
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<td>Award winning digital design practitioner. Current work is focused on small scale digital fabrication projects using parametric design tools. Fabrication equipment experience: CNC, 3D Printer and Laser Cutter.</td>
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<td>Kerstin Pulfer</td>
<td>Structural systems, sustainable high-rise designs, new design possibilities with glass, explorative material workshops (glass, textiles, concrete), lightweight structures.</td>
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<td>Position/Program/Research Focus</td>
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<tr>
<td>Arthur Weir</td>
<td>Professional Project Management consultant with over 26 years of industry experience, representing Corporations, Developers and Lenders in the delivery of large, complex project/program types.</td>
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<td>Catherine Wetzel</td>
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<td>Ross Wimer</td>
<td>Design Director at SOM; Wide range of project experience from airports to door hardware; Recent research and design of high-rise mixed-use buildings</td>
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<td>Antony Wood</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the Year award in September of 2011; She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments.</td>
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End of F12-F13
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<tr>
<th>Name</th>
<th>Background/Professional Summary</th>
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</thead>
<tbody>
<tr>
<td>Sachin Anand</td>
<td>15+ years of diversified experience in engineering, uniting artistry and analytics. Frequently presents on ASHRAE 90.1, Energy Conservation Codes, Energy Modeling, LEED and Integrated Design.</td>
</tr>
<tr>
<td>Anna Attali</td>
<td>Designs walks, maps, and lectures on experiencing the city. WalkTalk: ongoing project, publications in 2012, 2013; essay included in La Ville Est à Nous, 2011.</td>
</tr>
<tr>
<td>Brett Balogh</td>
<td>Artist and designer working in digital fabrication, interactivity, robotics, computing, electronics and immersive environments in the context of art, architecture, education and community involvement.</td>
</tr>
<tr>
<td>Richard Blinder</td>
<td>Principal of a 10-15 person design firm. Projects have included museum, commercial interiors and planning, with a concentration in single and multi-family focusing, primarily high-rise.</td>
</tr>
<tr>
<td>David Brininstool</td>
<td>Currently focusing on advanced architectural technologies and effects on design of buildings with a special emphasis on precast concrete building technologies and design and advanced curtain wall design and fabrication. Also focusing on integrated project delivery systems and methods and comprehensive building design education.</td>
</tr>
<tr>
<td>Thomas Brook</td>
<td>Recognized scholar and practitioner in urban design. Recently worked on redevelopment of Navy Pier and master plan for Washington Park, Chicago.</td>
</tr>
<tr>
<td>Jonathan Brooks</td>
<td>Marshall Brown</td>
</tr>
<tr>
<td>Marshall Brown</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
</tr>
<tr>
<td>Timothy Brown</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Steven Brubaker</td>
<td>Designed several large-scale, landmark urban buildings across the country in addition to his practice designing higher education buildings.</td>
</tr>
<tr>
<td>Rico Castro</td>
<td>Recognized expert in high performance building design, construction, and operation, specializing in K-12 and higher education, as well as energy generation and transmission system implementation.</td>
</tr>
<tr>
<td>Monica Chadha</td>
<td>Susan Conger Austin</td>
</tr>
<tr>
<td>Joseph Clair</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
</tr>
<tr>
<td>Anne Clark</td>
<td>Urban planning and policy experience with specialization in sustainable urban food systems including urban agriculture.</td>
</tr>
<tr>
<td>Rodger Cooley</td>
<td>Focus on educational reform, architectural design, and its impact on teaching and learning. Current collaborations with The Goodman Theater of Chicago with IIT’s Dept. of Math and Science Education.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Name</td>
<td>Current/Current research on bringing large scale operational Landscape Architecture to the forefront of contemporary planning and design strategies in post-industrial Milwaukee</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jennifer Current</td>
<td>Jill Danly: Expertise in: housing, community based design, and campus planning. John Delalva: Studied Urban Design with Colin Rowe at Cornell, lived decade in Germany integrating technology &amp; sustainability design - two AIA Design awards, Freehand Illustrator. Mahjoub Elrimeiri: Expert in the areas of structural analysis and applications of computer technology, contributed in developing and conducting research on the area of energy and sustainability. Paul Endres: Integrates structure and space into designs that transcend the traditional boundaries of architecture. Researches visual based stress engineering along with the history of form. Finel Endres: Teaches graduate studios with a focus on building technology and city design, urban infrastructures and social condensers, smart urban growth, and professional environmental responsibility. Martin Felsen: Flury and his students have designed and built numerous award-winning buildings in the US and internationally and are currently designing a library to be built in Ghana. Craig Forneris: Digital Design Proficiency in multiple B.I.M platforms. Scripting Knowledge of 3ds Max, AutoCAD, Revit, Rhinoceros. Extensive Energy Modeling and Simulation Expertise. Barbara Geiger: Nationally recognized scholar on Prairie style in landscape architecture; experienced in preservation work; in-demand lecturer and speaker. Michael Glynn: President of a design + build development company specializing in single family and multi – family residential projects located in Chicago's North Shore suburbs. David Greenberg: A leader in AEC industry technologies utilizing Building Information Modeling tools as a designer, general contractor, and owner. Gregory Grassetti: Acquiring properties to develop, design, and construct into single family and multi-family residences. James Hall: Experienced General Designer with several awards for Architectural Projects, Figure Drawing Artist. Matthew Herman: Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings, 19 AIA Awards from 1996-2012. Thomas Hoepf: Recognized in design of Federal + public projects (Justice, Aviation, Higher Education) with emphasis on major modernizations of mid-century buildings, 19 AIA Awards from 1996-2012. Martin Holland:</td>
</tr>
<tr>
<td>Name</td>
<td>Research Focus</td>
</tr>
<tr>
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</tr>
<tr>
<td>Kiril Ivanov</td>
<td>Energy efficiency and structural performance of tall buildings. Research and design of sun tracking double skin facade for high-rises. Recent work on “Net Positive Tall Building”.</td>
</tr>
<tr>
<td>Thomas Jacoby</td>
<td>Expertise and recent research in foundation education and learning structures. MArch thesis on experiential urbanism and the architectural implications of psychogeography.</td>
</tr>
<tr>
<td>Leslie Johnson</td>
<td>Practicing architect with project experience in housing, offices and schools. Recent research on architectural education. Ph.D. dissertation on Visual Training at IIT in progress.</td>
</tr>
<tr>
<td>Kirin Jones</td>
<td>Graduated with honors and distinction in design. Professional work is primarily high-rise, office, residential and mixed-use projects.</td>
</tr>
<tr>
<td>Michael Karofield</td>
<td>Engaged in computational problems focused on the convergence of physical and digital environments; engineering software for custom tools to understand, create or experience the built environment.</td>
</tr>
<tr>
<td>Thomas Kamara</td>
<td>Architectural history and theory, especially 1945 to the present; aesthetics of computational design; history of postwar monumentality; award winning critic of contemporary architecture and art.</td>
</tr>
<tr>
<td>Sean Keller</td>
<td>Structural engineering of wood, concrete and steel structures, research into modeling of complex structural systems and fabrication using digital models.</td>
</tr>
<tr>
<td>Jackie Koo</td>
<td>Over 30 years of experience in developing software application for architectural, design, art, and engineering applications.</td>
</tr>
<tr>
<td>Robert Krawczyk</td>
<td>Recent research in situations of Forced Migration around the globe and presentation of subject in abstract painting. Expertise in drawing media, painting, color theory, curating.</td>
</tr>
<tr>
<td>Janet Krzhalez-Placi</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Expertise/Activities</td>
</tr>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>John Kriegshauser</td>
<td>Expertise in furniture design and construction and professionally active in that field. Also a broad general knowledge of materials and fabrication techniques used in architecture and modeling.</td>
</tr>
<tr>
<td>Eva Kultermann</td>
<td>Publications focusing on integrating energy and resource efficient building technologies in architectural education, material and construction technologies, and emerging and sustainable materials. Research in community and service based projects in educational design studies.</td>
</tr>
<tr>
<td>Peter Land</td>
<td>Project design, research and interdisciplinary testing for a self-powered built environment with tall buildings and experimental structures shaped and equipped to generate electrical energy.</td>
</tr>
<tr>
<td>Daniel Larkin</td>
<td>Research on restoration ecology, wetland ecology, and invasive plant biology, particularly in Midwestern ecosystems</td>
</tr>
<tr>
<td>David Levine</td>
<td></td>
</tr>
<tr>
<td>Anthony Lobello</td>
<td>Recognized the purpose of Architectural Practice when a student at IIT and have been building the course for 20 years. Wishing to build strong architects that give back to the profession and the community in whatever they choose to do. Leading the profession through practice, AIA and strong organizations.</td>
</tr>
<tr>
<td>John Lupinos</td>
<td>Manages the design and construction phases of complex, multi-phased projects such as the AIC Modern Wing, Pritzker Pavilion, McCormick Place, educational and health care projects.</td>
</tr>
<tr>
<td>Harry Mallgrave</td>
<td>Internationally recognized scholar and writer, current research on implications of neuroscientific research for design</td>
</tr>
<tr>
<td>John Manaves</td>
<td>Founder of an architectural summer workshop in Berlin, Workshop designed and built on Tempelhof Airfield in collaboration with UIC and Universität der Kunst Berlin.</td>
</tr>
<tr>
<td>Mary Mattson</td>
<td>Recent professional work and research: Chicago Industrial Corridors Stormwater Study, Sustainable Urban Infrastructure Guidelines for Chicago Department of Transportation, 2020 stormwater design goals for the IIT Campus</td>
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<tr>
<td>Robert McAnulty</td>
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<td>Design Director at SOM; a wide range of project experience from airports to door hardware; Recent research and design of high-rise mixed-use buildings</td>
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<tr>
<td>David Woodhouse</td>
<td>X</td>
</tr>
<tr>
<td>Amy Yurko-Nelson</td>
<td>Founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments</td>
</tr>
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End of F12-S13
# 4.4 Faculty Resumes

## Faculty Roster, Spring 2013

The following resumes include the current faculty plus others who have taught courses in the F11-S12 and F12-S13 semesters.

### FULL-TIME

#### PROFESSORS
1. Wiel Arets
2. Dirk Denison
3. Mahjoub Elnimeiri
4. Robert Krawczyk
5. Peter Land
6. Harry Francis Mallgrave
7. Donna Robertson – LOA
8. John Ronan

#### ASSOCIATE PROFESSORS
9. Frank Flury
10. Eva Kultermann
11. Vedran Mimica
12. George Schipporeit
13. Arthur Takeuchi
14. Catherine Wetzel

#### ASSISTANT PROFESSORS (Tenure-track)
15. Marshall Brown
16. Sean Keller
17. Peter Osler
18. Christopher Rockey

#### STUDIO PROFESSORS
19. Ron Krueck

#### STUDIO ASSOC PROFESSORS
20. Thomas Brock
21. Tim Brown
22. Susan Conger-Austin
23. John Desalvo
24. Paul Endres
25. Martin Felsen
26. Thomas Kearns
27. Steve Kibler
28. Jonathan Miller
29. Kathleen Nagle
30. Richard Nelson
31. Alphonso Peluso
32. Paul Pettigrew
33. Benjamin Riley – LOA
34. Andrew Schachman
35. Antony Wood
36. Colleen Humer
37. Leslie Johnson
38. Mary Pat Mattson
39. Andrew Tinucci

### PART-TIME

#### MIES VAN DER ROHE ADJUNCT PROFESSOR
40. Werner Sobek

#### ADJUNCT PROFESSOR THESIS
41. Robert Babin

#### ADJUNCT PROFESSORS
42. Steven Brubaker
43. Barbara Geiger
44. Nancy Hamill-Governale
45. John Lupino
46. Andrew Metter/David Brininstool
47. Carol Ross Barney
48. Thomas Roszak
49. Robert Smietana
50. Terry Surjan
51. Ed Uhlir
52. Ross Wimer
53. Jay Womack
54. David Woodhouse

#### ADJUNCT ASSOC PROFESSORS
55. Sachin Anand
56. Richard Blender
57. Jonathan Brooke
58. Joseph Flanigan Clair
59. Jill Danly
60. Michael Glynn
61. Aaron Greven
62. Greg Grzeslo
63. Matt Herman
64. Thomas Jacobs
65. Martin Klaeschen
66. Jackie Koo
67. Janet Krebriel Pieracci
68. John Kriegshauser
69. John Manaves
70. Alessandro Paradiso
71. Kerstin Puller
72. Timo Schmidt
73. Stephen Sennott
74. Karla Sierralta
75. Amanda Williams
76. Betsy Williams
77. Arthur Wier

#### PART-TIME continue

#### ADJUNCT ASST. PROFESSORS
78. Anne Attali
79. Monica Chadha
80. Roger Cooley
81. Craig Forneris
82. David Greenberg
83. Kristin Jones
84. Jeffery Klymson
85. Lukasz Kowalczyk
86. David LeFevre
87. Daniel Larkin
88. Lynsey Sorrell

#### PART TIME PROFESSOR
89. Brett Balogh
90. Christine Carlyle
91. Rico Cedro
92. Ann Clark
93. Jennifer Current
94. Philip Enquist
95. Martin Holland
96. Anthony Hurtig
97. Kiril Ivanov
98. Michael Karlovitz
99. Kindon Mills
100. Mark McKinney
101. Mike Mitchell
102. Pat Natke
103. John Nelson
104. Brent Norsman
105. Carlo Parente
106. Jennifer Park

#### ASSOCIATE PROFESSOR EMERITUS
107. David Sharpe
108. San Utsunomiya
Sachin Anand, PE, LEED AP BD+C
Adjunct Associate Professor

Courses Taught
ARCH 403 Mechanical and Electrical Building Systems for Architects I (F11,F12)
ARCH 404 Mechanical and Electrical Building Systems for Architects II (S12, S13)

Educational Credentials:
MS Mechanical Engineering, Oklahoma State University, 1996
B Engineering - Mechanical, Delhi College of Engineering, India, 1994

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, College of Architecture, 2007-present

Professional Experience
Principal, dbHMS, Chicago, IL, 2006-present
Project Engineer, CCJM Engineers Ltd., Chicago, IL, 2001-2006
Engineer, B+A Engineers, Chicago, IL, 1997-2000

Licenses/Registration
Illinois

Selected Publications, Exhibits, and Recent Research
"Pipe Down" Consulting Specifying Engineer (March 2003)

Awards and Honors
ENR Midwest’s “Top 20 Under 40” Winner, 2011
Consulting Specifying Engineer “40 Under 40” Winner, 2009
38th Annual Engineering Excellence Merit Award (ACEC Illinois); Project: Hybrid House
57th Chicago Architect Annual Design Excellence Awards - Distinguished Building, Interior Architecture, Divine Detail; Project: Poetry Foundation
57th Chicago Architect Annual Design Excellence Awards - SustainABILITY Leadership; Project: Inspiration Kitchens
2008 Excellence in Engineering Award, ASHRAE Illinois Chapter; Project: Hybrid House
52nd Chicago Architect Annual Design Excellence Awards - Distinguished Building, Sustainable Design, and Divine Detail; Project: Gary Comer Youth
52nd Chicago Architect Annual Design Excellence Awards - Sustainable Design; Project: Christy Webber Landscapes’ Headquarters
FCEC Design Competition Winner, City of Chicago Department of Environment and State of Illinois; Project: Ford Calumet Environment Center

Professional Memberships
American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE)
U.S. Green Building Council (USGBC), Illinois
Wiel M. J. Arets
Professor, Dean

Educational Credentials
BArch, Technical University of Eindhoven, 1983

Teaching Experience
Dean of the College of Architecture, IIT, Chicago USA, 2012-2018
John and Jeanne Rowe Chair of Architecture, IIT, Chicago USA, 2012-2018
Professor of Building Planning and Design, UdK, Berlin DE, 2004–2012
Advisory Board of Princeton University, Princeton USA, 2004-2012
Guest Professor, Universidad Politécnica de Madrid ES, 2006-2012
Visiting Professor, Washington University, St. Louis USA, 2010
Guest Professor, RWTH Aachen University, Aachen DE, 2005
Mies van der Rohe Chair, ETSA Barcelona ES, 2000
Dean of the Berlage Institute, Rotterdam NL, 1995-2002
Berlage Chair of Architecture, TU Delft NL, 1995-2002
Visiting Professor, Columbia University, New York USA, 1991-1995
Guest Professor, Royal Danish Academy of Fine Arts, Copenhagen DK, 1994
Guest Professor, University of the Applied Arts, Vienna AT, 1994
Visiting Professor, Cooper Union, New York USA, 1991-1992
Visiting Professor, Berlage Institute, Rotterdam NL, 1991-1994
Docent Academie voor Bouwkunst, Amsterdam and Rotterdam NL, 1986-1989

Professional Experience
Wiel Arets Architects, Amsterdam NL, Berlin DE, Maastricht NL, Zürich CH, 1983-2013

Licenses/Registration
the Netherlands

Selected Publications, Exhibits, and Recent Research
Wiel Arets: Autobiographical References, Birkhäuser, 2012
STILLS: A Timeline of Ideas, Articles & Interviews, 010 Publishers, 2010
An Alabaster Skin, 010 Publishers, Rotterdam, 1992

Awards and Honors
Geurt Brinkgreve Bokaal, De Nieuwe Liefde, 2011
ContractWorld Award, V’ Tower, 2010
Amsterdam New Building Prize, Four Towers Osdorp
Dutch Design Award, Nomination, Hotel Zenden
Amsterdam Architecture Prize, Four Towers Osdorp, 2010
Good Design Award, Alessi Il Bagno d’Ot Washbasin, 2009
Good Design Award, Alessi Screw.it, Salt.it and Pepper.it, 2009
AIT Office Application Award, Utrecht University Library, 2007
BNA Kubus Award, 2006
Rietveld Prize, Utrecht University Library, 2006
Mies van der Rohe Award, Academy of Art & Architecture, 1994
Victor de Stuers Award, Academy of Art & Architecture, 1991
Edmund Hustinx Award, 1991
Rotterdam Maaskant Award, 1989
Charlotte Köhler Award, 1988
Victor de Stuers Award, Beltgens Fashion Shop, 1987

Professional Memberships
Royal Institute of Dutch Architects
Anne Attali, BA, MFA
Adjunct Assistant Professor

Courses Taught
ARCH 497 Special Projects - Urban Exploration in Paris (F11, S12, F12, S13)

Educational Credentials
Winner of the annual scholarship of the City of Paris/Parsons School of Design for studying at Parsons NY, 1987-1988

Teaching Experience
Lectures at Columbia University NY-Paris Program, 2012-present
Professor, Paris College of Art (Foundation department), Paris, 2009-present
Workshops conducted for UIC (European Study Abroad Program), in Chicago, Rome and Paris, 2002-07

Professional Experience
Various work on theater projects with Cecile Saint Paul Company. Paris, 2009-present

Selected Publications, Exhibits, and Recent Research
Assistant and actress in La Mécanique des Phénomènes, play directed by Cecile St Paul, Montreuil, January 2013.
Walk-Talk – Collaborative project with Chloe Briggs (in Speciale Z architecture magazine n°4, 2012, and in A Journey through shared spaces, Charlotte Moth, published by the Palais de Tokyo, 2013)
Willie est Willie, picture book created with Marie Van Roey (text from Gertrude Stein), Esperluète publishing company, 2010.

Awards and Honors
Artist in residence (“prix de Rome”) at the Villa Medici (French Academy) in Rome, 1996-1997
Robert Babbin, AIA
Adjunct Thesis Professor

Courses Taught
MS Thesis Advising
PhD Thesis Advising

Educational Credentials
MArch, University of Illinois, 1979
BArch, Illinois Institute of Technology, 1952

Teaching Experience
Adjunct Thesis Professor, Illinois Institute of Technology, 2004-present
Assistant Professor, University of Illinois, Champaign/Urbana, 1976-1978

Professional Experience
Founder and CEO of Babbin & Assoc., Inc., Architects, Planners and Real Estate Developers 1953-2002

Licenses/Registration
Illinois 1953 – 2004

Selected Publications, Exhibits, and Recent Research
Committee Chairman: Proposed Advanced Computational Research Laboratory.
Committee Chairman: Master of Integrated Building Delivery Curriculum.
“Automation in Architectural Practice”, 1982
"An Affordable Approach to Computerization" -- 14th Computer Aided Design Conference, New Orleans
"Building Dynamic Communities" -- Loyola University (co-author John Pembroke.)
Exhibitions of Digitally Manipulated Photo Images: Schneider Gallery, Chicago; M Studio and North Tahoe Art Center, Lake Tahoe.

Awards and Honors

Professional Memberships
The American Institute of Architects
National Association of Professional Photographers
Brett Ian Balogh
Part Time Professor, Assistant Manager, Materials Lab

Courses Taught
ARCH 125 Introduction to Architectural Computing (S13)
ARCH 226 Computer-Aided Design in Practice (F12)
ARCH 433 Introduction to Digital Fabrication (F11, F12)
ARCH 435 Digital Fabrication (S13)

Educational Credentials
MFA, The School of the Art Institute of Chicago, 2007
BA, The University of Pennsylvania, 1999
Certification in CNC Operations and Programming, Camden County College, 1998

Teaching Experience
Part Time Professor, Illinois Institute of Technology, 2008-Present
Part Time Instructor, The School of the Art Institute of Chicago, 2007-Present
Part Time Instructor, Ox-Bow School of Art and Artist Residency, 2010

Professional Experience
Assistant Manager, Materials Lab, IIT College of Architecture, 2007-Present
Coordinator, Manufacturing Technologies Lab, University of Pennsylvania, 2000-2005
Coordinator, Advanced Chemical Processes Lab, University of Pennsylvania, 2000-2005

Selected Publications, Exhibits, Performances
'Local Area Networks', Gallery Project, Ann Arbor, MI, 2012
'All that is Solid Melts into Air', Radia Independent Radio Network, 2011
'Noospheric Translations', Illinois State University Normal, 2011
'Diastic Composition for FM Radio', P.P.O.W., NYC, 2010
'Inflorescence', Green Sound, San Francisco, 2010
'Noospherium', Devotion Gallery, NYC 2010
'Invisible Cities', Gallery Project, Ann Arbor, MI 2010
'Chora', International Computer Music Conference, NYC 2010
'Chora', Hyde Park Arts Center, Chicago, 2010
'Chora', Experimental Sound Studio, Chicago, 2009
'Invisible Cities', Museum of Contemporary Art, Chicago, 2009
'Spurious Landscapes', Pritzker Pavilion, Chicago, 2009
'Chora', Diapason Gallery, NYC

Awards, Honors, Grants
Community Arts Assistance Program Grant, 2010
Met Life Creative Connections Grant, 2010
Faculty Enrichment Grant, The School of the Art Institute of Chicago, 2010
free103point9 AIRtime Fellowship Grant, 2010
free103point9 Distribution Grant, 2010

Professional Memberships
College Art Association
James W. Baird, FAIA
Adjunct Professor

Courses Taught
ARCH 543 Structurally Determinant Project (F11, F12)

Educational Credentials:
MArch, University of Illinois at Champaign-Urbana 1978
BArch, University of Illinois at Champaign-Urbana 1976

Teaching Experience
Teaching Assistant, University of Illinois Champaign/Urbana 1976-1978

Professional Experience
Holabird & Root 1982-present
Cesar Pelli and Associates 1980-1982
Kevin Roche, John Dinkeloo & Associates 1978-1980

Licenses/Registration

Exhibits
Holabird & Root / 1880-2005 125 Years of Practice
Archicenter John Buck Gallery, July-October, 2005

Awards and Honors
Beloit College Science Facility, 2009 AIA Chicago Design Excellence Award
Grinnell CERA Field Station, 2006 Environmental Design + Construction Excellence in Design, 2007 AIA Chicago Sustainable Design Award
EIU Booth Library, 2002 AIA Interior Architecture Award
UW of Milwaukee SARUP, 1995 AIA Chicago Distinguished Building Award
Illinois Bell Switching Station, 1991 AIA Chicago Devine Detail Award
U of C Physics Building, 1984 Progressive Architecture Design Award, 1986 AIA Chicago Distinguished Building Award
Young Architects Award, 1991 AIA Chicago

Professional Memberships
The American Institute of Architects, 1990 to present
Elected to the AIA College of Fellows, 2006
David Brininstool, AIA
Adjunct Professor

Courses Taught
ARCH 418, 420 Architecture Studio VIII, X (S13)
ARCH 543 Structurally Determinant Project (F11, F12)

Educational Credentials
MArch, University of Michigan, 1976
BS, University of Michigan, 1974

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 1998-present

Professional Experience
Principal, Brininstool + Lynch, Ltd Chicago, 1989-present
Pappageorge + Haymes Chicago, 1984-1988
SOM Chicago, 1980-1984

Licenses/Registration

Awards and Honors
Chicago Athenaeum, 1993

Professional Memberships
The American Institute of Architects, Chicago past Vice President and Director
Council on Tall Buildings and Urban Habitat
Society of College and University Planning
Thomas E. Brock, AIA
Studio Associate Professor, Director MIBD Program

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 509 Topics in Advanced Technology (F11, F12, S13)
ARCH 544 Comprehensive Building Project (S12, S13)
ARCH 564 Comprehensive Opportunity Assessment & Entrepreneurship Dev. Proj. (F11, S12, F12, S13)
ARCH 566 Entrepreneurial Design – Sector Case Study (F11, S12, F12, S13)
ARCH 590 Special Research & Thesis Development (F11, F12)
ARCH 591 Research & Thesis M.S. (F11, S12, F12, S13)
ARCH 593 Master’s Project (S12, S13)

Educational Credentials
MArch, University of Pennsylvania, 1990
BArch, University of Cincinnati, 1986

Teaching Experience
Associate Studio Professor, Illinois Institute of Technology, Chicago, 2003-present
Adjunct Professor, Illinois Institute of Technology, Chicago, 1999-2002
Adjunct Professor, University of Wisconsin, Milwaukee, 1997-1998
Adjunct Professor, Miami University, Oxford, Oh, 1993-1995

Professional Experience
Principal, Tom Brock Architect, PC, Chicago, 2000-present
Principal, Douglass & Brock, Chicago, 1996-1999

Licenses/Registration
Illinois 1996 to present

Selected Publications, Exhibits, and Recent Research
Exhibit: Chicago is a Community Garden, Chicago Cultural Center. Exhibited designs for Bubbly Dynamic’s “Recycled Green Roof” project and the “Urban Barn” prototype.
“Updating the Miesian Curriculum” published in the proceedings of the 2007 BTES Symposium, College Park, MD

Awards and Honors
Four-time recipient of PCI Studio Grant (F08, F09, F10, F11) totaling $87,400.
PCI Young Educator Award, 2010

Professional Memberships
The American Institute of Architects, Chicago Committee on High Rise Buildings
Marshall Brown, AIA
Assistant Professor

Courses Taught
ARCH 418, 420 Architecture Studio VIII, X - Monumentality: Urbanism, Architecture, and the Barack H. Obama Presidential Library (S13)
ARCH 520 Principles of Urban Planning and Design (F11, Su12, F12)
ARCH 545 Community Based Building Project (F11, F12)

Educational Credentials
MArch, Harvard University, 2000
MAUD, Harvard University, 2000
BA in Architecture, Washington University, Saint Louis, 1995

Teaching Experience
Assistant Professor, Illinois Institute of Technology, 2008-present
Assistant Professor, University of Cincinnati, 2005-2008

