

# The School of Architecture

## Self-Study Report

2009-2010



Andrews  University

# The School of Architecture

## Self-study Report 2009-2010

### Criterion 1

#### History, Impact, and Demand for the Program

##### Mission.

The School of Architecture at Andrews University aspires to teach its students sound thinking, practical skills, and rigorous scholarship in the discipline of architecture. It promotes students who:

Craft buildings that are dignified, durable and purposeful;

Design communities that foster civility;

Serve mankind in accord with their professional and Christian vocation;  
Seek the virtues of joy, beauty, wholeness and moderation in their lifelong pursuit of learning.

All this, for God's honor and His glory until the risen Christ comes again.

The School of Architecture maintains a rigorous academic and design curriculum that enables students to demonstrate their artistic and practical knowledge in a meaningful way by using design problems that address craft, common civility, and service. Most design problems are chosen because of their merit in promoting these objectives by having a strong service or civic component that gives meaning to the project.

With this mission statement and curriculum the School of Architecture fulfills in a tangible way the mission of Andrews University, to seek knowledge, affirm faith, and change the world. Architecture students leave Andrews with the skills to change the world in a meaningful way. Some examples of this are:

1. Bolivia Mission Project. An ongoing project of design and construction of CERENID, a center for the recovery and rehabilitation of street children. The School of Architecture has been involved with this project for 15 years, and there are presently about 40 boys living at the center.
2. Urban Design Studio. The fall semester Urban Design Studio has taken on a community project at the request of the citizens and local governmental officials for the past 12 years in locations from Alaska to the Bahamas. The past three projects have each received a national



Jennifer Hamilton Garcia with Rodolfo at CERENID.



2 Saucier, Mississippi, Town Plan, Charter award of Excellence.

Award of Excellence from the Congress for the New Urbanism. Andrews is the only school to win this award three times consecutively.

3. Architecture Missions Group. Faculty, students, alumni, and friends have joined together to help design and build needed church and school facilities in places such as Mexico, Peru, and various locations throughout the United States.
4. Curriculum. The curriculum of the School of Architecture itself is designed to promote that which is appropriate rather than heroic architecture that elevates self-interests above those of the community. In doing this, many other service projects have been incorporated into the studio courses and have been a great benefit to the communities involved. This year we are designing a new building for the Spanish church in Berrien Springs and a community center in Poplar, Montana.

## History.

The Andrews University School of Architecture is the only accredited architecture program in the world-wide network of Seventh-day Adventist colleges and universities; one of two accredited architecture programs in the United States set in a Protestant university; and one of only five programs in the United States located in a Christian

university. Outside of the United States two architecture programs have been started recently, one at Sahmyook University in South Korea, and one at the Adventist University in Peru. Andrews currently has no affiliation with either of these programs.

The architecture program at Andrews University originated more than twenty years ago in a desire to provide members of the Seventh-day Adventist Church interested in careers in architecture with an opportunity to study in a Christian setting. Over the course of these years, as our own understanding of architecture has expanded, so have the objectives of the School of Architecture. These objectives are briefly articulated in our current Mission Statement, and include in addition to the program's original intentions, a desire to more fully understand, engage, and be engaged by the history and practice of architecture, and to bring to bear upon our own understanding, teaching, and practice of architecture the spiritual and intellectual resources of the Christian tradition generally and the Seventh-day Adventist faith in particular.

The beginning of architectural education at Andrews University was an associate degree program in architecture implemented in 1974 and offered in the College of Technology. As students expressed more interest in architecture, faculties were added. A four-year program in architecture was developed, and a Bachelor of Architectural Technology degree was offered in 1979. A rela-

tionship was established with Lawrence Institute of Technology, whereby Andrews graduates could complete an additional year of study at Lawrence and receive a Bachelor of Architecture degree. Student numbers continued to increase and in 1980 the Department of Architecture was established. In addition to the two-year and four-year programs, a five-year professional program was introduced, and in 1983 the first graduate of the professional program received the Bachelor of Architecture degree.

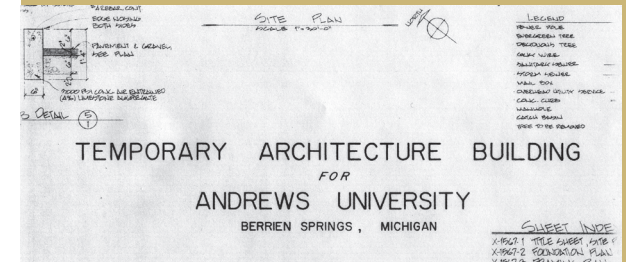
A draft Educational Development Plan (EDP) was submitted to the National Architectural Accrediting Board (NAAB) in 1981, and an Advisory Visit took place in the Spring of 1982. The final Educational Development Plan was submitted in 1983, and a NAAB team visited Andrews University in February 1984. The team determined that the program needed more development and prepared a list of recommendations to be acted upon before the program could be accredited.

A major recommendation was that the program be housed in a single building. A new 16,000 square foot building was constructed for the Department of Architecture, and has been in continuous use since the Winter Quarter of 1985. Full accreditation for the Bachelor of Architecture program was received in 1987 commencing with the 1987-88 academic year. In academic year 1993-94, it was approved by the University that the Department of Architecture separate from the College of Technology to be named

the Division of Architecture beginning with the 1994-95 school year. In the spring of 2000 the Division received a full five-year accreditation, and in July 2002 the NAAB approved a nomenclature change from Bachelor of Architecture to Master of Architecture, retroactive to January 1, 2000. In the spring of 2003 the NAAB rescheduled the 2005 accreditation visit to take place in 2006. In the spring of 2006 the NAAB gave the Division of Architecture a full 6-year term of accreditation.

In the fall of 2007, the Division of Architecture was renamed the School of Architecture, putting it on a more equal basis with the other colleges and schools in the University and assuring its autonomy necessary for NAAB accreditation. In the summer of 2008, a 4,600 square foot addition to the architecture building was started, and completed for occupancy spring semester 2009. This addition replaced the trailer studio on the north end of the architecture building and also provided space to replace the room formerly occupied in the basement of Harrigan Hall.

This addition to the architecture building was immediately filled, and consideration is currently being given as to the next appropriate steps to provide additional space for architecture or the alternative of limiting enrollment.



Title block from the 1985 Architecture Building plan documents.



Melody Parris at the drawing board.

## Benchmarking.

The current administration of the School of Architecture has done little in the way of benchmarking. The School attracts students from across the United States and around the world because of our unique position in the church. We have a regional impact and draw a good number of non-SDA students since we are the only architecture program in western Michigan. Many of these students choose Andrews specifically because they wish to study architecture in a Christian context. Since we are the only accredited architecture program in the educational system of the Seventh-day Adventist church, and since enrollment has steadily increased over the past ten years bringing the program to the bursting point, there has been little incentive to attempt to benchmark this program.

not offer general education courses. Other departments benefit from the general education courses these students take, and the Art Department benefits from the required art course in our curriculum. Since the School of Architecture has no other departments there is no cross-departmental benefits from this program within the School.

## Internal Impact.

Because the School of Architecture is the only accredited architecture program in the Seventh-day Adventist educational system it brings many students from around the United States as well as South America, Europe, Asia, and Africa. Fall 2009 enrollment was at 144 students, significantly impacting the success of the University with 5.3 % of the total credits generated. Architecture is one of the top 7 programs or departments in credits generated, and one of the top 4 that does

# Criterion 2

## Program Quality

As a professional program, the School's goal is to meet the conditions for accreditation outlined by the National Architectural Accreditation Board (NAAB). These conditions outline the framework that must be followed to maintain accreditation and allow our graduates to be eligible for eventual licensure. In the Summary of Team Findings of the 2006 Visiting Team Report, the team commented that "The work of the teachers and students in the Division of Architecture faithfully adheres to the Andrews University mission of preparing students for a life of leadership, stewardship, and service. While some might think the program's mission of providing a high-quality Christian education in the context of the Adventist faith could compromise the professional requirements of the curriculum, we find the opposite to be true. The School of Architecture's emphasis on community service and its application throughout the curriculum and specifically in the Urban Design Studio is a positive application of architectural principles that support and are strengthened by the university mission to service to church and society."

One indicator of how well we are accomplishing our goals is the employment of our graduates. Up until the economic downturn of 2008-09, graduates of the School of Architecture have had

little difficulty finding employment. This is not the case for the 2009 graduates, but we feel it is not a reflection of the program but of the state of employment in the profession in general. Graduates of our program have been finding work in a variety of firms, but have been most readily hired in firms that do urban planning along with architectural design. This is a result of the strength of our Urban Design Studio that has gained national recognition for the past three years. These Charter Awards of Excellence are another indicator of how well we are accomplishing our goals. Additionally we get comments from prominent architects such as Andres Duany stating that "The work is simply stunning. Way above the performance of most professionals. Andrews is now truly the best place to study New Urbanism." In describing his experience in hosting two of our students for a pilot practicum program during spring semester 2009, R. Eric Moser said "I would first like to express my gratitude for allowing us to participate in this pilot program with Andrews University. Bryce and Christopher were such a pleasure. Having employed many new graduates, I am happy to report that both students arrived with exceptional attitudes, fundamental understanding and skill sets. I believe both have bright futures, which attests to the superior program offered at Andrews University. I truly look forward to working with you in continuing the development of this practicum program." Todd Strickland at Historical Concepts in Peachtree City, Georgia, wrote "It is my pleasure to inform



Part of the award-winning Urban Design Studio project on Grand Abaco Island.



Assistant Professor Martin Smith demonstrating drawing techniques.

you that Forest Sickles (class of 2008) has made quite an impression at our office. We had heard good things about Andrew's architectural curriculum, but Forest is the first graduate to join us. I must say that Forest has impressed everyone that he has worked with thus far...As an educator I wanted you to know that one of your past students is doing well and making good things happen here at Historical Concepts. In the past we have focused our recruiting efforts on Notre Dame, University of Miami, and Georgia Tech. In the future we will be sure to add Andrews University to this list. Thus, I hope to have the pleasure of meeting you at the next career fair and learning more about the school and students." As the program gains more national exposure these types of comments continue to increase in number.

## Human Resources.

### Administration

Carey C. Carscallen, Dean  
Associate Professor  
BA Ind. Ed, MS Ind. Ed, BArch, MArch

Paula Dronen, Assistant Dean  
Associate Professor  
BS Arch. Studies, BSI Interior Design, JD

### Faculty

Llewellyn Seibold, Professor  
BS Arch, MArch

Rhonda Root, Professor  
BA Art, MAT, MFA

William W. Davidson, Professor Emeritus  
B.S.C.E., MS Engineering, Ph.D.

Paula Dronen, Associate Professor  
BS Arch. Studies, BSI Interior Design, JD

Thomas Lowing, Associate Professor  
BArch, MArch

Mark Moreno, Associate Professor  
BS Arch, MArch

Andrew von Maur, Associate Professor  
BArch, MArch

Troy Homenchuk, Assistant Professor  
BArch, MArch

Robin Johnson, Assistant Professor  
BS Arch, MArch

Martin Smith, Assistant Professor  
BArch

Kristin von Maur, Assistant Professor  
BArch, MArch

### Adjunct Faculty/Contract

Daniel Acevedo, Adjunct Professor  
MArch

Daniel Bacchicchi, Adjunct Professor  
BArch, MS Const. Management



Tarik El-Naggar, Adjunct Professor  
BS Env. Design, BA Architecture

Ariel Solis, Adjunct Professor  
MArch

Jesse Hibler, Adjunct Professor  
MArch

## Staff

Robert Bender, Woodshop Supervisor

Denise Collard, Assistant to the Dean

Luiz Ruiz, Administrative Assistant

## Student Workers

Ricardo Flores, Woodshop

Ronnette Creighton, Woodshop

Josh Arnold, Architecture Facilities

Justin Seibold, Architecture Facilities

Jimen Yoon, Architecture Facilities

Seth Myhre, Computer Lab

Benjamin Reeves, Reader

Sarah Kozlowski, Reader

Leah Smith, Recruitment

## Architecture Resource Center

Kathy Demsky, Associate Professor  
BA Org. Mgmt, Master of Library Sci.

Student Workers

Christina Pierson, ARC

Michelle Blahovich, ARC

J.T Cinquemani, ARC

Mark Einselen, ARC

Michael Garcia, ARC

Jimen Yoon, ARC

Becca Perry, ARC

Diane Mitchell, ARC

Rebekkah Moore, ARC

Bradley Sica, ARC

## Administration.

The School Dean represents the mission of the School of Architecture to the University and to the public, and reports directly to the Provost. The Dean represents the School at meetings of the Board of Trustees and is a member of the Dean's Council. In addition, the Dean maintains a part-time teaching load; prepares and oversees the budget; has the right and responsibility of approval in matters concerning hiring, promotion and advancement, and the annual budget; has input into and responsibility for policy making issues, and presides at faculty meetings. The Dean also represents the School to the NAAB, verifying that the School meets the Conditions for Accreditation specified by the NAAB, overseeing the preparation of the Architecture Program Report



Carey C. Carscallen, Dean



Associate Professor Andrew von Maur giving a critique of student work.

in preparation for the accreditation site visit by the visiting team, as well as annual reports.

The Assistant Dean is responsible for the daily running of the School of Architecture, with input into and responsibility for both policy and administrative issues. The Assistant Dean in conjunction with the Dean and the faculty, structures the curriculum, determines faculty course loads and assignments, determines committee assignments, oversees student advising and recruitment, oversees transfer and admissions policies. The Assistant Dean is a member of the

Undergraduate Council, Graduate Council and other University committees as needed.

The School Dean and Assistant Dean work in close association with the faculty in the administration of the School, which because of our comparatively small size allows us to conduct School business in a manner more democratic than bureaucratic; and both the faculty and administration work together with the staff and student body to fulfill the mission of the School, and to create an academic program that embodies and advances that mission.

	Admin.	Terminal Degree in Architecture	Terminal Degree in Specialty	SDA	Non SDA
Full-time	1	1	0	1	0
Half-time	1	0	1	1	0

### Faculty.

The School of Architecture has a small but dedicated faculty with a wide range of professional interests and expertise. For Fall semester 2008, the faculty consisted of nine and one-half full-time faculty members, two half-time faculty, and one half-time professor emeritus. Of the permanent 2008-09 faculty, terminal architecture degrees have been earned at a representative cross section of institutions of higher learning, including Harvard University and the Universities of Notre Dame, Michigan, Oregon, Idaho, and Virginia. Of the permanent 2008-09 faculty, three are female,

one is a male minority, and three are non-Seventh-day Adventists. It should be noted that the Director of the Architecture Resource Center who works closely with the School faculties is female, and is a voting member of the faculty meetings; but is not under the School budget, and is not included in our faculty numbers. Faculty resumes are included in Appendix 2.

Regular faculties teach 76% of the design studio curriculum, and adjunct faculties teach 24%. Regular faculties teach 100% of the other required core courses. Adjunct faculties teach 15% of the elective courses.

## Regular Faculty.

	Faculty	Terminal Degree in Architecture	Terminal Degree in Specialty	SDA	Non SDA
Full-time	8	6	1	6	2
Half-time	3	1	2	2	1
Total	9.5	7	3	8	3

## Adjunct Faculty by contract.

	Adjunct	Terminal Degree in Architecture	Terminal Degree in Specialty	SDA	Non SDA
Full-time	0	0	0	0	0
Half-time	1	3	1	4	1

There are two types of faculty appointments, “contractual” appointments and “continuous” appointments. A contractual appointment is for a specific period of time (which may be renewed) and may be extended to full-time and part-time faculty. The contractual period involved may range from the time that it takes to perform a particular teaching task in less than one semester, one full semester, or more, but never exceeding five years. The normal full-time contractual period runs for one year (usually the academic year of July 1 to June 30). Unless specifically stated (such as special full-time appointments clearly limited to a brief association with the University and full-time re-appointments of retired faculty members on special conditions), part-time contractual appointments may also be subject to renewal. Anyone appointed to less than a forty-five percent

salary position is not eligible for employee benefits. Persons appointed on a quarter-time basis and less are remunerated on a “contract teacher” salary basis without employee health benefits.

