

The Symbiotic Relationship Between
Baseball, Education, and the Community

A Thesis

Submitted to the

Faculty of Miami University

In partial fulfillment of the requirements for the degree of

Master of Architecture

Department of Architecture and Interior Design

By

JOHN-EDWARD PORTER

Miami University

Oxford, Ohio

2016

Advisor _____
(*Diane Fellows*)

Reader _____
(*Craig Hinrichs*)

Reader _____
(*Mary Ben Bonham*)

Consultant _____
(*John Humphries*)

The Symbiotic Relationship between Baseball, Education, and the Community

JOHN-EDWARD PORTER
Miami University

ABSTRACT

Professional baseball is one of the most affluent American sports. However, cities that house Minor League stadiums receive relatively small benefits, despite the huge investment, risk, and financial strain stadiums impose on them. Meanwhile, within United States cities, the educational systems are failing the young generation. School's sports and creative arts programs are being forfeited due to the lack of funds. In order for students to become successful participants within their communities, children need to have a well-rounded curriculum -- academically rigorous while not sacrificing activities that are considered to be extracurricular and the most motivating and enjoyable part for many. This paper discusses the potential of an educational environment that takes advantage of the multiple benefits of sports activities to provide disenfranchised children an equal opportunity to benefit from learning multiple skills afforded by athletic involvement, in particular, baseball. The paper explores the feasibility of creating a strong symbiotic relationship between education, Minor League Baseball stadiums, and the community. The discussion will be informed through analysis of the current relationship of baseball, education, and community issues through case studies of baseball education facilities, and Minor League Baseball Stadiums observed. A series of design strategies will be introduced to facilitate an educational stadium design to support students who may seek a career in professional baseball.

Key Words: Minor League Baseball, Stadium Design, Education, and Community

INTRODUCTION

Sporting events can provide a very exhilarating and unforgettable experience for those who come to play or watch. I remember my very first baseball game as a child -- I was ten years old -- my parents and I visited Kansas City, Missouri, to watch The Kansas City Royals play against the New York Yankees in 2002. I remember walking into the stadium on that drizzly afternoon, the crowd of sixteen thousand, the capacity of Kauffman Stadium,¹ sat patiently waiting for the game to start. As the National Anthem finished I was extremely excited to hear the ball crack the mitt for the first time.² As an eager crowd was brought together for that one moment in time; there is something magical about being a fan watching player chase fame. It's a surreal moment when the fans become part of something more. Their everyday lives get pushed aside; the only thing that matters is the game.

From baseball's inception into organized sports, the stadiums have been used for a single purpose; to house the playing field, players, and fans. Remembering the excitement I had in Kansas City, upon entering the stadium -- actually the excitement every time I enter a stadium -- I wonder what it would be like if the baseball stadiums of cities were used for more than just entertainment purposes. What if one could shop, eat or take educational classes in a stadium during more than just the standard operational hours?

Some children are not engaged in school because they are not interested in what they are learning and do not understand why classroom content is important to them. When I think of how engaging the environment of a baseball

stadium has always been to me, could there be a connection which the education system could take advantage of? My own experience supports this idea; I had a difficult time developing good study habits in the standard confines of the traditional schools I attended. Eventually, I found the path I needed by using baseball as an outlet.

Playing baseball offers the development of many mental and physical skills such as focus in finding the speeding ball, where it needs to be thrown, where to stand to catch the ball, and understanding the basic rules of the game. Baseball also helps with verbal and non-verbal communication skills, such as a pitcher to catcher communication and strategic thinking and which tactics the coach is signaling. Also visual and physical dexterity is developed supporting team play and individual excellence. I still use the lessons and skills I learned from playing baseball to succeed in my work and life. Would I have been more motivated, engaged, and a more successful student if I had the opportunity to go to a school that incorporates sports, specifically, baseball, into the curriculum, the architecture of the campus, and community? For me, and many children I believe, the answer is a definitive -- yes.

More than just the education system could benefit from this arrangement. Baseball stadiums impose high demands financially and with land use; but a higher level of efficiency of the space within a stadium, as well as a more enriched culture and community pride could result with improved design. This mutually beneficial, symbiotic relationship between the community, baseball, and education system is not out of reach. With an open mind about the traditional structures of architecture and education, I believe it is very possible. Through analysis of the current relationship of baseball, education, and community issues in Baltimore, Maryland, Aberdeen, Maryland, Chicago, Illinois and Bradenton, Florida. As well as case studies of baseball education facilities, Minor League Baseball Parks, and inclusive of my personal experience playing baseball at the youth and varsity level, and attending games at numerous Minor League Stadiums. A series of design

strategies are introduced to facilitate an educational stadium design.