Professional Experience
Principal, Marshall Brown Projects, Inc., 2011-present
Co-director and Founder, NEW PROJECTS, 2012-present
Smithsonian National Museum of African American History and Culture Competition, 2009
Founder and Director, Atlantic Yards Development WorkShop, New York, 2004-present
Project Designer, Pentagram Architecture, New York, 2003-05
Project Designer, Davis Brody Bond LLP, Architects and Planners, New York, 2001-03

Licenses/Registration
Illinois 2011 to present

Selected Publications, Exhibits, and Recent Research
A Concept for Future Development - Museum of Contemporary Art, Detroit, 2012
The Unseen City: Designs For A Future Chicago - Chicago Architecture Foundation, 2012

Awards and Honors
Saarinen Architecture Fellow, Cranbrook Academy of Art, 2010-11
Distinguished Alumni Award, Washington University Department of Architecture, 2011
MacDowell Colony, New Hampshire, NEA Fellow, 2010
ACSA/AI/AS New Faculty Teaching Award, 2010
Boston Society of Architects Rotch Traveling Studio Grant $20,000, 2008
Ronald M. Druker Traveling Fellowship, Harvard University GSD $20,000, 2000

Professional Memberships
The American Institute of Architects
Journal of Architectural Education Editorial Board
Timothy B. Brown, AIA, ALA, CSI
Studio Associate Professor, Director Second Year Studio, Director of International Affairs

Courses Taught
ARCH 201 Architecture Studio III (F11, F12)
ARCH 202 Architecture Studio IV (S12, S13)
ARCH 468 Drawing from Travel (Su12)
ARCH 497 Special Projects - Italian Architecture (Su12)
ARCH 497 Special Projects - Seeing Mies (S13)
ARCH 509 Topics in Advanced Technology (F12)

Educational Credentials
MArch, University of Illinois at Chicago, 1990
BS Design, Clemson University, 1985

Teaching Experience
Associate Studio Professor, Illinois Institute of Technology, 1990-present

Professional Experience
Principal, Tim Brown Architecture, Paris, Chicago, Asheville, 2003-present
Principal, Black Bag Design, Chicago, 1989-1996
Intern, John Rogers Associates, Asheville, 1985-1986

Licenses/Registration
Illinois 1993, North Carolina 2011, all to present

Professional Memberships
American Institute of Architects
Vice President, American Institute of Architects Chicago Foundation
Director, American Institute of Architects Chicago Foundation
Honors and Awards Committee, American Institute of Architects Chicago
Association of Licensed Architects
Construction Specifications Institute
Building Enclosure Council
President, Chicago Architectural Club
Board, Chicago Architectural Club
US Green Building Council – Illinois Chapter
Western North Carolina Green Building Council
Timber Framers Guild
Steven H. Brubaker
Adjunct Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)

Educational Credentials
MArch, Harvard University, Graduate School of Design, 1975
BS Mathematics, University of Illinois, 1968

Teaching Experience
Adjunct Professor of Architecture, Illinois Institute of Technology, Chicago, 2004 - 2013
Ruth and Norman Moore Visiting Professor of Architecture, Washington University in St. Louis, Fall 2003

Professional Experience
Owner, Brubaker, 2004-Present
Design Principal, Hellmuth Obata + Kassabaum, 1981-2003

Selected Publications, Exhibits, and Recent Research
America’s Center Expansion and Edward Jones Dome, pp. 76 - 78; Anaheim Convention Center Expansion, pp. 73,80,81; Indiana Convention Center Renovation and Expansion p. 82,83; Fort Worth Convention Center Expansion, p. 84; Thomas F. Eagleton U.S. Courthouse, pp. 96 - 98; Federal Reserve Bank of Cleveland Headquarters and Operations Center, p. 99; Hellmuth, Obata + Kassabaum: Selected and Current Works, the Master Architect Series Revisited; The Images Publishing Group Pty Ltd, 2002 Thomas F. Eagleton United States Courthouse, St.Louis, Missouri; a U.S. General Services Administraton publication, 2000
Indiana Convention Center Renovation and Expansion, p. 73; America’s Center Expansion and Trans World Dome, pp. 76 - 79; Anaheim Convention Center Expansion, pp.80,81; Thomas F. Eagleton U.S. Courthouse, pp. 96 - 99; Hellmuth, Obata + Kassabaum: Selected and Current Works, the Master Architects Series IV; The Images Publishing Group Pty Ltd, 1998

Awards and Honors
AIA St Louis, Design Honor Award, Kent County Courthouse, Grand Rapids, Michigan, 2004
AIA Michigan, Design Honor Award, Kent County Courthouse, Grand Rapids, Michigan, 2003
AIA St.Louis, Design Honor Award, Technology Building, College of Lake County, Grayslake, Illinois,2002
AIA St.Louis, Design Honor Award, Convention Center, Anaheim, California, 2001
AIA St.Louis, Design Honor Award, Federal Reserve Bank Addition and Renovation,Cleveland,Ohio,2001
AIA Indiana, Design Honor Award, Indiana Convention Center, Indianapolis, Indiana, 1994
AIA Dallas, Design Honor Award, The Forum, San Antonio, Texas, 1984
Joseph F. Clair, P.E., LEED AP
Adjunct Associate Professor

Courses Taught
ARCH 403 Mechanical and Electrical Building Systems for Architects I (F11,F12)
ARCH 404 Mechanical and Electrical Building Systems for Architects II (S12, S13)
IPRO 497 Developing a Retail Corridor Development Tool (S13)
IPRO 497 UFlexLabIIT: Undergraduate Flexible Research Lab Space at IIT (S13)

Educational Credentials
MS Mechanical Engineering, Illinois Institute of Technology, 1995
BS Mechanical Engineering, University of Notre Dame, 1992

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, 2010-present
Adjunct Faculty, Robert Morris College, 1994-1995, 1999
Adjunct Faculty, Moraine Valley Community College, 1998

Professional Experience
Director of Campus Energy and Sustainability, Illinois Institute of Technology, 2008-2012
Managing Engineer, Chicago Public Schools, 2005-2008
Senior Associate, Primera Engineers, Ltd., 2002-2005
MEP Coordinator, Henry Bros. Construction Management, 1999-2002
Engineer, Control Engineering Corp., 1994-1999

Licenses/Registration
Illinois 2011 to present
Certified Master Instructor, Green Building Professionals (GPRO) Training Program

Selected Publications, Exhibits, and Recent Research
Shahidehpour, Clair, A Functional Microgrid for Enhancing Reliability, Sustainability, and Energy Efficiency, (Electricity Journal, October 2012)
We Can’t Afford It: How decision-making requires viewing all economic factors, (University of Illinois Green Apple Day of Service, September 2012)
Arastoopour, Shahidehpour, Clair, IIT Campus as a Sustainability Living Laboratory for Education and Research for Students, (ASEE 2012 Conference, June 2012)

Professional Memberships
US Green Building Council – Illinois Chapter
National Speakers Association
Ann F. Clark, ALA, LEED AP
Part Time Professor

Courses Taught
ARCH 545 Community Based Building Project - Architecture in Developing Countries (F12)
ARCH 418, 420 Architecture Studio VIII, X - Architecture in Developing Countries (S13)

Educational Credentials
MArch, University of Illinois at Chicago, 1988
MArch, first year of three year program, University of Pennsylvania, 1985-1986
BA, Duke University, German/Economics, 1982

Teaching Experience
Part Time Professor, Illinois Institute of Technology, Chicago, 2012-2013

Professional Experience
Principal, Owner, Ann Clark Architects LLC, 2102 - present
Principal, Managing Partner, Nicholas Clark Architects Ltd., 1990 – 2012
Project Manager, Tigerman McCurry Architects, Ltd., 1989 - 1990
Intern/Project Manager, Dotson & Darr Architects, 1988 - 1989

Licenses/Registration
Illinois 1992 to present

Awards and Honors
Silver Award, Association of Licensed Architects, 2008
Merit Award, Association of Licensed Architects, 2002
Award of Excellence, Illinois Council of Society of Registered Architects, 1999
AIA Design Excellence Awards, Citation of Merit 1999

Professional Memberships
Association of Licensed Architects (ALA)
US Green Building Council (USGBC)
Susan Conger-Austin, AIA  
Studio Associate Professor, Director of the Master’s Project Studio

Courses Taught
ARCH 545 Community Based Building Project (F11, F12)  
ARCH 588 Master’s Project (S12, S13)  
ARCH 593 Thesis Preparation Seminar (F11, F12)

Educational Credentials
MArch, Princeton University  
BA, Stanford University, Economics, Art History, Double Major

Teaching Experience
Studio Associate Professor, Illinois Institute of Technology 2010-Present  
Visiting Professor, International Design Workshop, Universidad Mayor, Santiago, Chile, Summer 2010-2013  
Adjunct Professor, University of Wisconsin-Milwaukee, 2012  
Visiting Professor, Post Graduate Seminar, Escola da Cidade, Sao Paolo, Brazil, Fall 2011  
Assistant Professor, Illinois Institute of Technology, 2003-2010  
Studio Professor, Illinois Institute of Technology, 1993-2003

Professional Experience
Founder, Principal, S Conger Architects LLC, 2002-present  
Founder, Principal, STL Architects, 1996-2002  
Founder, Principal, Susan Conger-Austin Architect, 1993-1996  
Associate Partner, Studio Head, Skidmore, Owings and Merrill, Chicago, Boston 1983-1993

Licenses/Registration
Illinois 1988 to present

Selected Publications, Exhibits, and Recent Research
“Architecture, Territory and Forces of Nature”, Publication from Taller Internacional Escuela de Arquitectura Universidad Mayor, 2010, Santiago, Chile  
“Burnham 2.0” Exhibit, Chicago, Illinois, Chicago History Museum, in collaboration with the Chicago Humanities Festival, 2008, 2009

Awards and Honors
Fulbright Senior Specialist Grant to teach in Santiago, Chile Universidad Mayor, 2008  
Association of Collegiate Schools of Architecture, Architectural Education Awards, Faculty Design, 2010  
Richard H. Driehaus Foundation - $45,000 grant for studio-based design research on education, 2010-2012

Professional Memberships
The American Institute of Architects
Rodger Cooley
Adjunct Assistant Professor

Courses Taught
ARCH 597 Urban Agriculture (F11)
IPRO 314 U Farm IIT (S12, Su12, F12, S13)

Educational Credentials
MUPP, Masters of Urban Planning and Policy, University of Illinois at Chicago, 2006
BA, Oberlin College, 1995

Teaching Experience
Adjunct Assistant Professor, Illinois Institute of Technology, 2010-present

Professional Experience
Midwest Program Manager, USA Senior Policy Specialist, Heifer International, 2000-09
Executive Director, International Network for Urban Agriculture, 2011-curent
Jennifer Current
Part Time Professor

Courses Taught
ARCH 543 Community Based Building Project (F12)

Educational Credentials
MLA, University of Pennsylvania, 2007
BS Landscape Architecture, University of Wisconsin Madison, 2004

Teaching Experience
Adjunct Assistant Professor, University of Wisconsin Milwaukee, 2012-Present
Part Time Professor, Illinois Institute of Technology, Fall 2012

Professional Experience
Landscape Architect, Project Manager, Vogt Landschaftsarchitekten, Zurich, Switzerland, 2007-2011
Dirk S. Denison, FAIA
Professor, MS Thesis Director

Courses Taught
ARCH 545 Community Based Building Project (F11, F12)
ARCH 590 Specialized Research and Thesis Development (F11, SU12, F12)
ARCH 591 Research and Thesis (F11, S12, F12, S13)
ARCH 593 Master’s Project (S12, S13)
ARCH 597 Special Problems - Housing Seminar (F12)
ARCH 597 Special Problems - Research (F12, S13)

Educational Credentials
MArch, Harvard Graduate School of Design, 1985
MBA, Illinois Institute of Technology, 1985
BArch, Illinois Institute of Technology, 1983
Diploma, Cranbrook School, 1975

Teaching Experience
Professor, Illinois Institute of Technology, Chicago, 2012 to present
Associate Professor, Illinois Institute of Technology, Chicago, 1987 to 2012

Professional Experience
Principal, Dirk Denison Architects, Chicago, 1990 to present
Principal, Illinois Institute of Technology Architects, Chicago, 1990 to 1996
Senior Project Architect, Himmel Bonner Architects, Chicago, 1985 to 1990
Associate Architect, A.S. Takeuchi Architect, Chicago, 1985
Intern, Holabird and Root, Chicago, 1983
Intern, Woerner and Partner Architects, Frankfurt, Germany, 1982
Intern, Skidmore, Owings & Merrill, Chicago, 1981
Intern, Smith Hinchman and Drylls, Detroit, 1978 to 1980

Licenses/Registration

Selected Publications, Exhibits, and Recent Research
Dirk Denison Architects has been recognized in multiple publications at the national and international levels, including Architectural Digest, Interior Design, Progressive Architecture, Global Architecture, Style, Elle Décor, Chicago Magazine, and the Chicago Tribune.

Awards and Honors
National AIA Housing Award: Single Family Residence, 2012
IIT Alumni Award: Professional Achievement, 2011
Grand Prize Winner, Gold Key Award, Excellence in Hospitality Design: Restaurants – Fine Dining, 2008
Chicago AIA Distinguished Building Award, 2006
Fellow, American Institute of Architects, 2005
Westchester NY AIA Design Award: First Honor, 2004
Chicago AIA Distinguished Building Award, 2004

Professional Memberships
The American Institute of Architects, Fellow
The American Institute of Architects, Chicago Chapter, Member
City of Chicago, Mayor’s Committee on Design Innovation, Member
City of Chicago, Mayor’s Parks and Open Spaces Advisory Committee, Member
Cranbrook Academy of Art, National Advisory Council, Member
John DeSalvo, AIA, Dipl. Arch-Berlin
Associate Studio Professor, Director of Graduate Admissions

Courses Taught
ARCH 418, 420 Architecture Studio XIII, X (S13)
ARCH 417, 419 Architecture Studio VII, IX (F11)
ARCH 468 Drawing From Travel - Berlin Program (Su11, Su12)
ARCH 497 Special Projects - Free Hand Rendering Techniques (F11, F12)
ARCH 543 Structurally Determinant Project (F11, F12)
ARCH 509 Topics in Advanced Technology (Su11, Su12)

Educational Credentials:
MArch in Urban Design, minor in Business Management, Cornell University, 1987
BArch, Cornell University, Ithaca, New York, 1985
Cornell Study Abroad Program, Scandinavia, 1984
BS Architecture, University of Illinois, Champaign-Urbana, 1983

Professional Experience
Founder/Owner, John DeSalvo Design, Chicago, 2007-present
Associate Principal, Booth Hansen Architects, Chicago, 2006-2007
Associate Principal, Murphy/Jahn Architects, Chicago/Berlin, 1996-2006
Intern Architect, Skidmore, Owings and Merrill, Chicago/London, 1988-1990

Professional Registration
Illinois 1996 to present
Member of the German Architektenkammer/Association

Publications
Dwell Magazine, “Come Sail Away”, featured home design, Michigan City, June Issue 2011
Arch-Daily, Michigan City Retreat Home, featured in on-line magazine, September 2011
Architizer, Architecture Website/ Blog- Retreat house published on-line, September 2011
AECafe.com, on-line magazine, Retreat House design published on-line October 2011
Nya Rum Magazine, Swedish design and architecture magazine, Stockholm, October 2011
Skyline Chicago-Michigan, Guidebook to the Magnificent Mile 1999

Awards and Honors
Juror AIA Awards - Chicago Chapter, 2012
AIA Chicago Honor Award- Small Projects Award, Retreat Home, 2011
First Place, Chicago Tribune Innovative Kitchen Design Award, 2006

Professional Memberships:
The American Institute of Architects.
Mahjoub M. Elnimeiri, PhD
Professor, Director of PhD in Architecture Program

Courses Taught
ARCH 488 Long-Span and Special Structures (S13)
ARCH 489 Structural Systems for Tall Buildings and Long-Span Structures (F11, F12)
ARCH 597 Special Problems (F11, S12, F12, S13)
ARCH 601 Doctoral Methodology Pre-Seminar (S12)
ARCH 691 Doctoral Research (F11, S12, F12, S13)

Educational Credentials
PhD Structural Engineering and Structural Mechanics, Northwestern University, USA, 1974
BS Civil Engineering, University of Khartoum, Khartoum, Sudan, 1963

Teaching Experience
Professor and Director of PhD in Architecture Program, Illinois Institute of Technology, 1996-present
Professor, Illinois Institute of Technology, College of Architecture, Chicago, 1990-1995

Professional Experience
Chairman, CECi plus, Chicago, 1991-present
Associate Partner & Senior Structural Engineer, Skidmore, Owings and Merrill LLP, Chicago, 1979-1990

Licenses/Registration
Licensed Professional Engineer (PE) Wisconsin 1978 to present

Selected Publications, Exhibits, and Recent Research
Several papers on sustainable design at the International Conference and journals including-
Hatice Sozer, Raymond J. Clark, Mahjoub Elnimeiri, ‘Applying traditional architectural rules for energy efficiency and lateral structural stiffness to an 80 story tower’, Energy, Volume 36, Issue 8, August 2011, Pages 4761-4768
Awarded several funding for research project on energy efficient building design including-
Principal investigator, Fenestration Guidelines for Energy Efficient Facades in Commercial Buildings, a research fund from Wanger Institute for Sustainable Energy Research (WISER), 2011- 2012
Project advisor, Theory and Computer Science (TCS) Building Energy Simulation, Argonne Nation Laboratory and Illinois Institute of Technology, 2010-2012

Awards and Honors
Keynote Speaker at Houston Structural Engineers Convention, 2008
IPRO Recognition Award for Exceptional Team Performance (IPRO314: The Art of Wind Power), IIT 2007
Outstanding Achiever Annual Recognition Award, YMCA of Metropolitan Chicago, 1990
State-of-the-Art of Civil Engineering Award for the paper on structural serviceability, ASCE, 1988
Certificate of Honor for One Magnificent Mile project, Structural Engineers Association of Illinois, 1984

Professional Memberships
American Society of Civil Engineers, since 1977, Editorial Board of Structural Design of Tall and Special Buildings journal since 2007, Earthquake Engineering Research Institute, International Association for Bridge and Structural Engineering, International Association for Shell and Spatial Structure, Steering Committee for Council of Tall Building and Urban Habitat, Editorial Board of International Journal of Sustainable Building Technology and Urban Design Development, since 20010, Advisory Board of International Journal of Building, Urban, Interior and Landscape Technology (BUILT), since 20011
Paul D. Endres, FAIA, SE, PE, LEED GA
Studio Associate Professor

Courses Taught
ARCH 486 Structures II: Design of Wood and Steel (F12, S13)
ARCH 497 Special Projects - Detailing in Complex Digital 3D Forms (F11)
ARCH 543 Structurally Determinant Project (F11, F12)
ARCH 593 Master's Project (S12, S13)
ARCH 597 Special Problems - History of Structural Integration (S12, S13)
ARCH 597 Special Problems - 3D Structural Design (S13)

Educational Credentials
MArch, University of California, Berkeley, 1994
MS Structural Engineering, Mechanics and Materials, University of California – Berkeley, 1991
BS Civil Engineering, University of Illinois at Urbana-Champaign, 1984

Teaching Experience
Studio Associate Professor, Illinois Institute of Technology, 2011-present
Victor A. Morgenstern Chair, Illinois Institute of Technology, 2009-2010
Adjunct Professor, Illinois Institute of Technology, 2005-2008

Professional Experience
Principal, Endrestudio, Emeryville, CA, 2011-present
Principal, Endres Ware Architects Engineers, Berkeley, CA, 1996-2011
Principal, Paul Endres Consulting Engineers, Berkeley, CA, 1994-1996
Engineer, Lawrence Fowler & Associates, Walnut Creek, CA, 1992 and 1994
Consulting Architect & Engineer, Don Mill Architect, Point Richmond, CA, 1993
Senior Structural Engineer, Anchor Engineering, Naples, FL, 1989-1990
Assistant Engineer, Boyle Engineering Company, Fort Myers, FL, 1987-1989
Service Engineer, Babcock and Wilcox Inc., Chicago, IL, 1985-1987

Licenses/Registration

Selected Publications and Exhibits
Metropolitan Museum of Art (New York) P.S.1: Young Architects Program, 2007
Carnegie Museum of Art (Pittsburgh, PA): West End Bridge Competition, 2007

Awards and Honors
MoMA PS1 YAP Runner-Up (in collaboration with UrbanLab and Method Design), 2012
MoMA PS1 YAP Competition Winner, 2007
West End Bridge Competition Winner, 2007
AIA East Bay Exceptional Residential: Bay Area Regional Design Awards, 2004
AIA East Bay Design Awards, 2003

Professional Memberships
American Architectural Manufacturers Association
The American Institute of Architects, Fellow
American Society of Civil Engineers
American Wood Council
Structural Engineers of Northern California
Martin Felsen, AIA
Studio Associate Professor

Courses Taught
ARCH 545 Community Based Building Project (F11, F12)
ARCH 593 Master's Project (S11, S12, S13)
AURB 465 Principles of Urbanism (F12, S13)
CRP 465 Ecological Basis of Urban Planning (F11)

Educational Credentials
BArch, Virginia Polytechnic Institute and State University, 1991
MS Advanced Architectural Design, Columbia University, 1994

Teaching Experience
Studio Associate Professor, IIT, Chicago, 1996-present

Professional Experience
Principle Architect, UrbanLab, Chicago, 2000-present

Licenses/Registration
Illinois 2002, New York 2001, all to present

Selected Publications
“Salt-Burbs,” in Making a Case (306090 Books, Volume 14, 2011)
“Growing Water,” in Infrastructure as Architecture: Designing Composites (Jovis Verlag GmbH, 2010)
“Green Infrastructure,” in Infrastructure and the Future” (Northeastern University, 2010)
“Too Big to Fail,” in Flip Your Field (ASCA and University of Illinois at Chicago, 2010)
“Chicago Growing Water,” in Water / Craft, (Kent State University, 2010)
“Researching Growing Water,” in Implications (Volume 6, Issue 6, University of Minnesota, 2008)
“Field Theory, Netsch’s Design Methodology,” in Walter A. Netsch (Northwestern University Press, 2008)

Awards
Venice Biennale Exhibitor, Common Ground, 2012
AIA Chicago Small Project Award, Citation of Merit, 2012
AIA Chicago Regional & Urban Design Honor Award, 2011
AIA Chicago Interior Architecture Honor Award, 2010
The Buckminster Fuller Challenger, Honorable Mention, 2010
Emerging Voices Lecturer, sponsored by the Architectural League, 2010
AIA Chicago Distinguished Building Award, 2009
AIA Chicago Urban Design Award, 2009
Latrobe Prize, Sponsored by the American Institute of Architects (AIA) College of Fellows, 2009
AIA Chicago Unbuilt Design Award, 2008
Excellence in Education Award, sponsored by the American Institute of Architecture Students, 2008
Dubin Family Young Architect Award, sponsored by AIA Chicago, 2007
AIA Chicago Divine Detail Award, 2007
City of the Future Competition National Grand Prize Winner sponsored by The History Channel 2007
NSF Research Grant, Procedural Modeling of Urban Activity and Form, Budget: $1,600,000, 2003

Professional Memberships
American Institute of Architects (AIA)
Craig A. Forneris
Adjunct Assistant Professor

Courses Taught
ARCH 125 Introduction to Architectural Computing (S12, S13)
ARCH 226 Architectural Computing (F11, F12)

Educational Credentials
MS Architecture, Illinois Institute of Technology, 2010
BArch, Illinois Institute of Technology, 2009
AA, Joliet Junior College, 2006

Teaching Experience
Adjunct Assistant Professor, Illinois Institute of Technology, Chicago, 2011 - Present
Research Assistant, Wanger Institute for Sustainable Energy Research, Chicago, 2009 - 2010
Teaching Assistant, Illinois Institute of Technology, Chicago, 2006 - 2010

Professional Experience
Digital Design Manager, Solomon Cordwell Benz, Chicago, IL, 2011 - present

Selected Publications, Exhibits, and Recent Research

Awards and Honors
W.I.S.E.R. with sponsorship from the U.S. Department of Energy - Half Tuition Scholarship, 2009
Dean's Fellowship Award, 2009
Dean’s List - Illinois Institute of Technology, 2006
Transfer Scholarship, 2004
Frank C. Flury
Associate Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX - Farnsworth House (F11)
ARCH 417, 419 Architecture Studio VII, IX - Passive Solar House (F12)
ARCH 418, 420 Architecture Studio VIII, X - Barnsworth Project (S12)
ARCH 418, 420 Architecture Studio VIII, X - Ghana Library (S13)
ARCH 497 Special Projects - Furniture Design-Build (F11, F12, Su12)
ARCH 497 Special Projects - Advanced Building Studies (F12)
ARCH 497 Special Projects - Design-Build Barnsworth Project (Su12)
ARCH 593 Master’s Project - Eden Place (S12)

Educational Credentials
MArch, University of Karlsruhe, Germany, 1992
Professional Carpenter Certification, Handelskammer, Freiburg, Germany, 1984

Teaching Experience
Associate Professor, Illinois Institute of Technology, Chicago, 2009-present
Assistant Professor, Illinois Institute of Technology, Chicago, 2005-2009
Assistant Professor, Auburn University, Rural Studio, Newbern, 2004-2005
Assistant Professor, Illinois Institute of Technology, Chicago, 2000-2004
Assistant Professor, University of Karlsruhe, Germany, 1994-2000

Professional Experience
Principal, Frank Flury Architect, Germany, 2002-2011
Principal, Wacker, Flury, Fern Architekten, Germany, 1998-2002
Consultant, International Department, Karlsruhe, Germany, 1999-2000

Awards and Honors
Wood Award Baden Wuerttemberg, Honorable Mention, 2012
Collaborative Practice Honorable Mention, 2011
Honor Award, AIA Chicago Distinguished Building Award, 2010
Collaborative Practice Award, 2006
Barbara Geiger  
Adjunct Professor  

Courses Taught  
ARCH 445 The Prairie School and Naturalistic Landscape Design (F11, F12, S12, S13)  
LA 497 Vernacular Landscape (S12, S13)  
LA 497 Chicago’s Landscapes (Su12)  
LA 502 History of Landscape Architecture (F11, F12)  

Educational Credentials  
MA Landscape Architecture, University of Wisconsin-Madison  
BA Humanities, Western Illinois University  

Teaching Experience  
Adjunct Professor, Illinois Institute of Technology, College of Architecture, 2004-present  
Adjunct Faculty, School of the Art Institute of Chicago, 2007-2010  
Adjunct Faculty, Design Certificate Program, Chicago Botanic Garden, 2005-present  
Adjunct Faculty, University of Chicago, Graham School, 2005-present  
Adjunct Faculty, Northwestern University of Continuing Studies, Landscape Certificate Program, 2006  

Consulting Experience  
Historic landscape preservation consultant in private practice, 1997-2009  

Selected Publications  
"J. Roy West, FASLA," Shaping the American Landscape, University of Virginia Press, 2009.  

