

University of Detroit Mercy

Interim Progress Report for 2016

November 21, 2016

Interim Progress Report
University of Detroit Mercy
School of Architecture
M. Arch. [139 undergraduate credit hours + 36 graduate credits]
Last APR submission: August 2013
Year of the previous visit: 2014

Please update contact information as necessary since the last APR was submitted.

These items are filled in for your information, but they do not represent any changes since the APR

Chief administrator for the academic unit in which the program is located: Dean Will Wittig

Provost: Prof. Pamela Zarkowski

President of the institution: Dr. Antoine Garibaldi

Individual submitting the Interim Progress Report: Dean Wittig

Name of individual(s) to whom questions should be directed: Dean Will Wittig

Current term of accreditation: 8 year

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

A.10 Cultural Diversity

2014 Visiting Team Assessment: The SPC matrix points to PYC 2650 Environmental Psychology as the primary course for this content. (This understanding is NOT listed among the course objectives.) However, this course outcomes focus on understanding Environmental Psychology and human behavior in and responses to the built environment. While gender and cultural differences are mentioned as factors affecting response and behavior in readings and lectures, student work demonstrates understanding and/or practice of normative theory. The college's plan to expand the very well-organized study abroad programs holds potential for addressing this criterion in the future.

University of Detroit Mercy, 2016 Response: Cultural Diversity is in fact a core understanding that is covered in detail in PYC 2650 Environmental Psychology. The first response to this not-met condition is to strengthen the content of the course and to ensure that evidence gathered through examinations and course projects clearly demonstrates meeting this student performance criteria. The syllabus for PYC 2650 (attached with other supplemental materials in the appendix) has incorporated language from the new SPC, A8. Cultural Diversity and Social Equity in its primary objectives. 50% of the course content deals directly with the understanding of age, ability, race, gender, and ethnic diversity, the application of that understanding and the architect's responsibilities to account for diversity in site development, residential, urban, educational, and workplace environments. An additional opportunity to strengthen this area comes in our "Integrated" Studio, ARCH 4100, which continues to require the application of accessibility standards in the development of a comprehensive studio project in response to SPC B.3 and C.3. A deeper application of the understanding of cultural diversity is also being pursued in our robust study abroad programs as mentioned in the VTR. The School has two ongoing semester-long study abroad programs. Both include a language and culture course and obviously take place in settings that offer full immersion in an unfamiliar cultural setting, which is also explored as a theme in the studio work during these terms. These programs were not accepted as evidence for this criteria during the 2014 visit due to the fact that they are not mandatory (although all students benefit from one of the two programs, which is an exchange program that mixes Polish students and Faculty in with our students here in Detroit). We hope to solidify the role of these programs with respect to accreditation by making study abroad mandatory, and to amplify the learning objectives related to this SPC in those programs. This includes the possibility of creating a third study abroad option in Toronto, which would be structured somewhat differently for non-traditional students but still emphasizing this SPC. Similarly, we are also considering making a community design based studio a mandatory requirement, which may also have some bearing on this criteria. These types of studios often present opportunities to address the impact of cultural diversity on design. Each term we typically have one upper level studio that is community based. We have already shifted course numbering to designate these types of studios with a special course number so we can track participation, and we may decide to make this type of studio a requirement.

B.7 Financial Considerations

2014 Visiting Team Assessment: ARCH 5190 and 5290—the Professional Practice courses—cover a broad spectrum of practice issues, including the architect's and the client's role and contractual responsibilities in the bidding phase and in managing construction costs. No evidence was found supporting an understanding required by the SPC, especially as related to project financing/funding and post-occupancy costs (i.e., operations, life-cycle).

University of Detroit Mercy, 2016 Response: The primary source of evidence for this SPC will continue to be ARCH 5190, Professions of Architecture. Although some evidence was found in response to this criteria during the visit, specific evidence regarding the coverage of life-cycle costing was lacking. Since the visit, the Professor for this course has retired and has been replaced with a very well qualified adjunct (Adjunct Prof. Davids resume attached with other supplemental materials in the appendix).

In general the content of this course is being updated, with particular emphasis on all the “D Realm” criteria as well as B.10 Financial Considerations. A new syllabus is not available at this time as he is preparing for the course in the winter term, but it could be provided in January. However we are confident that this SPC and all D Ream SPC will be covered well in this updated version of the course.

b. Plans for/Progress in Addressing Causes of Concern

- **Shop Supervision**

2014 Visiting Team Comments: a junior faculty member manages; students supervise (still irregular)

University of Detroit Mercy, 2016 Response: This concern has been fully addressed. As of 2016, a new Shop Supervisor position has been approved, budgeted for, and filled as of August. (Resume of current supervisor (Bianchi) attached with other supplemental materials in the appendix.) This person provides safety supervision, direct assistance and training to students, and training and supervision of several federal work-study students who also staff the shop during specific hours of operation. The Shop Supervisor is present in the shop 20-24 hours per week, both during studio time and at other times convenient for our students to complete their work. Two assigned faculty members as well as the Dean coordinate with the Shop Supervisor to ensure that the educational needs of students and faculty are being met.

- **Shop Conditions**

2014 Visiting Team Comments: aging equipment and safety concerns. Space for a new laser cutter seems inadequate, in terms of ventilation. Accessibility for persons w/disabilities is a general concern.

University of Detroit Mercy, 2016 Response: This concern has also been fully addressed. During the summer of 2016, the Lower Level of the Architecture building was renovated including the Shop. All antiquated equipment has been replaced with brand new equipment. Spaces have been reconfigured to provide adequate and safe operation of all shop equipment. Ventilation is adequate, and all doors on the lower level have been replaced to provide accessibility.

- **Shop Computer Lab**

2014 Visiting Team Comments: Shop and computer lab open hours are not dependable.

University of Detroit Mercy, 2016 Response: This concern has also been fully addressed. With the addition of a Shop Supervisor, this has allowed us to schedule our federal work-study students much more efficiently in our shops and labs. As a result all shops and labs have expanded hours of operation. With respect to the shops, the presence of the Shop Supervisor also helps to ensure that students are present when scheduled. In addition, our office manager is doing a better job of supervising the federal work-study students and following up with them right away any time we are aware that they have missed a shift.