STICK BALL

While baseball has been around since the 1800's in the United States, the origin of baseball is disputed.³ The most creditable belief founded by Historical Researcher John Thorn in 2004, reveals that baseball was mentioned in the United States legal system's first bylaws as early as 1791 in Pittsfield, Massachusetts under the name Stickball.



Figure 1. © Children playing stick ball in a New York 1910

Stick Ball is a game played on a street or in other restricted areas usually within the urban environment. This game uses an old mop or broomstick handle as the bat and a rubber ball as the baseball. Many times children would use fire hydrants, cars, cardboard, etc. to mark the bases.

Stick Ball varies from modern day baseball in an important way: Today's form of baseball lacks the free will to play regardless of where one may be located or how much money one may have. The idea of playing in the confines of a city street with the children in the neighborhood seems to have disappeared from our society.

DIVERSITY WITHIN BASEBALL

In the mid-twentieth century, reflecting the diverse make up of America demographics, players often differed in areas of religion and

financial status. For example, players such as Joe DiMaggio of Italian immigrants growing up in California and Lou Gehrig from German immigrants, in the Yorkville neighborhood of Manhattan, New York, played together on the New York Yankees and were from different backgrounds. The immigrant diversity among players was not the first type of discrimination or socioeconomic differences players had to deal with while playing together.

Originally, between 1887 – 1945⁴ African American and Hispanic baseball players were not allowed to play in the same games or parks as white players. In spite of this, the Negro Leagues were producing some of the best players in the game such as Jackie Robinson, Satchel Paige, and Josh Gibson who were constantly subjected to discrimination practices endemic within the United States at the time.

In 1947, after the experience of World War II, Branch Rickey, once the General Manager of the Brooklyn Dodgers, was deeply affected by societal discriminatory practices against one of his players, Charles Thomas at Ohio Wesleyan University where he once coached.⁵ Later, Rickey went against many of his baseball colleague's opinions, and hired Jackie Robinson: the first African American to play baseball for any Major League Baseball team. This paved the way for other minority sports players to flourish due to Rickey's diligence. Another minority player, Puerto Rico born Roberto Clemente, began playing for the Pittsburgh Pirates one year after sports in general created a de-segregation ordinance allowing all minorities to play in the same professional leagues and teams.

COST TO PLAY THE GAME

Today, demographics and low economic status still impact, and often limit, who plays baseball at a higher level. One of the major issues with baseball for America's youth is that it has become extremely expensive for potential players.⁶ In a recent interview of Josh Bell Pittsburgh Pirates Minor Leaguer, he said, "It is a lot easier to go outside and run some drills with the football rather than paying for hitting

lessons or pitching lessons and going to this showcase or that showcase..."⁷

CASE STUDY: SCHOOLS IN THE URBAN CONTEXT



Figure 2. © One of the many broken and filthy windows in a school I visited recently in Ohio.

Another factor hindering the popularity of baseball is the diminishing opportunities in the schools. According to the Frank P. Jozsa, *Baseball, INC. - The National Pastime as a Big Business*, in 2004, the average minor league baseball team ranging from Rookie Level to AAA, was worth anywhere from 2 to 20 million dollars.⁸ A responsible use of the excess revenue could be allocated towards struggling schools.

To better understand the current conditions of urban education, I embedded myself into a school outside of Cincinnati, Ohio. The school building is in a state of distress and is clearly not a suitable environment providing a safe and sustainable working place. In addition to the building's countless issues, educators/ faculty members are expected to fund students for things such as art supplies and their afterschool events. As a result, team sports are not offered, causing the only exposure to sports or exercise for students is during P.E class, once or twice a week. The budget struggles that this school has are not unique to the Cincinnati area; the issues are across the United States.

EDUCATIONAL ISSUES

Bruce Kelly and Carl Carchia from ESPN examined the hidden demographics of youth

sports around the United States. Kelly and Carchia's report, stated over 21.5 million children between the ages of 6 and 17 are playing organized team sports. However from 2010 to 2020 over 3.5 million students in the United States won't have an opportunity to be involved in sports at their local schools because of budget concerns.⁹

Aside from the budget cuts, many academic researchers¹⁰ feel sports and other extracurricular activities should not be included in the curriculums of American schools, despite the fact many youth say sports are what define them. Their main argument is based on the overall success of other countries such as Finland, that do not have sports activities within their curriculum and the students have a higher success because they concentrate on education only.