Continuous appointment status is assigned to full-time teaching/research University faculty members or professional librarians by vote of the Board of Trustees at the recommendation of the President, and following a probation period of at least six (6) years and the University’s promotion review process. Such appointment indicates the University’s satisfaction with and approval of the faculty member’s philosophy, research, committee service, teaching, collegiality and professional performance. The appointment is therefore not for a specific period of time and, while always subject to periodic evaluation, is not renewed



Associate Professor Mark Moreno.



Ariel Solis, adjunct faculty



Denise Collard, administrative assistant to the Dean.

annually, but is deemed to be continuous until retirement or as terminated under conditions as outlined in another policy. Continuous appointment status is available only to Seventh-day Adventist faculty members with a rank of associate professor or professor in a constituent school of the University, who have successfully taught and done research on the post-secondary level at Andrews University for at least 6 (six) consecutive years, and who hold a doctorate or terminal degree in his or her area of appointment.

### Staff.

The School has an excellent support staff whose positions and responsibilities are as follows:

**Assistant to the Administrators:** Full-time position assisting the Dean and Assistant Dean in daily administrative tasks, budget, and management of student workers.

**Office Secretary:** Full-time position as telephone receptionist, and assisting with daily administrative tasks.

**Woodshop Supervisor:** Half-time position for overseeing the woodshop, stocking materials, and maintaining equipment. Supervises student workers and coordinates shop hours.

**Practicum Coordinator:** This position belongs to a full-time faculty member who is responsible for maintaining policies and procedures for our practicum program, contacting participating

firms, overseeing the student selection process, and verifying the scope of work accomplished by the students as well as their presentations and submissions.

**Student Positions:** Computer Lab assistant, Woodshop assistant, Print Room assistant, Reader.

### Physical Resources.

The School of Architecture is housed in a 19,700 square foot building, a 2,600 square foot mobile classroom trailer, and a 2,500 square foot woodshop. The main building contains space for four studio classes, three classrooms, the Architecture Resource Center, faculty and administrative offices, computer lab, photo room, and critique space. The mobile classroom trailer contains one studio classroom and the accreditation archives. The computer lab has six desktop computers connected to the network, three large format color printers, two document printers, and multiple scanners. The front office houses a large format scanner and large format photocopy machine. There are two color photocopy machines in the building, one in the Architecture Resource Center and one in the computer lab, and one black and white machine in the front administrative office. All areas of the School are covered with wireless internet access. The woodshop is well equipped with a full range of power equipment and hand

tools for model building and furniture making.

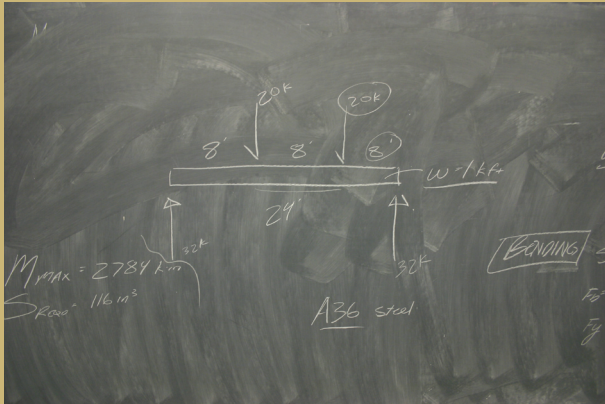
A need that is continually pressing the School of Architecture is that of studio space. In the summer of 2008 construction was started on a 4,600 square foot addition to the north end of the architecture building. This space simply replaced the mobile classroom space that was previously located there as well as space that Architecture was using in the basement of Harrigan Hall. Consequently space remains tight in the studios, and growth in student numbers is limited. Funding for a new building is a low priority for the Office of Advancement. Possible funding from donors contacted by the School of Architecture is still a strong possibility but the donors have not indicated when they might be providing this funding. Expansion funded by the University is currently slated for budget year 2014, to be built in the summer of 2013. Enrollment might need to

stay flat or nearly flat until this time unless the University administration decides to let enrollment increase and move the expansion to an earlier date. We currently provide an average of 61 gross square feet of studio space per student. Ideally we should be providing 80 square feet per student in the first year, and 100 square feet per student in the remaining years. The following table outlines current studio space, what we really should have for this number of students, and how much space will be needed for continued growth. The difference between the "Get By" studio space and the "Ideal" square feet is the ability to provide work-space beside the drawing table to place a laptop computer, books, and models. This also allows for adequate aisles between the student desks, and light tables for general use. We currently provide these spaces in a very minimal or non-existent way.

Studio Space Needs	2008-09 Students	2008-09 "Get By" Square Feet	2008-09 "Ideal" Square Feet	Max. Students with Current Faculty	Square Feet needed for Max Students
First Year	37 @ 49	1,800	@ 80 sf 2,960	48 @ 80 sf	3,840
Second Year	44 @ 75	3,300	@ 100 sf 4,400	48 @ 100 sf	4,800
Third Year	23 @ 52	1,200	@ 100 sf 2,300	32 @ 100 sf	3,200
Fourth Year	23 @ 52	1,200	@ 100 sf 2,300	30 @ 100 sf	3,000
Fifth Year	26 @ 73	1,900	@ 100 sf 2,600	28 @ 100 sf	2,800
Total	153	9,400	14,560	186	17,640
SF Needed			5,160		8,240



Temporary architecture building.



Calculating loads on a beam.

## Curriculum.

### Degrees Offered:

- ❖ 5-1/2 Year Master of Architecture professional degree track: This program consists of a pre-professional Bachelor of Science in Architecture degree and then a Master of Architecture degree that when earned sequentially results in an accredited professional degree.
- ❖ 3-1/2 Year Master of Architecture professional degree track: This program requires a previous undergraduate degree that may be in an unrelated area of study. Under this option, the student spends the first 2-1/2 years completing undergraduate pre-requisite professional studies. The final year is similar to the 5-1/2 Year Master of Architecture degree track which results in an accredited professional degree.
- ❖ Bachelor of Science in Architectural Studies: The Bachelor of Science in Architectural Studies is a non-professional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

### Curricular Outline – (5-1/2 Year Track):

Requirements for the 5 ½ year accredited professional (M. Arch) degree are indicated below. The M. Arch. curriculum is divided into three categories: General Studies, Professional Studies and Electives.

Category	Credit Distribution
I. General Studies	46
II. Professional Studies	97
III. Electives (10 Undergrad, 15 Grad)	25
<b>TOTAL CREDITS</b>	<b>168</b>

### Examples of Minors or Concentrations Available to Students – (5-1/2 Year Track):

At this time, there are no concentrations or minors available within the School of Architecture. As resources are allocated, concentrations will be developed. Concentrations under consideration are Urban Studies, Architectural Missions/Service, and Construction Management/Technology. Undergraduate students are, however, able to create their own concentrations at this time by combining selected architectural electives with courses available in other departments on campus. For example, a student who wants a concentration in history could take Islamic, Far Eastern, and Ancient American Architecture electives. The rest of their architectural elective credits could be used to take courses in art history and courses in the History Department.

Semester-by-Semester Credit Requirements Required Courses and Credit Hours – (5-1/2 Year Track):  
(5-1/2 Year Track):

Year 1

Fall Semester 16 credits

Spring Semester 16 credits

Summer Semester 0-4 credits

Year 2

Fall Semester 15 credits

Spring Semester 16 credits

Summer Semester 0-4 credits

Year 3

Fall Semester 16 credits

Spring Semester 16 credits

Summer Semester 6-10 credits

Year 4

Fall Semester 16 credits

Spring Semester 16 credits

Summer Semester 0 credits

Graduate Year

Year 5

Fall Semester 16 credits

Spring Semester 15 credits

Summer Semester 0 credits

Professional Studies Courses

Course	Acronym	Credits
Drawing and Graphics Studio	ARCH126	3
Introduction to Architecture	ARCH150	3
Construction I	ARCH201	3
Construction II	ARCH202	3
Structures I	ARCH205	4
Introduction to Design Studio	ARCH215	5
Architecture as Craft Studio	ARCH247	5
Structures II	ARCH305	3
History of Architecture I	ARCH315	3
History of Architecture II	ARCH316	3
Background Building Studio	ARCH318	5
Placemaking Studio	ARCH320	5
Analytical Studies Abroad	ARCH330	6
Environmental Technology I	ARCH335	3
Environmental Technology II	ARCH336	3
Person-Environment Theory	ARCH370	3
Urban Studies	ARCH434	3
Foreground Building Studio	ARCH441	6
Integrative Design Studio	ARCH442	6
Integrative Design	ARCH449	3
Design Theory	ARCH459	3
Urban Design Studio	ARCH521	6
Visiting Critic/Topic Studio	ARCH522	6
Professional Practice	ARCH535	4

Architectural Elective Courses

General Studies Courses

<u>Course</u>	<u>Acronym</u>	<u>Credits</u>
Surveying	ARCH390	3
Computer-Aided Design and Modeling	ARCH485	3
Chicago Parks in Watercolor	ARCH390	2,3
Independent Study	ARCH299	1-4
Islamic Architecture	ARCH485	2,3
Architecture of Ancient Americas	ARCH485	2,3
Far Eastern Architecture	ARCH485	2,3
Sustainable Design Principles	ARCH485	2,3
Community Project in Architecture	ARCH395	2-6
Cooperative Work Experience	ARCH396	1-8
Architectural Missions/Service Seminar	ARCH390	2,3
Analytical Studies in Architectural Venues	ARCH390	2,3
Legal Issues in Architecture	ARCH485	2,3
Independent Research	ARCH499	1-6
Advanced Structures Seminar	ARCH485	2
Furniture Design	ARCH485	2,3

<u>Course</u>	<u>Acronym</u>	<u>Credits</u>
Introduction to Drawing	ART104	3
Philosophy of Service	BHSC100	2
Communication Skills	COMM104	3
English Composition I	ENGL115	3
English Composition II	ENGL215	3
Civilizations & Ideas I	HIST117	3
Civilizations & Ideas II	HIST118	3
Pre-Calculus	MATH168	4
General Physics I	PHYS141	4
God & Human Life	RELB100	3
Physical Education Electives	Choice	2
Religion Electives	Choice	9
Introductory Computer Tools	INFS110	3
Fit and Well	HLED120	1



Panorama view of CERENID, Bolivia.



### Off-Campus Programs – (5-1/2 Year Track):

There is one required off-campus program—Analytical Studies Abroad (ARCH 330). It is conducted by full-time faculty members at a faculty/student ratio of 1:10 to 1:13.

Architectural knowledge is primarily gained through the process of analytical drawing and documentation and is reinforced through mandatory on-site lectures and critical discussions on history and theory. Students are required to complete a sketchbook with daily analytical assignments.

### Curricular Outline – (3-1/2 Year Track):

Requirements for the three and one-half (3 ½) year accredited professional (M. Arch) degree are indicated below. The M. Arch. curriculum is divided into three categories: General Studies, Professional Studies and Electives.

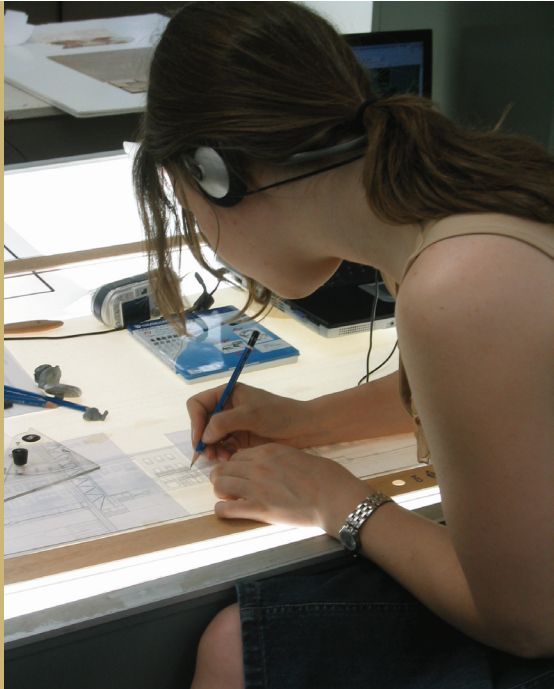
Category	Credit Distribution
I. General Studies – (covered by previous undergraduate degree)	N/A
II. Professional Studies	83
III. Electives	17
<b>TOTAL CREDITS</b>	<b>100</b>



Robbie Moore sketching in the Waldensian valleys.

Semester-by-Semester Credit Requirements  
(3-1/2 Year Track):

Year 1/2	
Spring Semester	11 credits
Year 1	
Fall Semester	18 credits
Spring Semester	13 credits
Summer Semester	0 credits
Year 2	
Fall Semester	15 credits
Spring Semester	15 credits
Summer Semester	0 credits
Year 3	
Fall Semester	16 credits
Spring Semester	12 credits
Summer Semester	0 credits



In the design studio.

Required Courses and Credit Hours – (3-1/2 Year Track):

Professional Studies Courses

<u>Course</u>	<u>Acronym</u>	<u>Credits</u>
Introduction to Architecture	ARCH150	3
Construction I	ARCH201	3
Construction II	ARCH202	3
Structures I	ARCH205	4
Architecture As Craft Studio	ARCH247	5
Structures II	ARCH305	3
History of Architecture I	ARCH315	3
History of Architecture II	ARCH316	3
Background Building Studio	ARCH318	5
Environmental Technology I	ARCH335	3
Environmental Technology II	ARCH336	3
Person-Environment Theory	ARCH370	3
Urban Studies	ARCH434	3
Foreground Building Studio	ARCH441	6
Integrative Design Studio	ARCH442	6
Integrative Design	ARCH449	3
Design Theory	ARCH459	3
Urban Design Studio	ARCH521	6
Visiting Critic/Topic Studio	ARCH522	6
Professional Practice	ARCH535	4

## Architectural Elective Courses

<u>Course</u>	<u>Acronym</u>	<u>Credits</u>
Surveying	ARCH390	3
Computer-Aided Design and Modeling	ARCH485	3
Chicago Parks in Watercolor	ARCH390	2,3
Islamic Architecture	ARCH485	2,3
Architecture of Ancient Americas	ARCH485	2,3
Far Eastern Architecture	ARCH485	2,3
Sustainable Design Principles	ARCH485	2,3
Community Project in Architecture	ARCH395	2-6
Cooperative Work Experience	ARCH396	1-8
Architectural Missions/Service Seminar	ARCH390	2,3
Analytical Studies in Architectural Venues	ARCH390	2,3
Legal Issues in Architecture	ARCH485	2,3
Independent Research	ARCH499	1-6
Advanced Structures Seminar	ARCH485	2
Furniture Design	ARCH485	2,3

Curriculum guides can be found in Appendix 1.

## Enrollment Trends.

There has been a steady increase in enrollment in the School of Architecture over the past decade. The following chart indicates this trend since 2003.

Student Count	2003-04	2004-5	2005-06	2006-07	2007-08	2008-09	2009-10
Fall	105	124	122	138	158	169	144
Spring	107	127	123	139	160	155	138



Ruthzaly Perez Weich presenting her 4th year final project.



Architecture as Craft studio model by Jonathan Harrison.

Enrollment for fall semester 2009 dropped more than anticipated and is the first significant drop in several years. This drop was due to a higher than usual attrition rate because of having more students on a probationary status than ever before. The current economic situation has had a significant influence as well. A number of students have changed majors because of the difficulty of employment at this time, and some have not been able to secure funding to continue.