Awards  
American Council of Engineering Companies of Illinois 2002 Merit Award, Water Resources, as subconsultant to URS Corporation for Gompers Park Lagoon Rehabilitation Project, Chicago  
Research grant, Graham Foundation for the Advanced Studies in the Fine Arts, 1999  

Professional and Community Affiliations  
Fund and Easement Committee of Landmarks Illinois  
Ravenswood-Lakeview Historical Association, board member  
Frances Willard House Association, board member  
Plan of Chicago Centennial Initiative, committee member  
Council of Educators in Landscape Architecture  
Wilmette Historic Preservation Commission
Michael Glynn, ALA  
Adjunct Associate Professor

Courses Taught  
ARCH 201 Architecture Studio III (F11, F12)  
ARCH 202 Architecture Studio IV (S2, S13)

Educational Credentials  
Graduate Study, Illinois Institute of Technology, 1982-1983  
BArch, Illinois Institute of Technology, 1982

Teaching Experience  
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, 2006-present  
Faculty Mentor, AIAS Freedom by Design Program, Illinois Institute of Technology, Chicago, 2012-present  
Instructor, Interprofessional Projects Program (IPRO), Illinois Institute of Technology, Chicago, 2008-2009  
Adjunct Assistant Professor, Illinois Institute of Technology, Chicago, 2003-2006

Professional Experience  
President, Alfa Development Associates Inc., Morton Grove, IL, 1992 - present  
Architect & Vice President, Optima, Inc. (the office of David Hovey, FAIA), Glencoe, IL, 1982 - 1992

Licenses/Registration  
Illinois 1985 to present

Awards and Honors  
The Bob Robinson Award for Historic Preservation, 1996

Professional Memberships  
Association of Licensed Architects (ALA)  
The Masonry Society
E. Aaron Greven, AIA LEED AP BD+C
Adjunct Associate Professor

Courses Taught
ARCH 560 Integrated Building Delivery Practice/BIM (F11, S12, F12, S13)

Educational Credentials
BS in Architectural Studies, University of Illinois at Urbana-Champaign, 1993

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, 2009-present

Professional Experience
Owner, AG Design Works Inc., Chicago, 2009-present
Associate Principal, Goettsch Partners, Chicago, 2007-2009
Project Director, Optima, Glencoe, IL, 2005-2007
Senior Associate, Lohan Capirle Goettsch architects, Chicago, 1999-2005
Project Architect, Murphy/Jahn, Chicago, 1995-1999
Intern Architect, Braun und Schlockermann, Frankfurt, Germany, 1995

Licenses/Registration
Registered Architect, Illinois 2002 to present
Registered Energy Professional, City of Chicago
LEED Accredited Professional (BD+C), USGBC

Selected Publications, Exhibits, and Recent Research
AIA South Atlantic Region Conference – “re-inventing practice”, Atlanta, Georgia, 2012
NE Illinois chapter, AIA, “IPD and Collaboration”, 2011
Chicago Center for Green Technology, “Deconstruction and Virtualization, paths to sustainability”, 2010
BIM and VDC symposium, IIT, 2009

Professional Memberships
American Institute of Architects, Chicago Chapter
Member U.S. Green Building Council
President of the Board of Directors of Links Hall, a non-profit theater and arts organization, Chicago
Gregory A. Grzeslo  
Adjunct Associate Professor

Courses Taught  
ARCH 201 Architecture Studio III (F11, F12)  
ARCH 202 Architecture Studio IV (S12, S13)

Educational Credentials  
BArch, Illinois Institute of Technology, 1983

Teaching Experience  
Adjunct Associate Professor, Illinois Institute of Technology, 2004-Present

Professional Experience  
Owner/Vice President, ANG Venture, Inc., Chicago, IL, 2005-Present  
Senior Project Manager/Managing Partner, Indigo Construction Services, Inc., Chicago, IL, 2003-2005  
Senior Project Manager, Joslyn Construction, Chicago, IL, 1996-2003  
Project Manager, Heard and Associates, Ltd., Chicago, IL, 1990-1996  
Project Architect/General Superintendent, Optima, Inc., Chicago, IL, 1988-1990  
James M. Hall, AIA, LEED AP
Part Time Professor

Courses Taught
ARCH 109 Freehand Drawing I (F12)
ARCH 110 Freehand Drawing II (S13)

Educational Credentials
MArch, Illinois Institute of Technology, 1996
BED, University of Colorado, Boulder, 1989

Teaching Experience
Assistant Adjunct Professor, Illinois Institute of Technology, 2004-08, 2012-present

Professional Experience
Project Architect, Hicks Architectural Group, 2009-present
Senior Associate, Goettsch Partners, 2006-09
Project Designer / Project Architect, Holabird & Root, 1996-06
Intern, Hasbrouck Peterson Zimoch & Sirirattmrong, Chicago, 1993-96

Licenses/Registration
Illinois 2005 to present

Selected Publications, Exhibits, and Recent Research
Schiff Fellowship Laureates Show, Art Institute of Chicago, 2000

Awards and Honors
Honor Award (with James Baird of Holabird & Root), American Institute of Architects, Illinois Chapter, 2008
Distinguished Building Award (with James Baird of Holabird & Root), American Institute of Architects, Chicago Chapter, 2006
Divine Detail Award, American Institute of Architects, Chicago Chapter, 2005
Finalist, American Society of Civil Engineers, 2005
ICARA Design Award of Honor, 1999
SARA Institutional Building Design Award of Honor, 1999

Professional Memberships
The American Institute of Architects
Engineers Without Borders Volunteer
Thomas Hoepf, FAIA, LEED AP
Adjunct Professor

Courses Taught
ARCH 544 Comprehensive Building Project (S12, S13)

Educational Credentials
MArch, University of Texas at Arlington, 1986
BS Architecture, The Ohio State University, 1983

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 2008-present

Professional Experience:
Principal Design Architect, exp (formerly called Teng + Associates), 1994-present
Project Designer, Holabird + Root, Chicago, IL, 1987-1994

Professional Registration and Affiliations
Illinois 1989, Virginia 2003, all to present, Ohio 1998-2005
LEED Accredited Professional
Chicago Architecture Club, Fellow - American Institute of Architects, GSA Design Excellence Peer, SCUP

Selected Publications/Exhibits/Research
Architectural Record, ArchitectureWeek, Interior Design Magazine, Hospitality Design Magazine
Chicago Tribune, Chicago Athenaeum, Chicago Architect, Texas Architect Magazine
Architecture for the Gods, Retrospective of Courthouse Design 2001-2010
101 of the World’s Tallest Buildings, Council on Tall Buildings and Urban Habitat
Chicago Architecture Foundation, Academy of Architecture for Justice Journal

Awards and Honors
2012, AIA Illinois Louis Sullivan Award - Lambert-St. Louis International Airport Main Terminal Modernization
2011, AIA St. Louis Interior Honor Award - Lambert-St. Louis International Airport Main Terminal Modernization; AIA Chicago Urban Design Award - Moraine Valley Community College Quadrangle + Gateway
2010, AIA Chicago Distinguished Building Award - Warren Burger U.S. Courthouse Modernization; AIA Chicago Unbuilt Design Award - City of Chicago 19th Ward Offices and Streets + Sanitation Facility
2006, Elected to AIA College of Fellows; AIA Chicago Urban Design Award - Mexicantown Master Plan, Detroit, Michigan
2002, AIA Chicago Firm of the Year Award; AIA Chicago Distinguished Building Award - Kline Creek Farm Museum
2001, AIA Chicago Divine Detail Award - Kline Creek Farm Museum; AIA Chicago Interior Architecture Award - American Airlines G Concourse
2000, AIA Chicago Interior Architecture Award - Living Word Christian Center; AIA Chicago Unbuilt Design Award - CTA Subway Entrance Prototype; American Architecture Award - CTA Subway Entrance Prototype
1999, American Architecture Award - BP Atrium Addition
1998, Driehaus Preservation Award – Historic Baker Hotel Renovation
1997, Evanston Preservation Award - Central Street Station Renovation; AIA Chicago Divine Detail Award - CTA Lake/Wells Subway Station Renovation + Expansion
1996, AIA Chicago Interior Architecture Award - Historic Knickerbocker Hotel Renovation; AIA Chicago Young Architect Award
Colleen M. Humer  
Studio Assistant Professor

Courses Taught
ARCH 113 Architecture Studio I (F11, F12)  
ARCH 114 Architecture Studio II (S12, S13)  
ARCH 321 History of Modern Thought in Architecture: 20th Century (S11, F11, S12, F12, Su13)  
ARCH 456 Le Corbusier (Su11, Su12, Su13)  
ARCH 497 Louis Kahn (Su13)

Educational Credentials
BA, University of British Columbia, 1982  
BArch, University of British Columbia, 1986  
MA, University of Toronto, 1996  
PhD Candidate, University of Toronto (ABD)

Teaching Experience
Assistant Studio Professor, Illinois Institute of Technology, 2012 – present  
Lecturer, Illinois Institute of Technology, 2011 - 2012  
Adjunct Assistant Professor, Illinois Institute of Technology, 2006 - 2011  
Lecturer, University of Toronto, 2004 - 2007

Professional Experience

Selected Publications

Professional Memberships
Society of Architectural Historians  
College Art Association  
Society for the Study of Architecture in Canada  
Royal Architectural Institute of Canada
Anthony Hurtig
Part Time Professor

Courses Taught
ARCH 544 Comprehensive Building Project (S13)

Educational Credentials
BA, Lawrence University, Appleton, WI, 1982
MArch, University of Illinois at Chicago, 1987

Teaching Experience
Part Time Professor, Illinois Institute of Technology, Chicago, 2013 - present
Assistant Professor, Harrington College of Design, Chicago, 2001-2004
Adjunct Faculty University of Wisconsin-Milwaukee, 1994-1995
Adjunct Faculty, University of Illinois at Chicago, 1996

Professional Experience
Anthony Hurtig Architect, Evanston, IL, 1992 – present
Stuart Cohen Architect, Chicago, IL, 1990-91
John Syvertsen Architect, Chicago, IL, 1989
Florian Wierzbowski Architecture, Chicago, IL, 1987-1988

Licenses/Registration
Illinois 1991 to present

Selected Publications
“Sweet Home Chicago,” Robert Colonna d’Istria, Casa Da Abitare, April 2011

Awards and Honors
Village of Wilmette, IL, Historic Preservation Award 1239 Elmwood, 2006
Kiril G. Ivanov
Part Time Professor

Courses Taught
ARCH 230 Structure and Architecture (Su12)
ARCH 485 Structures I: Concepts (F12, S13)

Educational Credentials
M.S in Civil Engineering, University of Architecture, Civil Engineering and Geodesy, Sofia, Bulgaria 2000
Master of Architecture, Illinois Institute of Technology, 2012

Teaching Experience
Part Time Professor, Illinois Institute of Technology, Chicago, 2012-present

Professional Experience
Project Architect and Structural Engineer, Kibler-AE LLC, Chicago, 2012-present
Project Architect, Lohan Anderson LLC, Chicago, 2011-2012
Project Architect, LS Architects LLC, Chicago, 2000-2009

Licenses/Registration
Currently taking ARE exam

Awards and Honors
Master Thesis Project Finalist, Illinois Institute of Technology, Chicago, IL
Ranked second in class academically, 2012
Award from the University of Architecture, Civil Engineering and Geodesy, Sofia, Bulgaria for the highest GPA among the graduates of 2000, ranked first in class academically, 2000
First prize from the Institute of Scientific Research Works, Sofia, Bulgaria for design thesis project of Cable Stayed Bridge, 2000
Thomas Jacobs, AIA, LEED Green Associate  
Adjunct Associate Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX - The Materiality of Space (F11)  
ARCH 418, 420 Architecture Studio VIII, X - The Materiality of Space (S12)  
ARCH 418, 420 Architecture Studio VIII, X - Threshold Experiences (S13)  
ARCH 543 Structurally Determinant Project (F12)

Educational Credentials
Diploma of Architecture, Federal Institute of Technology, Zurich (ETH), 1995

Teaching Experience
Adjunct Associate Professor, IIT, Chicago, 2009-present  
Adjunct Assistant Professor, University of Wisconsin-Milwaukee, Chicago Studio, 2009-2011  
Adjunct Professor of Architecture, University of Illinois at Chicago, 2008

Professional Experience
Principal, Krueck+Sexton Architects, Chicago, 2002-present  
Intern, Ralph Baenziger Architekten, Zurich Switzerland, 1995-1996  
Intern, Andreas Furrer Architekten, Berne Switzerland 1991-1992

Licenses/Registration
Illinois 2009 to present

Awards and Honors:
National AIA Young Architect Award, 2012

Professional Memberships:
The American Institute of Architects, Chicago Chapter, Vice President, Chair of Advocacy Committee
Leslie Johnson  
Studio Assistant Professor

Courses Taught
ARCH 202 Architecture Studio IV (S11)  
ARCH 305 Architecture Studio V (F12)  
ARCH 306 Architecture Studio VI (S13)  
ARCH 417, 419 Architecture Studio IV, IX (F11)  
ARCH 418, 420 Architecture Studio VIII, X (S12)  
AURB 201 The Elements of Urbanism (F12, S13)  
CRP 201 The Dwelling (S11, F11, S12)

Educational Credentials
MArch, University College London, Bartlett School of Architecture, London, UK, 2002  
BArch, Illinois Institute of Technology, 2001

Teaching Experience
Studio Assistant Professor, Illinois Institute of Technology, 2012-present  
Instructor, Illinois Institute of Technology, 2010-2012  
Adjunct Assistant Professor, Illinois Institute of Technology, 2005-2010

Professional Experience
Project Architect, Dirk Denison Architects, Chicago, IL 2006-2009  
Designer, Dirk Denison Architects, Chicago, IL 2003-2006  
Intern, Rippeteau Architects, Washington, DC, 1998, 1999

Selected Publications, Exhibits, and Recent Research
“Problematising: A Sustainable Design Pedagogy” (with Kowalczyk, L.), 2012  
“Liquid Containers” (with Wetzel, C.), National Conference on the Beginning Design Student, 2011  
“Matter Matters” (invited lecturer), College of DuPage, Glen Ellyn, IL, 2011

Awards and Honors
IAS Educator Honor Award, Nominee, 2012  
AIA National Housing Honor Award, Carmel Residence, 2012  
AIA Interior Architecture Award, Terzo Piano Restaurant, 2010  
Hospitality Design Gold Key Award Finalist, Terzo Piano Restaurant, 2010  
AIA Interior Architecture Award, Pritzker Hyatt Executive Offices, 2010  
AIA Divine Detail Award, Pritzker Hyatt Executive Offices, 2010  
Midwest Construction Interior Project of the Year, Terzo Piano Restaurant, 2009  
Alpha Rho Chi, AIA National and IIT, 2001
Kristin Jones
Adjunct Assistant Professor

Courses Taught
ARCH 331 Visual Training I (F11, F12)
ARCH 332 Visual Training II (S12, S13)

Educational Credentials
PhD Candidate, Illinois Institute of Technology, passed comprehensive exam, 2012
BArch, Illinois Institute of Technology, 1995

Teaching Experience
Adjunct Assistant Professor, Illinois Institute of Technology, 2006-present
Teaching Assistant, Illinois Institute of Technology, 1994

Professional Experience
President, Studio Integra, Ltd., Oak Park, IL, 2003-present
Project Architect, OWP/P Architects, Inc., Chicago, IL, 2000-2003
Project Architect, De Stefano + Partners LLP, Chicago, IL, 1997-2000
Intern Architect, Holabird & Root LLP, Chicago, IL, 1995-1997

Licenses/Registration
Illinois 1999 to present, Virginia 2005-2007

Selected Publications, Exhibits, and Recent Research
“Why does the John Hancock building look the way it does?” Ph.D. student paper, (presented December 2012)
“A Challenge to Philosophy of Science: Four white rectangles,” abstract submitted for Philosophy of Scientific Experimentation: A Challenge to Philosophy of Science (Pittsburgh; October 15-17, 2010)

Awards and Honors
Carter H. Manny Jr. Distinguished Contribution to the Built Environment Award, 1994
Michael Karlovitz
Part Time Professor

Courses Taught
ARCH 593 Master’s Project (S13)

Educational Credentials
BArch, University of Illinois at Chicago, 1975

Teaching Experience
Part-Time Professor, Illinois Institute of Technology, 2013-present
Adjunct Professor, Illinois Institute of Technology, 2003-2008

Professional Experience
Director, bKL Architecture LLC, Chicago, IL, 2011-present
Studio Head, Associate Partner, Skidmore, Owings and Merrill, Chicago, IL, 2007-2009, 1978-1998
Architect, Urban Design Group, Chicago, IL, 1998-1999

Licenses/Registration
Illinois 1983 to present
Thomas Kearns
Associate Studio Professor

Courses Taught
ARCH 305 Architecture Studio V (F11, F12)
ARCH 306 Architecture Studio VI (S12, S13)
ARCH 430 Networked Technologies (S12)
ARCH 497 Urban Information Modeling (S12, S13)
ARCH 516 Visual Training Digital Media (F11, F12)
ARCH 591 Research and Thesis (F11, S12, F12, S13)
ARCH 691 Doctoral Research (F11, S12, F12, S13)

Educational Credentials
MS, DePaul University, 2011
BArch, Iowa State University, 1999

Teaching Experience
Associate Studio Professor, Illinois Institute of Technology, 2009-present
Assistant Professor, Illinois Institute of Technology, 2005-2009
Instructor, Illinois Institute of Technology, 2003-2005

Professional Experience
Principal, spaceToPlay, Chicago, IL 2011-present
Principal, sand_box, Chicago, IL, 2003-2011
Intern, Keffer-Overton, Des Moines, IA, 1998

Selected Publications, Exhibits, and Recent Research
“crafting a Fun Palace”, agent based modeling research, current urban information modeling research and software development, ongoing
Defibrillator, Morsel Gallery, Brooklyn, NY, 2006
Walls optional* Batteries Not Included, Speculative Chicago Gallery 2004
Walls optional* Batteries Not Included, Heaven Gallery, Chicago 2003

Awards and Honors
Wallpaper* Magazine, Break through designers of the year, 2007
Finalist ID Magazine Annual Design Awards, Environment, 2006
Sean Keller, PhD
Assistant Professor

Courses Taught
ARCH 321 History of Modern Thought in Architecture: 20th Century (F11, F12)
ARCH 502 Advanced Topics in History and Theory I (F11, F12)
ARCH 503 Advanced Topics in History and Theory II (S12)
ARCH 597 Special Problems (S12, S13)

Educational Credentials
PhD, Harvard University, 2005
MArch, Princeton University, 1994
BA cum laude, Princeton University, 1992

Teaching Experience
Assistant Professor, Illinois Institute of Technology, 2007-present
Visiting Lecturer, Yale University, Department of the History of Art, 2006-7
Director of Architecture, Career Discovery Program, Harvard Graduate School of Design, 2000-2

Professional Experience
Designer, Glen Fries Associates Architects, Princeton, NJ, 1996
Intern, Joel Sanders Architect, New York, 1991

Selected Publications, Exhibits, and Recent Research
Forthcoming: “Architecture and Medium Specificity,” in Art and the Arts, ed. Malika Maskarinec, (Basel:
University of Basel, 2013).
“The Anxieties of Autonomy: Eisenman from Cambridge to House VI,” in Atomic Dwelling: Anxiety,
“Playing the Field: On Computational Architecture and Postwar Abstraction,” Artforum (Summer 2011).
“Well-tempered Piano,” Artforum (Summer 2009).
“Hidden City,” Artforum (Summer 2008).
“Behind the Curtain,” Artforum (February 2007).

Awards and Honors
Trustee, Graham Foundation for Advanced Studies in the Fine Arts, 2011-present
Andy Warhol Foundation for the Visual Arts, Arts Writers Grant, 2012
Winterhouse Award for Design Writing and Criticism, AIGA, 2009
Graham Foundation Production and Presentation Grant, 2008

Professional Memberships
Association of Collegiate Schools of Architecture, Faculty Councilor, 2008-10
Stephen John Kibler, SE, PE, RA  
Studio Associate Professor

Courses Taught  
ARCH 334 Frame Structural Systems and Steel (F11, F12)  
ARCH 335 Reinforced Concrete and Continuous Structure (S12, S13)  
ARCH 597 Special Problems - Modeling and Fabrication (S11, S12)

Educational Credentials  
BS Civil Engineering, University of Illinois at Urbana-Champaign  
MArch, University of Illinois at Urbana-Champaign

Teaching Experience  
Studio Associate Professor, Illinois Institute of Technology, 2006-present

Professional Experience  
2008-Present – The Office of Stephen Kibler  
2008–Present - Studio Associate Professor of Architecture, Illinois Institute of Technology  
2000-2008- Halvorson and Kaye Structural Engineers (now Halvorson and Partners), Chicago Illinois  
1994-1996 – Stewart Schaberg Architects, St. Louis, Missouri

Professional Registrations  

Awards and Honors  
Distinguished Building Award, AIA Chicago, Field Chapel (structural consultant), Seckach, Germany, 2010  
Merit Award, Chicago Building Congress, Regenstein Center for African Apes (structural consultant), 2005  
Devine Detail Award, AIA Chicago, Crown Fountain (structural consultant), 2005

Professional Organizations  
American Society of Civil Engineers  
Illinois Society of Structural Engineers  
American Institute of Steel Construction  
American Concrete Institute  
American Wood Council
Martin Kläschen, Dipl.-Ing. (TU)
Adjunct Associate Professor

Courses Taught
ARCH 305 Architecture Studio V (F11, F12)
ARCH 306 Architecture Studio VI (S12, S13)
ARCH 509 Topics in Advanced Technology (F11)

Educational Credentials
PHD Candidate at Brandenburgische Technische Universität (BTU), Germany, Present
Fulbright Scholar, IIT, College of Architecture & Institute of Design, 1999-2001
Dipl.-Ing.(TU) at Brandenburgische Technische Universität (BTU), Germany, 1999
Escuela Polytecnica Superior D'Arquitectura De Barcelona (ETSAB), Spain, 1993

Teaching Experience
Adjunct Associate Professor, College of Architecture, Illinois Institute of Technology, 2000-present
Lecturer, Chicago Center of Green Technology, 2004-present
Visiting Professor, Welsh School of Architecture, Cardiff, Great Britain, 2011
Visiting Professor, Universidad de Los Andes, in Bogotá, Colombia, 2009
Visiting Professor, School of the Art Institute Chicago, 2001-2002
Lehrbeauftragter, Brandenburgische Technische Universität (BTU), Germany, 1999

Professional Experience
Principal Architect, HouseHaus, 2004-Present
Principal Architect, Studio Kläschen, 1999-2004
Project Architect, Architekturwerkstatt Cottbus, Cottbus, Germany, 1999
Intern, Wanta + Sommer, Cottbus, Germany, 1997-1998
Intern, Architekturwerkstatt Cottbus, Cottbus, Germany, 1997-1998
Intern, Kahlen + Partner, Aachen, Germany, 1994
Intern, Architekturbüro Heinrich-Holger Kläschen, Hamburg, Germany 1991-1993

Licenses/Registration
Brandenburg, Germany 1998 to present

Selected Publications, Exhibits, and Recent Research
Panoptic Void in Reconsidering an Icon, exhibit at the Chicago Architecture Foundation 2012-Present
Erleben und Architektur; Research project for dissertation, Brandenburgische Technische Universität, Germany, present
New Developments in Advanced Technology in Architecture; Research Paper Collection of IIT Arch 509 Class (Fall 2011)
Fat-buildings, Reseach project on super sustainable hybrid buildings, Illinois Institute of Technology, USA, College of Architecture, 2008-2010.
Brazil Studio; Documentation of work and research of the IIT Brazil Studio, Illinois Institute of Technology, USA, College of Architecture, 2008.
Preface in Die unbekannte Moderne. Von Eberswalde nach Walbrzych, Institut für Neue Industriekultur INIK, Forst (Lausitz), 2006
House Meiners in Big+Green Chicago; exhibit on sustainable architecture at the Chicago Architecture Foundation, 2005

Awards and Honors
Nomination; National AIAS Educator Honor Award, 2012
1st Price; Eckhart Park Competition; Eckhart Park in Chicago, USA, 2012
Honorable Mention, 2011 Burnham Prize Competition: McCormick Place REDUX, 2011
Jackie Koo, AIA, LEED AP, IIDA
Associate Adjunct Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F12)

Educational Credentials
BA Philosophy, University of Chicago, 1988
MArch, University of Illinois at Chicago, 1992

Teaching Experience
Assistant Adjunct Professor, Illinois Institute of Technology, 2004-2005

Professional Experience
Principal, Koo and Associates Ltd., Chicago, IL, 2005-Current
Senior Associate, DeStefano and Partners, Chicago, IL, 1997-2005

Licenses/Registration
Illinois 1999 to present

Awards and Honors
Chicago Neighborhood Development Award, 2013

Professional Memberships
The American Institute of Architects, past Vice-President
International Interior Design Association
United States Green Building Council
The Chicago Network
Robert J. Krawczyk  
Professor, Associate Dean Undergraduate Academic Affairs

Courses Taught
ARCH 428 3D Animation in CAD Presentations (F11, S12, F12, S13)  
ARCH 429 CAD Programming (F11, F12)  
ARCH 597 Special Problems (F11, S12, F12, S13)  
ARCH 601 Doctoral Methodology Pre-Seminar (S12)  
ARCH 691 Doctoral Research (F11, S12, F12, S13)

Educational Credentials
BArch, Building Technology, University of Illinois at Chicago, 1974

Teaching Experience
Professor, Illinois Institute of Technology, 2012-present  
Associate Professor, Assistant Professor, Studio Professor, Senior Lecturer, 1983-2012  
Associate Dean Undergraduate Academic Affairs, 2011-present  
Director of the Undergraduate Program, 2006-2011  
art @ IIT Gallery Director, 2004-2007  
Director of Architectural CAD Lab, 1988-1996  

Professional Experience
BitArt, Owner, Development of computer generated art work, 1996-present  
ManageWare, Owner, Computer Application Consulting to Building Professionals, 1978-2010  
Murphy/Jahn (formerly C. F. Murphy Associates), 1970-1978  
Burnham and Hammond, 1967-1968

Selected Publications, Exhibits, and Recent Research
Over 75 papers/conference presentations as author or co-author with students at: Bridges Conference, Mathematical Connections in Art, Music, and Science Conference; The International Society of The Arts, Mathematics and Architecture, International Conference on Passive and Low Energy Architecture; Arab Society for Computer Aided Architectural Design; International Conference on Education in Computer Aided Architectural Design in Europe; Far Eastern International Digital Architectural Design Awards; Council of Tall Buildings and Urban Habitas; Generative Art; Association for Computer-Aided Design in Architecture; International Conference on Information Visualization; American Society for Engineering Education Association of Collegiate Schools of Architecture  
Over 100 exhibitions covering architectural, sculptural, print and web pieces using science, mathematics, architecture, art, and digital fabrication technology.  