- **Ethnic & Gender Diversity**

2014 Visiting Team Comments: Ethnic and gender diversity among faculty and students has declined.

University of Detroit Mercy, 2016 Response: Since the visit in 2014, diversity has improved for both students and faculty. For example the official % of underrepresented minorities at the undergraduate level (representing the bulk of our architecture population) had been 9.8% in 2013, and this year stands at 14.5%. We have seen an increase in minority students in particular in this year's incoming freshman class, and we are already seeing another uptick in minority applicants for next year as well.

Accounting for other minority groups, the % of students reported as “white” has decreased from 65% in 2012 to 54% in 2016. In terms of gender diversity, the % of female students in the SOA has increased from 41.9% in 2012 to 46.8% in 2016. We would hope to get to a point with the student body where 50% of all students are female, only 50% are reported as “white” and 20% are underrepresented minorities. In response to improving diversity, we have also enjoyed a re-birth of our NOMAS chapter, which had been floundering at the time of the 2014 visit. We continue to collaborate with the Admissions Office to make the diversity of our incoming class a priority. In terms of faculty diversity, as mentioned elsewhere a successful faculty search was completed as of August 2015. Of the finalist considered for the three positions that were filled, diversity was a major consideration that was tracked as a criteria for making selections of finalists to be considered for on-campus interviews. One African American candidate was a finalist for a particular slot, but another candidate was ultimately chosen who was a better match for that particular role. One Chinese finalist was offered a position but declined. Of the three who were ultimately hired, two were female, increasing our % of tenure/tenure track females from 20% to 35%. Student and faculty diversity continue to be a top priority going forward in all our recruitment and retention efforts.

- **Sustainability**

2014 Visiting Team Comments: not consistently addressed or advanced; students feel that approaches and material presented are outdated.

University of Detroit Mercy, 2016 Response: That assessment was a valid concern at the time. This course had been taught by a professor who was due to retire, and he has now retired. The course has been completely updated and is now being taught by a highly qualified adjunct who has much more current professional experience in sustainable design. (Adjunct Prof. Harrell-Seyburn’s CV and the course syllabus for ARCH 2140 - Ecological Design are attached with other supplemental materials in the appendix.)

- **Faculty Retirement**

2014 Visiting Team Comments: retirements seem imminent; succession could significantly impact school culture, if new hires come in clusters.

University of Detroit Mercy, 2016 Response: This has not proven to be a concern. One faculty member retired as expected in 2014. A second faculty member retired with adequate warning in 2016. A third senior faculty member is likely to retire in 2018 or 2019, and a fourth who is of a similar age has not broached the subject and is likely to continue for a few more years. The school was authorized to conduct a search for three tenure track positions, which were filled successfully as of August 2015. (Prof.s Heidgerken, Lindsay and Stanard CV’s are attached with other supplemental materials in the appendix.) All three new faculty members are still in place and progressing well. If there is a retirement in 2018 or 2019, we fully expect to be authorized to conduct a search to replace that position.

- **Faculty Workload**

2014 Visiting Team Comments: workload and demand for university service obligations continue to be a concern (especially as the number of full-time faculty shrinks and programs grow).

University of Detroit Mercy, 2016 Response: The full-time faculty ranks have not shrunk. As noted above, three new full time tenure-track appointments were made successfully as of August 2015. Faculty workload has been balanced accordingly following the addition of these three new tenure-track faculty, and each faculty member has a limited and reasonable number of service obligations (except for one or two over achievers who choose to take on extra service assignments.) Faculty workload in terms of teaching has never exceeded their contractual obligations of two courses per term. (Again, with the exception of a few individuals who specifically request and are capable of handling overload assignments.) Likewise, although our student population has increased in the past two years, it is still below historical levels.

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of Detroit Mercy, 2016 Response: Since our last accreditation visit, in addition to beginning the process of responding to weaknesses and enhancing strengths as identified through our own self-assessment and the VTR, a number of significant changes and improvements have been made to the program.

As a general condition, we have seen a 20% increase in enrollment from the fall of 2014 to the fall of 2016. We are also seeing some improvement in ethnic and gender diversity with recent incoming classes. The University has invested in a new branding and marketing effort, which should help to support recruitment efforts. For the first time in decades the University has invested in a brand refresh and a completely new website, as well as some physical improvements on campus that support the image of our “front door.” The improvement in the perception of Detroit and its future are also a tangible advantage. We anticipate continued modest enrollment growth over the next few years assuming that economic conditions continue to be favorable. Financial support from the University has remained steady with no required budget cuts. The School continues to enjoy good financial support from alumni as well.

We completed a third phase of interior renovations to the building in the summer of 2016. This culminated a three-phase process that began in 2011 and represents a \$ 1,000,000 investment in improved working spaces for students and faculty, and greatly enhanced technology that supports the curriculum. It also represents the culmination of a comprehensive renovation of the full building that was initiated twenty years ago. Every student and faculty space in the building has been touched through this recent renovation process – in comparison to working conditions in 2011, every faculty member and student has a new work station. This most recent phase addresses studios on the lower level as well as our shop facilities, and enhancements to our computer labs. In particular we renovated the lower level where our shop spaces are located, replaced all traditional fabrication equipment in our shops, and added digital fabrication equipment including a laser cutter, a high quality 3-D printer, and a full scale 3-axis CNC machine. In addition to the renovations, we were also successful in gaining approval for a professional shop supervisor position. These efforts have resulted in vastly improved shop access, fabrication capabilities, and safety. Within days of the start of this semester, the impact of those improvements was apparent in the work being generated in the studios.

With the start of the fall term in 2015, we concluded a successful tenure track faculty search resulting in the addition of three excellent new faculty members. These positions replaced two retired professors, and one position that had been converted to an administrative role in 2012, returning our tenured/tenure track count to the level we had enjoyed during our peak enrollment years. Two of the new faculty members in particular were selected in part because they bring new expertise to our ranks that helps to leverage our improved technology described above. In the coming years we anticipate one more retirement and fully expect that position to be filled by another tenure track search. There have been no administrative or leadership changes since the visit in 2014.