### Productivity.

There has been a corresponding increase in credits generated by the School of Architecture over the same period as the enrollment trends indicated above. The following chart indicates these increases.

Credit Count	2003-04	2004-5	2005-06	2006-07	2007-08	2008-09	2009-10
Fall	1,505	1,868	1,817	2,020	2,263	2,445	1,982
Spring	1,547	1,833	1,777	1,895	2,229	2,248	1928

Credits generated in the School of Architecture track very closely with the number of students enrolled, so a significant decline in enrollment automatically causes a significant decline in credits generated. The Fall semester 2009 has a decrease in credits of 18.95%.

As noted earlier, the School of Architecture offers two degrees in the professional degree track, the BSA and the MArch. There is one non-professional degree offered, BS in Architectural Studies.

The following chart indicates these degrees.

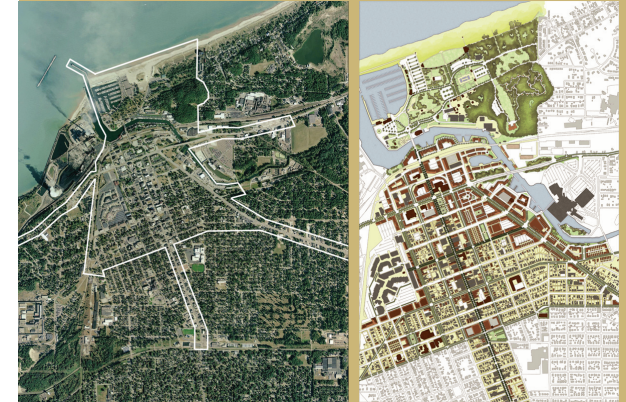
Degrees Granted	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
BS Arch. Stud.	2	1	1	1	2	1	
BSA	12	20	20	26	19	20	
MArch	8	12	19	19	25	23	
Total	22	33	40	46	46	44	

Services rendered to the University, church, and community are extensive. The following list gives a partial picture of these recent and current efforts.

1. Urban Design Studio, Planning Abaco project, third consecutive Award of Excellence.
2. Master Plan for Montemorelos University.
3. Master Plan for University of Peru Union.
4. Renaissance Kids summer camp in architecture.
5. Church Plan for University of Peru Union.
6. Design review for Buller Hall, Andrews University.
7. Church plan for Berrien Springs Spanish Church.
8. Archaeological Interpretive Center, Jordan.
9. Church plan for Carmel Hope Fellowship SDA Church.
10. Master Plan guidelines for Andrews University

The faculties of the School of Architecture have a wide variety of ongoing research projects. Following is a list of some of these projects.

1. Renaissance Kids curriculum development for Montessori Schools by Mark Moreno.
2. Art Education in Secondary Schools by Rhonda Root.
3. Sustainable and Barrier Free Housing by Tom Lowing.
4. New Architecture Building design by Lew Seibold.
5. Constitutional Underpinnings of Zoning within the United States by Paula Dronen.
6. Contexts of Zoning within the Smart Code by Paula Dronen.



Award-winning plan for Michigan City, Indiana, by the Urban Design Studio.

The faculties of the School of Architecture also have produced a wide variety of creative works, some of which are included in the following list.

1. Planning Abaco, a 154-page book by Andrew von Maur, Troy Homenchuk and the Urban Design Studio. This project received the third consecutive Award of Excellence from the Congress for the New Urbanism, a first for any School of Architecture in the nation.
2. Faculty art show participation by Rhonda Root.
3. Universal Design house by Monique Reed, 2008 graduate student, received first place in the Ethel Percy Andrus House of Freedom national AARP competition. Faculty sponsor was Tom Lowing.
4. Illustrative drawings of artifacts from the Madaba Plains dig in Jordan by Rhonda Root.
5. Master Planning guidelines for Andrews University by Andrew von Maur and architecture students.



Universal Design Award winner Monique Reed.

### Student Retention.

Although student numbers have increased dramatically over the past 14 years, student retention and graduation rates have varied widely. The percentage of first year classes to reach graduation varies from as low as 52% to as high as 94%. Periodically a class has a high rate of attrition, for which at this point we have no explanation. The following chart indicates studio class sizes since 1995-96.

Studio Class Size - 1995-96 - 2008-09																											
	95-96	96-97	+/-	97-98	+/-	98-99	+/-	99-00	+/-	00-01	+/-	01-02	+/-	02-03	+/-	03-04	+/-	04-05	+/-	05-06	+/-	06-07	+/-	07-08	+/-	08-09	+/-
1st	23	20	-3	17	-4	15	-2	20	5	16	-4	22	6	28	6	32	4	37	5	30	-7	27	-3	43	16	37	0
2nd	13	16	3	11	-2	17	6	17	0	18	1	19	2	23	4	24	1	48	24	28	-20	36	8	30	3	44	14
3rd	12	12	0	11	-1	9	-2	13	4	12	-1	10	-2	15	5	18	3	18	-6	29	-11	25	-6	24	-12	23	-7
4th	14	10	-4	12	0	11	-1	10	-1	11	1	13	2	10	-3	14	4	18	4	18	0	28	10	26	1	23	-1
5th	10	13	3	10	0	9	-1	12	3	11	2	9	-2	13	4	10	0	15	5	16	1	18	2	27	-1	26	0
Total	72	71	-1	61	-11	61	0	72	11	68	-4	73	5	89	16	98	9	136	38	121	-15	134	13	150	16	153	3
Percent completion of First Year Class								52%		55%		53%		87%		50%		94%		73%		64%		84%		70%	
PP Av.	18.00	18.00		14.00		16.00		18.50		17.00		20.50		25.50		28.00		42.50		29.00		31.50		36.50		40.50	
Prof Av	12.00	11.67		11.00		9.67		11.67		11.33		10.67		12.67		14.00		17.00		21.00		23.67		25.67		24.00	

## Program Quality.

Because of the way the guidelines for this self study are written, the following information is in a large part repeated from an earlier section.

One indicator of how well we are accomplishing our goals is the employment of our graduates. Until the economic downturn of 2008-09 graduates of the School of Architecture have had little difficulty finding employment. This is not the case for the 2009 graduates, but we feel it is not a reflection of the program but of the state of employment in the profession in general. Historically graduates of our program have been finding work in a variety of firms, but have been most readily hired in firms that do urban planning along with architectural design. This is a result of the strength of our Urban Design Studio that has gained national recognition for the past three years. These Charter Awards of Excellence are another indicator of how well we are accomplishing our goals. Additionally we receive comments from prominent architects such as Andres Duany stating that "The work is simply stunning. Way above the performance of most professionals. Andrews is now truly the best place to study New Urbanism." In describing his experience in hosting two of our students for a pilot practicum program during spring semester 2009, R. Eric Moser said "I would first like to express my gratitude for allowing us to participate in this pilot pro-

gram with Andrews University. Bryce and Christopher were such a pleasure. Having employed many new graduates, I am happy to report that both students arrived with exceptional attitudes, fundamental understanding and skill sets. I believe both have bright futures, which attests to the superior program offered at Andrews University. I truly look forward to working with you in continuing the development of this practicum program." As the program gains more national exposure these types of comments continue to increase in number.

## Student Outcomes.

The ultimate indicator of student outcomes is the employment of our graduates, but as previous stated the recent economic downturn has caused many firms to lay off recent hires and not hire new interns. This condition should change as economic conditions improve.

The nature of the architecture profession and the three year internship that must be fulfilled between the completion of the professional education and eligibility to take the Architectural Registration Examination, does not allow us to track the success rate of our graduates on the exam. Graduates must first go through an Intern Development Program that takes at least three years to complete before sitting for the exam, and many graduates take much longer. Some graduates



Sarah Kozlowski sketching at Clo del Mian, Italy.

never take the exam but work in the profession in the office of a licensed architect, and many graduates work in related fields that do not require licensure.

The strongest evidence of how the students meet the requirements of the profession is in the accreditation display of student work that we provide for the visiting accreditation team. This display documents that the program meets the minimum requirements for the profession and that the students have mastered all criterion set forth by the National Architectural Accreditation Board.

### Student Satisfaction.

The School of Architecture does not have a mechanism for measuring student satisfaction beyond the University Senior Survey that tells us that our students have a similar degree of satisfaction as the University as a whole. Beyond this we can only provide anecdotal evidence, the majority of which is positive due to the nature of the program set in the context of a Christian University.

### Program Philosophy.

Following is a characterization of the School of Architecture's educational philosophy and general objectives, and how these are embodied in our

curriculum. It begins with our understanding of human nature in the larger context of nature; and proceeds through an account of our understanding of the place within architectural education of aesthetics, technology, design, communication skills, and preparation for professional practice, and how these topics are addressed within our curriculum. This characterization is then followed immediately by a graphic matrix that cross references our curriculum with the NAAB's 37 professional performance criteria.

### Human Nature and Nature.

Human beings are by nature social. Different cultures are the social and historical forms of individual and communal human aspirations for, and understandings of, the very best kind of life. Architecture, cities, and the cultivated landscape are, in turn, the physical and spatial forms of culture. Andrews University is a community that pursues the life of the mind, body, and spirit in the light of its shared Christian faith, a faith that includes a strong mission and service component and an international perspective. Within this context and these assumptions, it is the primary objective of the School of Architecture to identify, understand, and teach the nature and practice of architecture, towards the final end of creating a physical environment for the glory of God and the good of human beings.

Architecture is by its nature social, and has a history that is itself part of a larger human his-



Children sleeping on the streets of Santa Cruz, Bolivia, beneficiaries of CERENID, the center for street children designed and built by the School of Architecture and other volunteers.



tory. For this reason the University, as part of its overarching educational mission, prescribes a core liberal arts curriculum that for architects includes required introductory courses in religion, english composition, world history, math, and the natural sciences. The School of Architecture requires a two-semester history of architecture lecture course sequence that covers architecture from ancient civilizations to the present. Cultural, religious, political, and economic influences upon architecture are introduced in this history sequence, and covered in greater depth in the required urban studies course and the required architectural theory course. A specifically phenomenological approach to architectural design issues is the subject matter of a required lecture course, and a consideration of the social effects and cultural implications of architecture and urban design are important concerns in all upper level design studios. Opportunities exist for more detailed considerations of architecture and specific social issues through various regular and/or “special topics” electives.

With respect to human nature in the context of nature, we regard human beings as both part of and different from “nature.” This fundamental assumption is one we share with classical, Jewish, and other Christian cultural traditions. It was once uncontroversial, and even now appears to be widely assumed if not believed. Philosophically, however, this assumption today distinguishes our point of view from any that views nature sim-

ply as raw material for human consumption; or that sees no fundamental distinctions between the human and the natural, thus rendering human interventions in the natural environment either inherently suspect, or (logically) immune from criticism; or that sees nature as nothing but a “construct,” something invented rather than something discovered. We understand nature to exist independently of us; that “human nature” is part of “nature;” and that it is part of human nature to make culture—including physical culture, made from found nature transformed by human efforts into cultural artifacts. From this, we understand building generally, and architecture specifically, to be a cultural intervention in nature; but also to be in some sense natural.

From the perspective of the School of Architecture, our objectives with respect to environmental concerns both natural and socio-cultural are twofold: 1) to teach that which is known about nature—including physics, materials, climate, geography, and human nature—germane to the art of building; and 2) to promote an environmental ethic that in the Christian tradition falls under the rubric of “stewardship.” Knowledge of nature “germane to building” includes an awareness and understanding of the variety of physical and social forces that influence the building design process and its results. Stewardship implies both a uniquely human ability to be caretakers of aspects of the natural order and the responsibility to do so, because the earth belongs to



Shirleen Garcia sketching in Europe.



Sketching in Vienna, Austria.



In the Beckwith School on the Waldensian tour in Italy.

God and not us. Stewardship also implies a recognition that whatever else we are, we are also “of nature;” and that to pursue through building and architecture our own good independent of a knowledge of and respect for that larger natural environment of which we are part is to misunderstand the nature of our own good.

Our curricular approach to social and historical environmental forces that affect design has been discussed above. Our curricular approach to the physical environmental forces that affect design may be seen first in our two-course structures sequence, our two-course construction sequence, and our two-course environmental technology sequence. The urban studies course provides students conceptual models and examples of how geography, topography, and the built environment affects building form, and urban projects become increasingly important in the design studio from the second year on. The fourth year integrative design studio requires students to demonstrate their ability to incorporate environmental and technical concerns in their design projects. Our service-learning projects—most notably our ADRA/Bolivia elective project—require participating students to design and build in conditions of scarcity, with low and sustainable technology, in order to elegantly optimize the basic requirements of shelter.

## Aesthetics

Seventh-day Adventist culture—like much

of free-church Protestant culture, and certain strains of Catholic and Orthodox monastic culture—is historically suspicious of “aesthetics,” insofar as the term might connote mere fashion or personal expression or a kind of diversion from more important matters. Nevertheless, communities take place; and the formal ordering—i.e., the aesthetics—of places is either more carefully or less carefully conceived, and embodies and reflects for better or worse the purposes of its makers. A healthy and ongoing dialogue exists within the School of Architecture about the relative merits of aesthetic simplicity and aesthetic complexity; and students are neither prohibited nor discouraged from any design studio formal exploration—from vernacular simplicity to baroque complexity—that is intelligently conceived and seriously pursued. Nevertheless, if there is a prevailing School point of view or aspiration with respect to aesthetic issues, it would be a bias in favor of good craftsmanship; for good stewardship of material resources; for architecture as a civic art; and in favor of straightforward formal simplicity.

Architecture involves many practical concerns, but even in the sense described immediately above always involves aesthetic concerns; and various formal orders have their own internal logic. It is the objective of the School of Architecture to teach students to understand and communicate the primary two- and three-dimensional formal ordering principles common to the his-

tory and practice of architecture, through historical study, formal and spatial analyses, and studio design work.

Students are introduced to aesthetic issues from historic, analytical, and design points of view from the very beginning of their education. The history of architecture sequence introduces students to the formal similarities and differences in the architecture of different places and periods, and to social and technological influences upon built form. Freshman year design studios emphasize the development of graphic skills and an understanding of architectural representation, and introduce design through a series of abstract and analytical exercises. Second year design studios focus on architecture in the landscape through the study of the transect, as well as the “craft” of making good buildings. Mid- and Upper-level design studios demand the integration of student aesthetic intentions with increasingly complex pragmatic and constructional concerns. Issues of architectural aesthetics are considered in Design Theory and a significant portion of Urban Studies is devoted to urban building and spatial formal typologies, presented in a manner intended both to develop the student’s analytical skills and to provide conceptual tools for student work in the design studios.

## Technology

The presuppositions that inform our approach to technical studies have been discussed above in

the third and fourth paragraphs under “Human Nature and Nature.” We view technical considerations in the light of our understanding of architecture as the art of building. To build well requires knowledge of statics, materials, structural systems, assembly processes, basic theories of plumbing, electricity and environmental control, and a thorough understanding and appreciation of workmanship as it relates both to modern industry and (in the case of some of our current and anticipated international service projects) traditional craft. Our objective is to give our students a basic knowledge of these subjects, and to emphasize their importance for the making of architecture.

Our curricular approach to the technical subjects that affect design is evident in our two-course environmental technology sequence, our two-course structures sequence, and our two-course construction sequence. The fourth and fifth year design studios require students to demonstrate their ability to integrate a wide range of technical concerns into their design projects.

## Design

The design studio is the very heart of the academic curriculum, the place where all of the complex social, environmental, technical, constructional, aesthetic, and symbolic aspects of making architecture are brought together. The restructuring of the School of Architecture administration that occurred in March of 1996, and



History of Architecture Professor Rhonda Root.