However, a recent study from Angela Lumpkin, University of Kansas, and Judy Favor, Baker University; found that out of 9,000 plus athletes who reported their GPA's on the ACT questionnaire, over 80% reported a GPA of 3.0 or higher, compared to 70.5% of the other 9,000 plus non-athletes who reported a 3.0 GPA or higher.¹¹ These statistics strongly suggest that sports actually support students rather than hinder them.

The University of Missouri Health Care System also conducted studies on how sports benefit children. They found many students do better academically because sports require communication, teamwork, memorization, repetition, and kinesthetic learning which can be used within the classroom but also in their profession.¹² Also sports and exercise in general offer many health benefits such as weight loss/sustainability, overall fitness, and muscle gain; causing participants to be less likely to be involved in drugs, smoking, and/ or drinking; proving sports to have a positive effect on America's youth.

MILB VS. MLB

For many children, the decision to play baseball is fueled by positive experiences with attending MILB games. Minor League Baseball (MILB) has

always had an impact on the American culture and the communities around them. Many fans believe, "...it has been portrayed as less corrupt, greedy, and controversial than MLB and the other major U.S. professional sports leagues."¹³ Unlike the MLB, MILB has kept ticket, merchandise, and food prices more cost effective; allowing families to attend a game for half the cost. During the games, families have

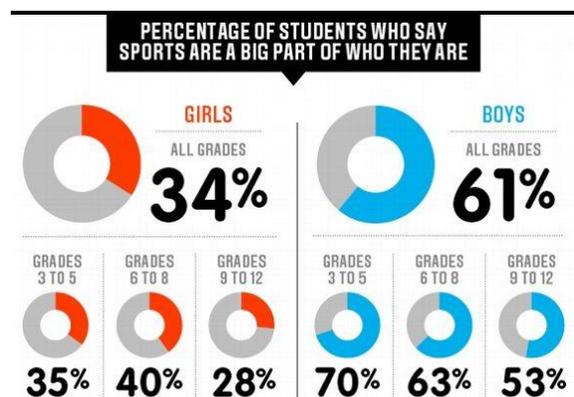


Figure 3. © Data from ESPN on youth in America

opportunity to participate in mid-inning games on the field. Also MILB Stadiums provide many kid friendly zones with Merry-Go-Rounds, playgrounds, speed radar pitching games, etc... MILB teams and sponsored by the local companies during and after the games. Also, the team and players are often more engaged with fans compared to the normal MLB team. MILB stadiums offer a more interactive experience for children and families as well as support local culture.

BALTIMORE, MARYLAND AND ORIOLES PARK AT CAMDEN YARDS



Figure 4. © The Inner Harbor (Top Left Photo) and Camden Yards (Bottom Left Photo).

Baseball stadiums are built around the United States almost every year¹⁴ in urban and suburban communities for the purpose of entertainment. Often citizens have diverse opinions about these large projects. Generally, citizens respond better to a design when built with the understanding of the community local heritage. Constructed in 1992, Oriole Park at Camden Yards has been one of the most influential baseball stadiums ever built due to successful principles that stadiums in the urban context had in the Mid-Twentieth Century, such as personal feeling -- size, brick facades, and easy community connectivity. Architecture firm, HOK,¹⁵ took note of the preexisting buildings such as the B & O Warehouse that forms the stadium's main shape and design scheme.

MILB stadiums often follow the same principles that MLB stadiums have with sightlines, seats, and rules. However MILB stadiums offer a more personal feeling compared to their larger counterparts – MLB stadiums. Fans are closer to the playing field allowing a stronger connection between the viewer and the players. Also MILB stadiums usually have more tiers of seating compared to MLB stadiums. If erected in the right locations, baseball stadiums MILB or MLB can revitalize a community.¹⁶

CASE STUDIES

In contrast to the poor education facility outside of Cincinnati, Ohio previously mentioned in the text. The following case studies present issues within education, the community, and the urban context and some methods that have been used to address today's current social problems, some more successfully than others. The case studies set the stage for future innovation in the design of a multidisciplinary stadium that could take the successful aspects of past programs, addressing social issues in a new way.

IMG ACADEMY



Figure 5. © A bird's eye view of IMG Academy. The academy offers other sports such as football, tennis, soccer and more.