Although not identified as a weakness in the accreditation process, as a result of a comprehensive internal review of our curriculum following the visit, we have initiated some additional pro-active updates to our curriculum. The faculty reviewed all aspects of the curriculum to create new opportunities for collaboration and to ensure that each semester’s collection of courses is working well as an intentionally ‘designed’ semester. As a result we are in the process of revising our visual communications sequence in the first and second years of the program.

New courses and methodology have been developed to bridge the analogue/digital divide that had been unintentionally reinforced in the traditional curriculum, and these courses are being restructured to work better in tandem with studio in each term. In addition we have altered the sequence of the construction and structures courses to better support these new courses and the overall flow of the curriculum.

We were one of 13 schools initially granted approval last year from NCARB to offer an 'integrated path to licensure' based on our response to their RFP. We have a plan in place to offer this pathway to a limited number of students in the future. It is based on the foundation of our existing mandatory Co-Op program and essentially adds a "time-out year" between the bachelors and masters programs to facilitate completion of the ARE and AXP. However, we are still awaiting approval of a bill in the Michigan Senate that would make the necessary changes to the licensure statute that would allow our students to take advantage of this pathway in their home state. If the bill passes before the end of the year, then we would be in a position to move forward with the program in the fall of 2017. At the earliest we would anticipate our first graduates to complete this optional program in the spring of 2023.

One small change has been made in the number of credit hours listed for the degree (no change in requirements). The number of credits indicated at the graduate level has been changed from 34 to 36 to correct a misnumbering of the 2nd Co-Op placement which had been assigned an undergraduate number, but is only required for M. Arch candidates.

d. Summary of Activities in Response to Changes in the NAAB Conditions

2014 NAAB Conditions

University of Detroit Mercy, 2016 update: In addition to the student performance criteria discussed under section a, we have begun the process of evaluating all 2014 criteria. We have always employed an internal process of evaluating student performance in our classes each semester both in general and in relation to accreditation criteria, and that process continues. With the addition of several new tenure track and adjunct faculty members, and in conjunction with a number of revisions we are implementing in the curriculum, we believe we are well positioned to meet all accreditation conditions including the new or revised student performance criteria. We are also in the process of updating our overall strategic plan, which will also account for any challenges that we might anticipate in relation to the general conditions, etc. We have made some adjustments to course content, or in some cases shifted which courses are assigned to cover various student performance criteria, and we continue to amplify the role of the SPC learning outcomes in the definition of the objectives for each course. We have not identified any significant challenges posed by the 2014 Conditions that cannot be addressed through the initiatives described above.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

University of Detroit Mercy, 2016 update: See following pages for syllabi and faculty and staff CV attachments.

- Syllabus – PYC 2650 Environmental Psychology
- Abbreviated CV – Adjunct Prof. Davids
- Resume – Shop Supervisor Bianchi
- Syllabus – ARCH 2140 Ecological Design
- Resume – Adjunct Prof. Harrell-Seyburn
- Abbreviated CV – Asst. Prof. Heidgerken
- Abbreviated CV – Asst. Prof. Lindsay
- Abbreviated CV – Asst. Prof. Stanard

UNIVERSITY OF DETROIT MERCY
PYC 2650-01 - Winter-2017 - #20715
T-R 11:20-12:35 B317
Psychology of Environments

PROFESSOR:

Libby Balter Blume, Ph.D.
blumelb@udmercy.edu
313-578-0446

OFFICE HOURS:

Tuesdays 12:45-2 pm
or by appointment
Reno Hall 208

COURSE DESCRIPTION:

Environmental psychology is an interdisciplinary social science that applies social scientific principles and methods to study the interpersonal interaction between people and the environment and to achieve a greater understanding of human differences in both personal and public life. This course focuses on social science theory, scientific inquiry, and research methodologies; reviews critical environmental factors affecting people in contemporary society; and integrates research findings from environmental psychology into other academic disciplines for interpreting how group identities are expressed in diverse social and cultural environments.

REQUIRED TEXTS:

Gifford, R. (2014). *Environmental psychology: Principles and practice* (5th ed.). Optimal Books.

Zeisel, J. (2006). *Inquiry by design: Environment/behavior/neuroscience in architecture, interiors, landscape, and planning* (rev. ed.). New York: Norton.

REQUIRED READINGS (on Bb): <http://knowledge.udmercy.edu>

Childress, H. (2004). Teenagers, territory and the appropriation of space. *Childhood*, 11(2), 195-205.

Dogu, U., & Erkip, F. (2000). Spatial factors affecting wayfinding and orientation: A case study in a shopping mall. *Environment & Behavior*, 32(6), 731-755.

Gibson, E. J. (2000). Perceptual learning in development: Some basic concepts. *Ecological Psychology*, 12(4), 295-302.

Mehta, V. (2007). Lively streets: Determining environmental characteristics to support social behavior. *Journal of Planning Education and Research*, 27, 165-187.

Osman Demirbas, O., & Demirkan, H. (2000). Privacy dimensions: A case study in the interior architecture design studio. *Journal of Environmental Psychology*, 20, 53-64.

Pader, E. J. (1994). Spatial relations and housing policy: Regulations that discriminate against Mexican-origin households. *Journal of Planning Education and Research*, 13, 119-135.

Switzer, R., & Taylor, R. B. (1983). Sociability versus privacy of residential choice: Impacts of personality and local social ties. *Basic and Applied Social Psychology*, 4 (2), 123-136.

Stokols, D. (1995). The paradox of environmental psychology. *American Psychologist*, 50(10), 821-837.

Virden, R. J., & Walker, G. J. (1999). Ethnic/racial and gender variations among meanings given to, and preferences for, the natural environment. *Leisure Sciences*, 21, 219-239.