Renna Wells refining the details of her design model in the Architecture woodshop.



Amanda Castanon building her model for Architecture as Craft Studio in the second year of the program.

the general rethinking of our mission that had begun earlier, also gave us occasion to rethink the content and sequence of the design studio. We have created a solid design studio curriculum that from bottom to top reflects and addresses both the complexity of concerns inherent in the profession of architecture and the School's own sense of mission.

Our approach presumes that architecture is a civic art: the art of building. We are especially interested in architecture that relates aesthetics to construction, and that employs passive and/or active technologies appropriate to particular social and cultural settings consistent with an ethic of stewardship. Our understanding of architecture as a civic art leads us to focus from the third year forward on architecture in the context of urban neighborhood design and small town design.

First year design studios focus upon the development in students of basic graphic skills, visual awareness, and formal sensibilities. Second year studios give students an introduction to design using primarily rural settings, and in the spring semester they focus on small residential projects that emphasize the craft of building. Third year studios first study the phenomenology of places and place-making with the integration of aesthetic and constructional concerns, in buildings with programs of gradually increasing complexity, and in the spring they turn to the design of background buildings in traditional urban and/

or small town contexts. Fourth year studios focus on foreground buildings that require a systematic integration of issues introduced to students in the first three years of both studio and classroom work. The first semester is devoted to schematic building design for a simple public or commercial building in a small town or urban neighborhood. The second semester requires a progressive refinement of the student's first semester building project, with emphasis placed upon a demonstrable integration of formal, constructional, and technical issues. The fall semester of the fifth year is devoted to urban design, and the spring semester is a "Special Topics" or Visiting Critic studio that sometimes develops a building design project derived from the urban design studio. The two fifth year studios are similar to the fourth year studio sequence in their comprehensive and integrative intent, but typically entail the design of a more complex urban building on a more complex urban site, with slightly less pedagogical emphasis upon technical issues and greater emphasis upon formal urban and architectural issues and final presentation.

## Communication Skills

The communication of ideas is essential to successful participation in the practice of architecture. The School of Architecture seeks to educate students to be able to communicate ideas clearly in verbal and written form, through traditional means of architectural communication (drawings and models), and through computer technologies.

Students develop verbal communication skills from the very first freshman design studio through the fifth year Visiting Critic studio by means of regular oral presentations of their design projects. Written skills are developed through required general education courses in English composition, and through required written assignments in the history of architecture sequence, Urban Studies, Design Theory, and other courses. Drawing skills are taught in first year studio, developed throughout the design studio sequence, and further extended by electives. Model making is a routine part of design studio presentation requirements, and is facilitated by the School woodshop facilities. We have a studio lap-top computer requirement to bring about a more thorough integration of computer technology into the design studio.

Moving computers from the isolation of a lab helps students remain engaged in the culture of the studio. The faculty's intention regarding the laptop's position in academia and in the pro-

feSSION is to fulfill both the general professional expectation of CAD and computer literacy, and to continue accessing the School's methods of making architecture to assure the best possible outcome for achieving the values set forth by the School's mission.

## Professional Practice.

It is an objective of the School of Architecture to prepare students for full participation in the profession and in their community. This includes making them aware of the various legal, economic, political, management, and ethical responsibilities that the profession demands, the variety of parties involved in the building process, and the kinds of documentation required to render competent and responsible architectural services. The formation of personal character and integrity is emphasized to promote holistic lifestyles whereby personal values are integrated as the primary motivation for achievement and success in both professional and community service.

The variety of professional responsibilities demanded of architects, and the variety of parties involved in the building process, are dealt with most directly by the professional practice course, and to a lesser extent the upper level design studios. The kind of documentation that architects must be able to produce for their clients is the subject matter of the professional practice courses.



David O'Neil presents his final design for his studio assignment.



Adalberto Avila developing his design on the computer.

In addition to preparing students for participation in the profession, the School provides opportunities through its service projects and programs for the employment of professional skills in other parts of the world; and encourages students to consider careers, as well as participation, in organizations where their architectural skills may be brought to bear upon various service-related projects.

### Technology.

Computer technology within the architecture curriculum has emerged as a challenging issue. We have come to understand that there is an internal conflict within architectural professional practice regarding computer technology. Practicing architects who serve on our studio juries and as adjunct professors are nearly unanimous in their opinions that CAD technology is a detriment to the development of architectural design skills, graphic communication skills, and professional judgment in interns and young architects. But they are also nearly unanimous that CAD skills are essential for employment of interns. This mirrors our view of the role of computer technology (particularly CAD) in architectural education.

The School of Architecture holds that the use of computer technology is not fundamentally necessary to the pursuit of identifying, understanding, and learning of the nature and practice of architecture. Fundamental design skills and graphic communication should be taught with

the use of handcrafted drawings and models. However, it is understood that the use of computer technology can be useful to the documentation process as well as the storage, processing and organization of various forms of information, and it is recognized that CAD skills are essential for employment in architectural practice. Based on this view, we integrate computer technology within the curriculum as follows:

- Develop rigorous hand drawing, drafting and model building skills exclusively in the first three years of the curriculum. Hand drawing skills are foundational. The computer can then be introduced as a tool used with the judgment and standards nurtured by excellence in hand drawing and model building skills.
- Offer CAD 3-D modeling and CAD drafting courses to fourth and fifth year students.
- Encourage CAD 3-D modeling software in the fourth and fifth year studios.
- Encourage CAD drafting software in fourth year Integrative Design Studio.
- Hold CAD drawings to the same standards of quality and drafting conventions as well executed hand drawings.
- Encourage the use of imaging, data and illustrating software throughout the curriculum.

We will continue our policy of required laptop computers for students. Having laptop computers in the studio rather than the isolation of a lab

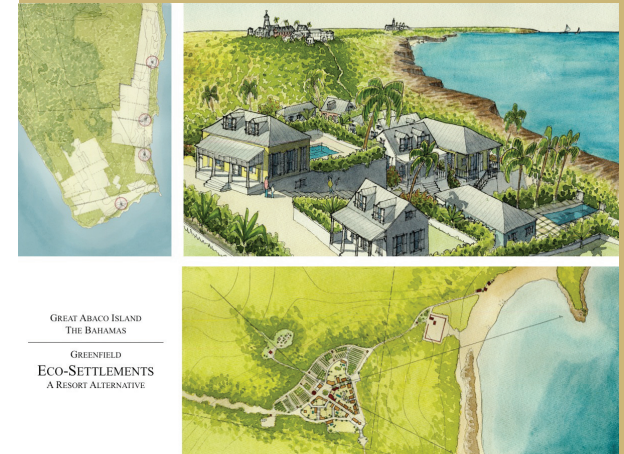
helps students remain engaged in the culture of the studio. The faculty's intention regarding the laptop's position in academia and in the profession is to fulfill both the general professional expectation of CAD and computer literacy, and to continue achieving the School's goals of good design skills and the realization of the values set forth by the School's mission.

### Faculty Growth and Reputation.

The faculty of the School of Architecture as a whole advance through the ranks of the University on a pace that is slower than allowed by policy. Several factors contribute to this. One is the commitment to excellence in teaching that drives them to spend time on course preparation and teaching rather than research. Secondly, it seems to take longer to build a portfolio of work in architecture that is seen as equivalent to traditional scholarly work by the rank and continuous appointment committee.

Architecture faculty usually go to at least one conference per year, some do consulting, and most are involved in community service that keeps them relevant in the profession as well as academia. The faculties of the School of Architecture also have produced a wide variety of creative works, some of which are included in the following list.

1. Planning Abaco, a 154 page book by Andrew von Maur, Troy Momenchuk and the Urban Design Studio. This project received the third consecutive Award of Excellence from the Congress for the New Urbanism, a first for any School of Architecture in the nation.
2. Faculty art show participation by Rhonda Root.
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4. Illustrative drawings of artifacts from the Madaba Plains dig in Jordan by Rhonda Root.
5. Master Planning guidelines for Andrews University by Andrew von Maur and architecture students.



Part of the award-winning Urban Design Studio project on Great Abaco Island, The Bahamas.



North trailer for temporary studio space. Recently replaced by new architecture building addition.



South trailer for temporary studio space and archives.

### Criterion 3: Finances

The following tables illustrate the steady growth of the School of Architecture over the past ten years. From 2001 to 2009 our bottom line contribution to the University has gone from a \$125,385 loss to a gain of \$970,530. This revenue from tuition, fees, and other income covers all of the direct costs of the School and contributes significantly to the bottom line of the University. Up to this point the School does not generate significant income from external grants. The community design work of the Urban Design Studio receives adequate income to cover the costs of the studio with a small overhead contribution. The work done by the Architecture Missions Group brings in a modest income that is directly invested in mission projects that do not have other funding.

The School of Architecture operates very efficiently by having relatively few small classes and none that are outside of policy. Studio class sizes tend to be quite large which brings financial efficiency but also puts a heavy workload on the professors. The School also has a large number of contract faculty which also brings financial efficiency at a detriment to the program as a whole.



COMPARATIVE ANNUAL BUDGETS

Multi year analysis

10 Month

Fiscal

	Actual 2001	Actual 2002	Actual 2003	Actual 2004	Actual 2005	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Budget 2010
<b>Revenue</b>										
Lab fees & taxable sales	85,556	71,549	114,058	144,311	188,593	178,974	219,986	242,299	262,713	256,784
Tuition and Fees	603,044	746,648	1,095,842	1,192,284	1,755,139	1,790,153	2,018,307	2,238,847	2,439,026	2,554,673
Tuition discounts	(144,557)	(177,958)	(407,611)	(441,477)	(616,413)	(682,114)	(726,973)	(777,671)	(898,366)	(917,091)
Denominational Subsidies	62,022	76,376	127,089	149,476	235,894	256,081	278,106	330,986	286,654	353,177
<b>Total Revenue</b>	<b>606,065</b>	<b>716,615</b>	<b>929,378</b>	<b>1,044,594</b>	<b>1,563,213</b>	<b>1,543,094</b>	<b>1,789,426</b>	<b>2,034,461</b>	<b>2,090,027</b>	<b>2,247,543</b>
<b>Expense</b>										
<b>Salaries Admin</b>										
Administrator	79,460	80,744	81,054	67,858	69,252	71,989	74,567	77,985	73,090	93,134
Staff	6,663	0	1,345	0	0	0	0	0	56	0
Student	1,155	0	0	2,904	1,161	3,553	0	3,032	1,401	3,300
Benefits	42,215	32,445	33,032	30,628	32,757	33,924	32,400	33,266	47,212	46,884
<b>Total</b>	<b>129,493</b>	<b>113,189</b>	<b>115,431</b>	<b>101,390</b>	<b>103,170</b>	<b>109,466</b>	<b>106,967</b>	<b>114,283</b>	<b>121,759</b>	<b>143,318</b>
<b>Salaries Instr.</b>										
Faculty	234,031	289,607	267,129	303,061	283,524	305,211	328,329	380,700	383,740	492,595
Contracts	68,220	36,516	57,314	37,202	71,247	62,586	76,513	64,916	63,470	82,314
Staff	40,997	42,845	44,342	44,594	45,770	49,892	51,510	53,587	48,730	57,508
Student	20,960	11,321	8,920	11,261	9,679	16,676	32,071	26,785	25,068	28,104
Benefits	137,812	173,641	158,890	177,115	180,567	194,291	192,204	208,584	231,999	264,527
<b>Total</b>	<b>502,020</b>	<b>553,930</b>	<b>536,595</b>	<b>573,233</b>	<b>590,787</b>	<b>628,656</b>	<b>680,627</b>	<b>734,572</b>	<b>753,007</b>	<b>925,048</b>
<b>Total Salaries, wages, benefits</b>	<b>631,513</b>	<b>667,119</b>	<b>652,026</b>	<b>674,623</b>	<b>693,957</b>	<b>738,122</b>	<b>787,594</b>	<b>848,855</b>	<b>874,766</b>	<b>1,068,366</b>

Non personnel expense	Actual 2001	Actual 2002	Actual 2003	Actual 2004	Actual 2005	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Budget 2010
Travel	4,432	4,616	2,825	12,165	12,552	17,978	22,867	54,551	47,019	49,000
Equip	9,280	5,356	27,374	24,514	49,014	46,928	47,986	41,348	23,973	24,800
Slide Collection	5,082	3,098	0	4,709	1,992	102	168	948	124	200
Computer Lab	9,071	6,279	17,278	16,735	28,784	27,404	31,540	27,502	27,280	37,000
Woodshop	3,636	5,158	5,816	8,748	12,768	9,075	7,962	6,228	5,091	5,000
General Supplies	12,604	12,363	16,968	17,943	9,578	20,457	18,654	25,099	35,175	26,000
Operating expenses	32,567	39,164	29,006	42,947	55,710	60,231	70,311	46,226	52,626	62,900
Promotional	4,822	4,661	4,500	1,087	2,454	1,875	12,616	2,569	978	6,384
Organizational Memberships	5,365	5,591	6,360	7,802	8,002	8,221	6,992	8,442	8,742	8,500
Bad Debts	4,887	3,080	5,285	0	0	0	0	9,996	0	0
Transfers	0	0	(7,590)	0	0	(12,655)	0	0	0	0
Accrued Expense	0	0	0	0	0	40,352	0	0	0	0
Total	91,746	89,366	107,822	136,650	180,854	219,968	219,096	222,909	201,008	219,784
Administrative Expenses										
Travel	2,888	2,325	3,756	2,834	3,947	2,874	5,065	2,531	3,924	5,000
General Supplies	5,517	2,566	3,197	4,242	1,878	2,396	5,328	5,082	3,456	5,500
Operating expenses	258	4,125	1,440	474	853	981	1,528	398	2,020	0
Total	8,663	9,016	8,393	7,550	6,678	6,251	11,921	8,011	9,400	10,500
Tours and workshops										
Europe Revenue	5,740	147,498	109,702	131,290	107,376	248,352	176,131	164,145	0	113,000
Europe Expense	1,690	127,751	91,482	131,290	104,066	248,342	213,468	199,927	5,801	101,700
Europe Net	4,050	19,747	18,220	0	3,310	10	(37,337)	(35,782)	(5,801)	11,300
Bolivia Revenue	0	10,766	3,687	14,677	46,823	9,002	24,975	56,210	65,764	54,000
Bolivia Expense	3,541	8,617	6,348	14,677	47,729	9,000	24,656	43,620	66,559	48,600
Bolivia Net	(3,541)	2,149	(2,661)	0	(906)	2	319	12,590	(795)	5,400
Com Design Revenue	0	23,652	3,276	10,000	12,000	16,725	14,684	24,650	60,147	0
Com Design Expense	0	22,904	2,554	10,000	10,048	16,725	14,981	31,120	45,749	0

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budget
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Com Design Net	0	748	722	0	1,952	0	(297)	(6,470)	14,398	0
Peru Revenue	0	0	0	0	0	0	13,921	0	8,327	54,000
Peru Expense	0	0	0	0	0	0	10,082	0	25,228	48,600
Peru Net	0	0	0	0	0	0	3,839	0	(16,901)	5,400
Jordan Revenue	0	0	0	0	0	0	0	8,968	27,118	0
Jordan Expense	0	0	0	0	0	0	0	8,968	24,107	0
Jordan Net	0	0	0	0	0	0	0	0	3,011	0
Egypt Revenue	0	0	0	0	0	0	0	8,465	35,403	0
Egypt Expense	0	0	0	0	0	0	0	8,258	35,462	0
Egypt Net	0	0	0	0	0	0	0	207	(59)	0
Special Projects Revenue	0	0	0	0	0	0	49,895	93,391	21,334	0
Special Projects Expense	0	0	0	0	0	0	17,713	74,815	49,510	0
Special Projects Net	0	0	0	0	0	0	32,182	18,576	(28,176)	0
Total - Net	509	22,644	16,281	0	4,356	12	(1,294)	(11,086)	(37,275)	22,100
Total Expense	737,153	924,773	868,625	974,790	1,043,332	1,238,408	1,299,511	1,446,483	1,337,590	1,497,550
Net Revenue	(125,348)	(26,242)	177,418	225,771	686,080	578,765	769,521	943,807	970,530	970,993