There are multiple schools in the United States that have developed a curriculum that focuses on both athletics and traditional education. For example, one of those schools is the IMG Academy¹⁷, located in Bradenton, Florida. IMG is one of the top baseball academies in the world created for children who are interested in pursuing a career in baseball, providing an opportunity to showcase and practice their skills. The baseball academy allows students to opportunity to attend class in the morning while also attending practice in the afternoon. This model allows for the gap between a normal school day of 8:30 to 2:30 to when a parent or guardian gets home to be bridged with productive activities. The baseball academy features pro quality baseball training facilities including three full sized fields, four practice fields, multiple bullpens, indoor/ outdoor batting cages, a weight room, practice mounds, advanced vision training technology, and regulated nutrition equipment/ technology. While many IMG graduates do not become professional athletes, over 60 percent commit to Division 1 Universities and over 30 percent commit to a top 100 academic university.¹⁸ Despite the high tuition cost of \$70,000 a year, the academy has only produced 17 MLB prospects since 2006.¹⁹ This high cost limits the program's accessibility to students of higher economic status.

REVIVING BASEBALL IN THE INNER CITIES – RBI PROGRAM



Figure 6. © The history and growth records of the RBI Program as of 2013.

MLB has noticed a decrease of participation in inner cities within the sport. To prevent an even further decrease, MLB has started The RBI Program. Their mission is to engage and harness an interest in baseball in young children while encouraging academic achievement at the highest level. David James the director said, "We can't guarantee how many are going to make it to major leagues, but from the standpoint of baseball providing opportunities to underserved kids and generating fans, we are making progress".²⁰

RBI Program David James also said, "RBI has pushed into the rural South, where the same socioeconomic barriers that keep city kids out of the game keep out underserved children in smaller towns." MLB is also working on the details to get prospects the exposure and training they need to compete on a level playing field at showcase. Other than the RBI program, other leagues are in place for children of the communities such as the Boys and Girls Club of America, the Cal Ripken Sr. Foundation, and Little League Baseball.

CAL SR.'S YARD AND BADGES FOR BASEBALL

Cal Sr.'s Yard in Aberdeen, Maryland, was created in 2005, in honor of Cal Jr. and Billy Ripken's father who was a coach with the Baltimore Orioles. "The Cal Ripken Sr. Foundation helps to build character and teach critical life lessons to disadvantaged young people living in America's most distressed

communities through baseball - and softball - themed programs."²¹ The facility provides young athletes the opportunity to play in a stadium which resembles a Major League Baseball park.²² This stadium is part of a larger design for the Ripken Baseball Academy, and is located adjacent to Ripken Stadium.²³ Ripken Stadium is home to the Aberdeen IronBirds, one of the Orioles MILB teams. Cal Sr. Yard is operated by the Cal Ripken Sr. Foundation, which provides new stadiums and playing fields across the United States for children in need.

Around the stadium, there are five other playing fields. There are multiple batting cages where teams can practice before games, a training island to allow for numerous team drills, pitcher's mounds separate from the individual fields, picnic tables under a pavilion, and The Warehouse. The Warehouse is a replica of the B&O Warehouse in Baltimore, Maryland, located adjacent to Camden Yards. Within the Warehouse in Aberdeen, there is a custom built Marriott Hotel for the players and families to stay during their visits for camps or tournaments. While the use of the B&O adds space for guest, this could be taken a step further to support some of Aberdeen's schools financially as well. The Cal Ripken Sr. Foundation also works with Badges for Baseball program. This program pairs law enforcement officers with children where the officers act as coaches and mentors. It gives the children a positive way to spend their time after school. Each year, participants are randomly selected to be evaluated by teachers, parents, and local law enforcement officers to see how the students act after participation in the Badges for Baseball²⁴ program. Students record a significant increase in work ethic, personal responsibility, future orientation, living a healthy lifestyle, choosing positive peers, and interaction with public safety officers. For example, more than 8 of 10 adults observe the children living a healthier lifestyle while working harder as a result of the program's participation.²⁵

If the Cal Ripken Sr. Foundation and the Badges for Baseball program is as successful as the data shows, programs like this could be used to create a school environment where students

really wanted to be and could lower the amount of dropouts for students who don't or can't learn within the confines of a traditional school.