RECOMMENDED WEB SITES:

Journal of Environmental Psychology

<http://www.journals.elsevier.com/journal-of-environmental-psychology/>

Environment and Behavior

<http://www.sagepub.com/journal.aspx?pid=40>

Environmental Design Research Association (EDRA)

<http://www.edra.org>

American Psychological Assoc.: Population & Environment (APA DIVISION 34)

<http://www.apadivisions.org/division-34/index.aspx>

<http://web.uvic.ca/~apadiv34/contents/envlinks.html>

International Assoc. of People-Environment Studies

<http://www.iaps-association.org/>

Canadian Psychological Association

<http://www.cpa.ca/aboutcpa/cpasections/environmentalpsychology/>

COURSE OBJECTIVES:

This course is designed to improve your ability to:

1. Identify the principles, theories, and methods of environmental psychology and explain the transactions among the natural, built, and social environments (Week 1).
2. Understand the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals (Weeks 2-5). (NAAB Criteria A.8)
3. Understand the responsibility of the architect to ensure equity of access to sites, buildings, and structures (Weeks 6-8). (NAAB Criteria A.8)
4. Analyze empirical data on a research problem in the human environment (Weeks 9-11).
5. Integrate and apply social, cognitive, and behavioral science concepts to societal or environmental problems (Weeks 12-14).

COURSE REQUIREMENTS:

1. **Attend lectures with no more than 2 excused absences** (10 points) **and complete 9 activities** (10 points each, half off for late work) = 100 possible points
2. **Pass midterm exam.** Exam will consist of 30 multiple choice questions (60 points), 10 short answer questions (30 points), and your choice of one of two essay questions (10 points) = 100 possible points
3. **Participate in a group research project with an assigned team by contributing to a research team presentation.** Team assignments will be made on the date of the midterm. Each team must

turn in a written proposal for their research project (including model consent form and copies of measures) (5 worksheets = 50 points). The *entire* team must share the research effort, mock IRB meeting, and final class presentation. Students' roles must be clearly identified. A rating sheet will be provided for the peer rating of each team member's participation, including self-evaluation (50 points) = 100 possible points

4. **Each student must write an APA-style brief research report of no more than 5 pages based on the findings of the team project.** Research papers must use APA reference style and format for a brief research report (50 points). Draft papers must be submitted (25 points). Graphic reporting of data is required (25 points) = 100 possible points

GRADING SCALE:

A	95-100	C	71-74
A-	90-94	C-	67-70
B+	86-89	D+	63-66
B	82-85	D	59-62
B-	79-81	D-	55-58
C+	75-78	F	Below 55

COURSE SCHEDULE:

PART 1: Foundations of Social Science & Human Differences

WEEK	DATE	LECTURE/Discussion	TEXT/Reading	ASSIGNMENTS
1	Tues	Introduction	Ch. 15	#1 Research Surveys
	Thurs.	Social Science Theories <i>Environmental paradoxes</i>	Ch. 1 <i>Stokols</i>	#2 Theoretical Models
2	Tues	Perception <i>Age differences</i>	Ch. 2 <i>Gibson</i>	#3 Gestalts
	Thurs.	Cognition <i>Ability differences</i>	Ch. 2 <i>Dogu & Erkip</i>	#4 Cognitive Maps
3	Tues	Attitudes <i>Race & gender differences</i>	Ch. 3 <i>Virden & Walker</i>	#5 Semantic Differentials
	Thurs.	Personality <i>Sociability differences</i>	Ch. 4 <i>Switzer & Taylor</i>	#6 Response Inventories
4	Tues	Crowding/ Privacy <i>Ethnic differences</i>	Ch. 6 <i>Pader</i>	#7 Home Rules
	Thurs.	Personal Space/Territoriality <i>Social inequities</i>	Ch. 5 <i>Childress</i>	#8 Elevator Observations

5	Tues	Place Attachment <i>Group identities</i>	Ch. 9 Mehta	#9 Bedroom Photos
	Thurs.	EXAM		TEAMS ASSIGNED
PART 2: Applications of Social Science Research Methods				<u>Team Assignments</u>
6	Tues	Residential Environments <i>Case Study: Aging</i>	Ch. 7	#1 Research Questions
	Thurs.	Urban Environments <i>Case Study: Race/ethnicity</i>	Ch. 8	#2 Research Reviews
7	Tues	Educational Environments <i>Case Study: Gender</i>	Ch. 10	#3 Research Methods
	Thurs.	Workplace Environments <i>Case Study: Class</i>	Ch. 11	#4 Research Designs
8	Tues	Natural Environments <i>Case Study: Ableness</i>	Ch. 12	#5 Research Ethics
	Thurs.	TEAM MEETINGS		TEAM CONSULTATIONS
<u>SPRING BREAK</u>				
9	Tues	TEAM MEETINGS		#1-5 DUE
	Thurs.	MOCK IRB PROPOSAL REVIEWS		#1-5 Returned
10	Tues	NO CLASS		COLLECT DATA
	Thurs.	NO CLASS		COLLECT DATA
11	Tues	Data Analysis		Graph data
	Thurs.	Reporting Requirements		Prepare presentations
12	Tues	TEAM PRESENTATIONS		Submit slides in Bb
	Thurs.	TEAM PRESENTATIONS		Submit slides in Bb
13	Dead Week	INDIVIDUAL CONSULTATIONS		DRAFT PAPERS DUE*
14	Finals Week	PINAL PAPERS		DUE in Bb @ Noon

*By appt. in Reno 208 during class hours

Notice: The syllabus and course schedule are subject to change.

John Davids, AIA

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EDUCATION

Master of Architecture with High Distinction, University of Michigan

Bachelor of Science in Architecture, University of Michigan

REGISTRATIONS/ACCREDITATIONS

Architect – State of Michigan

Recognized Educational Facility Planner- a4le

LEED Accredited Professional BD+C-USGBC

UNIVERSITY TEACHING EXPERIENCE

Lawrence Technological University, Adjunct Faculty	1998-1999
University of Detroit Mercy, Adjunct Faculty	1990-1991
University of Michigan, Graduate Student Teaching Assistant	1983-1984

PROFESSIONAL EXPERIENCE

October 2104 to present

Stantec Consulting, Berkley, MI

Senior Design Architect

Responsibilities include pursuing and securing new work in the K12 educational market in the Midwest, leading design efforts for all projects in this market segment and creating business development strategies for the firm. I am also responsible for mentoring design staff and creating new design processes to solve ongoing issues of negative profitability in the K12 market sector. Projects have included design work for Berkley Public Schools, Minneapolis Public Schools and Stockbridge Community Schools.