	Actual 2001	Actual 2002	Actual 2003	Actual 2004	Actual 2005	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Budget 2010
<b>Total Expenses</b>										
Clinical Lab	286,402	291,130	284,342	318,100	402,896	355,751	339,756	354,356	324,945	470,998
Speech Path	151,518	160,689	158,102	164,285	148,462	141,634	176,932	193,435	173,738	217,528
Arch	570,661	615,080	630,687	687,834	733,458	805,763	880,498	936,651	943,681	1,130,332
Nursing	964,207	839,359	736,386	657,142	743,195	719,888	705,789	717,185	674,811	867,955
PT	947,671	982,928	953,637	997,683	1,066,608	1,177,583	1,164,209	1,204,649	1,094,700	1,322,792
<b>FTEs</b>										
Clinical Lab	56.4	49.2	46.1	51.4	49.5	59.1	59.2	60.6	76.3	65.0
Speech Path	27.5	21.1	24.6	23.8	34.6	35.6	33.2	42.8	54.1	51.0
Arch	69.4	81.7	90.9	109.2	132.6	125.9	141.3	164.6	168.3	165.0
Nursing	111.6	74.3	66.8	93.4	100.5	115.8	117.0	124.5	154.2	150.0
PT	299.6	217.3	170.5	195.5	207.0	219.2	237.3	258.2	255.6	250.0
<b>Expenditures per FTE</b>										
Clinical Lab	5,078	5,917	6,168	6,189	8,139	6,019	5,739	5,847	4,259	7,246
Speech Path	5,510	7,616	6,427	6,903	4,291	3,978	5,329	4,520	3,211	4,265
Arch	8,223	7,529	6,938	6,299	5,531	6,400	6,231	5,690	5,607	6,850
Nursing	8,640	11,297	11,024	7,036	7,395	6,217	6,032	5,761	4,376	5,786
PT	3,163	4,523	5,593	5,103	5,153	5,372	4,906	4,666	4,283	5,291

## Financial Resources Summary

Although the program meets the expectations of the University in regards to financial efficiency, there are a number of concerns of the administration and faculty of the School of Architecture that will have a direct impact on finances when implemented. These concerns are:

1. The ability to attract and retain adequate faculty members. This includes the ability to hire adequate full-time faculty to replace contracts, and the pay scale of all architecture faculty. We have requested to hire an additional faculty member for the 2010-11 school year.
2. We are currently the lowest paid faculty in the nation. This will remain to be the case even when the four-year discipline specific pay scale is completely implemented. We have requested that this issue be reconsidered and proposed alternatives as to how this can be accomplished. This was proposed over one year ago with no response from University administration to this date. Additionally, the University's two-tiered pay policy prevents architecture faculty from being paid on an equitable basis. Architecture faculty are discriminated against by this policy because they hold the terminal degree of M. Arch., which is required to advance in rank on the same basis as fac-

ulty in other disciplines who hold PhDs, yet the architecture faculty are held to a lower pay scale. This point has been made to the University administration for approximately ten years without resolution.

3. The School is currently under-staffed in the areas of academic advising and recruitment. The School maintains a centralized academic advising office without support personnel, and active recruitment is not possible.
4. Due to the recent addition to the Temporary Architecture Building and the decline in enrollment for the 2009-10 school year, pressure is diminished for additional space, but we need to be planning now for expansion when enrollment picks up again. Although the cost of capital expansion of the building does not directly impact the finances of the School it does play a significant role in the overall capital planning of the University.

The administration of the School of Architecture will be working closely with the University administration to find answers to these concerns.



Architecture students studying in Venice, Italy.



South elevation of the proposed new architecture building.

## Criterion 4

### A Strategic Analysis of Future Opportunities

At the present time the School of Architecture professional program is succeeding well academically. The faculties continually seek to refine and improve the program, but no major changes are being planned for the foreseeable future. Areas under consideration at the present time are the courses in the structures sequence, an option in the fall of the fifth year to the Urban Design Studio for students who would like to do more building design rather than urban design, and a practicum in the spring semester of the fifth year

that will place students in professional offices for a hands-on experience to prepare them for the internship.

### Faculty Salaries

There continues to be discussion of how to make the non-professional BS in Architectural Studies degree more useful to the profession and attractive to students who do not wish to become licensed.

The School of Architecture is on a good financial footing after many years of being in the red. It is expected that the financial contribution to the University will go down somewhat over the next few years as faculty numbers and compensation come closer to parity with other schools of architecture. Our biggest obstacle at the present time is the ability to attract and keep qualified faculty members because of the low salaries. We are currently lagging behind the national averages in salaries by \$15,191 to \$52,586 for professors, \$12,576 to \$37,865 for associate professors, and \$10,161 to \$23,484 for assistant professors. These salaries are indicated in the following table, taken from the 2008 NAAB Report on Accreditation.

The University is currently on a 4-year program to bring salaries up to the 50<sup>th</sup> percentile of similar institutions, but given the current differences we expect to remain considerably behind in 2012 when the Andrews plan is completed.

## Comparison of Architecture Salaries 2008

	National Averages	Andrews	Difference
Professor Max	\$107,977	\$55,391	\$52,586
Professor Min	\$69,746	\$54,555	\$15,191
Professor Ave	\$87,503	\$54,973	\$32,530
Associate Max	\$83,378	\$45,513	\$37,865
Associate Min	\$58,089	\$45,513	\$12,576
Associate Ave	\$69,379	\$45,513	\$23,866
Assistant Max	\$60,860	\$37,376	\$23,484
Assistant Min	\$50,013	\$39,852	\$10,161
Assistant Ave	\$54,685	\$38,970	\$15,715

### Service Learning

One of the strengths of the School of Architecture is the way it prepares its graduates for meaningful service contributions and employment. The very nature of the curriculum reinforces the importance of service and civic responsibility in the profession, and the ongoing mission projects affirm the value of service through the integration of service and learning.

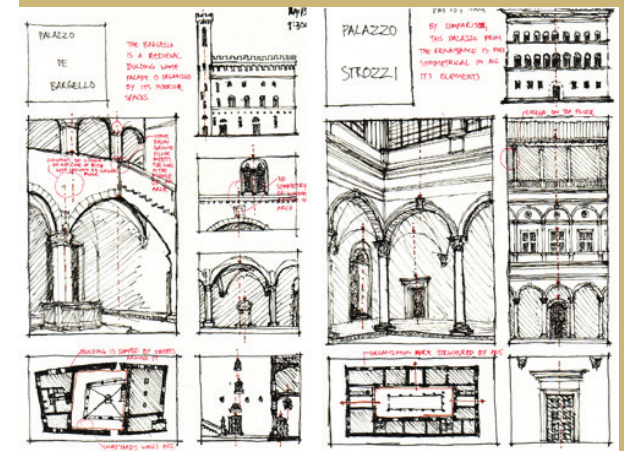
Although there has been steady growth in the School of Architecture over the past decade, interest in the program remains vulnerable to the cyclical nature of the construction industry and the ability of the architectural profession to

weather the economic down turns. The graduates of 2009 are the first class in many years to have trouble finding employment, and it appears that this is having an effect on our current enrollment.

It is to our advantage that we have a good urban design component in our program that makes our graduates more versatile and employable in firms that do urban design and other related fields.

### Computer Technology

The faculties of the School of Architecture have deliberately limited the use of technology in the early years of the program for pedagogical reasons. It is felt that design principles and drawing



Student work from a sketchbook drawn during the Analytical Summer Abroad program in Europe.



Architecture student Josh Marsh putting the roof on a house at CERENID, Bolivia.

and rendering methods are best learned first by hand on the drawing board, and then secondly on the computer. Students do learn to draw with the computer and also use the computer to manipulate their graphics, producing presentation boards as well as Power Point presentations. We are beginning in the 2009-10 year to teach Building Information Modeling with the 3D Revit CAD program. We also continue to keep the computer lab up to date with current software and hardware for the students to use in addition to their required personal laptop computers. The hands-on nature of our curriculum precludes the development of distance education courses. Some of the theory and technical courses could be taught through distance education, but the studio sequence is best served if these courses are taken simultaneously.

### Transfer Students

We continue to communicate to our sister institutions the best plan for students who wish to transfer into the School of Architecture. We typically encourage them to transfer after their first year, take our summer transfer studio, and enter into the second year on track with those who began the program here at Andrews University.

### Reputation

The School of Architecture has a growing reputation in the United States, especially among architecture firms that do urban planning and design.

We strive to keep the curriculum relevant and the quality of our graduates high in order to fulfill our mission and be of service to the profession, the community, and the church.

### Christian Growth and the Integration of Faith and Learning.

The mission statement of the School of Architecture clearly articulates the desire of the faculty of the School to foster spiritual growth:

The School of Architecture at Andrews University aspires to teach its students sound thinking, practical skills, and rigorous scholarship in the discipline of architecture. It promotes students who:

Craft buildings that are dignified, durable and purposeful;

Design communities that foster civility;

Serve mankind in accord with their professional and Christian vocation;  
Seek the virtues of joy, beauty, wholeness and moderation in their lifelong pursuit of learning.

All this, for God's honor and His glory until the risen Christ comes again.

With this mission statement and curriculum the School of Architecture fulfills in a tangible way the mission of Andrews University, to seek



knowledge, affirm faith, and change the world. Architecture students have many opportunities to grow spiritually in a meaningful way. Some examples of this are:

1. Bolivia Mission Project. Students experience first-hand the difference the love of God has in the lives of these street children and are given the opportunity to make it real to the children as they serve them through their actions and words.
2. Urban Design Studio. The fall semester Urban Design Studio gives students the opportunity to live the Christian life in a very public setting as they live and work with the community to help them design a better future for themselves.
3. Architecture Missions Group. Architecture students have the privilege of using their design skills on a volunteer basis to enhance the worship service of others by helping congregations build churches that fit their needs. The design of churches gives a great opportunity to evaluate one's own beliefs, values, and relationship with God.
4. Curriculum. The curriculum of the School of Architecture itself is designed to promote that which is appropriate rather than heroic architecture that elevates self-interests above those of the commu-

nity. This requires students to evaluate their motives for what they do and their goals for what they plan to do with their lives. Additionally the faculties have devotionals and prayer at the beginning of class, and many times this leads to a deepening of the student's spiritual journey.

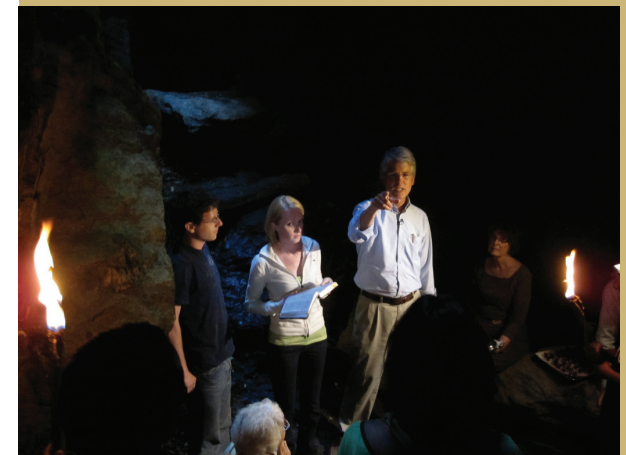
5. Waldensian Tour. This tour is an elective following the Analytical Summer Abroad class in Europe. This is an opportunity for the students to see where the Waldenses hid from their persecutors and were tortured and died for their faith. As students see these places and document them through sketches, photographs, and in their journals, they reflect on their relationship with God and the value they place on living a life of complete faith and obedience to Him.
6. American Institute of Architecture Students. This paraprofessional student club regularly has student planned and student led worship services where they can share the love of God to their peers and grow in their faith.
7. Students for the New Urbanism. This is a student organization that promotes the principles set out by the Charter of the New Urbanism and strives to educate its members and community about the



GREAT ABACO ISLAND, THE BAHAMAS

CNU ACADEMIC CHARTER AWARDS 2009  
SUBMISSION CATEGORY I- THE REGION

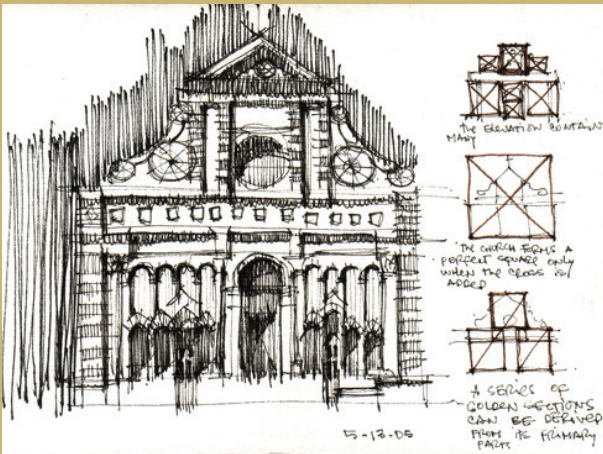
Part of the award-winning Urban Design Studio project on Great Abaco Island, The Bahamas.



Worship and communion in a cave where the Waldenses worshiped to avoid persecution centuries ago.



Students documenting a public space during their required summer abroad experience in Europe.



An example of student work from a sketchbook.

built environment.

8. Munchies and the Book. This is a Friday evening Bible study led by Kathleen Demsky, Architecture Resource Center librarian. Students come to the ARC, eat a light meal and study the Bible on any topic of their choosing. Professors from the Religion Department and the Seminary frequently give assistance with these Bible studies.

The administration and faculty of the School of Architecture continue to look for opportunities to increase the connection of faith and learning in every aspect of the School.

### External Factors.

The architectural profession depends on the financial health of the construction industry. During difficult economic time like those experienced in 2008-09 and today, firms lay off many of their employees and this severely curtails the hiring of graduates with architecture degrees. This has had a direct affect on the placement of our 2009 graduates, and an unusually large number have had difficulty finding employment. It remains to be seen how long term this trend will continue and how it will affect interest in the profession and application and admission into the School. Fortunately the curriculum is broad enough that our students are relevant in many related fields, such as real estate, land use planning, urban de-

sign and planning, and design build; they have possibilities of employment in these fields as well as in a traditional architectural firm. It is in our best interest to broaden and strengthen these areas in the curriculum so that our graduates will continue to have a wide range of employment opportunities after graduation.

### Internal Possibilities.

As a one-department School in cramped quarters and with minimal faculty we have had to maximize our efficiency to provide our students the best possible education under these circumstances. We therefore have given little thought to restructuring for efficiency and cost savings. Space for students in the studios and faculty availability are the main issues before us at the present time.

An increased use of technology in the School has support from the faculties as long as it is used effectively and appropriately. We maintain that teaching architectural design is best done at the drawing board with pencil and paper before introducing computer technology into the studio. Once the students learn basic design principles and drawing techniques they can then begin to use the computer as another tool to these ends, and eventually use it to facilitate the production of good work. This method of instruction is not effective when asynchronous learning methods are being used in the design studio. Many of the lecture-based core and elective courses can

use technology to their benefit and many of the faculties are using various technologies to accomplish this. The administration supports this approach as much as possible and endeavors to provide funding for this to happen. The architecture building is fully wireless, all faculties are provided with laptop computers, all classrooms are equipped with LCD projectors, and one classroom has a document projector that is regularly used to demonstrate drawing techniques as well as lecture illustrations.