Awards and Honors
2010 ACADIA Award for Teaching Excellence, Association of Computer-Aided Design in Architecture  
2008 and 2011 United States Artists Fellowship, blind nomination, not awarded  
1984 Chicago Chapter American Institute of Architects Young Architects Award  
1980 Building Design & Construction's Young Professionals Award

Professional Memberships
Janet Krehbiel Pieracci  
Adjunct Associate Professor  

Courses Taught  
ARCH 109  Freehand Drawing I (F11, F12)  
ARCH 110 Freehand Drawing II (S12, S13)  

Educational Credentials  
BFA, School of the Art Institute of Chicago, 2004  
BArch, Illinois Institute of Technology, 1984  

Teaching Experience  
Adjunct Associate Professor, Illinois Institute of Technology, 2004-present  
Adjunct Associate Professor, Illinois Institute of Technology, 1988-1991  

Professional Experience  
Architect, Secretary, Counterpoint Construction Inc., Chicago, 1996-present  
Architect, President, Counterpoint, Inc., Chicago, 1988-present  
Intern, Holabird & Root, Chicago, 1984-1986  

Licenses/Registration  
Illinois 1987 to present  

Selected Publications, Exhibits, and Recent Research  
Forced Migrations: holding memory of people and place, Lutheran Immigration and Refugee Services, Headquarters Baltimore, MD, March-August 2012, solo  
Janet Krehbiel Pieracci; How My Memory Works, Catonsville Presbyterian Church, Catonsville, MD, May-August 2012, solo  
Janet Krehbiel Pieracci; an Artist’s Perspective, Church of the Pilgrims, Washington, DC, May-August 2012, solo  
Janet Krehbiel Pieracci; an Artist’s Perspective, Unity in Chicago Church, September-October 2011, solo  
Arboriculture: Trees in cultural contexts, Union Pier, MI, July, 2011, solo  
Fourth Artists Shine Lights in the City, 4th Presbyterian Church, Chicago, IL, February-April 2010, group  
Forced Migrations: Recent work by Janet Krehbiel Pieracci, Gallery 1837 by Tres Jolie Art, Inc., Chicago, IL, September-October 2009, solo  
Entrare l’Inverno, Black Walnut/Robert Wayner Gallery, Chicago, IL, December 2009, group  
Many Paths: A multi-faith exhibit, 4th Presbyterian Church, Chicago, IL, March-June 2009, group  
Environments: the Beautiful, the Fleeting, the Transformative”, Gallery 1837, Chicago, IL, November-December 2009, group  

Awards and Honors  
Patty Crowley Award for Service, Deborah’s Place, Chicago, IL 2006  
Good Neighbor Award, Chicago Assoc. of Realtors, 2000  
Merit Award, Association of Licensed Architects, IL, 1996  

Professional Memberships  
AIA, ALA
John Kriegshauser  
Adjunct Associate Professor, Materials Lab Supervisor

Courses Taught  
ARCH 113 Architecture I, model shop component (F11, F12)  
ARCH 114 Architecture II, model shop component (S12, S13)  
ARCH 467 Advanced Materials Design

Educational Credentials  
BA in Economics, University of Missouri/Columbia, 1970.  
Woodworking Apprenticeship under Jerry Green, St. Louis, MO

Teaching Experience  
Adjunct Associate Professor, Materials Lab Supervisor, Illinois Institute of Technology, 1991-present  
Model Shop Instructor, Kansas City Art Institute, Kansas City Missouri, 1972-1978

Professional Experience  
Research - new, lightweight techniques in wood furniture manufacture  
Creative Activity - speculative furniture designs exhibited through the Chicago Furniture Designers Association  
Practice - furniture commissions for Center for Architecture and the Humanities and a private residence, architectural model commission for an Evanston, IL sculpture project

Selected Publications  
Numerous articles in the woodworking press including: Fine Woodworking, Workbench and Handy Magazines  
Produced five instructional videos about furniture making techniques.  
Organizer of the exhibit "Sustainable Furniture: Chicago Designers Respond" held at the Chicago Cultural Center from May through August, 2005.

Professional Memberships  
Chicago Furniture Designers Association, board chairman  
The Furniture Society
Ronald A. Krueck, FAIA
Studio Professor

Courses Taught
ARCH 417, 419  Architecture Studio VII, IX – The Materiality of Space  (F11, F12)
ARCH 418, 420  Architecture Studio VIII, X – The Materiality of Space  (S12, S13)

Educational Credentials
Painting, School of the Art Institute of Chicago, 1975 - 1979
BArch, Illinois Institute of Technology, 1970

Teaching Experience
Studio Professor, School of Architecture, Illinois Institute of Technology, 1975 - Present
Studio Professor, Graduate School of Design, Harvard University, 1983

Professional Experience
Krueck+Sexton, 1991-present
C.F. Murphy Associates, 1970-1971

Licenses/Registration
Illinois 1978 to present

Selected Exhibitions
“Zodchestvo,” National Architecture Fair, Moscow Russia
“Chicago Architecture: Ten Visions,” The Art Institute of Chicago
“Building Images,” The National Building Museum
“Material Evidence,” Museum of Contemporary Art
“40 Under 40,” The Architectural League of New York
Galleria D’Arte Moderna, Roma Italy
“Futures to Come,” Max Protech Gallery
Cube Gallery, London
Venezia Bienanle

Selected Publications
A+U(5), Emerging Voices, Architectural League of New York, Architectural Record (20)
Art Forum, Art in America, Unbuilt Chicago, The Art Institute of Chicago
GA Global Architecture: Japan (5)
Metropolis, Integrated Design in Contemporary Architecture, Princeton Architectural Press
Progressive Architecture (6), American Masterworks, Rizzoli: New York

Awards and Honors
AIA National Honor Award (2), AIA Committee on the Environment “Top Ten Green Project” Award
AIA Chicago Chapter Design Awards (23), BusinessWeek/ArchRecord “Good Design is Good Business” Award,
Chicago Architecture Foundation Patron of the Year Award (5), International Interior Design Association “Excellence Award” (3)

Professional Memberships:
The American Institute of Architects
Eva Kultermann, RA
Associate Professor, Chair Curriculum Committee

Courses Taught
ARCH 201 Architecture Studio IV (F12)
ARCH 202 Architecture Studio III (S13)
ARCH 417, 419 Architecture Studio VII, IX - Deep Energy Retrofit Studio (F11)
ARCH 418, 420 Architecture Studio VIII, X – Art House Retrofit Studio (S12)
ARCH 480 Materials and Construction (S13, S12)
ARCH 505 Ecology, Sustainability, Site (F11, F12)
ARCH 591 Research and Thesis (F11, S12, F12, S13)
ARCH 597 Special Problems - Measures of Sustainability (F11), Mobile Sustainability (F12), Sustainable Water Systems (S12)

Educational Credentials
MS in Energy Efficient Building, Oxford Brookes University, 2004
BArch, University of Arkansas, 1992
Carpentry Certificate, Northwest Vocational Technical School, 1980

Teaching Experience
Associate Professor, Illinois Institute of Technology, 2012-present
Assistant Professor, Illinois Institute of Technology, 2004-2012
Visiting Assistant Professor, University of Arkansas, 2004
Clinical Assistant Professor, University of Arkansas, 1997-2002
Adjunct Lecturer, University of Arkansas, 1996-1997

Professional Experience
ARCHEVA, 1997-present
Associate Architect, PB2 Architecture and Engineering, 2007-2008

Licenses/Registration
Arkansas 2002 to present

Selected Publications, Exhibits, and Recent Research
Civil Engineering and Architecture, Cengage Learning, Clifton, New Jersey, 2011
Construction Materials, Methods and Techniques: Building for a Sustainable Future, Cengage Learning, Clifton, New Jersey, 2010

Awards and Honors
College of Architecture Excellence in Teaching Award 2011

Professional Memberships
Society of Building Science Educators, Associated Schools of Construction, Architecture for Humanity Chicago, Tau Sigma Delta, Honor Society in Architecture and Allied Arts
Peter Land, A.A. Dipl., RIBA
Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX - The Self-Powered Built Environment (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X - The Self-Powered Built Environment (S12, S13)
ARCH 487 Eco Structures (F12, S13)
ARCH 591 Research and Thesis (F11, S12, F12, S13)
ARCH 597 Special Problems (F12, S13)
ARCH 691 Doctoral Research (F11, S12, F12, S13)

Educational Credentials
MUP, Yale University, 1958
MArch, Carnegie Mellon University, 1957
Diploma, Civic Design, Royal Academy of Arts, London, 1956

Teaching Experience
Professor, College of Architecture, Illinois Institute of Technology, Fall, 1976-present.
Visiting scholar, GSD, Harvard University, 1974-76.
Field Director, Yale University/National University of Engineering, Peru, 1960-1964

Professional Experience
Professional consulting in architecture, planning and technology, 1975 to date.
UN advisor to Housing Bank of Peru, on government urban policy, 1965-1968.

Licenses/Registration
UK Architectural Registration Board
Life membership, Architectural Association, London
Associate, Royal Institute of British Architects, Membership (RIBA)

Publications
Documentary film on the UN, PREVI neighborhood by David Schwartz, in collaboration with P. Land, ETH, Zurich, School of Architecture and Urban Design, in preparation, 2012
8th World Congress Council on Tall Buildings ‘Innovations in Sustainability at Height’, Dubai, 2007
‘Economic Garden Houses, High Density Urban Form’, Graham Foundation funded, IIT, 1977
Organized: International Symposium “Architecture with Technology a New Synthesis”, 36 leading architects and engineers presenting cutting edge ideas and technologies, IIT, 1999

Awards
Grant ($10,000) from Graham Foundation for Advanced Study in the Fine Arts, for publication of book on the international UN Experimental Housing Project, Lima, 2012
IIT ERIF Interdisciplinary Research Grant ($25,000) with D. Rempfer, IIT Aero-Space, 2007
Summer Exhibition ‘Designs from P. Land’ IIT studio, Royal Academy of Arts, London 2007
Distinguished Designer Fellowship, National Endowment for the Arts, 1988
IIT Excellence in Teaching Award, 1978
Honorary Professor, National University of Engineering Lima, Peru, 1964
‘Order of the Sun’ Decorated by Government of Peru for PIAPUR Program work
Daniel J. Larkin, PhD
Adjunct Assistant Professor

Courses Taught
LA 565 Ecology and Materials Workshop I–Plants and Planning (F12)

Educational Credentials
PhD, University of Wisconsin-Madison, 2006
BA, University of California, Santa Cruz, 1998

Teaching Experience
Adjunct Assistant Professor, Northwestern University, 2008–present
Adjunct Assistant Professor, Illinois Institute of Technology, 2009–present

Professional Experience
Associate Conservation Scientist, Chicago Botanic Garden (CBG), 2013–present
David Byron Smith Family Curator of Native Habitats, CBG, 2008–present
Assistant Conservation Scientist, CBG, 2008–2012
Postdoctoral Fellow, Loyola University Chicago, 2006–2008

Selected Publications, Exhibits, and Recent Research
Larkin, DJ, and RS Tjeerdema. 2000. Fate and effects of Diazinon. Reviews of Environmental Contamination and Toxicology 166:49–82.

Awards and Honors
Active grants from the National Science Foundation, Bureau of Land Management, and Illinois-Indiana Sea Grant total $472,307

Professional Memberships
Chicago Wilderness, Ecological Society of America (Symposium Organizer, 2006 annual meeting), Society for Ecological Restoration (Poster Judge, 2010 Midwest-Great Lakes annual meeting; Symposium Organizer, 2013 international meeting), Society of Wetland Scientists (Planning Team Member and Poster Chair, 2009 annual meeting), Wisconsin Wetlands Association
Anthony P. LoBello, AIA, LEED, SA
Part Time Professor

Courses Taught
ARCH 413 Architectural Practice (F11, F12)

Educational Credentials
BArch, Illinois Institute of Technology, 1992

Teaching Experience
Part Time Professor, College of Architecture, Illinois Institute of Technology, 2011-present

Professional Experience
Project Manager, Higher Education Leader, Gensler Chicago, 2001-present
Intern, Harry Weese Associate, Chicago, IL, 1992-1995
Intern, Gandhi Assoc, Chicago, IL, 1991-1992
Intern, Fujikawa Johnson, Chicago, IL, 1988-1991

Licenses/Registration
LEED, Illinois 1995 to present

Selected Publications, Exhibits, and Recent Research
SCUP Presentation on the stewardship of brutal architectural gems,
COOA Presentation BIM and IDP project lite delivery.

Awards and Honors
American National Architectural Award, 1998

Professional Memberships
The American Institute of Architects, Sponsorship Chair, Vice- President, Excom – present
AIAS past -President, Secretary, VP 1988-1992
SCUP – Regional Council, Sponsorship - present
John M. Lupinos, LEED AP
Adjunct Professor

Courses Taught:
ARCH 424 Architectural Construction Management (S12, S13)

Educational Credentials
BS in Architectural Design, University of Virginia, 1995
BA in Architectural History, University of Virginia, 1995

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, Chicago, 2009-present

Professional Experience
Sr. Project Manager, PMCM Div of ARCADIS US, (formerly The RISE Group), Chicago, IL, 2006-present
Sr. Project Manager, Arco/Murray National Construction, Oakbook, IL, 2004-2006
Project Manager, Walsh Construction, Chicago, IL, 1999-2004
Associate Architect, DKL Architecture, Chicago, IL 1997-1999

Selected Publications, Exhibits, and Recent Research
*Blair (Tipton) House, Scottsville, Virginia Issue 104 of Studies in Vernacular Architecture*

Professional Memberships
United States Marine Corps, Reserve and Officer Candidate School (May 1991 – May 1997)
Harry Francis Mallgrave, PhD, Hon RIBA
Professor

Courses Taught
ARCH 500 History of Architectural Ideas I (F11, F12)
ARCH 501 History of Architectural Ideas II (S13)
ARCH 502 Advanced Topics in History and Theory I (F11, Su12, F12)
ARCH 503 Advanced Topics in History and Theory II (S13)
ARCH 597 Special Problems (F11, S12, F12, S13)
ARCH 691 Doctoral Research (F11, S12, F12, S13)

Educational Credentials
PhD Architecture, University of Pennsylvania, 1983
MArch, University of Detroit, 1975
BES, University of Detroit, 1973

Teaching Experience
Professor, Illinois Institute of Technology, 2005-present
Visiting Professor, Georgia Institute of Technology, Spring 2012
Distinguished Visiting Professor, Williams College, Spring 2000
Visiting Professor, University of North Carolina at Charlotte, 1998-99
William K. Martin Distinguished Visiting Professor, University of Oregon, 1993-97

Professional Experience
Private Practice, Vero Beach, 2004-2005
Private Practice, Minneapolis, 1983-1985
Hammel, Green & Abrahamson, Minneapolis, 1976-1981
Straub, Van Dyne Architects, Detroit, 1973-74

Licenses/Registration

Publications (books)
Architecture and Embodiment (Routledge, 2013)
Otto Wagner (Electa, 2010)
Gottfried Semper: Style in the Technical and Tectonic Arts (Getty Publication Programs, 2004)
Gottfried Semper: Architect of the Nineteenth Century (Yale University Press, 1996)
Empathy, Form, and Space: Problems in German Aesthetics (Getty Publication Programs, 1994)
Otto Wagner: Reflections on the Raiment of Modernity (Getty Publication Programs, 1993, ed.)
Otto Wagner: Modern Architecture (Getty Publication Programs, 1988)

Awards and Honors
Alice Davis Hitchcock Award, Society of Architectural Historians, 1997

Professional Memberships
Honorary Fellow, Royal Institute of British Architects, 2013
John Manaves  
Adjunct Associate Professor

Courses Taught  
ARCH 125 Introduction to Architectural Computing (S12)  
ARCH 226 Computer-Aided Design in Practice (F11)  
ARCH 427 Image Processing in CAD (F11, S12, F12, S13)  
ARCH 434 Advanced BIM Strategies (S12, F12, S13)

Educational Credentials  
MFA, Design for Emerging Technologies, Department of Architecture, Interior Architecture, and Designed Objects, School of the Art Institute of Chicago, 2011  
BArch, University of Illinois at Chicago, 1997

Teaching Experience  
Founder, Studio Berlin, in collaboration with UIC and Universität der Künste Berlin, 2008-Present  
Adjunct Assistant Professor, University of Illinois at Chicago, School of Architecture, 2007-Present  
Adjunct Faculty, City Colleges of Chicago, 2003-Present

Professional Experience  
Partner, Cofounder, Protostudio/MANA Design, 2002-Present  
Partner, Cofounder, Vertex LLC, 2005-2012  
Partner, Cofounder, Vertex Graphics INC, 2002-2011  
Project Architect, Murphy/Jahn Architects, 1997-2002

Selected Publications, Exhibits, and Recent Research  
DesCours AIA New Orleans, 2010  
Urban Shelter, New York, 2009  
CPH Bike-sharing system, Denmark, 2009  
City Racks, New York, 2008  
Flip a Strip, Phoenix, 2008  
Crossing the Drive, Chicago Architectural Club, 2007  
History Channel, City of the Future Design Competition, Chicago, 2006  
The Chicago Architectural Club and The AIA, Emerging Visions Finalist, 2005  
City lights New York, 2005  
The Chicago Architectural Club and The AIA, Emerging Visions Finalist, 2004  
Townhouse Revisited Exhibition, 1999

Awards and Honors  
Spreepark Berlin, Selected proposed installation, 2012  
DesCours AIA New Orleans Competition, winning entry, 2010  
RIBA , Building A Sustainable World Competition, finalist , 2007  
The History Channel, CITY OF THE FUTURE: A Design and Engineering Challenge, one of eight multidisciplinary teams selected to take part in the visionary design of the City of Chicago in 100 years, 2006  
Global Green Competition, New Orleans LA, semi-finalist, 2006  
The Chicago Architectural Club and The AIA Emerging Visions finalist, 2005  
The Chicago Architectural Club and The AIA Emerging Visions finalist, 2004  
Ephemeral Structures in the City of Athens International Competition for the Olympics, second prize, 2003  
Townhouse Revisited Competition, Graham Foundation, Winning Entry, selected as one of Chicago’s seven young visionary architects, 1999
Mary Pat Mattson, RLA
Studio Assistant Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX – Urban Water Studio (F12)
ARCH 418, 420 Architecture Studio VIII, X – Urban Field + Forest Studio (S13)
ARCH 545 Community Based Building Project – The Plant Chicago (F11)
ARCH 597 Special Problems - Sustainable Land Management (S12)
AURB 465 Principles of Urbanism (F12,S13)
CRP 465 Ecological Basis of Planning (S12)
LA542 Studio II: Site & City: Urban Field + Forest Studio (S13)
LA543 Studio III: Comprehensive Landscape Design: Urban Water (F12)
LA544 Studio IV: Site City & Region: Park Here (S12)

Educational Credentials
MLA, University of Virginia, 2003
BA, College of William & Mary, Williamsburg, 1994
Certificate, Wood Plants, George Washington University, 2000

Teaching Experience
Studio Assistant Professor, Illinois Institute of Technology, Chicago, 2011-Present
Adjunct Assistant Professor, University of Maryland, College Park, 2005-2006
Lecturer, Morgan State University, Baltimore, 2004
Graduate Studio Assistant, University of Virginia, Charlottesville, 2003

Professional Experience
Independent Landscape Architecture Consultant, Chicago, 2011-Present
Landscape Architect, Business Development Coordinator, Peter Walker & Partners, Berkeley, 2007-2010
Ayers Saint Gross, Baltimore, 2003-2006

Licenses/Registration

Selected Exhibits
On Site, Matter, Context, Time; Solicited Entry in “Reconsidering an Icon: Creative Conversations about Prentice Women’s Hospital”, Fall 2012-Spring 2013, Chicago Architecture Foundation
The Plant Exchange: studio work on food and urban community, Winter-Summer 2012
The Plant Chicago, Chicago, IL

Awards and Honors
Merit Awards, Layers of Landscape Competition, Charleston Horticultural Society, 2004
Merit Award, ASLA, 2003
First Place Award, Benjamin Howland Competition, 2003

Professional Memberships:
Society for Ecological Restoration International
Council of Educators in Landscape Architecture
Omicron Delta Kappa
Michael Mitchell, AIA
Part Time Professor

Courses Taught
ARCH 201 Architecture Studio III (F12)
ARCH 202 Architecture Studio IV (S13)

Educational Credentials
MArch, The Bartlett School of Architecture, London
BArch, Illinois Institute of Technology, College of Architecture, Chicago, 1994

Teaching Experience
Part Time Professor, Illinois Institute of Technology, College of Architecture, 2012-2013
Adjunct Professor, Norwich University, School of Architecture, Northfield, VT, 2000-2001

Professional Experience
Kohn Pedersen Fox Associates, New York and London, Associate Principal 2007-20012
Truex Cullins & Partners, Burlington, VT, 2000-2002
SOM, Chicago, 1999-2000
STL Architects, Chicago, 1998-1999

Licenses/Registration
New York State 2012 to present

Awards and Honors
1994 IIT AIA Henry Adams Award
1995 IIT Architects Club of Chicago Award for Excellence in Architecture
1998 IIT Mies Van der Rohe Award for Excellence in Architecture

Professional Memberships
The American Institute of Architects
The Architecture League of New York
Council for Tall Buildings
Digital Fabrication Alliance
Smart Geometry
Mark McKinney, Architect
Part-Time Professor

Courses Taught
ARCH 201 Architecture Studio III (F11)
ARCH 202 Architecture Studio IV (S12)
ARCH 561 Entrepreneurship & Innovation in Architecture (S12, Su12, F12, S13)
IPRO 306 Making Building Modules with Aggrebind, Fly Ash, Slag (Su12, F12, S13)

Educational Credentials
BArch, Clemson University, 1985
MArch, University of Illinois at Chicago, 1991

Teaching Experience
Part-Time Professor, Illinois Institute of Technology, 2010-present
Adjunct Professor, University of Illinois, Chicago, 1991-1995
Guest Lecturer, DePaul University, Real Estate Center, 2006

Professional Experience
Director, Sedgwick Properties Development Corporation, 2001-present

Licenses/Registration
Illinois 1991 to present

Recent Research
Alternative Building Product Applications using Fly Ash, Slag and Geo-Polymers

Awards and Honors
Schiff Prize, 1991
AIA Medal of Merit, Graduate Studies, 1991

Professional Memberships
US Green Building Council
Andrew Metter, FAIA, LEED AP
Adjunct Professor

Courses Taught
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)
ARCH 543 Structurally Determinant Project (F11, F12)

Educational Credentials
MArch, Washington University in St. Louis, 1976
BA, State University of New York at Albany, 1973

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 2006 – present
Adjunct Studio Instructor, University of Wisconsin-Milwaukee, 1984-1985

Professional Experience
Epstein Architects, Chicago, 1990 - present
Perkins & Will, Chicago , 1986-1989
Sisco - Lubotsky, Chicago, 1977 – 1986

Licenses / Registration
Illinois 1980 to present

Selected Publications, Exhibits
Designs For The New Decade- AIA 2010-2012, Serta Int'l Center, 2012
Terror and Wonder, Architecture in a Tumultuous Age, Blair Kamin, 2010
Architectural Record, AIA Honor Awards, June 2010
Chicago Tribune, Arts section, “Lighter than Air Serta Design Elevates the Ordinary” Blair Kamin, 3-08-09
Hinge, Vol. 40 “China Storm- Western Firms Sail in”, March 2007
Architectural Record, “Young Turks in Big Tents”, Ingrid Spencer, Dec 2005
Chicago Tribune, Arts Section “ Metter Infuses the Poetic into the Mundane”, Blair Kamin, 9-15-02
Architecture Magazine, Urban Gateway, Donald Albrecht, August 1994
Progressive Architecture, “PA Furniture Award” May 1985
Progressive Architecture, "Muthesius Found", October 1983
Progressive Architecture, PA Award", January 1983

Awards and Honors
Co-Chair, IIT Board of Overseers, College of Architecture, 2008 - 2012
National AIA Committee on Design, AIA Gold Medal Chair, 2009 - 2012
AIA – National AIA Honor Award, 2010, Serta International Center
World Architecture Festival, Jury Selection, 2009
Architect Magazine, Annual Design Review, Citation, November 2009
AIA – Chicago Chapter AIA Building Design Awards (20 awards spanning 1983 to 2011)
SARA - Society of American Registered Architects (9 national awards spanning 1993 to 2004)
Distinguished Alumni Award, Washington University, 1999
College of Fellows - FAIA, 1997
PA Award - Progressive Architecture, 27th Annual Awards, 1980
Jonathan Miller
Studio Associate Professor

Courses Taught
ARCH 470 Image City: Mediation of Space (S12)
ARCH 473 Conflict and Time (F11, F12)
ARCH 475 Spatial Stories (S13)
ARCH 497 Independent Study - Conflict and Time (F12)
ARCH 502 Advanced Topics in History/Theory I (F11)
ARCH 503 Advanced Topics in History/Theory II (S12, S13)
LA 497 Independent Study - Sightscepes (S13)
LA 501 The Nature of Ecology (F11, F12)

Educational Credentials
MFA, Film Production, New York University, 1984
BA, History of Art, Yale University, 1980

Teaching Experience
Studio Associate Professor, Illinois Institute of Technology, 2000-present
Adjunct Assistant Professor, University of Illinois at Chicago, School of Art & Design 2001-2007
Visiting Adjunct, School of the Art Institute of Chicago, Fall 2001
Film & Video Visiting Adjunct, Columbia College, Spring 1997- Fall 1998

Professional Experience
Film Critic, Chicago Public Radio, 1995 - 2012

Selected Publications, Exhibits, Research
Symposium Panel, “Painting: The Elastic Frontier”, College Art Association, NYC, Feb 2013
Jury Member, New Director's Competition, Chicago International Film Festival, 2012
Art Installation, Medline Industries Inc., Broadview, IL, Summer 2012
Contributing Filmmaker, “One Day on Earth”, global documentary project about 10/10/10, April 2012
Essay, “How to Stretch Canvas”, artist Homa Shojaie exhibition, Chicago Artist’s Coalition, Jan 2012
Essay, “For a [meaningless work] Song”, artist LeRoy Stevens 2011 installation at Tallinn City Gallery,
Estonia, Lugemik Publisher 2013
Essay, “Come In Out Of The Reign” for “End of Analog” Exhibition - Roots & Culture Gallery,
Chicago, Feb/Mar 2009
Editorial Consultant - Chicago Architecture Foundation - “North Lawndale” Exhibit, 2006
Haus Lange/Haus Esters, Krefeld, Germany, June 2005
Kindon Mills
Part Time Professor

Courses Taught
ARCH 201 Architecture Studio III (F11, F12)
ARCH 202 Architecture Studio IV (S12, S13)

Educational Credentials
BS English Literature, Virginia Commonwealth University, 1992
MArch, Illinois Institute of Technology, 1998

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 2011- present

Professional Experience
Project Manager/ Designer, Holbert and Associates Architects, Chicago, Illinois 2001- present

Selected Publications, Exhibits, and Recent Research
Chicago Luxe, Fall 2010 (Gworek Residence)
Chicago Architectural Club, Member Show, I-Space Gallery, February 2005
Better Homes and Gardens, Fall 2006, Figliulo Residence
Midwest Center for Environmental Law & Policy, Lecture Series “Indoor Air Quality In Construction” 2002

Awards and Honors
Green Homes for Chicago, finalist 2001
Vedran Mimica, MArch (Dipl. Eng. Arch.)
Associate Professor

Educational Credentials
MArch, University of Zagreb, 1979

Teaching Experience
Visiting Professor, Illinois Institute of Technology, College of Architecture, 2012-present
Assistant Professor and Researcher, Head of Education, The Berlage - Delft University of Technology, 2012-present
Project coordinator, Course Director, Assistant Dean, Associated Dean and Director (Research Programs), Berlage Institute, Rotterdam, 1991-2012
University of Zagreb, 1984-1991

Professional Experience
Senior designer, Institute for Architecture, Zagreb, 1980-1990

Licenses/Registration
Croatia 1984-current

Selected Publications, Exhibits, and Recent Research
Contemporary Croatian Architecture: Testing Reality, (Zagreb, 2007)
Randic & Turato, The Architecture of Transition (Zagreb, 2000)
Notes on Children, Environment and Architecture (Delft, 1992)