December 1999 to October 2014

Fanning Howey Associates, Novi, MI

Principal, Design Architect

March 1985 to December 1999

TMP Associates, Bloomfield Hills, MI

Senior Associate, Studio Design Leader

November 1987 to August 1988

Stephen Limbrick Associates, London, England

Design Architect

// about achille:

I bring ideas, designs, products, and packaging concepts to life with efficiency and originality, using the best materials, practices and processes.

//achille bianchi
313.400.0716
achillesbianchis@gmail.com
ig: @achillebianchi

// skills & services:

Adobe Creative Suite CC
Rhinoceros 3d
CNC / Rapid Prototyping

Production Planning
Process & Tool Design
CAM

Design and Construction Consultations
Supply Chain Management
Friendly and Easy to Work With!

// professional experience:

Supply District, LLC | supplydistrict.us

Founder; Design, Fabrication, Consultation
February 2012 - Present

Custom design and fabrication solutions for a variety of clients, made from a variety of materials. Includes signage, original artwork, templates, laser engraving and cutting, and other tailored services to help achieve every clients' goals.

Homes Eyewear, LLC | homeseyewear.com

Founder; Design, Production, Sales, Marketing
February 2012 - Present

Design and handcraft wooden eyewear from Detroit's deconstructed homes, while managing sales, customer services and brand and product development.

OMNICORPDETROIT | omnicorpdetroit.com

Facilities Manager; Production & Design Specialist, Fabricator
August 2010 - Present

Conceive of and produce original 2d/3d designs; Regular consultation within fabrication, design and media realms; Responsible for site and resource administration; Creating and teaching specialized workshops; Coordinate business development endeavors, events and organization and process documentation;

Mode Shift: Move Together | wearemodeshift.org/author/achille

Community Manager; Staff Writer; Web Editor
May 2011 - Jan 2013

Managed and grew readership and community around transportation and healthy cities through outreach and original and prolific content development; Employed best practices in marketing, resource management, content aggregation, events production and municipal systems analysis; Benchmarked against websites in competitive analysis research; Served as the chief content producer and assistant editor, resulting in thousands of unique visitors every month.

Michigan Citizen | michigancitizen.com [no longer functional]

Copy Editor; Production & Editorial Assistant; Photographer
October 2007 - May 2011

Planned and prepared news stories by editing and arranging newspaper layout for a weekly 12-page paper with 65,000 weekly readers; Assisted with graphic design, photography and marketing strategies resulting in smooth production processes and eye-catching content.

// education:

Wayne State University

Bachelor of Arts in Journalism | Minor in Sociology | May 2008

Cumulative GPA 3.7; Concentrations in photojournalism, design, and political science.

// present & past clients:

Paxahau
General Motors
New Creatures
Red Bull

Ganas MFG
Detroit City Distillery
CFSEM
Cranbrook Art Academy & Museum

Eastern Market Corp.
U of M / MSU
Dassault Systèmes
Signal / Return

1xRUN / Inner State Gallery
City of Detroit
City Bird
Madranas Custom Culture

ARCH 2140 Ecological Design | Term 1 | Fall 2016 | Course Syllabus

Faculty:

Professor Amanda Harrell-Seyburn | UDM School of Architecture | harrelaj@udmercy.edu

Course Mechanics:

Class is Tuesday | 6:40pm-9:10pm EST in Commerce & Finance Building Room 209

Course Description:

The course will be taught as a survey of energy conscious and sustainable design strategies & their application to eco-sensitive site and building design.

Course Pedagogy:

PowerPoint lectures and Case Study investigations of current and historically significant projects will be the main approaches employed. Occasional Workshop style sessions may occur during some classes.

Course Content:

Ecological Issues, Alternative Energy, Climate, Site Conditions, Natural Ventilation, Indoor Air Quality, Solar Geometry, Passive Heating & Passive Cooling, Passive Shading, Daylighting, Building Envelope, and Building Design Rating Systems.

NAAB Performance Criteria Met by this Course:

B.6 Environmental Systems: *Students will have the ABILITY to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.*

Course Objectives:

To Understand and take responsibility for stewardship of the environment and natural resources.

To Understand the issue of the Energy Problem and how architects can become part of the solution.

To Understand the architectural and analytical tools used in the strategies of energy conscious and sustainable design and how they can be applied to all design projects.

To Examine examples of architectural applications of these strategies so as to understand how they can be applied to architectural and site design.

To Be Able To Apply the analytical "rules of thumb" to a design analysis of a simple sustainable building strategies.

To Integrally Connect issues of sustainable design and the skills used to design sustainably with the actual act of designing.

Course Materials:

Assigned course readings will be posted on BlackBoard. The readings are companion to the in class lectures and add more depth to the topics being discussed in class. It is advisable to read the indicated readings assignment before class.

Communication | Schedule Changes:

ARCH 2140 Ecological Design I Term 1 I Fall 2016 I Course Syllabus

Instruction changes, schedule changes, comments, and grading information will be announced in class and/or via Email and/ or Blackboard. Faculty reserves the right to make changes in the course schedule and syllabus as necessary to facilitate learning.

Blackboard:

Announcements, PowerPoint presentations, assigned readings, and etc will be posted on "Blackboard" under "Content" tab. Exam/Homework/Project Grades will be posted on the "Grading Center" tab.

Evaluation:

GRADES: will be assigned individually and based on the student's performance.

TOTAL SCORE: Total scores on Homework, Project, Exams, and etc as well as attendance/participation will determine final grades. Extra credit opportunities may be announced in class.

Scores will be posted on Blackboard after being processed. Tracking grades is the responsibility of the student. All discrepancies of recorded grades must be brought to the attention of the faculty within one week of being posted on Blackboard.