In the fall of 2009 we implemented a Building Information Management (BIM) course that is based on the computer software Revit. This allows those students to design a building in three dimensions and simultaneously keep track of all materials and systems in the building as well as output specification lists and costs of construction. BIM is one of the fastest growing trends in the profession at this time and it is crucial that we provide this knowledge and ability to our students.

Other technology is under consideration and we are in touch with Marsha Beal of the University and other providers to see what will work best in our situation.

## Collaboration.

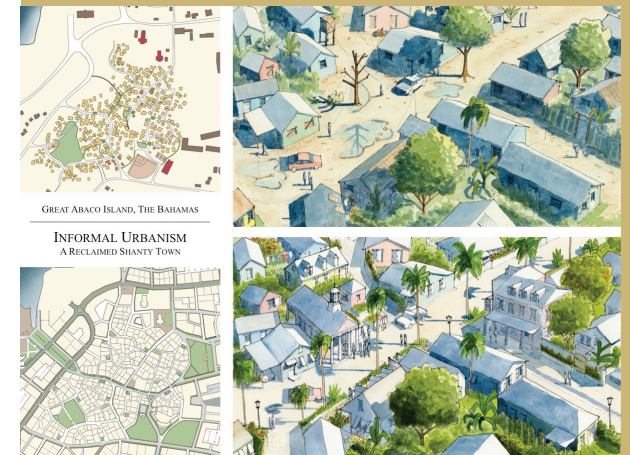
Our most recent collaboration has been with our combined Architecture/Engineering mission trip to Peru. There are possibilities to collaborate

with Agriculture, Landscape Architecture, Business, Nursing, and Social Work on many of our mission projects.

Many of the design studio projects could benefit from collaboration with the same departments mentioned above. Building energy use could be designed with engineering students, site design could be done in collaboration with landscape architecture students, rural sites could be designed with agriculture students, and costs and marketing of projects with business students. These are ideas that need to be embraced by the faculties involved and have resources allocated to make actualization possible.

## Transformation.

In answer to the question "Is this program poised to transform itself in new and different ways in order to meet the needs of twenty-first century learners?", we have to say partially. As far as basic design instruction goes we intend to continue in the traditional manner; in the ability of producing construction documents we intend to keep up with the profession by offering courses like Building Information Management. This will allow our students to graduate with superior design skills as well as practical skills to be competent and competitive in the profession, and an attitude of service that will make them valuable citizens in their community and assets to their local churches.



Urban Design Studio plan for a shanty town on Great Abaco Island, The Bahamas.

# Appendix 1

## ANDREWS UNIVERSITY The School of Architecture MASTER OF ARCHITECTURE 5-1/2 Year Track

Typical Curriculum Plan 2009-2010

2009-2010 Bulletin

Term	Pre-Professional Year One			Pre-Professional Year Two			Summer	Professional Year One			Professional Year Two			Professional Year Three		M.Arch
	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer		Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	
<b>ARCHITECTURE CORE REQUIREMENTS</b>		ARCH 126 Drawing & Graphics Studio 3	ART 104 ARCH 126 for Transfer Students	ARCH 215 Introduction to Design Studio 5	ARCH 247 Architecture as Craft Studio 5		ARCH 320 Placemaking Studio 5	ARCH 318 Background Building Studio 5		ARCH 441 Foreground Building Studio 6	ARCH 442 Integrative Design Studio 6		ARCH 521 Urban Design Studio 6	ARCH 522 Topic Studio 6		
<b>Structures</b>							ARCH205 Structures I 4	ARCH305 Structures II 3								
<b>Construction/Technology</b>				ARCH 201 Construction I 3	ARCH 202 Construction II 3		ARCH 335 Enviro. Tech. I 3	ARCH 336 Enviro. Tech. II 3		ARCH 449 Integrative Design 3						
<b>History/Theory</b>	ARCH 150 Intro. to Arch. 3			ARCH 315 History of Arch I 3	ARCH 316 History of Arch II 3			ARCH434 Urban Studies 3	ARCH 330 An. Abroad 6	ARCH 370 Person-Env. Th. 3	ARCH 459 Design Theory 3					
<b>Professional Practice</b>													ARCH 535 Pro. Pract. 4			
<b>ARCHITECTURE ELECTIVES</b>	Community Service Project Elective (may be fulfilled during any summer or scheduled break prior to M. Arch. year)															
<b>GENERAL EDUCATION</b>	Architecture Electives															
<b>Art Cognate</b>	ART 104 Intro. to Drawing 3															
<b>Religion</b>		RELT 100 God & Human Life 3			Religion Elective 3		Religion Elective 3			Religion Elective 3						
<b>Lang./Comm</b>	ENGL 115 English Comp. I 3	COMM 104 Comm. Skills 3											ENGL215 English Comp. II 3			
<b>Arts/Hum.</b>	HIST 117 Civ & Ideas I 3	HIST 118 Civ & Ideas II 3														
<b>Sciences</b>				PHYS141 Gen. Physics I 4												
<b>Mathematics</b>		MATH 168 Precalculus 4														
<b>Computer Sci</b>	INFS 110 Intro. Comp. Tools 3 (See ARCH 370)															
<b>Social Science</b>																
<b>PE/Wellness</b>	HLED 120 Fit for Life 1											PE Elective 1				
<b>Service</b>					BHSC100 Phil. Of Service 2											
	14-Sep-09	16	16	MINIMUM CUM GPA 2.5	15	16		16	16	10	16	16		16	15	
<b>ARCHITECTURE ELECTIVES</b>													4	4		
													6	6	9	15
													3	3		31
													12	12		15
													9	9		15
													6	6		31
													4	4		15
													3	3		15
													3	3		15
													4	4		15
													6	6		31
													12	12		31
													9	9		31
													3	3		31
													6	6		31
													4	4		31
													3	3		31
													2	2		31
													46	46		137
													137	137		168

\*Note: Of the 25 credits of architecture electives (10 UG + 15 Gr), 4 must be in Community Service & 2 must be in Environmental Technology or Sustainable Design.

Total credits for NAAB accredited degree 168

**ANDREWS UNIVERSITY  
MASTER OF ARCHITECTURE  
3 1/2 YEAR TRACK**

**Curriculum Plan  
2009-2010**

	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester		
Architecture Core	Design See Below.		Arch as Craft Studio ARCH 247 5	Optional Community Service Abroad	Placemaking Studio ARCH320 5	Background Bldg Studio ARCH318 5	Optional Community Service Abroad	Foreground Building Studio ARCH441 6	Integrative Design Studio ARCH442 6	Optional Community Service Abroad	Urban Design Studio ARCH521 6	Visiting Critic Topic Studio ARCH 522 6	39	
		Structures			ARCH205 Structures I 4	ARCH305 Structures II 3		&/or			&/or		7	
		Environmental Technology				ARCH 336 Env. Tech. II 3		Optional Analytical Study Abroad	ARCH335 Env. Tech. I 3		Optional Analytical Study Abroad			6
		Construction Technology	ARCH 202 Construction II 3		ARCH201 Construction I 3	ARCH 449 Integrative Design 3			9					
		Professional Practice										ARCH535 Pro. Pract. 4		4
		History/Theory			ARCH 316 History of Arch. II 3	ARCH315 History of Arch. I 3			ARCH434 Urban Studies 3		ARCH459 Design Theory 3	ARCH370 Person-Env. Theory 3		18
						ARCH150 Intro. To Arch. 3								
		Swing Level or Graduate						Arch Elect 2			Arch Elect 6	Arch. Elect 3	Arch. Elect. 6	17
														100
						11		18	13		15	15	16	12

\*Note: Of the 17 architecture elective credits, 4 must be in Community Project (ARCH595), and 2 must be in Environmental Technology or Sustainable Design.

	Summer	Fall Semester	Spring Semester	Summer
Courses that may be required at the discretion of the Admissions Committee	Graphic Skills	Draw. & Graphics Studio ARCH126 3		
	Freehand Drawing	ART104 Intro. To Drawing 3	MATH168 Pre-Calculus 4	PHYS141 General Physics I 4
	Math/Physics			
10-Feb-09	6		4	4

**ANDREWS UNIVERSITY  
MASTER OF ARCHITECTURE  
3 1/2 YEAR TRACK**

**Alternate Curriculum Plan  
2009-2010**

	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester						
Architecture Core	Design See Below.		Arch as Craft Studio ARCH 247 5	Optional Community Service Abroad	Placemaking Studio ARCH320 5	Background Bldg Studio ARCH318 5	Optional Community Service Abroad  &/or  Optional Analytical Study Abroad	Foreground Building Studio ARCH441 6	Integrative Design Studio ARCH442 6	Optional Community Service Abroad	Urban Design Studio ARCH521 6	Visiting Critic Topic Studio ARCH 522 6	39					
					ARCH205 Structures I 4	ARCH305 Structures II 3								7				
					ARCH335 Env. Tech. I 3	ARCH 336 Env. Tech. II 3									6			
			ARCH201 Construction I 3		ARCH 202 Construction II 3						ARCH 449 Integrative Design 3						9	
																ARCH535 Pro. Pract. 4		4
			ARCH315 History of Arch. I 3		ARCH 316 History of Arch. II 3			ARCH370 Person-Env. Theory 3			ARCH434 Urban Studies 3	ARCH459 Design Theory 3						
			ARCH150 Intro. To Arch. 3															18
Architecture Electives						Arch Elect 2		Arch Elect 6			Arch. Elect 3	Arch. Elect. 6	17					
		9	11		15	13		12	15		13	12	100					

\*Note: Of the 17 architecture elective credits, 4 must be in Community Project (ARCH595), and 2 must be in Environmental Technology or Sustainable Design.

	Summer	Fall Semester	Spring Semester	Summer	
Courses that may be required at the discretion of the Admissions Committee	Graphic Skills Draw. & Graphics Studio ARCH126 3				
	Freehand Drawing ART104 Intro. To Drawing 3		MATH168 Pre-Calculus 4	PHYS141 General Physics I 4	
Math/Physics					
11-Feb-09	6		4	4	

Carey C. Carscallen, Dean

Courses Taught:

ARCH390/485 Topic: Furniture Design

Education Credentials:

B.A. Industrial Education, Walla Walla College, 1976

M.S. Industrial Education, University of Idaho, 1986

B. Arch, University of Idaho, 1995

M. Arch, University of Idaho, 1996

Teaching Experience:

Teacher, Industrial Arts, Sandia View Academy, Corrales, New Mexico 1977-1978

Principal, Lukanga Technical Institute, Butembo, Zaire 1980-1984

Assistant Professor, Adventist University of Central Africa 1984-1990

Teaching Assistant, University of Idaho, 1994-1996

Assistant Professor, Andrews University 1997-2005

Associate Professor, Andrews University 2005-Present

Professional Experience:

Design and construction, Adventist University of Central Africa, Gisenyi, Rwanda 1984- 1990

Self-employed Design-Build, 1990-1997

Director, The Division of Architecture, Andrews University 2001- 2007

Dean, The School of Architecture, Andrews University 2007-Present

Licenses/Registration:

None

Selected Publications and Recent Research:

None

Professional Memberships:

None

Paula L. Dronen, Assistant Dean

Courses Taught:

ARCH485 Special Topics: Legal Issues in Architecture  
ARCH485 Special Topics: Land Use Analysis  
ARCH521 Urban Design Studio

Education Credentials:

BS Andrews University, 1993, Architectural Studies  
BSI Andrews University, 1999, Interior Design  
Juris Doctor, Michigan State University College of Law, 2007  
Concentration: Criminal Law

Teaching Experience:

Adjunct Professor, Andrews University, 2003, 2005, 2007  
Associate Professor, Andrews University, 2008-Present

Professional Experience:

Andrews University School of Architecture  
Recruitment, 1994–1995  
Program Development, 1995–1997  
Director of Program Development, 1997–1999  
Program Administrator, 1999–2001  
Assistant Director, 2001–2003  
University of Notre Dame School of Arch., Consultant, 2005–2006  
Andrews University, Assistant Dean, 2008–Present

Licenses/Registration:

None

Selected Publications and Recent Research:

Contexts of Zoning 2009-Present

Professional Memberships:

Congress for the New Urbanism  
American Bar Association, Associate



Daniel Acevedo

Courses Taught:

ARCH126 Drawing & Graphics Studio

ARCH247 Architecture as Craft Studio

ARCH521 Urban Design Studio

Education Credentials:

B.S. Architecture, Andrews University, 2006

M. Arch., Andrews University, 2007

Teaching Experience:

Adjunct Professor, Andrews University, 2007-Present

Professional Experience:

Hibler Design Studio, Berrien Springs, MI, 2006-Present

Licenses/Registration:

None

Selected Publications and Recent Research:

None

Professional Memberships:

CNU (Congress for the New Urbanism)

Vanessa Crockett

Courses Taught:

ARCH318 Background Building Studio

Education Credentials:

Bachelors of Science in Architecture, Florida A&M, 2003

M. Arch., Florida A&M University, 2005

Teaching Experience:

Graduate Teachers' Assistant, Florida A&M University School of Architecture,  
2004-05

Adjunct Instructor, Florida A&M University School of Architecture, 2005-06

Adjunct Instructor, Tallahassee Community College Engineering Dept.,  
2005-06

Professional Experience:

None

Licenses/Registration:

None

Selected Publications and Recent Research:

None

Professional Memberships:

Golden Key Honor Society

Tau Sigma Delta Honor Society

William W. Davidson

Courses Taught:

ARCH205 Structures I, Statics & Strength of Materials  
ARCH305 Structures II, Structural Steel Design  
ARCH450 Structures III, A.R.E. Review  
ARCH510 Advanced Structures Seminar

Education Credentials:

B.S.C.E., Civil Engineering, Ohio University, 1961  
M.S., Structures, Ohio University, 1963  
Ph.D., Civil Engineering, Pennsylvania State University, 1969

Teaching Experience:

Teaching Assistant, Ohio University, 1961-1962  
Acting Instructor, Ohio University, 1962-1963  
Instructor, Pennsylvania State University, 1963-1968  
Assistant Professor, Ohio University, 1968-1970  
Associate Professor, Andrews University, 1970-1973  
Professor, Andrews University, 1973-1997  
Professor Emeritus, Andrews University, 1997-Present

Professional Experience:

Engineering Consulting 1970-Present

Licenses/Registration:

Prof. Engineer – State of Michigan      P.E. – State of Pennsylvania (Inactive)  
P.E. – State of Colorado (Inactive)  
S.E.C.B. – Structural Engineering Certification Board (Inactive)

Selected Publications and Recent Research:

International Work-Study; A Possible Solution to the Humanities/Social Science Requirement,  
A Paper Presented to the 1983 Annual Conference, American Society for Engineering Education.  
Let's Talk About S.D.A. Vocational Education, The Journal of Adventist Education, Vol. 42,  
No. 5, Summer 1980.  
Torsional Stiffness of Composite Structural Members, Doctoral Dissertation, 1968.  
Properties of Compression-Cured Concrete, Master's Thesis, 1963.

Professional Memberships:

The American Society of Civil Engineers.  
Structural Engineering Institute.