Awards and Honors
Croatian Architects Association Award 'Neven Segvic", 2007
Fellowship, Graham foundation, 1992
Fellowship, Delft University of Tecnology, 1991
1st prize, Memorial Center "Bosko Buha" primary school, Croatia. 1979

Professional Memberships
Croatian Association of Architects, Publications Board
Kathleen S. Nagle  
Studio Associate Professor, Co Director First Year Studio, Coordinator of Undergraduate Advising

Courses Taught
ARCH 100 Introduction to Architecture (F11, F12)
ARCH 113 Architecture Studio I (F11, F12)
ARCH 114 Architecture Studio II (S12, S13)

Educational Credentials
BA magna cum laude, Phi Beta Kappa, Williams College, 1982,
MArch, Harvard University, Graduate School of Design, 1987

Teaching Experience
Studio Associate Professor, Illinois Institute of Technology, 1999-current
Lecturer, Illinois Institute of Technology, 2003-2006
Adjunct Assistant Professor, Illinois Institute of Technology, 1999-2003
Adjunct Assistant Professor, University of Illinois at Chicago, 1996-1998
Adjunct Assistant Professor, University of Wisconsin-Milwaukee, 1994-1995

Professional Experience
Project Designer, Holabird & Root, Chicago, IL, 1987-1996

Licenses/Registration
Illinois 1988 to present

Selected Publications, Exhibits, and Recent Research:
AIA Guide to Chicago Architecture, 3rd edition (pub. date 2014): currently contributing updates, edits

Awards and Honors
AIA Education Honor Award, 2006
IIT College of Architecture Excellence in Teaching Award, 2009
Patricia Saldaña Natke, AIA  
Part Time Professor

Courses Taught  
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)  
ARCH 417, 419 Architecture Studio VIII, X (F12)

Educational Credentials  
BS Architecture, University of Illinois at Urbana-Champaign, 1986

Teaching Experience  
Part Time Professor, Illinois Institute of Technology, 2012-present  
Adjunct Associate Professor, UIC, School of Architecture, Trilateral Exchange Program, 2006  
Faculty/Facilitator, Archeworks Design School, 2003-2006  
Adjunct Associate Professor, UIC, School of Architecture, Design Integration/Building Science, 2000-2001

Professional Experience  
Design Principal and President, URBANWorks, Ltd., Chicago, 1993-present  
Designer, Pavlecic and Associates, Chicago, 1986

License Registrations  
Licensed Architect, Illinois 1993 to present  
City of Chicago Registered Energy Professional 2001 to present  
City of Chicago Department of Buildings Self Certification Architect, 2005 to present

Publications, Exhibits, Research  
National School Board Association Exhibit, UNO Galewood Elementary School 2013  
The Pilsen Equalizer, IIT Student Exhibit Co-curator at LaCasa 2012/2013  
Genealogy of Chicago Architects, 2012/2013  
PPG Ideascapes, Case Studies, UNO Charter School 2011  
World Architecture, Urbanworks firm work 2009-2011  
Brazilian Urbanism Exhibit Co Curator, Instituto Cervantes, 2010

Awards and Honors:  
Dreihaus Foundation 1st Place Excellence in Community Design, La Casa Dormitories, 2013  
ALA Merit Award, LaCasa Dormitories, 2012  
ALA Merit Awards, Park Boulevard Multifamily Building & UNO Veterans Charter School, 2011  
AIA Chicago Regional and Planning Award, Gary Groundplanes, 2011  
AIA Chicago Small Projects Award, Automobile Container, 2011  
AIA Chicago Distinguished Building Award, UNO Veterans Charter School, 2011  
Dreihaus 1st Place Excellence in Community Design, UNO Veterans Campus, 2010  
Building Congress Award, UNO Charter School, 2010  
Design Evanston Award, Automobile Container, 2009  
Chicago Big Bold Visionary Exhibit, Burnham Centennial, Gary Groundplanes & Chicago Olympic Velodrome  
AIA, Honor Award for Chicago Olympic 2016 Bid, Design Evanston Award, Evanston Lakefront Masterplan

Professional Memberships  
AIA, The American Institute of Architects, Member  
CWA, Chicago Women in Architecture, Corporate Member  
Arquitectos, The Society of Hispanic Professional Architects, member
John H. Nelson, FAIA, LEEDAP
Part Time Professor

Courses Taught
ARCH 454 Contemporary Chicago Architecture: Case Studies – Affordable Housing (F11)

Educational Credentials
Continuing Humanities Studies, University of Chicago, ongoing
BArch, University of Illinois at Chicago, 1969

Teaching Experience
Part Time Illinois Institute of Technology, 2009 and 2013
Course Critic, University of Illinois at Chicago, 2001
Guest Lecturer, Lhasa Design Institute, 1992

Professional Experience
Nelson Consulting 2010-present
Managing Principal, Harley Ellis Devereaux, 2003-2010
President, Environ Inc., 1980-2003
Project Manager, RMM, 1978-1980
Managing Architect, Synectics Group, 1975-1978
Project Designer, Bertrand Goldberg and Associates 1970-1973
Designer, Graham Anderson Probst and White 1968-1970

Licenses/Registration
Illinois 1972 to present

Selected Publications, Exhibits, and Recent Research
Burhan@100, Burnham’s Architects. 2010
Permanent Collection, Chicago Historical Society 1990
New Visions Exhibition, Art Institute of Chicago 1985

Awards and Honors
AIA National Honors Award, 2006
AIA Michigan Honor Award 2006
Wisconsin Trust for Historic Preservation Award 2002
AIA Chicago Honor Award, Divine Detail, 1989
City House Award 1982

Professional Memberships
The American Institute of Architects, Past President, Chicago
Lambda Alpha International
ASRA, 2005-201
Chicago Plan Commission 1990-2011
Richard E. Nelson, RA
Associate Studio Professor, Director of Buildings and Operations

Courses Taught
ARCH 541 Methodology, Material and Technique (F11, F12)
ARCH 542 Materiality Projects (S12, S13)

Educational Credentials
BA, Washington University, St. Louis, 1986
MArch, Washington University, St. Louis, 1989

Teaching Experience
Associate Studio Professor, Illinois Institute of Technology, Chicago, 2006-Present
Adjunct Associate Professor, Illinois Institute of Technology, 1993-1998

Professional Experience
Principal, FUGE, Chicago, IL, 2007-Present
Vice President, Booth Hansen, Chicago, IL, 1999-2007

Licenses/Registration
Illinois 1994 to present

Selected Publications, Exhibits, and Recent Research
Studio work featured in: Integrating Structures and Design in the First Year; C. Wetzel (Journal of Architectural Education, October 2012)

Awards and Honors
ACSA Creative Achievement Award

Professional Memberships
The American Institute of Architects
Brent A. Norsman, AIA, NCARB
Part Time Professor

Courses Taught
ARCH 543 Structurally Determinant Project (F12)
ARCH 544 Comprehensive Building Project (S13)

Educational Credentials
BA Economics and Philosophy, University of Wisconsin-Madison, 1990
MArch, University of Illinois at Chicago, 1995

Teaching Experience
Part Time Professor, Illinois Institute of Technology, 2012-present
Adjunct Professor, University of Illinois at Chicago, 2007-present

Professional Experience
President, Norsman Architects, Ltd., Chicago, IL, 2003-Present
Project Architect, HP, Ltd., Chicago, IL, 1996-2003
Intern, Katherine Quinn Architects, Chicago, IL, 1988-1991

Licenses/Registration
Illinois 2013, Wisconsin 2013, Michigan 2013, all to present

Selected Publications, Exhibits, and Recent Research
Bicycle Urbanism Network Plan Research and Proposal, Red Hook Brooklyn, NY
Milwaukee Avenue Streetscape plan and research, Chicago, IL
Polish Triangle re-visioning Exhibit – 2008

Awards and Honors
Commissioner, City of Chicago - Wicker Park Bucktown SSA #33 2008-Present
American Libraries Association, Design Award 2011: Reclamations and Renovations
American Libraries Association, Design Award 2011: Sustainable Construction

Professional Memberships
The American Institute of Architects, NCARB
Peter Lorch Osler, RA, FAAR, ASLA
Assistant Professor, Director Landscape Architecture Program

Courses Taught
ARCH 497 Independent Study - IIT Campus Farm Planning and Construction (S12)
ARCH 590, Specialized Research and Thesis Development - Vert. Gardens on Low Rise Bldg in Moderate to Hot Climates; Sustainable Urban Design within Contemporary Urban Policy; Evaluation of the Effects of Green Walls on Building Energy Consumption (F11, S12, F12, S13)
ARCH 591 Research and Thesis
ARCH 597 Special Projects - Landscape Practice (S13)
LA 541 Studio I - Dynamics and Processes of Place (F11, F12)
LA 542 Studio II - Site and City (S11)

Educational Credentials
MArch, Harvard University Graduate School of Design, 1988
MLA, Harvard University Graduate School of Design, 1983
BS Natural Resources, School of Natural Resources, University of Michigan, 1979

Teaching Experience
Assistant Professor of Landscape Architecture, Illinois Institute of Technology, 2007-present
Visiting Assistant Professor of Landscape Arch., Harvard University Graduate School of Design, 2012
Associate Professor of Practice, A. Taubman College of Arch., University of Michigan, 2006-2007
Adjunct Lecturer, A. Alfred Taubman College of Arch., University of Michigan, 2002-2005
Adjunct Assistant Professor, A. Alfred Taubman College of Arch., University of Michigan 1990-2001
Adjunct Assistant Professor, School of Natural Resources, University of Michigan, 1990-1991

Professional Experience
Principal, Williams Osler WORKS, Ann Arbor, MI, 2003-2008
Principal, Peter Osler Site Design, Ann Arbor, MI, 1998-2002
Campus Architect; Campus Landscape Architect & Planner, Cranbrook Educational Community, Bloomfield Hills, MI, 1996-1998

Licenses/Registration
Architect, Michigan, 1993 to present

Selected Publications, Exhibits, and Recent Research
Tree as Signifier: A Way to Begin, CELA Annual Conference, 2013
Beyond the Bagel, Landscape Architecture Magazine, November, 2012
Evaluation of the Effects of Green Walls on Bldg Energy Consumption, P.I., $25k Wanger Institute for Sustainable Research (WISER) Interdisciplinary Seed Funding Grant 2011

Awards and Honors
Juror, ASLA National Student Awards, 2013
Fellow, American Academy in Rome, 2002
Garden Club of America Rome Prize, 2001-2002
AIA National Honor Award (Site designer for Williams Natatorium, Tod Williams Billie Tsien Architects)
Honorable Mention, State of Michigan Vietnam Veterans War Memorial, 1990
Honor Award, Michigan Society of Architects, 1988

Professional Memberships
American Society of Landscape Architects, IL Chapter, Case Studies Sub-Committee, Marketing and Promotions Committee, Ex-Officio
Society of Fellows, American Academy in Rome
Alessandro Paradiso
Adjunct Associate Professor

Courses Taught
ARCH 113 Architecture Studio I (F12, F11)
ARCH 114 Architecture Studio II (S13, S12)

Educational Credentials
MArch, University of Illinois at Chicago, 1988
BS Architecture, University of Illinois at Urbana-Champaign, 1986
Ecole Des Beaux Arts- UP3, Versailles, France, 1985

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, 2004-present

Professional Experience
New Breed Furniture Network, Co-Founder, 2010-present
Paradiso & Racelis, Ltd. Architects, Principal, 1998-present

Licenses/Registration
Illinois 1992 to present

Selected Publications, Exhibits, and Recent Research
Neocon, Guerilla Truck Exhibit, Chicago, IL, June 2013
Form, Contemporary Design Exhibition, St. Louis, MO, September 2012
Dwell on Design, Los Angeles, CA, June 2012

Awards and Honors
Chicago Public Schools, Mobile Classroom Prototype Competition Winner, 2001
Francis J. Plym Graduate Fellowship, 1986
Jennifer J. Park, AIA, LEED AP BD+C
Part Time Professor

Courses Taught
ARCH 305 Architecture Studio V (F12)
ARCH 306 Architecture Studio VI (S13)

Educational Credentials
BA, Columbia University, NY, 2000
MArch, University of California, Los Angelos, Architecture and Urban Design, 2004

Teaching Experience
Part Time Professor, Illinois Institute of Technology, Chicago, 2012 - present
Adjunct Professor, School of the Art Institute, Continuing Studies, Chicago, 2011
Adjunct Professor, Virginia Commonwealth University, Richmond, VA, 2009
Teaching Assistant, UCLA, Architecture and Urban Design, 2002

Professional Experience
Project Architect/Project Manager, Gensler, Chicago, 2011-2013
Designer/Project Architect, Wilkinson Blender Architecture, Chicago, 2010-2011
Designer/Project Architect, Architecture Design Office, Richmond, VA, 2009
Designer/Project Architect, SMBW Architects, Richmond, VA, 2007-2008
Intern, Lorcan O’Herliy Architects, Los Angeles, 2003

Licenses/Registration
Illinois 2012, Virginia 2010, all to present

Selected Publications, Exhibits, and Recent Research
City of Dreams Pavilion, Center for Architecture, New York, 2011
Rising Currents: Projects for New York’s Waterfront, MOMA & PS1 Exhibition, 2009
City of the Future, Museum of Arts and Science Exhibition, Chicago, 2007

Awards and Honors:
City of Dreams Pavilion, Figment and AIA NY, finalist, 2011
Alpha Rho Chi Medal, 2004

Professional Memberships:
The American Institute of Architects
U.S. Green Building Council
National Council of Architectural Registration Boards
Carlo Parente, MRAIC
Part Time Professor

Courses Taught
ARCH 305 Architecture Studio V (F12)
ARCH 306 Architecture Studio VI (S13)

Educational Credentials
MArch, Illinois Institute of Technology, 2007
BArch, Science, Ryerson University, Toronto, 1998
European Honors Program Rome, Rhode Island School of Design, 1995

Teaching Experience
Part Time Professor, Illinois Institute of Technology, Chicago, 2012-present
Guest Instructor/Critic, The Art Institute of Chicago, Chicago, 2008-2009
Research Associate, Illinois Institute of Technology, Chicago, 2006-2007

Professional Experience
Team Leader/Senior Designer, Adrian Smith + Gordon Gill Architecture, Chicago, IL, 2007-2012
Partner, Studioblackbox, Toronto, ON, 1996-2005
Project Manager/Designer, Rounthwaite Dick & Hadley Architects, Toronto, ON, 2000-2004
Project Manager/Designer, Brown & Storey Architects, Toronto, ON, 1998-2000
Intern, Robbie Sane Architects, Toronto, ON, 1997-1998
Intern, Robert Chang Architect, Toronto, ON, 1996-1997

Selected Publications, Exhibits, and Recent Research
Reamscapes Exhibit, 2010
Pilsen Chicago Arts District: Show Pods Installation: Fold 500

Awards and Honors
International Architecture Award, Chicago Atheneum & The European Centre for Architecture Art Design and Urban Studies, Solar EV Dock (AS+GG Architecture - Team Leader) 2012
International Architecture Award, Chicago Atheneum & The European Centre for Architecture Art Design and Urban Studies, Burj Khalifa Gatehouse (AS+GG Architecture - Team Leader) 2012
OAA Design Excellence Award, Heaslip House - (RDH Architects- Project Team) 2007
Jerrold & Weil Loebl Fellowship Prize, IIT College of Architecture, 2005
Progressive Architecture Citation, Architecture Magazine, Dundas Square (Brown + Storey Architects - Collaborator/Partner Studioblackbox) 2000
Award of Excellence for significant building in the design stage. Canadian Architect Magazine (Brown + Storey Architects - Collaborator/Partner Studioblackbox) 1999
Dundas Square International Design Competition Winning entry, City of Toronto, (Brown + Storey Architects - Collaborator/Partner Studioblackbox)1998

Professional Memberships
Royal Architectural Institute of Canada
Society of College and University Planning
Alphonso Peluso, RA
Studio Associate Professor, Director of Digital Architecture + Fabrication

Courses Taught
ARCH 125 Intro to Architectural Computing (S11, S12)
ARCH 427 Image Processing in CAD (F11, S11, F12, S12)
ARCH 436 Advanced Modeling (F11, F12)
ARCH 438 Design Visualization (F11,F12)
ARCH 508 Digital Applications in Design (S11,S12)

Educational Credentials
BArch, Illinois Institute of Technology, 1997
MIBD, Illinois Institute of Technology, 2012

Teaching Experience
Studio Associate Professor, Illinois Institute of Technology, 2009 - present
Adjunct Professor, Columbia College Chicago, 2001 - 2012
Adjunct Professor, Illinois Institute of Technology, 2006 - 2008

Professional Experience
Co - Owner, Vertex Architects, Chicago, IL, 2004 – 2012
Co - Owner, Vertex Graphics, Chicago, IL, 2000 - 2010
Project Architect, Murphy / Jahn, Chicago, IL, 1997- 2000

Licenses/Registration
Illinois 2004 to present

Selected Publications, Exhibits, and Recent Research
2012 architect's newspaper blog article: http://blog.archpaper.com/wordpress/archives/47377
2010 LEED for Homes Illinois Article
2009 Chicago Home Magazine November/December “Eco Design”
2008 Chicago Home Magazine Sep/Oct cover feature article

Awards and Honors
2011 Design by Many - International BIM Pedestrian Canopy design competition winner
2008 Order Sons of Italy in America - OSIA - Da’ Vinci award of the arts
2006 American Society of Architectural Illustrators - ASAI - Architecture in Perspective 21 – Award of Excellence
2003 American Society of Architectural Illustrators - ASAI - Architecture in Perspective 18 - Juror's Award
Daiva M. Peterson, M. Arch, RA
Adjunct Professor

Courses Taught
ARCH 423 Architectural Programming (F11, F12)

Educational Credentials
BA, University of Illinois at Chicago, 1978
MArch, University of Illinois at Chicago, 1991

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, Chicago, 2003-present
Assistant Instructor, Illinois Institute of Technology, Chicago, 1991-2002

Professional Experience

Licenses/Registration
Illinois 1996 to present

Selected Publications, Exhibits, and Recent Research
Editorial Assistant and Project Coordinator, Twenty Years of Courthouse Design Revisited, The Supplement to the American Courthouse, (The American Bar Association, 1993)

Professional Memberships
Association of Licensed Architects (ALA)
Chicago Women in Architecture
Paul Pettigrew, NCARB
Studio Associate Professor, Co-Director First Year Studio

Courses Taught
ARCH 100 Introduction to Architecture (F11, F12)
ARCH 113 Architecture Studio I (F11, F12)
ARCH 114 Architecture Studio II (S12, S13)
ARCH 497 Special Projects - Furniture & Architecture (S12, F13)
ARCH 497 Special Projects - Research Fabrication (S13)
ARCH 497 Special Projects - Small Urban Interventions (S12)
ARCH 497 Special Projects - Furniture Design & Fabrication (Su12)
ARCH 591 Research and Thesis (F11, S12)

Educational Credentials
MArch, Massachusetts Institute of Technology, 1988
BS, Architecture, University of Illinois at Champaign-Urbana, 1986

Teaching Experience
Studio Associate Professor of Architecture, Illinois Institute of Technology, 2006-present
Instructor, Illinois Institute of Technology, 2005-2006
Adjunct Assistant Professor, Illinois Institute of Technology, 2000-2005

Professional Experience
Paul Pettigrew Architect, Chicago, Illinois, 1990-present
Products In Space, Chicago, Illinois, 2010-present
Crate & Barrel, Northbrook, Illinois, 1995-1999

Licenses/Registration
Illinois 1993, Michigan 1996, Indiana 2010, all to present

Selected Publications, Exhibits, and Recent Research

Awards and Honors
American Institute of Architects, Education Honor Award, 2006

Professional Memberships
National Council of Architectural Registration Boards (NCARB)
Kerstin Puller, Dr.-Ing.
Adjunct Associate Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)

Educational Credentials
Dr.-Ing., Universität Stuttgart, 2012
Dipl.-Ing., Civil Engineering, Technische Universität Braunschweig, 2005
MS, University of California, Berkeley, 2005

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, 2009-present
Visiting Professor, CAUP, Tonji University, Shanghai, 2012
Teaching Assistant, Universität Stuttgart, 2006-2011
Guest lecturer, Illinois Institute of Technology, Chicago, 2008

Professional Experience
Project Engineer, Werner Sobek Stuttgart, 2011-present
Project Engineer, Werner Sobek Ingenieure, 2006

Selected Publications, Exhibits, and Recent Research
11 publications about glass, new design possibilities with glass and technical papers about the load-carrying behavior of elements embedded in glass including the book „Untersuchung des Tragverhaltens von in die Zwischenschicht von Verbundglas integrierten Lasteinleitungselementen“, 2013

Awards and Honors
e-fellows Scholarship, 2000
Fulbright Scholarship, 2004
Donna V. Robertson, FAIA
Professor

Courses Taught
ARCH 454 Contemporary Chicago Architecture: Case Studies (S12)

Educational Credentials
BA English, Stanford University, 1974
MArch, University of Virginia, 1978

Teaching Experience
Associate Professor/Professor, Dean, Illinois Institute of Technology, 1996-2012; Professor, 2012 - present
Hooker Visiting Professor of Architecture, University of New Mexico, 2009
Associate Professor and Dean, Tulane University, 1992-1996
Assistant Professor and Program Head, Barnard College, Columbia University, 1984-1992
Visiting Critic In Design, Harvard University Graduate School of Design, 1989; Univ. of Virginia, 1991
Assistant Professor, Harvard University, 1983-1984

Professional Experience
Partner, Robertson McAnulty Architects, Chicago 1986-2009; macro Design, Chicago, IL, 2010-present

Selected Publications, Exhibits, and Recent Research
Essay, BIM In Academia, Phil Bernstein and Peggy Deamer, eds. (Yale University Press 2011)
“The IIT Campus Center by OMA”, interview with Rem Koolhaas (Illinois Institute of Technology 2004).

Awards and Honors
President, Association of Collegiate Schools of Architecture (term 2012); j Board member 2011-2013
President, Board of Directors,NAAB 2002-2003; Board 1999-2003; Team Chair, 2001 - present
Vice President, Chicago Design Matters non-profit, 2011 – present
National Register of Peer Professionals for the USA General Services Administration, 2005 – present
ASLA Illinois Distinguished Service Award, 2013. AIA Chicago Distinguished Service Award, 2007
IIT Julia Beverage Award for outstanding service, 2008
Program Evaluator, ETHZurich, U. Dannam Saudi Arabia, Ohio State, U. Utah, Arizona State University
One of the “25 Most Admired Educators of 2011”, Design Intelligence journal, Nov/Dec
Artist in Residence, Ragdale Colony, 2009. Advisor, MacDowell Colony artists grants foundation
Juror & Keynote speaker, Asia Pacific Federation of Architects/Interior Designers annual awards, 2009
Juror, Invitational Competition for the Seoul Performing Arts Center, S. Korea, 2006
Keynote speaker, AIA Florida Annual Convention, 2006

Professional Memberships
American Institute of Architects, Chicago Chapter. Vice President and Board member, 2005-2009
Assoc. Member, American Society of Landscape Architects; Chicago Women in Architecture
Society of Architectural Historians, Board Member 2012 - present; DoCoMoMo-USA; Chicago Economic
Club; The Chicago Network; ACSA – President 2012-2013
Benjamin R. Riley, AIA, NCARB, LEED AP
Studio Associate Professor, IDP Coordinator

Courses Taught
ARCH 331 Visual Training I (F11)
ARCH 497 Special Projects (Su12)
ARCH 543 Structurally Determinant Project (F11)
ARCH 544 Comprehensive Building Project (S11, S12)

Educational Credentials
BArch, Illinois Institute of Technology, 1992
MS Advanced Architectural Design, Columbia University, 2010

Teaching Experience
Studio Associate Professor, Illinois Institute of Technology, 2011-present
Assistant Professor, Illinois Institute of Technology, 2006-2011
Instructor, Illinois Institute of Technology, 2002-2006
Adjunct Assistant Professor, Illinois Institute of Technology, 1999-2002

Professional Experience
President, Robertson Riley, Inc. Architect, 1998-present
Intern Architect, Zar & Hicks Architects, 1990-1991
Intern Architect, McCler Corp., 1989-1993

Licenses/Registration
Illinois 2005 to present

Recent Research
Green wall building systems
Environmentally sustainable building systems and concrete technology
The origin of anthropogenic climate change

Awards and Honors
Columbia University in the City of New York Lowenfish Memorial Prize, 2010
American Institute of Architecture Students Excellence in Architectural Education Award, 2008
Arquitectos Society of Hispanic Professional Architects Teacher of the Year Award, 2004
Samuel Horwitz Memorial Prize, 1991

Professional Memberships
Leadership in Energy and Environmental Design Accredited Professional (LEED AP)
National Council of Architectural Registration Boards (NCARB)
Chicago Chapter of the American Institute of Architects (AIA)
Christopher D. Rockey, SE, AIA
Assistant Professor

Courses Taught
ARCH 230 Structure and Architecture (S12, S13)
ARCH 305 Architecture Studio V (F11, F12)
ARCH 334 Frame Structural Systems and Steel (F11, F12)

Educational Credentials
MArch, Structures Option, University of Illinois at Urbana-Champaign, 1993
BS Architectural Studies, University of Illinois at Urbana-Champaign, 1991

Teaching Experience
Assistant Professor, University of Illinois at Chicago, 2004-2006
Fulltime Visiting Lecturer, University of Illinois at Urbana-Champaign, 2006-2007
Assistant Professor, University of Illinois at Chicago, 2007-2008
Assistant Professor, Illinois Institute of Technology, 2008-present

Professional Experience
Owner, Rockey Structures, Oak Park, IL, 2004-present
Associate, Skidmore, Owings & Merrill, LLP, Chicago, IL 2000-2004
Project Engineer, Halforson and Kaye Structural Engineers, Chicago, IL 1996-2000
Engineer, Skidmore, Owings & Merrill, LLP, Chicago, IL, 1994-1996

Licenses/Registration
Licensed Structural Engineer, Illinois, 2000 to present
Licensed Architect, Illinois, 1996 to present

Selected Publications, Exhibits, and Recent Research
“Structures: Two Temporary Pavilions in Chicago Celebrate Centennial Of Burnham’s Plan”, Catherine A.Cardno, Ph.D., Civil Engineering – The Magazine of the American Society of Civil Engineers, November 2009

Awards and Honors
IDEAS2 Innovative Design in Engineering and Architecture with Structural Steel – Burnham Centennial Pavilion, Chicago, IL, American Institute of Steel Construction, Merit Award, 2010
Best Small Structure Award – Burnham Centennial Pavilions, Chicago, IL, Structural Engineers Association of Illinois, 2010
IDEAS2 Innovative Design in Engineering and Architecture with Structural Steel – Virginia Beach Convention Center, Virginia Beach, VA, American Institute of Steel Construction, National Award Winner, 2008
Outstanding Project – Millennium Park, Chicago, IL, American Society of Civil Engineers Illinois, 2006
Excellence in Structural Engineering – Jay Pritzker Pavilion and BP Bridge at Millennium Park, Chicago, IL, Structural Engineers Association of Illinois, 2005
Best Structure - Guggenheim Museum Bilbao, Spain, National Council of Structural Engineers Associations, 1998

Professional Memberships
American Society of Civil Engineers
American Institute of Architects
American Institute of Steel Construction
Council on Tall Buildings and Urban Habitat
Structural Engineers Association of Illinois
Structural Engineers Foundation - Treasurer
John J. Ronan, AIA
Professor, Director of Elective Studios