Grading Scale

Q.P.	Percent	Letter	Description
4.0	100-95	A	Superior
3.7	94-90	A-	
3.3	89-87	B+	
3.0	86-84	B	Good
2.7	83-80	B-	
2.3	79-77	C+	
2.0	76-74	C	Average
1.7	73-71	C-	
1.3	70-68	D+	
1.0	67-65	D	Poor
0	64 or <	F	

Homework:

Homework will be assigned at various points throughout the term. Homework are companion to the in-class lectures and add more depth to the topics being discussed in class. The intent of the Homework is to give you practice in applying the topics we are exploring in class and will be tested on the exams. **Homework will be collected and graded.**

Project:

A Project will be assigned for the purpose of applying issues of sustainable design, and the skills used to design sustainably, to a design problem. Project(s) are companion to the in class lectures and add more depth to the topics being discussed in-class. The intent of the Project(s) is to give you practice in applying the topics we are exploring in class and will be tested on the exams. **The Project will be collected and graded.**

Exams:

Exams will be conducted in Commerce & Finance Building Room 209 at the date and time as indicated by instructor.

Exam Content:

Subject matter will be from material covered in assigned Readings, Homework, and in class Lectures. The PowerPoints are outlines with only limited information in them. **Comprehensive notes of all class sessions are required for proper success in this course.**

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EXAM will be **closed book** with any needed reference materials supplied by the instructor. Questions can be **essay, objective, and/or calculation** formats. **For calculations, only a stand alone calculator will be allowed to be used.** So if you forget your calculator remember that the calculations only require basic algebraic and mathematical computational skills which can be done without a calculator. NO CELL PHONE or COMPUTER CALCULATORS will be ALLOWED.

Exam Procedures:

Students will have a designated amount of time to complete as much of the exam as possible. The student is required to take the exams on dates indicated by instructor! If the student arrives late, he/she will NOT be given extra time to complete the exam.

Late Work Policy:

Late work will not be accepted in this course. All Homework, Projects, and Exams are due by the time designated as indicated by the instructor. Course work will not be accepted if submitted in the wrong format. Course work will not be accepted in the faculty member's office, mailbox or via email. If the assignment is incomplete, the student should submit whatever he/she has completed by the due date to receive partial credit.

Under extenuating circumstances and with proper written documentation, faculty reserves the right to approve a make-up or extension. Please make every effort to notify the faculty prior to the due date. Only with approval by faculty may a student submit late work or take an exam after the exam date. The following are considered extenuating circumstances:

- Illness of student (appropriate documentation = physicians report)
- Death in the family (appropriate documentation = obituary notice)
- Class field trip or UDM sponsored event (appropriate documentation = memo from instructing faculty or administrator)

Lectures/ Attendance /Participation:

Students should attend all classes and be prepared. This course involves and encourages in-class discussions. Students should plan on being in the classroom and using the time available in class for team meetings and team work project work. Lectures are provided to assist students in learning course concepts and completing the course assignments. Each student is responsible for knowing the content of these lectures. Attendance and participation are critical for success in this class. Consistent attendance will enable the student to receive all the information necessary for the successful comprehension and execution of course objectives. Students are expected to attend class for the entire duration. Attending class allows students to exchange ideas, interact with each other and obtain assistance from faculty. Students are responsible for obtaining material missed when absent and to still meet the assignment deadlines.

- **Attendance is Mandatory.** It is the **student's responsibility to sign the Attendance Sheet** when it comes around each class period.
- A total of **THREE** unexcused absences and **TWO** late arrivals are allowed. More than THREE absences will result in a lower grade, by up to 10%.
- Absences due to sickness or other situations are excused at the discretion of the instructor when accompanied by a Signed note from your parent/guardian/lawyer/judge/medical professional with phone number(s) for subsequent contact.
- Dorm students are to see the university Health Clinic for such documentation.
- If you are experiencing Flu like symptoms, stay home, let me know by e-mail. Upon your recovery, bring in a signed note with a phone number of the person signing the note.
- Any other situations for which a student seeks an Excused Absence must be promptly requested by the student and supported with appropriate written documentation that will help the instructor determine the legitimacy of the situation.
Based on that evidence, the instructor will determine whether or not the circumstance is excused or not.

Electronics Policy:

Use of Cell Phones, Texting etc. and Computers for any other use other than viewing the PowerPoints or Taking Notes is Prohibited. Violating this Policy will result in your being marked absent for that session.

Office Hours:

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Faculty is only available to meet on Tuesdays and is typically available a couple hours before class beginning at 4:00pm. Please email no less than 24 hours in advance to arrange for a mutually appropriate time for a meeting.

DISABILITY SUPPORT SERVICES & ACCOMODATIONS: Revised 7/2013

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, on the 3rd Floor of the Library, McNichols Campus.



EDUCATION

Master of Architecture,
School of Architecture, Andrews
University, 2009
Bachelor of Arts in Art History,
School of Fine Arts, Kalamazoo
College, 2001

CERTIFICATIONS

Congress for the New Urbanism
CNU – Accredited
LEED Green Associate

AFFILIATIONS

Associate Director, American
Institute of Architects National
Board
West Region Director, Congress
for the New Urbanism Michigan

COMMUNITY

Chair, East Lansing Historic
District Commission

SELECTED PUBLICATIONS

Architecture: Imported from
Detroit, Connection Magazine
Passive House: The Craft of Next
Generation Technology,
Connection Magazine
Test Plan: Market
Characterization, US
Department of Energy, Building
America, Building Technologies

AWARDS

AIA Richard Upjohn Fellow
AIA Michigan Associate Award
CNU Charter Award
Beehler Fellow

Amanda is an award winning architectural designer and urbanist with a diverse portfolio spanning commercial, residential, and master planning. Her work is focused on contextually sensitive community projects and she specializes in historic preservation, traditional detailing, and critical regionalism. Her sustainable design knowledge has led the way in Michigan for *Passive Haus*, a design approach that exceeds the highest environmental standards. She balances the poetics of design with authentic materials to produce great places people will love for generations.