Kathleen Demsky

Courses Taught:

RELG360 Special Topics: Waldensian Beliefs

Education Credentials:

B.A. Organizational Management, Bethel College, IN, 1992

Master of Library Science, Indiana State University, 1994

Teaching Experience:

Instructor, Andrews University, 1995-1998

Assistant Professor, Andrews University, 1998-2005

Associate Professor, Andrews University, 2005-Present

Professional Experience:

Vice President, Board of Directors, AASL, 1997

EDRA Board of Directors Subcommittees, 2000-Present

Member EDRA Executive Board of Directors, 2001-Present

Science and Religion Forum Board of Directors, 2007-Present

EDRA Board Liaison, Publications & Relations, 2004-Present

Licenses/Registration:

None

Selected Publications and Recent Research:

Manuscript with bibliography including three supporting articles. "Journal of Architectural and Planning Research" – "Environmental Design Research: The Discipline and a Guide to the Literature." Volume 25, Number 4, Winter, 2008

Article in ASDAL Action (Professional Journal for the Association of the Seventh-day Adventist Librarians) "Peruvian Adventure" (Vol. 25 No. 2 Fall 2005)

Article in Design Research News (DRN) – "Call for Books". (Vol. 35, Vol. 1, Spring 2004)

Article in Design Research News (DRN) – "The Faith and History of the Waldensians. Sketches & Journal Entries by the Students of the Division of Architecture 1998 – 2001". (Vol. 34, No. 4, Winter 2004)

Professional Memberships:

Michigan Academy of Science, Arts, & Letters Association

American Institute of Architecture Students (Sponsor)

Association of Architecture School Librarians

Association of Seventh-day Adventist Librarians

Environmental Design Research Association

Robin Johnson

Courses Taught:

ARCH336 Environmental Technology II

ARCH247 Architecture as Craft Studio

Education Credentials:

B. S. in Architecture, University of Michigan, 1981

M. Arch., University of Michigan, 1983

Teaching Experience:

Teaching Assistant, University of Michigan, 1981-1982

Visiting Design Critic, University of Illinois, Chicago, 1988-1989

Visiting Lecturer, University of Tennessee, 1992

Visiting Design Critic, University of Wisconsin, 1994-1995

Adjunct Professor, Andrews University, 2004

Assistant Professor, Andrews University, 2005-Present

Professional Experience:

Krueck & Olsen Architects, Chicago, IL, 1984-1987

Hammond, Beeby Babka, Chicago, IL, 1987-1992

Stuart Cohen & Julie Hacker, Chicago, IL, 1992-1993

Fergus Garber Group, Chicago, IL, 1993-1994

Robin Johnson, Architect, Chicago, IL, 1994-1997

Krueck & Sexton Architects, Chicago, IL, 1997-2000

Heavy Timber Design Resource at Irish Natural Forest Foundation, 2005-Present

Robin Johnson, Architect, Empire, MI / Chicago, IL, 2000-Present

Licenses/Registration:

Registered Architect States of Illinois and Michigan

Selected Publications and Recent Research:

Aghaturbrid Woods on Aghaturbrid More near Leap, County Cork, Transforming 20 acres of mature sitka spruce plantation (by Coillte) into mixed species continuous-cover forest 2005-Present

Timber harvest and natural drying experiments, Manch Project 2005-Present

Reforestation of Ireland, collecting and planting seed from limited indigenous tree stock throughout Ireland 2002-Present

Studio-House: Flexible-Use, Low-Energy hybrid timberframe Michigan 2008 Participant in des/IRE

Housing Conference for Contemp. Ireland, Cork 2007

Trees in Public Art: finalist in South Dublin County Council Competition 2007, Cycle-ring of 12 indigenous oak trees tethered to central tiled earth mound configured for efficient seed collection and creation of exterior 'room'.

Urban Planning/Development Charette, Ballinamore, County Leitrim 2005

Participant in Crann/Coillte/Co-Ford Forestry Conference, Co. Leitrim 2002

Professional Memberships:

Masonry Institute

Thomas B. Lowing

Courses Taught:

ARCH441 Foreground Building Studio                      ARCH335 Environmental Technology I  
ARCH535 Professional Practice                              ARCH522 Visiting Critic/Topics Studio  
ARCH485 Special Topics: Sustainable Design

Education Credentials:

Bachelor of Science in Architecture, University of Michigan, 1979  
M. Arch., University of Michigan, 1981

Teaching Experience:

Adjunct Assistant Professor, Andrews University, 1995-1996  
Assistant Professor, Andrews University, 1996-2003  
Adjunct Assistant Professor, University of Notre Dame, 1998-2006  
Visiting Assistant Professor, University of Notre Dame, 2006-Present  
Associate Professor, Andrews University, 2003-Present

Professional Experience:

Project Captain, Chase Black Associates, Battle Creek, MI, 1981-1986  
Project Architect, Diekema/Hamann Architects, 1986-1988  
Project Manager, Diekema/Hamann Architects, 1988-1992  
Associate, Diekema/Hamann Architects, Inc., Kalamazoo, MI, 1992-1994  
Sole Proprietor, Thomas Lowing, Architect, Portage, MI, 1994-1998  
Sole Proprietor, Thomas Lowing, Architect, Holland, MI, 1998-2007  
LEED®-AP Consultant / Thomas Lowing, Architect, Holland, MI 2007-present

Licenses/Registration:

Michigan                      LEED®-AP

Selected Publications and Recent Research:

Independent Study/Elective Course Development, and Student Design Competitions, Fall 2004, Summer 2005, Spring 2006, 2007, and 2008  
Investigations in Applications Based Teaching for Structures Curriculum – Independent Research, Spring 2005  
Sustainable Design and Professional Practice Integration with Independent Studies Using the Campus Ministries Improvement Plans, Spring 2005  
Proposed Modified Masonry Cavity Wall Design\*, Thermal Performance Wall Development for Sustainable Design Competition Submission 2004  
Zero Energy Home Design Research, Accepted Speaker ECO-WAVE 2003, a Global Interdisciplinary Conference sponsored by The San Francisco Institute of Architecture

Professional Memberships:

The American Institute of Architects

Mark Moreno

Courses Taught:

ARCH126 Drawing & Graphics Studio ARCH320 Place-Making Studio  
ARCH370 Person-Environment Theory ARCH247 Architecture as Craft Studio  
ARCH390 Special Topics: Analytical Studies Architecture

Education Credentials:

B. S. in Architecture, University of Texas at Arlington, 1985  
M. Arch., Harvard School of Design, 1991

Teaching Experience:

Visiting Assistant Professor, Texas A&M University, 1994-1995  
Assistant Professor, Hampton University, 1995-1996  
Assistant Professor, Andrews University, 1996-2003  
Iberoamericana Universidad, Leon, Mexico, Spring, 2006  
Associate Professor, Andrews University, 2003-Present

Professional Experience:

Renaissance Kids Summer Architecture Camp, 1997, 2008, 2009  
Professional Design Consultations: Barfield/Shambarger residence, 2008; Bartz residential addition, 2008; S.O.F.A. Expo., Chicago, 2005-07; Lemon Family residence, 2004; Prof. Design Charrettes Chesterton, IN and Wassila, AK; Stockton residence, 2002; Brookview Montessori School addition, 2001; Smith Family Dental, Bridgman, MI, 2000; Hosbein Residence addition, 1999

Licenses/Registration:

None

Selected Publications and Recent Research:

Published Article in "The Story Pole", vol. 39 no.2 2008 Professional Journal Periodical Articles (not refereed) published by Masonry Institute of Michigan  
Book review co-published in Reviews in Religion and Theology V.11 Issue 4 Sept 2004. (Book reviewed: Sidewalks in the Kingdom: New Urbanism and the Christian Faith, Eric O. Jacobsen Brazos Press 2003)  
Renaissance Kids Summer Camp curriculum development

Professional Memberships:

The Masonry Society, Congress for the New Urbanism

Rhonda Root

Courses Taught:

ARCH315 History of Architecture I	ARCH316 History of Architecture II
ARCH126 Drawing & Graphics Studio	ARCH485 Arch. of Ancient AmericasA
ARCH599 Architecture Research	ARCH485 Islamic Architecture
ARCH485 Far Eastern Architecture	

Education Credentials:

Bachelor of Arts, Andrews University, 1977  
Master of Arts in Teaching, Andrews University, 1979  
Master of Fine Art, University of Notre Dame, 1982

Teaching Experience:

Adjunct Professor of Art, Andrews University, 1979-2006  
Assistant Professor, Andrews University, 1995-1999  
Associate Professor, Andrews University, 1999-2005  
Professor, Andrews University, 2005-Present

Professional Experience:

Director, Art & Architecture Tour, Andrews University, 1985  
Core staff artist, Madaba Plains Project, Jordan, 1992-2001  
Co-director, Art & Architecture Tour, Andrews University, 1997-2008  
Member of Board of Directors, Consortium Rep., Madaba Plains Project, 2003-Present  
Co-director, Summer Abroad Studio Tour, (Europe), 2009

Licenses/Registration: None

Selected Publications and Recent Research:

Director, NEH Summer Institute "Daily Life in Ancient Times: Archaeology in Israel and Jordan. (2009)  
"Tracing Great and Little Traditions in the Art, Artisanry and Architecture of Jordan." (2009)  
Madaba Plains Project - Tall al-'Umayri, Director of Art & Architecture for the archaeological dig in Jordan.

Professional Memberships:

ASOR (American Schools of Oriental Research)



Llewellyn Seibold

Courses Taught:

ARCH150 Introduction to Architecture	ARCH211 Introduction to Design Studio
ARCH318 Background Building Studio	ARCH441 Foreground Building Studio
ARCH385 Special Topics: Building Research	

Education Credentials:

B. S. in Architecture, University of Nebraska, 1977  
M. Arch., University of Oregon, 1981

Teaching Experience:

Teaching Fellow & Instructor, University of Oregon, 1980-1981  
Assistant Professor, North Dakota State University, 1981-1983  
Assistant Professor, Kansas State University, 1983-189  
Visiting Professor, Andrews University, 1989  
Associate Professor, Andrews University, 1995-2003  
Professor, Andrews University, 2003-Present

Professional Experience:

Al Kosir, Architect, Bismark, ND 1977-1978  
Tvenge-Larson, Architects & Planners, Bismark, ND, 1978-1979  
Threshold, A Group of Architects, P.C., Eugene, OR, 1979  
The Dykeman Architects, Everett, WA 1987  
Precedent Group Architects, Manhattan, KS, 1988-1989  
Design & Construction, Llewellyn Seibold, Manhattan, KS, 1987-1989  
Otak Architets, Lake Oswego, OR, 1990-1991  
Design Partnership, Portland, OR, 1990  
Director, The Division of Architecture, Andrews University, 1996-2001  
Arch. Consultant, Berrien Springs & Traverse City, MI, 1992-Present

Licenses/Registration:

Kansas

Selected Publications and Recent Research:

Joint Presentation with Pastor David Yeagley to the SDA Theological Seminary 2000 Assembly "A Place to Call Home," 2000  
Presentation and Discussion with the Board of Elders at the Lansing SDA Church, "Architecture and Community," 2001  
"Formal Geometries in American Towns" " Exploring the Relationship between New Urbanism and Social Capital in Three Communities" with VanderWall, Stockton-Chilson, Smith, A. von Maur, K. von Maur, and McBride, 2004

Professional Memberships:

None

Ariel Solis

Courses Taught:

ARCH318 Background Building Studio  
ARCH215 Introduction to Design Studio  
ARCH442 Integrative Design Studio  
ARCH485 Special Topics: Revit Architecture  
ARCH485 Special Topics: Intro to Revit Architecture

Education Credentials:

B.S. Architecture, Andrews University, 2006  
M. Arch., Andrews University, 2007

Teaching Experience:

Adjunct Professor, Andrews University, 2007-Present

Professional Experience:

ADL Architecture, Berrien Springs, MI, 2007-Present  
ALDS Architecture and Design, Benton Harbor, MI, 2007-Present

Licenses/Registration:

None

Selected Publications and Recent Research:

None

Professional Memberships:

None

Andrew von Maur

Courses Taught:

ARCH521 Urban Design Studio      ARCH434 Urban Studies  
ARCH330 Analytical Summer Abroad    ARCH247 Architecture as Craft Studio  
ARCH459 Design Theory  
ARCH485 Special Topics: Campus Planning Principles

Education Credentials:

B.Arch., Andrews University, 1999  
Master of Arch. Design and Urbanism, University of Notre Dame, 2003

Teaching Experience:

Assistant Professor, Andrews University, 2003-2009  
Associate Professor, Andrews University, 2009-Present

Professional Experience:

Intern, Kleihues+Kleihues Architekten, 1998  
Dave & Chris Zilke Construction, 1998-1999  
Graphic Design, Andrews University School of Architecture, 1996-2000  
Intern, Sam Marts Architects & Planners, 1999-2003  
Intern, White Oak Timber Frames, 1999-2003  
Freelance Design & Illustration, 2003-Present

Licenses/Registration:

None

Selected Publications and Recent Research:

The Andrews University Plan for Downtown Plymouth, IN  
The Wayne Project, Wayne, MI  
The Saucier Town Plan, Saucier, MS  
The North End Plan, Michigan City, IN  
Planning Abaco, Great Abaco Island, Bahamas

Professional Memberships:

Congress for the New Urbanism

Kristin von Maur

Courses Taught:

ARCH126 Drawing and Graphics Studio  
ARCH441 Foreground Building Studio  
ARCH201 Construction I  
ARCH202 Construction II  
ARCH599 Special Topics: Portfolio Design  
ARCH485 Special Topics: Analytical Studies in Architecture  
ARCH330 Analytical Summer Abroad  
ARCH390 Special Topics: Architectural Journaling

Education Credentials:

B. Arch., Andrews University, 1989  
Master of Architectural Design and Urbanism, University of Notre Dame, 2003

Teaching Experience:

Teaching Assistant, University of Notre Dame, 2001-2003  
Assistant Professor, Andrews University, 2003-Present

Professional Experience:

Todd Engineering, Elkhart, IN, 1996  
Unisource, South Bend, IN, 1997  
Construction Management Group, Goshen, IN, 1992-1995 & 1998-1999  
Intern, The Troyer Group, Inc., Mishawaka, IN, 1999-2001

Licenses/Registration:

None

Selected Publications and Recent Research:

Social Capital / New Urbanism Research, 2004-2006

Professional Memberships:

None

# Strategic Plan

# GOAL 1

## Engender transformational learning

Forge a unique Andrews educational experience where our international and diverse student body is exposed to the best of current knowledge and creative endeavors and actively participate in the discovery and learning of new knowledge and creativity with faculty mentors. Our goal is nothing less than a life-changing experience through faculty mentoring, excellent teaching, and advising for every Andrews student in keeping with the highest ideals of the Seventh-day Adventist philosophy of education. Students who enrich their study through applied learning graduate better equipped to live, learn, and serve in the world.

1. Develop a highly qualified faculty, in the teacher-scholar model, with a track record and commitment to transforming students through excellent teaching and advising, research, scholarly endeavors and creative activity, as well as strong spiritual commitment to integrating faith and learning.
2. Make Andrews University the intellectual center of the World Seventh-day Adventist Church through faculty, staff, and student involvement in major Church strategic research and initiatives, as well as hosting major research and policy conferences.
3. Develop an undergraduate experience and general education curriculum, as well as a curriculum in each major that emphasizes the transforming experience of faculty mentoring through research, creativity, and other faculty/student opportunities that provide for spiritual, intellectual, and emotional development.
4. Continue Andrews University's leadership role in providing graduate education for the world church in order to provide outstanding graduates who will fill leadership position in Adventist organizations and institutions.
5. Promote active civic engagement which requires students to connect with on-campus, local, and global communities by participating in service learning as a part of the general education experience.

1. Develop a highly qualified professional faculty, with a track record and commitment to transforming students through excellent teaching and advising, research, scholarly endeavors and creative activity, as well as strong spiritual commitment to integrating faith and learning.
2. Make the School of Architecture the architectural center of the World Seventh-day Adventist Church through faculty, staff, and student involvement in community, church, and institutional design.
3. Continue to refine the architecture curriculum to promote craft, civil communities, service, and Christian values. Increase the integration of the mission program into the curriculum.
4. As the only School of Architecture in North America, continue to provide architecture graduates that can be leaders in their local communities and churches as well as the world church.
5. Continue to provide opportunities for students to be engaged in community and mission service through the Urban Design studio, Bolivia mission project, and the Architecture Missions Group.