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 497 Special Projects - Materiality in Architecture (S12)

Educational Credentials
BS, University of Michigan, Ann Arbor, 1985
MArch with distinction, Harvard University, Graduate School of Design, 1991

Teaching Experience
Professor, Illinois Institute of Technology, 2010-present
Associate Professor, Illinois Institute of Technology, 2007-2010
Assistant Professor, Illinois Institute of Technology, 2002-2007
Adjunct Assistant Professor, Illinois Institute of Technology, 1997-2002
Program Director, Skills Workshop, Harvard Graduate School of Design, 1998-1990

Professional Experience
John Ronan Architects, Chicago, 1997-present

Licenses/Registration

Selected Publications & Exhibitions
*Design on the Edge*, Chicago Architecture Foundation, Chicago, 2011 (exhibition)
*Young Chicago*, Art Institute of Chicago, 2006 (exhibition)
*Emerging Voices*, Architectural League of New York, 2005 (lecture and exhibition)

Awards and Honors
AIA Institute National Honor Award, Poetry Foundation, April 2012
AIA Institute National Honor Award, Gary Comer Youth Center, April 2009
Rudy Bruner Award for Urban Excellence, Gary Comer Youth Center/Gary Comer College Prep, 2011
Richard H. Driehaus Award for Architectural Excellence, First Place, Christ the King JCP, 2011
AIA/CES Educational Facility Design Award, 2011
AIA Chicago Distinguished Building Award, Poetry Foundation, 2012
AIA Chicago Interior Architecture Award, Poetry Foundation, 2012
AIA Chicago Divine Detail Award, Poetry Foundation, 2012
AIA Chicago Distinguished Building Award, Gary Comer College Prep, 2011
AIA Chicago Interior Architecture Award, Chapel of St. Ignatius Loyola, 2010
AIA Chicago Interior Architecture Award, Yale Steam Laundry Condominiums, 2009
Best of Year Award, Interior Design magazine, Chapel of St. Ignatius Loyola, 2010
AIA Chicago Unbuilt Architecture Award, The Old Post Office, 2008
AIA Chicago Distinguished Building Award, Gary Comer Youth Center, 2007
AIA Chicago Divine Detail Award, Gary Comer Youth Center, 2007
AIA Chicago Sustainability Award, Gary Comer Youth Center, 2007
AIA Chicago Distinguished Building Award, Akiba-Schechter Jewish Day School, 2007
Richard H. Driehaus Award for Architectural Excellence, First Place, Gary Comer Youth Center, 2007
AIA Distinguished Building Award, House on the Edge of a Forest, 2005

Professional Memberships
The American Institute of Architects, Chicago Economic Club, The Arts Club of Chicago
Carol Ross Barney, FAIA
Adjunct Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)

Educational Credentials
BArch, University of Illinois at Urbana-Champaign, 1971
Francis J. Plym Traveling Fellowship, University of Illinois at Urbana-Champaign, 1982

Selected Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 1993-present
Bruce Goff Chair of Creative Architecture, University of Oklahoma, 2002
Adjunct Assistant Professor of Architecture, University of Illinois at Chicago, 1976-1978
Guest Lecturer, University of Chicago, University of Wisconsin, University of Nebraska, Virginia
Polytechnic, University of Arizona, Washington University, Oklahoma State University, Carnegie Mellon,
Montana State University, University of Idaho, University of Miami Ohio, University of Florida, University
of Minnesota, School of the Art Institute of Chicago, Cooper Union

Selected Professional Experience
Founder, Principal Designer, Ross Barney Architects, 1981-present
Volunteer, U.S. Peace Corps, 1971-1972

Licenses/Registration

Selected Publications, Exhibits, and Recent Research
Framework Plan Bloomingdale Trail and Park, CDOT, 2012
Vision for Chicago Water Transit Service, 2010
Chicago Architecture Foundation, 2005, "5 Architects"
Museum of Contemporary Art Chicago, "Material Evidence: Chicago Architecture at 2000"
The Art Institute of Chicago, Department of Architecture, Permanent Collection

Selected Awards and Honors
The Chicago Athenaeum, The American Architecture Award, 2012
Eco Structure, Evergreen Award, 2012
Chicago Building Congress, Award of Honor, 2011
AIA Chicago, Distinguished Building Awards (15) 1989-2012, Interior Architecture Awards (10) 1994-
2009, Divine Detail (5), Firm Award, 1995, Sustainable Design Awards (2)
World Architecture Festival, High Commendation Community Buildings, 2009
The Art Institute of Chicago, Chicago Architects, Oral History Project, 2006
American Institute of Architects, AIA COTE Top Ten Award, 2009; Thomas Jefferson Award, 2005,
General Services Administration, Design Awards, 2000, 2006
American Institute of Architects Illinois, Distinguished Firm Award, 2000
National Endowment for the Arts, Federal Design Achievement Award, 1992

Selected Professional Memberships
American Institute of Architects; Member, 1974-Current, Jury Chair, Institute Honor Awards for Interior
Economic Club of Chicago, Member, 1997- Current; Chicago Women in Architecture, Founding Member
Thomas Roszak, AIA
Adjunct Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11)
ARCH 418, 420 Architecture Studio VIII, X (S12)
ARCH 563 Introduction to Real Estate Finance Fundamentals (S12, S13)

Educational Credentials
BArch, Illinois Institute of Technology, 1989

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 2008-present

Professional Experience
Partner, Lohan Anderson + Roszak, LLC, 2011-present
Sole Member and Founder, Thomas Roszak Architecture, LLC, 2008-present
Sole Member and Founder, SteelGrass, LLC, 2009-present
Sole Member and Founder, TR Management + Consulting, LLC, 1998-present
Sole Member and Founder, Roszak/ADC, LLC, 1997-2009
President and Founder, true Custom Homes of Arizona, Inc., 2005-2009
President and Founder, TR Realty Workshop, Inc., 2004-2009
President and Founder, TR Development Workshop, Inc., 2002-2009
Vice-President, Focus Development, Inc., 1995-1997
Vice-President, Optima, Inc., 1988-1995

Licenses/Registration
Arizona, Illinois to present

Selected Publications, Exhibits, and Recent Research
Architecture Now: 4, Taschen, 2006

Awards and Honors
AIA National Honor Award, 2008

Professional Memberships
Sponsor of the Thomas A. Roszak Architecture Scholarship at the Illinois Institute of Technology
American Institute of Architects (AIA), Chicago Chapter
Home Builders Association of Greater Chicago
Board Member, Mies van der Rohe Society, Chicago, IL
Board Member, Trap Door Theatre, Chicago, IL
Board Member, Society of Arts, Chicago, IL
Andrew Schachman
Studio Assistant Professor, Director Paris Program

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX - Paris Program (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)
ARCH 476 The Developed Surface (F11, S12, F12, S13)
ARCH 477 Building as Model (F11, S12, F12, S13)

Educational Credentials
MArch, University of Illinois at Chicago, Chicago, Illinois, 1997
GSAP&P, Columbia University, New York, New York, 1989-90

Teaching Experience
Studio Assistant Professor, Paris Program Director, Illinois Institute of Technology, 2010-present
Visiting Professor, IE University, Segovia, Spain, 2012
Visiting Professor, Paris College of Art, Paris, France, 2012-2013
Visiting Professor, Parsons School of Design, Paris, France 2011
Studio Assistant Professor, Studio Director, Illinois Institute of Technology, 2009
Adjunct Associate Professor, Studio Director, Illinois Institute of Technology, 2008
Adjunct Assistant Professor, Illinois Institute of Technology, 2005.

Professional Experience
Owner, Everything Unlimited, Chicago, Illinois - Present
Planner, Illinois Medical Center District, Chicago, IL, 1992-1993

Awards and Honors
Distinguished Building, Honor Award, AIA Chicago, 2007
Driehaus Community Foundation Award, R.H. Driehaus Foundation, 2007
Finalist, Ford Calumet Environmental Center Competition, City of Chicago, 2004
Winner, 21st Century Lakefront Competition, Graham Foundation, Chicago, 2004

Professional Memberships
Chicago Architectural Club, Board Member, Web Design Director
Hyde Park Art Center, Advisory Board
George Schipporeit, AIA  
Associate Professor, Director, Sustainable New Cities Graduate Program

Courses Taught
ARCH 509 Topics in Advanced Technology - Sustainable Cities (F11, S12, F12, S13)  
ARCH 597 Special Problems (F11, S12, F12, S13)  
ARCH 591, 592 Research and Thesis (F11, S12, F12, S13)

Education
Office of Mies van der Rohe 1957-60  
Illinois Institute of Technology, Architecture 1955-56  
Purdue University, Industrial Engineering, 1951-52

Teaching Experience
Associate Professor, College of Architecture, Illinois Institute of Technology, 1997-present  
Interim Dean, College of Architecture, IIT 1994-96  
Associate Professor, College of Architecture, IIT 1989-93  
Dean, College of Architecture Planning and Design, IIT (concurrent with chairmanship of the Dept of Architecture),1983-89  
Chairman, Department of Architecture, IIT, 1980-89

Professional Experience
Schipporeit, Inc. 1970-present  
Schipporeit-Heinrich Architects, Chicago 1964-69  
Aluminum Company of America, Architectural Coordinator of Urban Developments 1960-63

Licenses/Registration
Illinois 1965 to present

Selected Publications, Exhibits, and Recent Research
From having work published in some 20 books and numerous periodicals, the most recent book is "Lake Point Tower: A Design History," by Edward Windhorst and Kevin Harrington, 2009.  
Lake Point Tower along with other projects have been in exhibitions at the Chicago Historical Society, Art Institute, Chicago, The Arts Club of Chicago and the Museum of Science and Industry, Chicago  
2007 - Most recent funded research was to develop a Sustainable New City on Chongming Island, China, with our affiliated Tongji University, Shanghai, China, including a three-week field trip with students from IIT and Harris School of Public Policy, University of Chicago, $10,000.  
1996-97 Produced all of the infrastructure and urban portions as a principal investigator of the College of Architecture research project, Hangkang City, South Korea, funded by Hyundai, $250,000.

Awards and Honors
Chicago Chapter AIA 25-Year Award for Lake Point Tower, Chicago, Illinois 1994  
National AIA Honor Award for Lake Point Tower 1970  
Chicago Chapter AIA Honor Award, Distinguished Building Award Lake Point Tower 1969

Professional Memberships
Chicago Chapter, American Institute of Architects  
Founding member, Chicago Committee on High Rise Buildings  
Council on Tall Buildings and Urban Habitat
Timo Schmidt, Dr. Sc. Hum., MArch., Dipl.-Ing.
Adjunct Associate Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)

Educational Credentials
Dr. Sc. Hum., University of Tübingen, 2008
Dipl.-Ing., University of Applied Sciences, Munich, 2001

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, 2009 - present
Guest Lecturer, Illinois Institute of Technology, Chicago, 2008
Teaching Associate (direction: Prof. W. Sobek), Harvard University, GSD, 2007 and 2008
Lecturer and Teaching Associate, University of Stuttgart, 2004-2008

Professional Experience
Project Engineer/Manager, Werner Sobek Group, 2007-present

Licenses/Registration
Germany

Selected Publications
3 Papers on Complex Geometries in Facade Design/Engineering
5 Papers on Lightweight textile Facades and Vacuamics
2 Papers on Tissue Engineering based Architecture

Exhibits
Biennale (German Pavilion), Tissue Engineering based Architecture, Venice 2008
Deutsches Architekturmuseum 2009, Shanghai 2009
Exhibit of ILEK Works Vienna, Austria 2009

Recent Research
2 ongoing research projects in the field of Tissue Engineering at the University of Tübingen (cell based
material generation).
1 filed patent and 6 pending patent applications

Awards and Honors
Innovations in Medical Technology (Innovationswettbeweb zur Förderung der Medizintechnik) 2010
Science2Start, Innovation in Biotechnology Award 2010 (3. Place)
Scholarship for the Master Degree by the German Academic Exchange Service (DAAD)
Jubilee Award by the Freundes- und Fördervereins der FHM, Munich 2001

Professional Memberships
Baden-Württemberg Chamber of Architects
R. Stephen Sennott
Adjunct Associate Professor, Assistant Dean Undergraduate Academic Affairs

Courses Taught
ARCH 456 Topics in Modernism - History of the American Skyscraper (F11, F12)
ARCH 456 Topics in Modernism - Contemporary Skyscrapers and Texts (S11, S12)
ARCH 456 Topics in Modernism - Frank Lloyd Wright Buildings and Texts (S12, S13)
ARCH 497 Special Projects - Louis Kahn (Su12)
ARCH 497 Special Projects - History of AIA and AIAS (S13)

Educational Credentials
MA Art History, University of Wisconsin-Madison
BA Art History, University of Wisconsin-Madison

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, 2000-present
IIT Boeing Scholars Academy, Faculty Advisor, 2012-present
Instructor in Art History, American Studies, and Communications, Lake Forest College, 1999-2001
Freshman Studies Program Faculty and Advisor, Lake Forest College, 1995-99
Lecturer in Art History and Resident Academic Fellow, Lake Forest College, 1994-99

Professional Experience
Architectural Historian and Editor, State Historical Society of Wisconsin, Historic Preservation Division (1983-84)

Selected Publications

Awards and Honors
Educator Honor Award, AIAS National, nominee, 2012
University Service Award, Illinois Institute of Technology, 2011

Professional Memberships:
The American Institute of Architects Students, IIT faculty advisor, iiAIAS
Karla I. Sierralta  
Adjunct Associate Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)  
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)  
ARCH 497 Special Projects - Study Abroad “Small Urban Interventions in Mexico” (Su12)

Educational Credentials
MArch, University of Illinois at Chicago, 2003  
BArch, Universidad del Zulia, Maracaibo, Venezuela, 1999

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, 2010-present  
Adjunct Assistant Professor, Universidad Rafael Urdaneta, Maracaibo, Venezuela, 2007-2009  
Adjunct Assistant Professor, University of Illinois at Chicago, 2006-2007  
Academic Fellow, Universidad del Zulia, Maracaibo, Venezuela, 2000-2001

Professional Experience
Lead Designer and Co-Founder, StrawnSierralta, 2003-present  
Project Manager, Norsman Architects Ltd., Chicago, IL, 2003-2007  
Architectural Intern, Halstead Architects, Indianapolis, IN, 2000

Licenses/Registration
Venezuela

Selected Exhibits of Architectural Projects
Centro de Bellas Artes, SUB40 | Arquitectura Emergente en Venezuela, Maracaibo, Venezuela, 2011  
Museum of Science and Industry, City of the Future Exhibition, Chicago, 2007  
Acme Artworks Gallery, Chicago Architectural Club’s Envisioning the Bloomingdale Line, Chicago, 2007  
The Chicago Architecture Foundation, The History Channel’s City of the Future Event, Chicago, 2006  
The Chicago Tribune, McCormick Tribune Competition Finalists, Chicago, 2005  
Pavillon de L’Arsenal, 454 projects for Paris 2012, Paris, France, 2005  
High Desert Test Sites 4, Green Tents Exhibit, Joshua Tree, CA, 2004  
The Chicago Architecture Foundation, Big & Green Chicago Exhibit, Chicago, 2004  
The Graham Foundation, WTC Memorial Competition Chicago Entries Chicago, 2004  
The World Financial Center, WTC Site Memorial Competition Finalists, New York, 2003

Awards and Honors
Modern Mountain Home Award, Tahoe Quarterly, Project: Ski On Home, 2011  
Emerging Visions Award, Chicago Architectural Club, 2007  
IBM Engineering Innovation Award, The History Channel’s City of the Future, Project: Lake Effect, 2006  
Gold Star Award, Global Green Sustainable Design Competition, Project: House Made of Cups, 2006  
Competition Finalist, McCormick Tribune Foundation, Project: Freedom by Numbers, 2005  
Competition Finalist, Ford Calumet Environmental Center, Project: Ecology of Foreign Objects, 2004  
First Prize Award, Green Tent Design Competition, Project: Endemic Synthetic, 2004  
Notable Entry Award, Paris 2012 Olympic Landmark Competition, Project: Field of Play, 2004  
Competition Finalist, World Trade Center Site Memorial Competition, Project: Dual Memory, 2003  
American Institute of Architects 2nd Henry Adams Award of Merit, 2003  
Estate of Francis Hill Pillsbury Award, 2003  
Fulbright Scholar (Environmental Studies), 2001- 2003

Professional Memberships
Chicago Architectural Club, Board Member since 2009, current Co-President
Robert E. Smietana
Adjunct Professor

Courses Taught
ARCH 563 Introduction to Real Estate Finance Fundamentals (F11, F12)

Educational Credentials
BAS, University of Illinois, 1978

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 2009 - present

Professional Experience
HSA Commercial Real Estate, 1994 – present
Fifield Companies, Chicago, IL, 1981-1991

Licenses/Registration
Wisconsin, Architect, 1983 – 2012 (retired)
Illinois, Real Estate Managing Broker, 1983 to present

Awards and Honors

Professional Memberships
World Presidents' Organization
International Council of Shopping Centers
Werner Sobek, BDA, Prof. Dr. Dr. E.h.
Mies van der Rohe Adjunct Professor

Courses Taught
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)
ARCH 497 Special Projects (F11, S13)

Educational Credentials
Dr.-Ing., University of Stuttgart, Germany, 1987
Dipl.-Ing., University of Stuttgart, Germany, 1980

Teaching Experience
Mies van der Rohe Professor, Illinois Institute of Technology, Chicago, 2008-present
Professor, University of Stuttgart, Germany, 1995-present
Visiting Professor, National University of Singapore, 2011
Visiting Professor, aac, Hamburg, Germany, 2007-2008
Visiting Professor, Harvard University, 2007-2008
Visiting Professor, University of Graz, Austria, 2000-2001
Professor, University of Hanover, Germany, 1991-1995

Professional Experience
Owner and manager, Werner Sobek Group, 1992-present
Project Engineer, sbp, 1987-1992

Licenses/Registration
PE, Germany, 1992
Peer review engineer, Germany, 1998
Licensed Engineer, Illinois, 2001 to present
Architectural License, Germany, 2002
Peer review engineer, Chicago, 2003

Selected Publications, Exhibits, and Recent Research

Awards and Honors
German Solar Award, 2012 etc.
Médaille de la Recherche et de la Technique, 2010
Oscar Faber Award, 2006
Fazlur Rahman Khan Medal, 2005
Auguste Perret Prize, 2005
Hugo Häring Award, 2003

Professional Memberships
German Sustainable Building Council (DGNB), vice-president (2008-2010, president)
American Institute of Architects, associate member
Baden-Württemberg Chamber of Engineers, past president
Baden-Württemberg Chamber of Architects, member
BDA Baden-Württemberg, honorary member
Lynsey J.G. Sorrell, AIA, LEED AP
Adjunct Assistant Professor

Courses Taught
ARCH 305 Architecture Studio V (F11)
ARCH 306 Architecture Studio VI (S12)
ARCH 543 Structurally Determinant Project (F12)
ARCH 544 Comprehensive Building Project (S13)

Educational Credentials
MArch, Illinois Institute of Technology, 2002
MA, University of St. Andrews, Scotland, 1997

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, Chicago, 2010-present

Professional Experience
Partner, Perimeter Architects, Chicago, 2012-present
Project Manager, Holabird & Root, Chicago, 2001-2011

Licenses/Registration
Illinois 2006 to present

Selected Publications, Exhibits, and Recent Research
Part of committee developing web-based curriculum for high school students interested in design and architecture DiscoverDesign.org
Part of committee developing and writing The Architecture Handbook

Awards and Honors
Illinois Masonry Council Award, Divine Detail, 2009

Professional Memberships
The American Institute of Architects
Chicago Architecture Foundation
T. Joseph Surjan  
Adjunct Professor

Courses Taught  
ARCH 417, 419 Architecture Studio VII, IX (F11, F12)  
ARCH 418, 420 Architecture Studio VIII, X (S12, S13)  
ARCH 497 Special Projects - Beyond Utopia Seminar (S12)

Educational Credentials  
MArch, Columbia University, 1994  
BS Architecture, University of Wisconsin, 1986

Teaching Experience  
Adjunct Professor, Illinois Institute of Technology, 2012-present  
Associate Professor, Virginia Tech, 2005-2011  
Visiting Assistant Professor, Arizona State University, 2002-2004  
Design Studio & Electronic Media Faculty, Southern California Institute of Architecture, 1998-2001  
Visiting Assistant Professor, Woodbury University, 1997-2000  
Lecturer, University of California at Los Angeles, 1998  
Visiting Assistant Professor, Arizona State University, 1994-1998

Professional Experience  
C_UP, Phoenix/Blacksburg/Chicago, 1998-2013  
X-ING, Phoenix/Los Angeles, 1994-1998  
Reiser + Umemoto Architects, New York, 1994  
Steven Holl Architects, New York, 1992-1993  
Amy Anderson Architects, New York, 1992  
Tigerman & McCurry Architects, Chicago, 1986-1989

Selected Publications, Exhibits, and Recent Research  
An Exchange With Sol Lewitt, (Cabinet Magazine & MASS MoCA, 2011)  
Advertisement for Architecture Catalogue, (OpenHAUS, 2009)  
Constructing Mental Landscapes, aka We Live in Skin City, (ACSA, 2009)  
LFA 2008 - Suitcase Pavilion, (ACSA Press, 2008)  
Contract Models - Formwork for Manufacturing, (ACSA, 2005)  
Appealing to the Masses, or Serious Play with Blocks, (ACADIA, 2004)  
the Architect, Poetry + the City, (Public Access Press, Los Angeles, CA., 2001)  

Awards and Honors  
MacDowell Fellowship, (MacDowell Colony, 2009)  
The Michael Jackson Memorial Design Competition - Honorable Mention, (Archinect, 2009)  
Waiting Room for Unemployed Architects – Winner, (Edificial Architecture, 2009)  
City of the Future – Finalist, (History Channel, 2008)  
WIRED NEXTFest Grant, (Wired Magazine, 2008)  
Arthur S. Takeuchi
Associate Professor

Courses Taught
ARCH 333 Visual Training III (F11, S12)
ARCH 417, 419 Architecture Studio VII, IX - Space Problem I (F11, F12)
ARCH 418, 420 Architecture Studio VIII, X – Space Problem II(S12, S13)
ARCH 590 Specialized Research and Thesis Development (S13)

Educational Credentials
MS Architecture, Illinois Institute of Technology, 1959
BArch, Illinois Institute of Technology, 1954

Teaching Experience
Associate Professor, Illinois Institute of Technology, 1973 - present
Assistant Professor, Illinois Institute of Technology, 1970 -73
Instructor, Illinois Institute of Technology, 1965-70

Professional Experience
Various offices, including, SOM, Chicago Civic Center Architects (Richard J. Daley Center), Takeuchi & Johnson, A.S. Takeuchi & Associates, Ltd.

Licenses/Registration
Illinois, Missouri, Colorado, New York, NCARB, currently lapsed.

Selected Publications, Exhibits, and Recent Research
All local news media, T.V., Sun-Times, Chicago Tribunes, Proposed Football Stadium for Soldier Field, Chicago, 2002
Progressive Architecture, 1980, June
Progressive Architecture, 1977, April
After Mies, Werner Blaser, 1977
100 Years of Architecture in Chicago, Oswald Grube, 1976
“Gately Park School”, Bauen & Wohnen, 1973
“Chicago Picasso”, Inland Architect, 1967
Prefabricated construction system in high-strength sheet metal. Nine Chicago Modular Schools constructed. 1986-89
Reversed-Slope Seating Tiers for Soldier Field. Patent received

Awards and Honors
Danforth Distinguished Teaching Award, IIT, 2006
Tech News Award, 2002
Excellence in Teaching Award, IIT, 1982
Finalist, Minnesota II, National Terra-Tectural Competition, 1976
Co-finalist, Univ. of California Art Center Competition, Berkeley, California, 1965
Co-winner, 3rd Prize, Enrico Fermi Memorial Competition, Chicago, 1957
Andrew Tinucci, RA, LEED AP
Studio Assistant Professor

Courses Taught
ARCH 305 Architecture Studio V (F12, F11)
ARCH 306 Architecture Studio VI (S13, S12)
ARCH 497 Special Projects - Studio Twenty (S13)

Educational Credentials
BArch, University of Arizona, 2001
BAS, University of Illinois at Urbana-Champaign, 1995

Teaching Experience
Studio Assistant Professor, Illinois Institute of Technology, 2011-present
Adjunct Associate Professor, Illinois Institute of Technology, 2009-2011
Guest Critic, University of Texas-Austin, 2005
Guest Critic and Lecturer, University of Arizona, 1998-2002
Studio Teaching Assistant, University of Illinois at Urbana-Champaign, 1995-1996

Professional Experience
Project Architect, Associate, David Woodhouse Architects, Chicago, Illinois, 2002-present

Licenses/Registration
Illinois 2009 to present

Selected Publications, Exhibits, and Recent Research:

Awards and Honors
American Institute of Architects Chicago, Urban Design Award, Chicago 2016 Olympic Masterplan, 2009
Burnham Memorial Competition, 1st Place, David Woodhouse Architects, 2009.
American Institute of Architects Chicago, Distinguished Building Award, DuSable Harbor Building, 2010
American Institute of Architects Chicago, Divine Detail Award, more Cupcakes, 2010.
American Institute of Architects Chicago, Interior Architecture Honor Award, University of Illinois Chicago, IDEA Commons, 2012.
Edward K. Uhlir, FAIA, NCARB
Adjunct Professor

Courses Taught
ARCH 454 Contemporary Chicago Architecture: Case Studies (S12, S13)

Educational Credentials
BArch, University of Illinois at Chicago, 1969

Teaching Experience
Adjunct Professor, Illinois Institute of Technology, 2000-present

Professional Experience
President, Uhlir Consulting LLC 2005-present
Executive Director, Millennium Park, Inc. 2004-present
Millennium Park Project Design Director/Assistant to the Mayor, 1998-2004
Director of Land Acquisition Planning, Corlands, 1998-2003
Architectural Designer, Chief Architect, Director of Engineering and Assistant Superintendent for Research and Planning, the Chicago Park District, 1973-1998
Designer, Graham, Anderson, Probst and White, 1967-1973

Licenses/Registration
Illinois 1972, Minnesota 2012, NCARB, all to present

Selected Publications, Exhibits, and Recent Research
“The Ark in the Park”, The Story of Lincoln Park Zoo, Co-author, The University of Illinois Press, Published, Fall 2003
“Park It Here”, Urban Land, September 2000

Awards and Honors
Illinois Chapter American Institute of Architects, Charles W. Nothnagel Award, 2009
Rudy Bruner Award for Urban Excellence for Millennium Park, 2009
American Institute of Architects Institute Honor Awards for Regional and Urban Design for Millennium Park, 2006
U.S. Green Building Council LEED-NC Silver for Exelon Pavilions at Millennium Park, 2005
Urban Land Institute, Global Award for Millennium Park, 2005
Urban Land Institute, Award for Excellence for the Americas, 2005, Millennium Park
Award for Excellence in Public/Private Partnership, 2005, Millennium Park
Chicago Innovation Award, 2005, Millennium Park
FIABCI, Prix d’Excellence, Recreation 2005, Millennium Park
Paralyzed Veterans of America’s 2005 Barrier-Free America Award to Edward Uhlir, Millennium Park
Parton of the Year, Chicago Architecture Foundation, 2004, Millennium Park
Keep Chicago Beautiful Distinguished Honoree, 2004, Millennium Park