WORK EXPERIENCE

- **Associate I east arbor architecture I East Lansing, MI** 2016- Present
- **Adjunct Faculty I University of Detroit Mercy School of Architecture** 2016-Present
 - ARCH 2140 Ecological Design
- **Project Designer & Manager I Sedgewick & Ferweda Architects I Flint, MI** 2013 -2016
- **Faculty I Michigan State University School of Planning Design & Construction** 2011-2013
 - SPDC 491 Integrated Sustainable Design Studio
 - IDES 250 3-D Computer Modeling
 - Primary Investigator: Sustainability, Michigan Department of Natural Resources
- **Designer I Nelson Breech Nave, AIA, Architect** 2009-2011

SELECT PROJECTS

- **The Village of Interlochen Gateway Master Plan, Interlochen, Michigan.** Project Designer/Planner.
- **Elk Rapids Passive Village Design Study, Elk Rapids, Michigan.** Project Manager & Designer/Planner. New village design of Passive Haus 20+ residences overlooking Elk Lake.
- **Elk Rapids Passive Haus Design Study, Elk Rapids, Michigan.** Project Manager & Designer. Net-zero houses designed to meet Passive Haus standard.
- **Phoenix Passive Haus, Saginaw, Michigan.** Project Manager/Designer. Net-zero designed in accordance with Passive Haus standards. Design certified by Passive Haus U.S.
- **Northtown Passive Haus Design Study, Ingham Co. LandBank, Lansing, Michigan.** Project Manager & Designer. Net-zero mixed-use buildings designed to Passive Haus standard.
- **Department of Natural Resources, Sustainable Lodgings, Higgins Lake, Michigan.** Project Manager. Contemporary cabins designed to LEED standard.
- **Dart Bank Restoration, Mason, MI.** Project Manager/Designer.
- **DaVita Dialysis Clinic, East Lansing, Michigan.** Construction Administration.
- **Gross Assisted Living, Clio, Michigan** Project Designer.
- **Spring Arbor University, Flint, Michigan.** Project Designer.
- **Soup Spoon Café, Lansing, Michigan.** Project Designer.
- **Detroit Arsenal Cafeteria Renovation, Warren, Michigan.** Project Technician.
- **Detroit Arsenal ACAP Office Renovation, Warren, Michigan.** Project Technician.
- **Brody Cafeteria Post-Occupancy Evaluation, Michigan State University, East Lansing, Michigan.** Project Researcher.
- **Planning Abaco Master Plan, Abaco Island, Bahamas.** Project Designer.

Tadd Heidgerken, RA

Architect, State of Michigan #56965

2052 Dalzelle

Detroit, MI 48216

313-804-1354

heidgetw@udmercy.edu

EDUCATION:

- 08 Cranbrook Academy of Art**
Master of Architecture (MArch)

Awards:

Cranbrook Academy of Art Merit Scholarship
Harry E Orstrom Architectural Scholarship
Ruth and Louis G. Redstone Scholarship
George Zonars Memorial Scholarship
Lynda Charfoos A.I.S.D. Architectural Scholarship
- 01 University of Detroit Mercy
School of Architecture (UDM)**
Bachelor of Architecture (BArch)
Certificate of Business

Awards:

Magna cum Laude
Benefactors Achievement Scholarship
- 99 Wydział Architektury Politechnika Warszawa (PW)**
Foreign Exchange Program - *Warsaw, Poland*

TEACHING ASSIGNMENTS:

- 14-16** Fridays at 5 Lecture Series Coordinator - UDM
- 14-16** Laser and Model Lab Co-Coordinator - UDM
- 12-16** *AR5220 Dichotomy Student Journal 1* - 3cr - UDM
- 12-16** *AR1400 Second Year Design Studio* - 4cr - UDM
- 12-16** Coordinator of Second Year Studios - UDM
- 12-16** Summer Design Camp (Director 13") - UDM
- 10-16** *AR1300 Second Year Design Studio* - 4cr - UDM
- 08-10
15-16** *AR1160 Introduction to Computer Graphics* - 3cr - UDM
- 06-10
15-16** *AR2160 Computer Aided Design* - 3cr - UDM
- 11-12** Director of Media Committee - UDM
- 11** *AR5710/AR3710 Adv. Architectural Graphics* - 3cr - UDM
- 11** *Foreign Exchange* - Polish Exchange Coordinator - WP
- 10** *AR2100/2400 Vertical Design Studio* - 5cr - UDM
- 07-08** *Digital Fabrication T.A* - Cranbrook Academy of Art
Trained and assisted students to use the Academy's 3D printer and laser cutter. Lead research for the purchase of future technologies.

OCCUPATIONAL CONNECTIONS:

- 06-16 (Current)** **University of Detroit Mercy School of Architecture**
Detroit, MI - Assistant Professor - *2nd Year Coordinator*
- 08-16 (Current)** **Et al Collaborative of Detroit LLC**
Detroit, MI - *Principal*
- 07-08** **Massie Architecture**
Pontiac, MI - *Fabricator/Design Assistant*
- 99-05** **Luckenbach | Ziegelman Architects PLLC**
Bloomfield Hills, MI - *Project Architect*
- 98-99** **Redstone Architects**
Southfield, MI - *Architectural Assistant*
- 98** **SGGM Architects and Interiors PC**
Rock Island, IL - *Architectural Assistant*

COLLABORATIONS:

- 16 (Current)** **Pilot - Proactive Design Team**
Pro-Bono design solutions for properties located in under-served neighborhoods in Detroit, with a special focus on the Livernois-McNichols corridors.
- 12-16 (Current)** **Block Party - President**
Local redevelopment company based along the Livernois corridor in Detroit's Fitzpatrick neighborhood implementing localized development strategies to encourage local ownership.
- 10-16 (Current)** **Cranbrook Alumni Circle**
Member of the Cranbrook Academy of Art Alumni Board.
- 11-15** **Corridors Alliance**
A community coalition of Detroit residents who believe in the equitable revitalization of the city's core surrounding the Detroit Red Wings Development.
- 12-15** **Red Bull House of Art House Creative Board**
Director of Design and Space.
- 08-10** **Los Pistoleros**
Developed and implemented strategies for community based public design within Detroit.
- 08-10** **Disturbed Sleep**
Online Detroit based furniture design company.
- 05-06** **AIA - Urban Priorities Committee**
- 05-06** **Re-action Design Group**
Creation of a prototype dwelling unit that combines a vernacular language w/ on demand mass production capabilities.