1. A. Develop a sabbatical rotation plan to give faculty time for professional development and research. Obtain budget resource to allow for sabbatical time.  
B. Develop relationships with young professionals who have an interest in teaching and assist them with strategies to obtain advanced degrees.  
C. Search for qualified professionals to join the faculty.
2. A. Continue the Urban Design community development projects with adequate staff and financial resources.  
B. Evaluate mission projects to build on the success of the Bolivia project.  
C. Promote the Architecture Missions Group projects in the School and University.
3. A. Develop emphases for students to study such as urban design, real estate, interior architecture, landscape architecture, construction management, and architectural engineering, as well as existing on-campus programs such as business, environmental studies, and digital multimedia.  
B. Bring mission projects to faculty on a regular basis for inclusion into studios or other courses.
4. A. Make additional opportunities for students to take leadership roles in community design projects, church designs, mission projects, and internships.  
B. Promote the leadership certificate program through academic advising.
5. A. Develop academic incentives for students to increase their participation in mission projects through independent study opportunities and financial sponsors.  
B. Develop financial incentives for students to increase their participation in mission projects.

# GOAL 2

## Deepen the connections between faith and learning

Andrews University, as a Seventh-day Adventist university, is committed to spiritual growth for students and employees through a transformational faith and learning environment. The University holds as its distinctive purpose the goal to provide a transformational faith-driven environment that seeks to restore the image of God in the human soul. Providing students and employees with opportunities to integrate faith, scholarship, service, leadership and servant-hood into actions that benefit the church, families, and the educational community are the University's core values for spiritual growth.

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Create a spiritual environment that encourages a personal relationship with Jesus Christ as well as respect for, and commitment to, the Seventh-day Adventist church, its values, and its mission.</li> </ol> | <ol style="list-style-type: none"> <li>1. Create a spiritual environment that encourages a personal relationship with Jesus Christ as well as respect for, and commitment to, the Seventh-day Adventist church, its values, and its mission.</li> </ol> | <ol style="list-style-type: none"> <li>1. Encourage open and frank discussions of a spiritual nature in all classes, studios, and extracurricular activities.</li> </ol>                                   |
| <ol style="list-style-type: none"> <li>2. Promote integration of faith and learning in the curriculum through the Center for College Faith and other such initiatives.</li> </ol>   | <ol style="list-style-type: none"> <li>2. Promote integration of faith and learning in the curriculum.</li> </ol>   | <ol style="list-style-type: none"> <li>2. Promote integration of faith and learning in the curriculum, as it relates to professional practice and civic engagement.</li> </ol>                             |
| <ol style="list-style-type: none"> <li>3. Educate for spiritual formation, character development, biblical and religious literacy, as well as ethics.</li> </ol>  | <ol style="list-style-type: none"> <li>3. Educate for spiritual formation, character development, biblical and religious literacy, as well as ethics.</li> </ol>  | <ol style="list-style-type: none"> <li>3. Underscore at every opportunity the importance of character, spiritual influence, and ethical practices in professional life.</li> </ol>                         |
| <ol style="list-style-type: none"> <li>4. Encourage students and employees to grow together spiritually through experiential activities that engage the whole person.</li> </ol>  | <ol style="list-style-type: none"> <li>4. Encourage students and employees to grow together spiritually through experiential activities that engage the whole person.</li> </ol>  | <ol style="list-style-type: none"> <li>4. Provide venues for students and faculty to participate in service and mission projects that allow them to grow spiritually as well as professionally.</li> </ol> |
| <ol style="list-style-type: none"> <li>5. Update the University's Spiritual Master Plan, which identifies the spiritual goals of the institution and outlines how to meet them.</li> </ol>  | <ol style="list-style-type: none"> <li>5. Develop a School Spiritual Master Plan, which identifies the spiritual goals of the school and outlines how to meet them.</li> </ol>  | <ol style="list-style-type: none"> <li>5. Identify additional appropriate opportunities to enhance spiritual and ethical formation. Waldensian class, AIAS worship.</li> </ol>                             |

# GOAL 3

## Promote inclusion and excellence by cultivating cultural competence

Andrews University has the distinction of being ranked nationally as the fifth most international and the 13th most domestically diverse national university in the United States. It has a diverse faculty and staff with significant international experience. The campus has significant representational diversity but must now focus on transformational diversity in terms of articulating and maximizing the educational and spiritual benefits of diversity in order to serve as a national model in higher education and within the world church.

- |   |  |  |
|---|--|--|
| 1. Enhance campus-wide understanding of diversity to include not only age, gender, race, and ethnic diversity but also disabilities such as deafness, blindness, and physical handicaps.            | 1. Enhance school-wide understanding of diversity to include not only age, gender, race, and ethnic diversity but also disabilities such as deafness, blindness, and physical handicaps. | 1. Increase opportunities for the understanding of diversity to include not only age, gender, race, and ethnic diversity but also disabilities such as deafness, blindness, and physical handicaps. Support Freedom by Design efforts. |
| 2. Further refine the general education requirements to include cross-cultural skills within each major and an expectation of international experience and service for all students.                | 2. Provide opportunities for international experience and service for all students.  | 2. Develop additional opportunities for all students to participate in a service project.  |
| 3. Include diversity and intercultural competence training as part of training for all Andrews University employees.  | 3. Facilitate diversity and intercultural competence training for all faculty members.   | 3. Participate in University diversity training.   |
| 4. Establish succession planning, which promotes inclusion and cultural competence as a core expectation.   | 4. Establish succession planning, which promotes inclusion and cultural competence as a core expectation.  | 4. Establish succession planning, which promotes inclusion and cultural competence as a core expectation.  |
| 5. Create an Office of Diversity to provide oversight and visibility to initiatives that improve, promote, and showcase the importance of diversity and inclusion on the Andrews University campus. | 5. NA.   | 5. NA.   |



GOAL  
4

## Model whole-person education by promoting collaborative student-development initiatives

Whole-person education is the framework for the integrated development of critical thinking and Christian character at Andrews University. Whole-person development is the product of whole-institution endeavor, marked by shared mission and values, targeted student outcomes, and collaborative institutional practices. In this cohesive context, students are encouraged to develop well-connected, faith-centered lives. Student Life educators complement the work of their academic partners by fostering relationships among the physical, mental, social, and spiritual domains.

- |   |   |   |
|---|---|---|
| <p>1. Promote a residential program that nurtures the growth of students through well-rounded programming, effective relationships, and a wholesome lifestyle within safe, comfortable, and attractive residential accommodations.</p>  | <p>1. NA.</p>   | <p>1. NA.</p>   |
| <p>2. Create distinctive leadership development initiatives that leverage our multi-cultural, faith based campus environment to produce graduates who are competent to lead ethically and collaboratively within a diverse, global context.</p>   | <p>2. Encourage students to participate in the leadership certificate program.</p>  | <p>2. Encourage students to participate in the leadership certificate program.</p>  |
| <p>3. Build a model new-student orientation that provides a strong foundation for an array of ongoing first-year supports and experiences.</p>  | <p>3. Develop a component for first-year student orientation for architecture students that will prepare them for the rigors of architectural education.</p>  | <p>3. Develop a component for first-year student orientation for architecture students that will prepare them for the rigors of architectural education.</p>  |
| <p>4. Develop a comprehensive co-curriculum that gives students, faculty, and staff an opportunity to explore interdisciplinary connections, share their knowledge and experience, be exposed to influential thought leaders, develop a sense of community, and deepen their faith.</p>         | <p>4. Expand on the existing mission and service opportunities within the School, and encourage interdisciplinary participation.</p>  | <p>4. Expand on the existing mission and service opportunities within the School, and encourage interdisciplinary participation. Encourage interdisciplinary participation in existing classes.</p> |
| <p>5. Design an integrated wellness strategy that strengthens the protective factors of faith and positive relationships and promotes a balanced lifestyle through healthy social, spiritual, and recreational opportunities, thus highlighting the Adventist focus on health and wellness.</p> | <p>5. Design an integrated wellness strategy that strengthens the protective factors of faith and positive relationships and promotes a balanced lifestyle through healthy social, spiritual, and recreational opportunities, thus highlighting the Adventist focus on health and wellness.</p> | <p>5. Maintain building closure hours to promote rest. Work with AIAS to promote a healthy diet. Continue to develop the Studio Culture Policy.</p>   |

# GOAL 5

## Enhance capital investments in terms of human resources

Andrews University possesses a dedicated and loyal administration, faculty, and staff who work collaboratively to ensure student success and who are committed to the ethic of generous service. The University aims to be the employer of choice for Seventh-day Adventist professionals who desire to work in a Christian environment, which promotes and values collegiality, civility, and continuous improvement.

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| <ol style="list-style-type: none"> <li>1. Hire and retain outstanding faculty, staff, and administration through salary improvement, a fair and equitable workplace environment, performance rewards, and overall improved job satisfaction.</li> <li>2. Provide faculty and staff development and training to promote an outstanding Christian work environment that promotes professional growth and opportunities for upward mobility and servant leadership.</li> <li>3. Model exceptional, five-star, customer service to students, colleagues, and the larger community in order to become the industry leader in this area.</li> <li>4. Streamline administrative functions and business processes in order to enhance institutional productivity, responsiveness, and effectiveness.</li> <li>5. Create a campus environment that respects and practices the values and processes inherent in shared governance among administration, faculty, and staff.</li> </ol> | <ol style="list-style-type: none"> <li>1. Hire and retain outstanding faculty, staff, and administration through salary improvement, a fair and equitable workplace environment, performance rewards, and overall improved job satisfaction.</li> <li>2. Provide faculty and staff development and training to promote an outstanding Christian work environment that promotes professional growth and opportunities for upward mobility and servant leadership.</li> <li>3. Model exceptional, five-star, customer service to students, colleagues, and the larger community in order to become the industry leader in this area.</li> <li>4. Streamline administrative functions and business processes in order to enhance institutional productivity, responsiveness, and effectiveness.</li> <li>5. Create a campus environment that respects and practices the values and processes inherent in shared governance among administration, faculty, and staff.</li> </ol> |
|  | <ol style="list-style-type: none"> <li>1. Work with administration on equitable salary rates and work loads in order to retain faculty and recruit new faculty. Build relationships with young graduates and other professionals as possible future faculty.</li> <li>2. Develop a sabbatical rotation for architecture faculty development.</li> <li>3. Continue excellent student advising and customer service.</li> <li>4. Maintain a disciplined budget process.</li> <li>5. Continue collaborative school development with faculty and staff input.</li> </ol>   |

# GOAL 6

## Enhance financial performance and resources

Building financial strength and long-term economic stability are important objectives in securing a successful future for Andrews University. As Andrews exercises its fiduciary responsibility in developing multiple revenue streams and effectively managing its assets, the principles of good stewardship must be practiced in order to ensure fiscal integrity. In this context, the University is committed to creating an organizational culture, which supports and rewards strategic thinking, innovation, and entrepreneurship.

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| 1. Restore financial stability and vitality by allocating adequate financial resources to meet the University's financial goals, which include having 30 days cash on hand, 4 percent of operating gain, adequate resources for capital needs, and the restructuring of debt to improve cash flow. | 1. NA.  | 1. NA.   |
| 2. Implement a University-wide capital prioritization budgeting process to integrate the capital needs of the institution with strategic planning.   | 2. Implement a School capital prioritization budgeting process to integrate the capital needs of the school with strategic planning.  | 2. Develop a plan for faculty to help prioritize the capital investment needs.   |
| 3. Meet the goals of The Legacy of Leadership Campaign to fundraise 250 million dollars in order to enable the University to have financial resources to enhance compensation, to provide student scholarships, as well as to build its endowments.  | 3. Continue the Architecture Building campaign to raise 30 million dollars to fund the construction of the new building and to enhance compensation, to provide student scholarships, and fund the School's mission projects. | 3. Continue to dialog with principle donors on their intentions. Develop a plan with the Development Office to complement the School of Architecture campaign.                               |
| 4. Implement an innovative and cost-effective enrollment strategy that emphasizes increased enrollment, retention, and graduation rates, for undergraduates and graduate students, during the next 5 years in order to build financial strength and stability.                                     | 4. Implement an enrollment strategy that emphasizes increased enrollment, retention, and graduation rates, for undergraduates and graduate students.  | 4. Develop an enrollment plan that deals with open enrollment in a limited capacity program. Develop additional academic options for students who do not continue in the professional track. |
| 5. Develop and implement a regional, national, and international branding and marketing plan in order to increase Andrews University's visibility in higher education markets and to showcase the distinctive achievements of the institution.   | 5. Develop and implement a regional, national, and international branding and marketing plan in order to increase the School of Architecture's visibility in higher education markets.  | 5. Work with Integrated Marketing and Communication to develop the School of Architecture part of the marketing plan.  |

GOAL



## Enhance physical facilities and support services

Andrews University recognizes the important linkages between mission and place. Therefore, the campus community is committed to strengthening living and learning through campus design and attending to central infrastructure needs in order to provide a physical environment, which supports excellence in the academic program and efficiency in key technological processes.

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| <ol style="list-style-type: none"> <li>1. Through an updated and active Campus Master Plan, develop and maintain facilities and grounds that complement and enhance the learning and working experiences of the University community, and eliminate physical barriers on campus for people with disabilities.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Participate and give leadership to the Master Planning process.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Provide relevant materials to inform the Master Planning Committee on appropriate design at Andrews University.</li> </ol>   |
| <ol style="list-style-type: none"> <li>2. Place emphasis on sustainable and environmental-friendly design, energy independence, and design that is architecturally compatible with campus standards.</li> </ol>   | <ol style="list-style-type: none"> <li>2. Continue to develop the plan for the new architecture building using sustainable and environmental-friendly design, energy independence, and design that is architecturally compatible with campus standards.</li> </ol> | <ol style="list-style-type: none"> <li>2. Continue to develop the plan for the new architecture building in HVAC, daylighting, and alternate energy sources. Where possible integrate energy-saving practices in the existing building.</li> </ol> |
| <ol style="list-style-type: none"> <li>3. Transform the James White Library from a storage center for printed materials to an attractive gateway to knowledge by creating a contemporary information commons, continuing to update the automated retrieval system to enable continued growth, and providing comfortable spaces for students to learn in community.</li> </ol> | <ol style="list-style-type: none"> <li>3. Continue to develop and expand the Architecture Resource Center with adequate resources for student research and development, and provide comfortable spaces for students to learn.</li> </ol>                           | <ol style="list-style-type: none"> <li>3. Work with JWL on adequately staffing the ARC. Study expansion of ARC into south studio. Consider looking for an endowment for the ARC director's salary.</li> </ol>                                      |
| <ol style="list-style-type: none"> <li>4. Continue to upgrade the registration systems, iView and preVue, in order to enhance both the undergraduate and graduate registration and advising experiences on campus.</li> </ol>   | <ol style="list-style-type: none"> <li>4. Continue to streamline the registration and advising process using iView and preView.</li> </ol>   | <ol style="list-style-type: none"> <li>4. Continue to streamline the registration and advising process using iView and preView.</li> </ol>   |
| <ol style="list-style-type: none"> <li>5. Develop and promote information technology in order to enhance effective teaching and learning environments that promote academic excellence and transformative learning.</li> </ol>  | <ol style="list-style-type: none"> <li>5. Develop and promote information technology in order to enhance effective teaching and learning environments that promote academic excellence and transformative learning.</li> </ol>                                     | <ol style="list-style-type: none"> <li>5. Update computer lab hardware and software. Acquire adequate printers and scanners.</li> </ol>  |