Professional Memberships
The American Institute of Architects, past Board Member and past President of the Chicago Chapter
The City Parks Alliance, Secretary-Board of Directors
NeighborSpace, Secretary-Board of Directors
Arthur S. Weir
Adjunct Associate Professor

Courses Taught
ARCH 565 Construction & Project Management (S12, S13)

Educational Credentials
BS Civil Engineering, Purdue University, 1985

Professional Experience
Program Director, Arcadis US, Inc (formerly The Rise Group), Chicago, 2010-present
Vice President, The Rise Group LLC, 2001–2010
Senior Project Manager, Morse Diesel, Inc., Chicago, 1997-2001
Senior Project Manager, Bovis, Chicago, 1994-1997
Project Manager, Schal Associates Inc., Chicago 1986-1994
Catherine Wetzel  
Associate Professor, Associate Dean Graduate Academic Affairs

Courses Taught
ARCH 541 Methodology, Material, Technique (F11, F12)  
ARCH 542 Materiality Projects (S12, S13)  
ARCH 506 Visual Training Digital Media (F11, F12)  
ARCH 507 Visual Training Material Exploration (S12, S13)

Educational Credentials
BArch, University of Cincinnati, 1984  
MArch, University of Pennsylvania, 1985

Teaching Experience
Associate Professor, Illinois Institute of Technology, 2009 - present  
Assistant Professor, Illinois Institute of Technology, 2003 – 2009  
Associate Studio Professor, Illinois Institute of Technology, 2000 - 2003  
Studio Professor, Illinois Institute of Technology, 1990 - 2000Muschenheim Fellow / Visiting Assistant Professor, University of Michigan, 1986 - 1988

Professional Experience
Partner, Zed Architects, Chicago, IL, 1991-present

Licenses/Registration
Illinois 1987 to present

Selected Publications and Recent Research
“Liquid Containers: Proven through the Decades,” co-authored with Leslie Johnson  
“Building on Mies: Integrating Integration”  
Fellowships in Architecture, ORO editions, Pt Reyes Station, CA, 2009.  
“A Working History, Practicing Technology and Collaboration”  

Awards and Honors
IIT College of Architecture Excellence in Teaching Award, 2012  
Structures in the Studio, ACSA, 2011-12 Creative Achievement Award with Richard Nelson and Paul Endres.  
Emerging Talent, AIA Education Honor Award with Kathleen Nagle and Paul Pettigrew, 2006.  
Ten Years of Beginning Design: Reinventing a Curriculum, ACSA, 2005-06 Creative Achievement Award.
Amanda Williams
Adjunct Associate Professor

Courses Taught
ARCH 113 Architecture Studio I (F11, F12)
ARCH 114 Architecture Studio II (S12, S13)
ARCH 497 Special Projects - Color Theory: What Color Is Your Architecture? (Su12)

Educational Credentials
BArch, Cornell University, 1997

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, IL 2008-Present
Adjunct Professor of Architecture, California College of the Arts, San Francisco, CA 2004-2008

Professional Experience:
Owner, AW | Gallery, Chicago, IL, 2004-Present
Architectural Designer, SMWM, San Francisco, CA, 2000-2004
Intern, Johnson + Lee Architects, Chicago, IL, Winter 1994

Selected Publications
Critical Productive V3.1: Beyond Curating (forthcoming 2013)
Harlemworld: Metropolis as Metaphor (Studio Museum in Harlem: NY)

Recent Exhibitions and Research
Hyde Park Art Center – Center Program Residency and Exhibition—Englewood IS Paris Project, 2013
re-Fable, Chicago State University, President’s Gallery, Chicago, IL 2012
Artropolis Art Fair, Merchandise Mart, Chicago, 2009
Double Exposure, DePaul University Art Museum, Chicago, IL 2009

Awards and Honors
Joyce Foundation Visual Artist Scholarship, 2013
Featured Community Leader, Black History Month Series, NBC 5 News Chicago, 2012
Featured Artist (Chicago Artist Month) — Chicago Department of Cultural Affairs, 2009
Arts Leadership Award Nominee – Alameda County Arts Commission 2008
Public Art Commission —SF General Hospital Foundation 2008
Robert J. Eidltz Travelling Fellowship: Ethiopia – Cornell University 2002 ($6500)
Alpha Rho Chi Medal, 1997

Professional Service
The National Organization of Minority Architects, University Liason—IIT Chapter (ongoing)
ACSA – Peer Reviewer (2008, 2009)
Betsy Williams, LEED AP, RA
Adjunct Associate Professor

Courses Taught
ARCH 201 Architecture Studio III (F11, F12)
ARCH 202 Architecture Studio IV (S12, S13)

Educational Credentials
BED, Miami University, 1983
MArch, Harvard University, Graduate School of Design, 1986

Teaching Experience
Adjunct Associate Professor, 2010-present
Adjunct Instructor, University of Michigan, Taubman College of Architecture and Urban Planning, 1990-2008, selected semesters

Professional Experience
Principal, Williams Osler Works, Inc., Ann Arbor, MI, 2003-2009

Licenses/Registration
Illinois 2010, Michigan 1992, all to present

Selected Publications, Exhibits, and Recent Research
Wood Houses (Laurence King, 2006), design work featured (Onominese Retreat)
Architectural Record, July 2003, design work featured (Onominese Retreat)
Wood Design Awards Book, 2003, design work featured (Onominese Retreat)
Metropolitan Home Annual Winners Issue, January 1999, design work featured (Crooked Lake Cottage)
Interiors Magazine Annual Interiors Awards, 1992, teaching work featured (Shelter Exhibition Design/Build with University of Michigan Students)

Awards and Honors
AIA Michigan Design Award, Onominese Retreat, 2005
American Wood Council Wood Design Award, Onominese Retreat, 2003
Burnham Prize, runner up, 1999
Wheelwright Traveling Fellowship, Harvard University GSD, 1989
Alpha Rho Chi award, Harvard University GSD, 1986
Ross Wimer FAIA  
Adjunct Professor

Courses Taught  
ARCH 417, 419 Architecture Studio VII, IX - Comprehensive Building (F11, F12)  
ARCH 593 Master’s Project (S12, S13)

Educational Credentials:  
MA, Harvard University, 1988  
BA, Yale University, 1984

Teaching Experience  
Adjunct Professor, Illinois Institute of Technology, 2005-Present  
Teaching Assistant, Harvard University, 1986-1988

Professional Experience  
Design Director, SOM, 1995- Present  
Tsao & McKown, 1993-1995  
Gwathmey Siegel 1988-1991

Licenses/Registration  
New York 1990, Illinois 2004, all to present

Selected Publications, Exhibits, and Research  

Awards and Honors  

Professional Memberships  
The American Institute of Architects, Fellow  
Graham Foundation, Vice President, Board of Trustees  
Chicago Architecture Foundation, Board of Trustees
Antony Wood, PhD, RIBA
Studio Associate Professor

Courses Taught
ARCH 418, 420 Architecture Studio VIII, X (S12)
ARCH 497 Special Projects - Architecture and Culture: Challenging the Global Vernacular (F12, F11)
ARCH 691 Doctoral Research (S13)

Educational Credentials
PhD in Architecture, University of Nottingham, UK, 2010
Postgraduate Certificate in Higher Education, University of Nottingham, UK, 2003
Postgraduate Diploma in Architectural Practice, Leicester De Montford University, UK, 1999
Diploma in Architecture, University of Nottingham, UK, 1995
Bachelor of Arts in Architecture, University of Nottingham, UK, 1991

Teaching Experience
Studio Associate Professor, College of Architecture, IIT, Chicago, 2006 - present
Associate Professor, School of the Built Environment, University of Nottingham, 2001-2006

Professional Experience
Executive Director, Council on Tall Buildings and Urban Habitat, Chicago, 2006 - present
Project Architect, Liang Peddle Thorp Architects, Malaysia & Indonesia, 1996-1998
Designer, Multitect Consultants Ltd., Hong Kong/Thailand, 1991-1993

Licenses/Registration
Royal Institute of British Architects (RIBA), UK 2000 to present
Architects Registration Board (ARB), UK 2000 to present

Selected Publications, Exhibits, and Recent Research

Awards, Research and Academic Funding
2011 Furthermore Publishing. US$3500 for development of a new Tall Buildings reference Book

Professional Memberships
RIBA, Chartered Member; ARB, Member; ASHRAE, Member; Chicago Architectural Foundation, Sustaining Member; Urban Land Institute; U.S. Green Building Council
Amy Yurko, AIA
Adjunct Associate Professor

Courses Taught
ARCH 523 Master’s Project Preparation: Research Analysis and Programming (F12, F11)

Educational Credentials
BArch, Washington University in St. Louis, 1985
MArch, Washington University in St. Louis, 1987

Teaching Experience
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, 2009-present
Adjunct Associate Professor, Illinois Institute of Technology, Chicago, 1995-1997
Visiting Professor, University of Southern California, Los Angeles, 1998-2000

Professional Experience
President/Founder, BrainSpaces Inc., 2004-present
Principal, DLR Group, Chicago, 2000-2004
Principal, Perkins & Will, Los Angeles, 1998-2000
Principal, Perkins & Will, Chicago, 1990-1998

Licenses/Registration
Illinois 1990, Alaska 2004, all to present

Selected Publications, Exhibits, and Recent Research
“Brave New Schools” 21st Century Schools Symposium, Keynote address, Honolulu, 2012
“Understanding Learning Styles and the Environments that Best Support Them” NSSEA, 2011
“A Brave New Campus” Headline Article, CEFPI Ed. Facility Planner, Volume 45: Issue 4, Fall 2011
“Managing Design”, Pre-Conference Workshop, AIA National Convention, Las Vegas, 2005

Awards and Honors
2011 CEFPI Planner of the Year, (international recognition)
CEFPI MacConnell Award, 2011, Marysville Getchell High School Campus, WA
CEFPI MacConnell Award Finalist, 2011, SuValley Jr/Sr High School, AK
NSBA Grand Prize, 2011, Marysville Getchell High School Campus, WA
School Planning & Management, Grand Prize, 2011, Marysville Getchell High School, WA
AIA Alaska Chapter, Honor Award, 2005, South Anchorage High School, AK
AIA California Council, Merit Award, 2001, St. Bonaventure K-8 School, CA
AIA Honor Award, Unbuilt Projects, 1998, International School Manila (K-12)

Professional Memberships
The American Institute of Architects, 1990-present
AIA Chicago, Board of Directors, 2007-2010
Council of Educational Facility Planners International, (CEFPI) 1995-present
National AIA Board Knowledge Committee, 2009-2010
Schools for the Children of the World (NGO), Board of Directors, 2007-present
National AIA Continuing Education (CEQAP) Chair, 2008
Illinois Institute of Technology
College of Architecture

Visiting Team Report

Bachelor of Architecture (169 undergraduate credit hours)
Master of Architecture (120 undergraduate credit hours [minimum] plus 103 graduate credit hours)

The National Architectural Accreditating Board
7 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.
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I. Summary of Team Findings

1. Team Comments

The central administration at the Illinois Institute of Technology acknowledges that the College of Architecture is among the flagship programs of the institution. The energetic and effective leadership of the dean, coupled with the development of new programs and opportunities have positioned the college in the forefront of the institute. Since the previous visit, the programs have not only grown, but been given substantial new physical resources by the central administration. The recently restored Crown Hall becomes emblematic of the position the college holds, as well as being a symbol for its future.

Grounded in a pedagogy based upon the crafting of buildings, the architecture program has developed an engaging balance between its Miesian legacy and the future, between its past and its potential for growth and leadership in the architectural arena. The important new initiatives and programs developed by the college support this leadership potential.

In addition to the leadership provided by the college administration, the extraordinary dedication of the faculty--the energy provided by the junior faculty coupled with the continued strong connection to the profession--positions IIT well for preparing its students for a future in architecture. The architecture students are not only a positive and collaborative group, they take great pride in their program and its legacy.

While Chicago continues to be an extraordinary laboratory for architectural exploration, the IIT campus with its new buildings (both completed and planned), and the institutional commitment to conserving and preserving the campus to the original plans and execution of Mies, positions the campus for being an important architectural destination.

The program is to be commended for meeting all 34 student performance criteria for a second accreditation visit in a row.

2. Progress Since the Previous Site Visit

Condition 3, Public Information

The program must provide clear, complete, and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

Previous Team Report: The required language has not been included in the current graduate and undergraduate catalogs. The issue is particularly critical because of potential confusion between the multiple programs offered by IIT.

This deficiency has been addressed as seen in the institute’s catalogues and on the college website.

Condition 6, Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Previous Team Report: It is extremely important that the program complete the preparation of policies, procedures, and guidelines for appointment, promotion, and tenure. Recent tenure-track
appointments need a formalized support and mentoring process to succeed in meeting the program’s objectives. The “Procedures for Governance of the College of Architecture” should establish criteria for performance and evaluation for both reappointment and tenure and detailed procedures as to the process and calendar for evaluation of tenure-track faculty. The current bylaws concerning the Faculty Appointments and Retention Committee, while outlining the duties of the committee, do not delineate how these duties are to be enacted, nor the standards to which junior faculty will be held upon evaluation. Fulfilling the criteria and procedures stipulation of the APR will provide a framework for committee action and guidelines for junior faculty.

The appointment, promotion and tenure policies and procedures have been developed, accepted by the faculty, and are operating at the college and institute levels. Given the recent growth in the college, management and decision-making procedures concerning faculty and staff development opportunities need to be developed.

Condition 7, Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Previous Team Report: Offices provided since the last NAAB visit have reduced the criticality of the need for additional space. The Team understands the limitations of existing space, the limited need of office space for the “practitioner” faculty, and Mies’s concept of providing office space within the open studio. However, the existing offices remain inadequate to support current research and academic efforts. The office space deficiency is further amplified by a shortage of storage space for retained student projects, which results in usurpation of office space for storage.

The Team was pleased to hear of potential and probable financial support for renovation of Crown Hall. However, immediate steps must be taken to provide the modest improvements required to correct existing life-safety and accessibility deficiencies. Panic bars are required to provide emergency egress from doors that are locked to provide external security. ADA access requirements are presently not satisfied.

Computer stations were added in the studio area since the last visit. The College intends to increase the density of the computer clusters and has already provided Internet access to each student. Computers with various software used by architecture students are available at other locations throughout campus.

The team found that the issue of office space for faculty has been addressed, and Crown Hall has undergone significant renovation. With this renovation, life-safety and accessibility concerns have been addressed. New computer labs have been added throughout the buildings controlled by the college.

With the growth in student numbers since the previous visit, the college received new facilities, including the Minerals and Metals buildings (Mies’ first American building). This facility is in need of significant renovation, including life-safety, accessibility, and air quality issues.

While the concerns expressed in the previous VTR have been addressed, this condition continues to be unmet due to these new circumstances. See condition 8 physical resources.
Condition 8, Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other nonbook collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

Previous Team Report: Visual resources are inadequate to provide for the needs of the curriculum. The existing slide collection is limited in size and does not fulfill the requirements of visual resource material necessary to teach some required courses. Faculty should have facilities, books, and staff available to have such materials developed and catalogued as needed. Further, lack of space for storage, processing, and sorting limits the current collection’s usefulness.

The Team is enthusiastic about the College’s initiative to develop a digital image center as an alternative to the slide collection. The plan has the potential to provide the necessary depth and accessibility. However, the same requirements for staff, funding, and convenience must apply in its development.

The college has developed a digital data base of architectural images based upon digitizing the current collection, in addition to acquiring new digital images. This condition has been addressed.

Causes of Concern (taken from VTR dated April 4, 2001)

A. While the Financial Resources Condition for Accreditation has been met, additional financial resources are necessary to complete the ambitious building restoration plan as well as to secure funding to maintain the program as the School of Architecture continues to complete and explore new initiatives.

IIT has invested, and continues to invest in the restoration and remodeling of the three buildings under the college’s control. For a more complete commentary, see condition 3.8.

B. The School of Architecture is at a critical point in the development of its pedagogy. The articulated mission of the program builds on the Miesian tradition of design excellence, technical expertise, and professional practice. The school’s tenured faculty provides continuity of the Miesian tradition but impedes the stated intention of “expanding the significance of its investigations through rigorous critical thought.” The Team found a lack of consensus in interpretation of the curriculum: a division between senior faculty’s protection of the Miesian tradition and a potentially confusing diversity in junior faculty experience and thought. Without taking sides in the argument, the Team is concerned that with the inevitable retirement of tenured faculty and no midcareer tenured faculty, a lack of direction may be predicted in forthcoming years. The Team’s concern is amplified by the lack of guidelines for appointment, promotion, and tenure, as well as the lack of tenure track faculty in the positions of Undergraduate and Graduate Program Directors.

Since the previous visit, the program has restructured the design curriculum to craft a balance between its Miesian tradition and legacy and the desire for “investigations through rigorous critical thought.” The students commented upon the importance they place on this structure and the Miesian foundation that continues in the curriculum. As noted above, the college now has operational appointment, promotion and tenure guidelines. In addition, the program has tenured faculty holding the positions of undergraduate and graduate program directors.
3. Conditions Well Met

1.4 Architectural Education and the Profession
13.16 Program Preparation
13.17 Site Conditions
13.18 Structural Systems
13.24 Building Materials and Assemblies
13.26 Technical Documentation
13.28 Comprehensive Design

4. Conditions Not Met

8 Physical Resources

5. Causes of Concern

Since the previous visit IIT has institutionally mandated growth in a number of its programs, including architecture. With an increase of approximately 350 new students, at the undergraduate and graduate levels, a number of issues have surfaced which have had an important impact on the College of Architecture, and the architecture program.

First has been the impact in the area of human resources. The increased number of students has created problems with the advising system (especially at the undergraduate level). There is also need for additional support and technical staff to conduct the daily business of the college.

Secondly, in the area of human resource development, a number of issues have arisen as a result of growth, the increased number of new programs, and opportunities developed over the past several years. Communication and decision making need to become more formalized and transparent with clear policies and procedures developed and made available to all.

Lastly, in the area of physical resources, the program has an excellent opportunity in using the recently acquired Minerals and Metals (M&M) building to craft a facility that not only meets their needs, but is more responsive to the underlying program pedagogy and unique situational condition.

On another note, the team is concerned that critical thinking needs to become more infused into the curriculum, especially in the design studios. This is particularly important in the B.Arch. program, but should be a focus in all architectural design studios.
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 NMB 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.

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The academic context for architectural education at IIT is good, but it has the potential to be excellent. The university recognizes that the College of Architecture is its flagship program and has supported its recent growth by funding additional faculty, supporting the renovation of Crown Hall, and more than doubling the available floor space for the exclusive use of the college with the addition of the M&M and 3410 buildings. However, the growth of the college will require additional institutional support in all of these areas.

The students are actively engaged in the governance and social activities at the institutional level. The dean has demonstrated strong leadership on behalf of the college in her role promoting campus expansion and advocating on all matters of design for the institute. As a member of the search committee, she is playing a key role in the selection process of the new president. The primarily practice-based faculty is actively and influentially engaged in the Chicago architectural community. Some junior faculty members are or have been involved in campus expansion projects and participate on university committees. The team found that the senior faculty falls short in their contributions to the governance, the intellectual, and social lives of the institution outside of the college.

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.
Students of Illinois Institute of Technology come to the program with a clear understanding of what they seek in their architectural education and great appreciation for its legacy as well as core values. The program and students alike embrace cultural differences between student and faculty populations, finding value in the contributions between diverse student experiences and their interactions. Student organizations -- AIAS, Arquitectos, NOMAS and the student council-- are active and provide opportunities for leadership within the community and school. Recent architectural projects on campus, the restoration of Crown Hall, and an impressive and active lecture series provide rich opportunities for students to interact with architects in the larger context at regional, national and international levels.

The team found that the streams of communication between students and faculty are stressed due to the recent increase in the number students, the time demanding responsibilities of practice-based faculty, and the institutionally mandated growth within the program. Undergraduate students expressed concern about advising procedures.

Graduates from the Illinois Institute of Technology are well equipped to enter the profession gaining critical thinking, leadership, and technical skills in order to become successful individuals.

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 (IOP) 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.

Preparation for transition to internship and licensure is provided at several points within the program. Formally, the state IOP coordinator is invited to present the Intern Development Program as part of the professional practice course. IOP packets provided by NCARB are distributed during the presentation.

In a less formal way students have the opportunity to learn about IOP during additional presentations given by the state coordinator. These presentations, in the form of a general lecture, are a result of invitations from the student organization, Arquitectos.

Illinois Institute of Technology students are also exposed to IOP through the faculty, where a high percentage are practicing architects.
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 team 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.

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This condition is well met, as the program is exceptional in its connection to the profession through the faculty, which has a large percentage of practitioners. This provides students with opportunities to not only visit their professors’ offices, but gain internship experiences.

Formalized programs include periodic career fairs (dependant on the economy), portfolio and resume workshops (the regularity of these offerings is not clear). The Morgenstern Scholars program, supported by local architectural firms, provides tuition relief and internships for select students. Otherwise, students are expected to find internships through their own initiatives.

Various organizations have active chapters at the college which support diversity and offer connections with the profession. While the faculty is engaged in the AIA, and the dean sits on the board of AIA/Chicago, there seems to be relatively little or no student connection with AIA/Chicago and its committees.

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.

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Student understanding and capacity to help address social and environmental problems is well demonstrated in a variety of courses. Studio courses such as the Genesis Green Affordable Housing Studio or the Brazil-related studio deal directly with multiple issues...
related to social and environmental concerns. Other courses, such as Energy Conscious Design, Ecology, Sustainability and Site, Ecological Basis of Planning, Design of Energy Efficient Buildings, all focus on broad and specific issues of sustainability. Sustainability appears to be a concern throughout many studio-based and other courses.

The Bronzeville studio projects and the iIT Katrina relief effort design build studio, demonstrate active engagement in local and national service activities.

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.

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The college develops an annual plan that articulates priorities, and moves them forward in a systematic and considered manner. This annual plan incorporates goals, key performance indicators, and progress in achieving goals, as well as incorporating other matrices for assessing success. The team suggests that more input from, and review by, the college's various constituencies would be beneficial.

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.

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While meeting this condition, the team found that the students were unaware of how to access the NAAB Conditions for Accreditation.

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.
Illinois Institute of Technology
Visiting Team Report
3-7 March 2007

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IIIT has a diverse faculty in both ethnicity and gender, which is significant considering the relatively non-diverse nature of the profession today. Student enrollment statistics indicate an increasingly-diverse population. Institutional policies support diversity in hiring of faculty and staff. Policies are available on the IIIT website.

Assessment of equity in faculty promotions is difficult to judge considering the stagnation of faculty advancement for so many years. Current recommendations for advancement appear to support equity. As evidenced in the APR, student recognition is equitably distributed.

Faculty and student access to the formulation of policies and procedures, and curriculum and program development and review is problematic. The Procedures for Governance of the College of Architecture, referenced in the APR as available on the website, could not be found. Overall, communication of procedures and policies needs improvement throughout all levels in the College.

5. Studio Culture

The school is expected to demonstrate a positive and respectful/earning 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.

The studio culture within the program is strong. Students collaborate with mutual respect at all studio levels including between graduates and undergraduates in the vertical studios. There is also mutual respect shown between faculty and students.

While the new studio culture policy is in place and can be found on the website, its implementation plan is limited to fall orientation for incoming freshmen and transfer students. The team found that most students and many faculty members seem unaware of the existence of the policy. The policy does not address time management issues as they pertain to expectations of the faculty. The team recommends a more explicit policy with respect to time management for both students and faculty, and a more aggressive implementation policy to ensure that all students and faculty are reminded of the policy on a regular basis.

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.
The team noted that there have been significant increases in the number of tenure-track faculty in the college and that currently a search is in progress to hire at least three new faculty members. With the expansion of student enrollment, the team found that there is a need to assess the effectiveness of teaching in non-studio courses where class sizes have grown substantially (150-180 students) and take action to address any deficiencies in course delivery. There is also a serious need to hire additional administrative and technical staff to ensure not only the dean’s effectiveness, but also that the faculty has sufficient time for research, scholarship and student advising.

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._

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The team found that deficiencies and inconsistencies in the current system for undergraduate student academic advising are a cause of concern that needs to be addressed immediately. This is partly the result of the institutionally mandated growth of the architecture program.

The college makes every effort to support faculty development by subsidizing their attendance at conferences for scholarly presentations. However the team found that at the institutional level, sabbatical opportunity for the senior faculty and faculty development grant opportunity from the Educational Research Institute in the Research Seed Program for the junior faculty is under-utilized and the process for obtaining them is not clear to many faculty members.

While the generous start-up package offered to new full-time faculty impressed the team, the fact that there is not a university system for replacing faculty computers on a 3-4 year basis is a cause of serious concern. As a result, faculty must upgrade their computer and software themselves or by negotiating with the dean on a case-by-case basis. Problems of obtaining necessary software appropriate to the specific and particular needs of architecture programs occur at the institutional level. Additionally the team found that many faculty offices do not have phones, or access to a private printing center and other amenities.

The team is encouraged by the _Standards and Procedures for Promotion and Tenure_ adopted by the college, and by the fact that one member of the tenure-track faculty was recently granted tenure and three more are currently being considered. However the team found that the policy lacks a procedure for mentoring junior faculty by senior faculty in their tenure process.

The team recommends that a human resource development policy with a clear and open system of communication that articulates the entitlements of the faculty be established by the college.

The program is to be complimented on its active lecture series, field trips, and foreign study opportunities, all which enhance the students' development and growth.
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.

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The library has made a qualitative leap since the last review and is well on its way to a goal of 35,000 volumes within three years. Purchase and donations of books are up, and a substantial grant to acquire landscape architecture books has been received. Staff has been increased, the digital library (conversion of slides to digital files) is in progress, and the participation in statewide databases has been secured. The library will undergo a physical expansion in the spring and summer of 2007 in preparation for a fall 2007 re-opening. During the interim, the collection is housed and accessible in the Paul V. Galvin library.

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.

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This condition is met. The team notes that with the increased enrollments mandated by the iIT administration, additional resources are needed for support and technical staff, and building renovation.

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.

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iIT is fully accredited by the North Central Association of Universities and Colleges. The College of Architecture has the proper degree of autonomy to ensure conformance with the conditions for accreditation.
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.

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IIT is to be commended for the Crown Hall restoration, which has been executed beautifully. Further, the institution has provided expanded facilities at 3410 S. State, increasing the available area for studio, classrooms, and other teaching supports spaces. In response to the mandated program growth, IIT gave the College the Minerals and Metals Building (M&M)- but this is an area for concern regarding some life safety issues.

The team understands that the M&M building was made available by the facilities department of the institute in order to accommodate the increased enrollment of the architectural student body. It appears that code violations may exist at M&M. Our main areas of concern are with a lack of fire alarm systems, non-compliant egress from the 2nd floor mezzanine, which is being used by both faculty and students, as well as non-compliance of ADA codes. These issues need immediate attention by the university to insure students are housed in a code-compliant space. The team found that the institute is aware of this situation and is in the process of developing plans for renovation. Be that as it may, the current condition of the M&M building makes this condition for accreditation not met.

The team also noted some concern regarding the heating and cooling capacity of the M&M building as expressed by the students. There is a stated concern for some lack of "pin-up" space by the faculty, but not so much by the students. However, a plan for permanent exhibition space should be addressed so that more students' work can be displayed and viewed by all.