ERIKA LINDSAY

317 N. Prospect Rd. Ypsilanti, MI 48198

TEL 313.510.8232 EML erikalinds@mac.com

EDUCATION

TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING, UNIVERSITY OF MICHIGAN
ANN ARBOR, MI

Master of Science | Conservation | August 2013
Master of Architecture | 3G program | April 2012

DEPARTMENT OF ANIMATION AND DIGITAL MEDIA, COLLEGE FOR CREATIVE STUDIES
DETROIT, MI

Bachelor of Fine Arts | Concentration in Digital Cinema | Graduated with Honors May 2005

ELECTRICAL AND COMPUTER ENGINEERING, UNIVERSITY OF MICHIGAN
DEARBORN, MI

Major: Electrical Engineering | Minor: German | attended 1997-2001 (transferred)

SUPPLEMENTAL EDUCATION

MS CONSERVATION CAPSTONE, TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING
PARIS, FRANCE MAY 2013

CAMINO DE SANTIAGO, TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING
MADRID, SPAIN MAY 2011

CIVIC FRICHE, TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING
PARIS, FRANCE MAY 2010

TEACHING

UNIVERSITY OF DETROIT MERCY

ASSISTANT PROFESSOR: ARCH 1100 DESIGN STUDIO I | ARCH 1200 DESIGN STUDIO II | ARCH 2160 3D GRAPHICS |
ARCH 1160 INTRO TO COMPUTER GRAPHICS | DMS 4990 DIGITAL MEDIA PORTFOLIO

DETROIT, MI AUGUST 2015—PRESENT

ADJUNCT FACULTY: ARCH 1400 DESIGN STUDIO IV

DETROIT, MI JANUARY 2015—MAY 2015

LAWRENCE TECHNOLOGICAL UNIVERSITY

ADJUNCT FACULTY: ARCH 2823 VISUAL COMMUNICATION 4

SOUTHFIELD, MI JANUARY 2015—PRESENT

UNIVERSITY OF MICHIGAN

GRADUATE STUDENT INSTRUCTOR: ARCH212 UNDERSTANDING ARCHITECTURE

ANN ARBOR, MI SEPTEMBER—DECEMBER 2011

COLLEGE FOR CREATIVE STUDIES

ADJUNCT LECTURER: CONTINUING EDUCATION | INSTRUCTOR: COMMUNITY ARTS PARTNERSHIPS

DETROIT, MI 2006—2010

PROFESSIONAL

ERIKA LINDSAY

FREELANCE MEDIA, RESEARCH + DESIGN

METRO DETROIT, MI 2003-PRESENT

TECHSHOP DETROIT

DREAM CONSULTANT | EDUCATION CONSULTANT

ALLEN PARK, MI OCTOBER 2013—PRESENT

UNIVERSITY OF MICHIGAN

LEAD RESEARCH ASSISTANT: RE TOOL-KIT FOR DETROIT

ANN ARBOR + DETROIT, MI FEBRUARY 2012—JANUARY 2013

UNIVERSITY OF MICHIGAN

LEAD FABRICATOR: GROUNDS FOR DETROIT FABRIC PAVILION

ANN ARBOR, MI JUNE—JULY 2012

AREA ARCHITECTURE

FABRICATION ASSISTANT: AFLOAT | LUMANOTUS

ANN ARBOR, MI AUGUST 2011—NOVEMBER 2012

Virginia Stanard

1418 Nicolet Place | Detroit, Michigan 48207 | 313.442.3520 | stanarvi@udmercy.edu

EDUCATION

University of Michigan, Taubman College of Architecture + Urban Planning, Master of Architecture with Distinction, 2005

University of Michigan, Taubman College of Architecture + Urban Planning, Master of Urban Design with Distinction, 2005

University of Virginia, School of Architecture, Bachelor of Science in Architecture, Minor in Urban and Environmental Planning, 1999

ACADEMIC EXPERIENCE

Assistant Professor of Architecture, University of Detroit Mercy School of Architecture (UDM), August 2015-present **Director**,

Master of Community Development Program, University of Detroit Mercy School of Architecture, 2014-present **Co-Director**,

Master of Community Development Program, University of Detroit Mercy School of Architecture, 2013-2014 **Adjunct**

Professor of Architecture, University of Detroit Mercy School of Architecture, 2009-2015

Detroit Program Coordinator, International Honors Program (IHP) "Cities in the 21st Century" Detroit Program, 2009-2011

Graduate Student Instructor, University of Michigan, 2005

Summer Discovery Instructor, University of Michigan, 2001

PROFESSIONAL EXPERIENCE

City Form Detroit, Principal, 2014 - present

Selected Projects:

The Mack Lot

The Villages Neighborhoods Strategy, Detroit

Wigle Development Framework, Detroit

Mack Avenue Corridor Development Plan, Detroit West End Gallery District, Detroit

Eastern Market Stormwater Management District, Detroit

Detroit Collaborative Design Center (DCDC), Director of Urban Design, 2011-2014; Designer, 2006-2011

Graham-Meus Architects, Inc., Designer, Boston, Massachusetts, 2003, 1999-2001

Ayers Saint Gross Architects and Planners, Designer, Washington, DC, 2001-2002

Mark Comeau Architect and Associates, Intern Designer, Mystic, Connecticut, 1999

William McDonough + Partners, Intern Designer, Charlottesville, Virginia, 1997

PROFESSIONAL AWARDS

SEED Award for Excellence in Public Interest Design, Design Corps, 2014 (for DCDC's Community How-To Guides) Michigan Community Resources Award for Partner of the Year, 2012 (for DCDC's Detroit Future City)

Spirit of Detroit Award, 2007 (for DCDC's Fox Creek Master Plan)

Urban Land Institute's Award for Excellence, 2007 (for Ayers Saint Gross's The Town Hall Arts and Recreation Center)