Perhaps a formal facilities planning document for the M&M building is needed for both a short-term (immediate) code compliance analysis and upgrades, and a long-term restoration of the architectural landmark (Mies' first building on campus) from an industrial building to a classroom and design/build laboratory. This is a great opportunity for an adaptive use of an historic structure.

The concern for the availability for faculty offices is that the existing facilities are underused and not maximized. Perhaps with the existence of so many practitioners a hoteling or cafe type office environment might be provided for the faculty that just need to plug in a laptop, printout a quiz, or hang their coat. A lack of faculty-only printers seemed to be an issue expressed by some of the faculty.

As part of the on-going improvements in the college, the library is about to have a substantative upgrade with more space and an increased collection. The renovation is scheduled for completion for the fall 2007 semester.

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,
Since the previous visit the college has reorganized its administrative structure to better respond to internal and external pressures, and to accommodate recent growth demands. With this new structure the team suggests the dean needs to relinquish some of her responsibilities to others, and develop a decision-making structure with clear lines of authority, responsibility, and communication. The increased size of the college, coupled with the development of new programs, might benefit from a structural shift in these processes.

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.*

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The degree programs offered in the college—the Bachelor of Architecture and the Master of Architecture—meet the NAAB curricular requirements.

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*

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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*

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While the team felt this condition was met, it was noted that critical idea development was not overtly present in studio projects.
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

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The use of traditional hand drawing in the first two years of the B. Arch. curriculum is exceptional.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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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

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13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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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.

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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

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13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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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

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The program makes good use and takes advantage of the built work/urban fabric within the city of Chicago. This allows students to interact with historic structures in a tangible way accelerating their understanding of national and regional traditions.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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Student work in the documentation and analysis phase of the architectural design studios, coupled with the assignments in history courses demonstrates that the use of precedents is very strongly incorporated.

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

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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

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13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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Ability is demonstrated in the course work, but not consistently apparent in the studio work.

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

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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.

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This criterion is well met in both the B. Arch. and M. Arch. curricula.

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

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This criterion is well met in the graduate course work.

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

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The team found this criterion well met. A clear understanding of structural systems was apparent in the class projects at all year levels.

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

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13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

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The team found that this criterion was met, however it recommends that more emphasis be placed on this subject in the design studios.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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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
The team found that this criterion was met through clear display of plumbing, electrical, vertical transportation systems, however, it recommends that more exploration on communication, security, and fire protection systems be included.

13.23 Building Systems Integration

**Definition:**

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

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13.24 Building Materials and Assemblies

**Definition:**

*Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

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This criterion is well met. The team found substantial evidence of an emphasis in materials and construction in studio work and drawing exercises, as well as hands-on construction projects.

13.25 Construction Cost Control

**Definition:**

*Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

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13.26 Technical Documentation

**Definition:**

*Ability to make technically precise drawings and write outline specifications for a proposed design*

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This criterion is well met in the students' ability to make clear and precise technical drawings especially from the second year studio onward in the B. Arch. program.
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

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Designated course lectures address the broader interpretation of owner/client to include user, methodologies for architect-client interaction, translation of user needs into program space allocation, and the legal relationship between owner and architect. In addition, studio coursework reinforces student understanding of this criterion.

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

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This criterion is well met. Student performance outcomes in the comprehensive design studio of the B. Arch. program are strengthened by the previous second year studio format. Both the B. Arch. and M. Arch. comprehensive studios are reinforced by the concurrent mechanical and electrical course.

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

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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

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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

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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

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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

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13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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4.6 IIT Bulletins URL

IIT Student Handbook


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Undergraduate Bulletin:


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Graduate Bulletin:

http://www.iit.edu/graduate_college/bulletin/pdfs/current_grad_bulletin.pdf

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4.7 Response to Offsite Program Questionnaire

Name of Institution: Illinois Institute of Technology
Title of Degree: Bachelor of Architecture, Master of Architecture
Name of Program Administrator: Andrew Schachman
Name of Person Completing this Form: Catherine Wetzel
Location of Study Abroad Program: Paris, France
Distance from Main/Flagship Campus: 4145 miles / 6670 kilometers
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site

ARCH 417, 419 Architecture Studio VII, IX – Paris Program 6 credits
ARCH 419, 420 Architecture Studio VIII, X - Paris Program 6 credits
ARCH 476 The Developed Surface 3 credits
ARCH 477 Building as Model 3 credits
ARCH 497 Special Projects – Urban Exploration in Paris 3 credits

Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?
No, it is highly recommended.

Who has administrative responsibility for the program at the branch campus?
Robert Krawczyk, Associate Dean of Undergraduate Academic Affairs
Andrew Schachman, Director of Paris Program

To whom does this individual report?
Wiel Arets, Dean

Where are financial decisions made?
Paris, Chicago

Who has responsibility for hiring faculty?
Wiel Arets, Dean

Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?
Faculty Appointment and Retention Committee, Wiel Arets, Dean

Does the branch campus have its own curriculum committee?
No

Does the branch campus have its own admissions committee?
No

Does the branch campus have its own grievance committee?
No

Does the branch campus have its own resources for faculty research and scholarship?
No

Does the branch campus have its own AIAS or NOMAS?
No

Does the branch campus maintain its own membership in ACSA?
No
## Bachelor of Architecture Matrix

<table>
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<tr>
<th>Ability</th>
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<tr>
<td>Courses</td>
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### First Year

- **Spring**
  - ARCH 113 Architecture Studio I
  - ARCH 100 Introduction to Architecture
  - MATH 119 Geometry for Architects

- **Fall**
  - ARCH 113 Architecture Studio I
  - ARCH 100 Introduction to Architecture
  - MATH 119 Geometry for Architects

### Second Year

- **Spring**
  - ARCH 114 Architecture Studio II
  - ARCH 110 Freehand Drawing II
  - MATH 122 Introduction to Mathematics II

- **Fall**
  - ARCH 114 Architecture Studio II
  - ARCH 110 Freehand Drawing II
  - MATH 122 Introduction to Mathematics II

### Third Year

- **Spring**
  - ARCH 201 Architecture Studio III
  - AAH 119 History of Architecture I
  - PHYS 200 Basic Physics for Architects

- **Fall**
  - ARCH 201 Architecture Studio III
  - AAH 119 History of Architecture I
  - PHYS 200 Basic Physics for Architects

### Fourth Year

- **Spring**
  - ARCH 202 Architecture Studio IV
  - AAH 120 History of Architecture II

- **Fall**
  - ARCH 202 Architecture Studio IV
  - AAH 120 History of Architecture II

### Fifth Year

- **Spring**
  - ARCH 305 Architecture Studio V

- **Fall**
  - ARCH 305 Architecture Studio V

### Final Year

- **Spring**
  - ARCH 306 Architecture Studio VI

- **Fall**
  - ARCH 306 Architecture Studio VI

### Student Performance Criteria Matrix - B.Arch

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<th>Courses</th>
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| ARCH 113 Architecture Studio I |
| ARCH 100 Introduction to Architecture |
| MATH 119 Geometry for Architects |
| ARCH 114 Architecture Studio II |
| ARCH 110 Freehand Drawing II |
| MATH 122 Introduction to Mathematics II |
| ARCH 201 Architecture Studio III |
| AAH 119 History of Architecture I |
| PHYS 200 Basic Physics for Architects |
| ARCH 202 Architecture Studio IV |
| AAH 120 History of Architecture II |
| ARCH 305 Architecture Studio V |
| ARCH 306 Architecture Studio VI |

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**Courses**

ARCH 113 Architecture Studio I
ARCH 100 Introduction to Architecture
MATH 119 Geometry for Architects
ARCH 114 Architecture Studio II
ARCH 110 Freehand Drawing II
MATH 122 Introduction to Mathematics II
ARCH 201 Architecture Studio III
AAH 119 History of Architecture I
PHYS 200 Basic Physics for Architects
ARCH 202 Architecture Studio IV
AAH 120 History of Architecture II
ARCH 305 Architecture Studio V
ARCH 306 Architecture Studio VI

**Humanities / Social Science**

AAH 119 History of Architecture I
AAH 120 History of Architecture II

**Architecture Elective**

ARCH 417 Architecture Studio VIII
ARCH 418 Architecture Studio VIII

**Architecture Elective**

ARCH 417 Architecture Studio VIII
ARCH 418 Architecture Studio VIII

**Humanities**

ARCH 417 Architecture Studio VIII
ARCH 418 Architecture Studio VIII

**Humanities**

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**Humanities**

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ARCH 418 Architecture Studio VIII

**Humanities**

ARCH 417 Architecture Studio VIII
ARCH 418 Architecture Studio VIII

**Humanities**

ARCH 417 Architecture Studio VIII
ARCH 418 Architecture Studio VIII

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**B.Arch Matrix 4.8**

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### Student Performance Criteria Matrix - M.Arch

**Matrix: Master of Architecture**

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<td><em>S.P.C expected to have been met in preparatory or pre-professional education</em></td>
<td><em>S.P.C Met in NAAB-accredited program</em></td>
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<td>ARCH 500</td>
<td><strong>History of Architectural Ideas I</strong></td>
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<td>ARCH 505</td>
<td><strong>Ecology, Sustainability, and Site</strong></td>
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<td>ARCH 506</td>
<td><strong>Visual Training Digital Media</strong></td>
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<td>ARCH 541</td>
<td><strong>Methodology, Material, Technique</strong></td>
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<td>ARCH 485</td>
<td><strong>Intuitive Structures</strong></td>
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<td><strong>History of Architectural Ideas II</strong></td>
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<td><strong>Visual Training and Materials Exploration</strong></td>
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<td><strong>Digital Applications in Design</strong></td>
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<td><strong>Structural Engineering</strong></td>
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<td><strong>Adv. Topics in History/Theory I</strong></td>
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<td><strong>Structural Determinant Project</strong></td>
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<td><strong>Building Systems I</strong></td>
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<td><strong>Adv. Topics in History/Theory II</strong></td>
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<td><strong>Topics in Advanced Technology</strong></td>
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<td><strong>Project Management and Construction Administration</strong></td>
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<td><strong>Comprehensive Building Project</strong></td>
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<td><strong>Principles of Urban Planning and Design</strong></td>
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<td><strong>Master Project Preparation</strong></td>
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<td><strong>Community Based Building Project</strong></td>
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<td><strong>Entrepreneurship and Innovation</strong></td>
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<td><strong>Planning Law and Land Policy</strong></td>
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<td><strong>Real Estate Financial Fundamentals</strong></td>
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4.10 Minors and Specializations

MINORS
A Minor consists of at least five courses, and is outside the field of study. A complete list of minors may be found in the Bulletin. The following list includes some typical minors for Architecture students.

Minor in Business (BUS/ECON)
Minor in Entrepreneurship (BUS/ECON/EnPRO)
Minor in Urban Affairs (HIST/PS/SOC)
Minors and Degree Programs in Civil and Architectural Engineering (CAEE)
  • Minor in Construction Management
  • B.Arch/ Master of Structural Engineering (MAS STE) Dual Degree Option
  • Minor in Structural Engineering
  • B.Arch/BSAE (Architectural Engineering) Double Major (individual programs in Bulletin)
  • Minor in Building Systems Engineering

ARCHITECTURE SPECIALIZATIONS
A Specialization is an approved sequence of courses or specified number of credits within the field of study. Architecture Specializations are listed in the Bulletin.

Architectural History/Theory (AAH/ARCH/LA)
Digital Design (ARCH)
Design Build (ARCH)
Landscape Architecture (ARCH/LA)
Planning (CRP)
**Undergraduate Architecture: Advising**  
**Minors and Specializations**

**MINORS:**  
Minors consist of at least five courses (15 credit hours) in fields outside the field of study. General education or major requirements normally do not apply to a minor. (For any minor involving H and S courses, two courses for the minor may count toward General Education requirements, but the rest will be in addition to the total number of required credits for the major. Consult with Undergraduate Academic Affairs regarding minors and General Education requirements.)

Not all minors are applicable to all majors.

All students interested in pursuing a minor should contact their Architecture advisors and the advisor for the department in which they wish to minor.

The student needs to declare the minor through Undergraduate Academic Affairs (UGAA). The minor will be listed on the student's transcript, but not on the diploma.

Students wishing to pursue a minor in which courses in the minor field satisfy Arch electives should be encouraged to take some extra Architecture electives to broaden their education.

The following are approved Minors, listed in the *Bulletin*, that are applicable to Architecture:

**Business (BUS/ECON):**  
(Also see B.Arch/Master of Business Administration Double Degree in the *Bulletin*)

BUS courses must be taken in addition to the 169 credits required for Architecture and may not be substituted for Architecture Electives or Gen Ed classes. The two Economics courses may satisfy Social Science requirements.

- BUS 210 (3) Financial and Managerial Accounting or (BUS 211 and BUS 212)  
- ECON 211 (3) Principles of Economics (S) or (ECON 151 and ECON 152)  
- BUS 301(3) Theory of Organization and Management  

Two of the following three courses:  
- ECON 423 (3) Economic Analysis of Capital Investments  
- (S) BUS 371(3) Introduction to Marketing  
- BUS 305 (3) Operations Management

**Entrepreneurship (BUS/ECON/EnPRO)**  
BUS courses must be taken in addition to the 169 credits required for Architecture and may not be substituted for Architecture Electives or Gen. Ed classes. The EnPROs fulfill the IPRO requirements. An Economics course may satisfy a Social Science requirement.

- BUS 210 (3) Financial and Managerial Accounting  
- BUS 361 (3) Introduction to Entrepreneurship  
- BUS 371 (3) Introduction to Marketing
Two Entrepreneurship IPROs (EnPROs) One of the following three courses:
BUS 363 (3) Creativity and Inventions for Entrepreneurs
ECON 211 (3) Principles of Economics (S)
ECON 423 (3) Economic Analysis of Capital Investments (S)

**Psychology (PSYC):**
Two courses for the minor may count toward General Education requirements. The remaining three courses must be taken in addition to the 169 credits required for Architecture and may not be substituted for Architecture Electives. At least 15 credit hours must be completed, including the following two required courses: PSYC 203 (3) PSYC 221 (3)

**Urban Affairs (HIST/PS/SOC):**
For the Urban Affairs Minor (or any other minor involving H and S courses), two courses for the minor may count toward General Education requirements. Three H and S courses for the minor will be in addition to the 169 credits required for Architecture and may not be substituted for Architecture Electives. At least 15 credit hours must be completed, including the following four required courses:
- HIST 350 (3) U.S. Urban History (H)
- HIST 352 (3) History of Chicago (H)
- PS 315 (3) Urban Politics (S)
- PS 317 (3) Chicago Politics (S)
- SOC 350 (3) Urban Sociology (S) or SOC 211(3) Social Use of Space (S)
Note: If a course is not currently offered, the student should contact the appropriate department to determine if there is another course that may be substituted for the minor.

**MINORS, DUAL DEGREE AND DOUBLE MAJOR IN CIVIL AND ARCHITECTURAL ENGINEERING (CAEE)**

**Minor in Construction Management:**
CAE 470 (3) Construction Methods and Cost Estimating (Arch Elective)
CAE 471(3) Construction Planning and Scheduling (Arch Elective)
CAE 472 (3) Construction Site Operation (Arch Elective)
CAE 473 (3) Construction Project Administration (Arch Elective) ECON 423 (3) Economic Analysis of Capital Investments (S)

**Bachelor of ARCH/ Master of Structural Engineering, Dual Degrees:**
Includes prerequisites for the Master of Structural Engineering program. Students interested in the B.Arch/MAS STE should contact Prof. Mark Snyder in CAE (snyder@iit.edu) as soon as possible in their studies.

*In place of Math 119 (3) & 122 (3) take:*
- Math 151 (5) Calculus I
- Math 152 (5) Calculus II
- Math 251 (4) Multivariate & Vector Calculus
  (optional: Math 252 (4) Intro to Differential Equations)

*In place of PHYSICS 200 (4) take:*

Minors and Specializations 4.10 - 3
PHYSICS 123 (4): Gen. Physics 1: Mechanics  (Prereq. For MMAE201)

In place of ARCH230 (3), ARCH 334 (3) and ARCH 335 (3), and for four Arch Electives, take:
MMAE200 (3) Mechanics of Solids
MMAE 202 (3) Mechanics of Solids II
CAE 303 (3) Structural Design I
CAE 304 (3) Structural Analysis I
CAE 307 (3) Structural Design II
CAE 310 (3) Structural Analysis II
CAE 431 (3) Steel and Timber Design
CAE 432 (3) Concrete and Foundation Design

Minor in Structural Engineering:
Students interested in the Structural Engineering Minor should contact Prof. Mark Snyder in CAE (snyder@iit.edu) as soon as possible in their studies.

In place of Math 119 (3) & 122 (3) take:
Math 151 (5) Calculus I
Math 152 (5) Calculus II
Math 251 (4) Multivariate & Vector Calculus
(optional: Math 252 (4) Intro to Differential Equations)

In place of PHYSICS 200 (4) take:
PHYSICS 123 (4): Gen. Physics 1: Mechanics  (Prereq. For MMAE201)

In place of ARCH230 (3), ARCH 334 (3) and ARCH 335 (3), and four Arch Electives, take:
MMAE200 (3) Mechanics of Solids MMAE 202 (3) Mechanics of Solids II CAE 303 (3) Structural Design I
CAE 304 (3) Structural Analysis I
CAE 307 (3) Structural Design II
CAE 310 (3) Structural Analysis II
CAE 431 (3) Steel and Timber Design

B.Arch/B.S. Architectural Engineering (BSAE) Double Major:
(Not listed separately in the Bulletin)
Students trying to obtain a B. Arch and B.S. in Architectural Engineering will have overlap in several classes, and eliminating classes that overlap can reduce the time it would take to complete the two degrees separately. (The Double Major will typically take six years.)
Students interested in the Architectural Engineering Double Major should contact Prof. Ralph Muehleisen in CAEE (muehleisen@iit.edu) as soon as possible in their studies.

In order to receive a second major in AE the following changes in the ARCH curriculum are required:

In place of Math 119 (3) and 122 (3) take:
Math 151 (5) Calculus I
Math 152 (5) Calculus II
Math 251 (4) Multivariate & Vector Calculus
Math 252 (4) Intro to Differential Equations

*In place of Physics 200 (4) take:*

PHYSICS 123 (4): Gen. Physics 1: Mechanics  (Prereq. For MMAE201)
PHYSICS 221 (4): Electromagnetism and Optics
PHYSICS 224 (3): Thermal and Modern Physics

*In place of ARCH 230(3), ARCH 334(3) and ARCH 335 (3) take the structures sequence:*

MMAE200 (3) Mechanics of Solids
MMAE 202 (3) Mechanics of Solids II
CAE 303 (3) Structural Design I
CAE 304 (3) Structural Analysis I
CAE 307 (3) Structural Design II
CAE 310 (3) Structural Analysis II
CAE 431 (3) Steel and Timber Design
CAE 432 (3) Concrete and Foundation Design

*In place of ARCH 403 (3) and 404 (3) take the M/E/P sequence:*

CAE 208 (3) Thermal-Fluids Engineering I
CAE 209 (3) Thermal-Fluids Engineering II
CAE 331 (3) Building Sciences
CAE 334 (3) Illumination and Acoustics
CAE 383 (3) Electrical and Electronics Circuits
CAE 464 (3) HVAC Systems Design

*In place of four Architecture Electives:*

CAE 312 (3) Engineering Systems Analysis
CAE 315 (3) Materials of Construction
CAE 323 (3) Soil Mechanics
CAE 461 (3) Plumbing and Fire Protection Design

One of the two required IPRO classes must be IPRO 335, the CAE Capstone Design Course

**Minor in Building Systems Engineering:**
The minor in BSE is designed to give a coherent sequence of courses related to basic building science and mechanical systems engineering. Students interested in the minor should contact Prof. Ralph Muehleisen in CAEE (muehleisen@iit.edu) as soon as possible in their studies.

*In place of Math 119 (3) and 122 (3) take:*

Math 151 (5) Calculus I
Math 152 (5) Calculus II
Math 251 (4) Multivariate & Vector Calculus (prereq./coreq. For CAE 208)
Math 252 (4) Intro to Differential Equations (prereq./coreq. For CAE 209)

*In place of Physics 200 (4) take:*

PHYSICS 221 (4): Gen. Physics II: Electricity and Magnetism (prereq for Phys 224)
PHYSICS 224 (3): Gen. Physics III for Engineers (prereq./coreq. for CAE 209)

Prerequisites (check with CAE for additional prereqs):
CAE 208 (3) Thermal-Fluids Engineering I
CAE 209 (3) Thermal-Fluids Engineering II
(Prereq. For CAE 331, CAE 461, CAE 464, CAE 463, and CAE 465)

In Place of ARCH 403 (3) and 404 (3) and for four Arch electives take
CAE 331 (3) Building Sciences
CAE 334 (3) Illumination and Acoustics
CAE 383 (3) Electrical and Electronics Circuits (required to replace Arch 403/404)
CAE 461 (3) Plumbing and Fire Protection Design
CAE 464 (3) HVAC Systems Design
And one of the following:
CAE 403 (3) Sound and Vibration Control in Buildings
CAE 409 (3) Analysis and Design of Acoustic Performance Spaces
CAE 425 (3) Fire Protection and Life Safety
CAE 463 (3) Building Enclosure Design
CAE 465 (3) Energy Efficient Building Design
CAE 466 (3) Building Electrical and Communication Systems Design
CAE 467 (3) Building Illumination Design
ARCHITECTURE SPECIALIZATIONS:

A Specialization is an approved sequence of courses or specified number of credits within the field of study. The number of required credit hours is usually between 9 and 15 (300+ level courses). The following are Specializations within Architecture:

A Specialization appears on your transcript, but does not on the Diploma.

*denotes a required course for the Architecture Major

**Architectural History/Theory (AAH/ARCH/LA): 9 credit hours**

Required History/Theory Courses:
*AAH 119 History of World Architecture I
*AAH 120 History of World Architecture II
*ARCH 321 History of Modern Thought in Architecture

*ARCH HIST/THEORY Elective

In addition to the required History/Theory courses, take 3 Hist/Theory electives (9 credit hours). Architectural History/Theory Electives may be selected from ARCH, AAH or LA courses with Architecture History or Landscape Architecture History content. (AAH courses without architecture content, such as AAH 322 19th Cent American Art and Culture, are not eligible, but may be taken as Humanities courses.)

Choose 3 History/Theory Electives (this list will change depending upon course offerings):
ARCH 445 (3) Prairie School and Natural Landscape Design
ARCH 454 (3) Contemporary Chicago Architecture: Case Studies (depends on topic)
ARCH 456 (3) Topics in Modernism (topics vary)
ARCH 469 (3) Urban Design in Europe (summer program)
ARCH 470 (3) Image City
ARCH 497 (3) Special Projects. Courses with significant Hist/Th content (ex: Chicago Modern)
ARCH 502 (3) Advanced Topics in History and Theory I (with permission from instructor) ARCH 503 (3) Advanced Topics in History and Theory II (with permission from instructor)
LA 497 (3) Topics vary. Only topics with history content apply.
LA 502 (3) History of Landscape Architecture (formerly ARCH 446)
AAH 494 (3) Senior Seminar (varies. Must have Arch hist content) Other
ARCH, AAH or LA courses with History/Theory content

**Digital Design (ARCH): 12 credit hours (through spring 2012)**

Required Digital Courses:
*ARCH 125 Introduction to Computing
*ARCH 226 CAD in Practice

In addition to the required courses, take ARCH 427, 428 and 2 Digital Electives (12 cr hrs):
ARCH 427 (3) Advanced Architectural Computing, formerly Digital Architectural Media II *(prerequisite: 226)*
ARCH 428 (3) 3D Animation in CAD *(prerequisite:427)*
Choose 2 Electives *(prerequisite for all electives is ARCH 427)*:  
ARCH 428 (3) 3D Animation in CAD  
ARCH 429 (3) CAD Programming  
ARCH 430 (3) Web Technology  
ARCH 433 (3) Introduction to Digital Fabrication  
ARCH 434 (3) Advanced BIM Strategies  
ARCH 435 (3) Digital Fabrication  
ARCH 436 (3) Advanced Modeling  
ARCH 438 (3) Design Visualization  
ARCH 497 (3) Special Projects. Digital Courses.  
Note: ARCH 508 is for graduate students only and cannot be considered an advanced digital elective for undergraduates.

**Requirements beginning Fall 2012: Digital Design (ARCH): 12 credit hours Required**  
Digital Courses:  
*ARCH 125 Introduction to Computing  
*ARCH 226 CAD in Practice  

In addition to the required courses, take ARCH 427 and 3 Digital Electives (12 cr hrs): ARCH 427 (3) Advanced Architectural Computing, formerly Digital Architectural Media II *(prerequisite: 226)*

Choose 3 Electives *(prerequisite for all electives is ARCH 427)*: ARCH 428 (3) 3D Animation in CAD  
ARCH 429 (3) CAD Programming  
ARCH 430 (3) Web Technology  
ARCH 433 (3) Introduction to Digital Fabrication  
ARCH 434 (3) Advanced BIM Strategies  
ARCH 435 (3) Digital Fabrication  
ARCH 436 (3) Advanced Modeling  
ARCH 438 (3) Design Visualization  
ARCH 497 (3) Special Projects. Digital Courses.  
Note: ARCH 508 is for graduate students only and cannot be considered an advanced digital elective for undergraduates.

**Design Build (ARCH): 9 credits**  
Take Design Build Studio and 3 electives:  
ARCH 417/418/419/420 (6) Design Build Studio (Advanced Studio)  

Choose 3 electives:  
ARCH 421(3) Energy Conscious Design I  
ARCH 422 (3) Energy Conscious Design II  
ARCH 424 (3) Architectural Construction Management  

**Revised 3/23/12:**
Landscape Architecture (ARCH/LA): 9 credits

Take an Advanced Studio/Landscape and 3 electives:
ARCH 417/418/419/420 (6) Advanced Studio: Landscape

It is recommended when possible that students pursuing this Specialization take at least two seminar/lecture courses prior to enrolling in an advanced landscape architecture studio.

Choose 3 electives from the following:
ARCH 443 (3) Ecology, Sustainability and Site
ARCH 445 (3) Landscape Architecture: Prairie School
LA 497 (3) Various topics (Vernacular Landscape, Urban Agriculture, etc.)
LA 501 (3) Nature of Ecology
LA 502 (3) Landscape Architectural History: From Antiquity to Olmsted
LA 565 (3) Ecology and Materials Workshop I: Plants and Planting
LA 566 (3) Ecology and Materials Workshop II: Earthworks and Infrastructure

Please note that any student requests to take coursework outside the courses listed above must be approved by the student’s advisor and a Director-designated member of the landscape architecture faculty. Any such request must be accompanied by a demonstration of similar prior coursework or qualifications, or outstanding special interests.

Fulfillment of the Landscape Specialization as described above may be considered toward up to 15 credits of graduate study for the MLA program, potentially shortening an applicant’s graduate requirements by one semester. Criteria may include a portfolio review and academic transcript.

Planning (CRP): 9 credits

*CRP 201 The Dwelling
*CRP 465 The Ecological Basis of Planning

Choose 3 electives:
ARCH 443 (3) Ecology Sustainability and Site
CRP 519 (3) Principles of City Planning I (Arch Elective: Fall)
CRP 520 (3) Principles of City Planning II (Arch Elective: Spring)
CRP 521 (3) Advanced Planning I (Arch Elective: Spring)
CRP 497/597 (3) Independent Study (with permission of the instructor)