CONCLUSION AND ANTICIPATED OUTCOMES

In conclusion, in recent years a disconnection between stadiums and their immediate surrounding communities exists. However, this does not have to be the case. Newer MILB stadium designs can provide opportunities to create multi-use buildings intertwined with the stadium and the urban fabric already in place in a particular city. In previous stadium designs, most have only included amenities such as restaurants, housing, hotels, and various other leisure spaces. The missing link that hasn't been tried is education. Education is the foundation of our society. It is crucial to our future to provide multiple ways for students to learn and grow as individuals but to also give back to their own community. The high investment communities place in baseball stadiums demands a more cost effective, mutually beneficial, symbiotic relationship between the stadiums, education, and the community. The sporting business is one of the largest revenue makers in the world, and the money teams are making can and should be given to the community because the community often funds the facilities. In the United States, educational facilities are in constant need of funding to provide a quality teaching staff, and inclusive curriculum to support children's well-being. The key to a successful program is the understanding, "that schools will be different from one another, both because groups of children are not all alike and because there are many approaches to education."²⁶ The strategies presented in this paper that have been previously implemented by other designs and programs offer a baseline for a potential combination of a MILB stadium with schools and communities to promote opportunities for children and to enrich society-at-large.

THE PROPOSAL

My proposal is to combine the successful aspects of the case studies, both architecturally and educationally, to design a school located within a Minor League Stadium. The curriculum would offer a full day educational routine: students would attend class part of the day and practice the rest of the day, all within the stadium. Students will work on their verbal and non-verbal communication skills, strategic thinking, visual and physical dexterity, memorization, repetition, and kinesthetic learning which can be used within the classroom but also in their profession. Efficiency of space and scheduling would allow the stadium to be used for multiple purposes, such as a school, and baseball stadium and giving it the potential to be a central community hub. After the school day, the stadium could be used for a Minor League Baseball team and the classrooms used in the morning could be used for other purposes throughout the day such as community events, more schooling, etc... Instead of only having one purpose for a baseball stadium or school building this proposal would allow a city to harness the space allocated for a large stadium in a more efficient way, creating a strong source of community civic pride.

REFERENCES

¹ The Kansas City Royals were one of the worst teams in baseball in 2002 with a record of 62 wins and 100 losses so this crowd size would have not been that large. The attendance for that year was actually 1,323,036 people according to the Kansas City Royals' data. With 81 games played at home, the average attendance per game would have been 16,334 people.

² This saying comes from the sound a baseball makes when it hits a leather baseball glove. At the beginning of the game, the pitcher will deliver the game's first pitch after he warms up his arm.

³ The beliefs; first, Abner Doubleday invented the sport in New York in 1839. The second belief credits Alexander Cartwright with the invention of baseball, as he devised the first set of baseball rules in New Jersey in 1845.

⁴ "Blacks in Baseball: A Historical Time Line." Philly-archives. April 12, 2007. Accessed August 4, 2015.

⁵ Lamb, Chris. "Catcher's Tears Were a Likely Inspiration for Rickey." The New York Times. April 14, 2012. Accessed August 4, 2015.

⁶ Baseball lessons can cost around 85 dollars per hour, and the elite travel baseball teams can cost around 1,500 dollars to 3,000 dollars a summer for one child.

⁷ According to the U.S. Department of Justice, in 2012, 37 percent of non-Hispanic African American men represented the largest portion of Male inmates, or about 2 of 5. Carson, E. Ann. "Prisoners in 2013." U.S. Department of Justice. September 30, 2014. Accessed July 15, 2015.

⁸ AAA, AA, A, and Rookie are different levels within MILB -- rookie being the lowest usually recent high school or college graduates, to AAA which is the high league one can be in without being in MLB.

⁹ Kelley, Bruce, and Carl Carchia. ""Hey, Data Data -- swing!"" ESPN. July 11, 2013. Accessed March 18, 2015.

¹⁰ For example, Amanda Ripley, and Emerson Senior Fellow at the New America Foundation and the author of "The Smartest Kids in the

World – and How They Got That Way", states, "By mixing sports and academics, we tempt kids into believing that it's O.K. if they don't like math or writing – that there is another path to glory." Ripley, Amanda. "School Should Be About Learning, Not Sports." The New York Times. March 2, 2015. Accessed July 16, 2015.

¹¹ Lumpkin, Angela, and Judy Favor. "Comparing the Academic Performance of High School Athletes and Non-Athletes in Kansas in 2008-2009." January 1, 2009. Accessed April 29, 2015.

¹² "Benefits of Sports." - University of Missouri Health System. Accessed August 4, 2015.

¹³ Jozsa, Frank P. "The Organization and Business of Minor League Baseball." In *Baseball, Inc.: The National Pastime as Big Business*, 46-56. 1st ed. Vol. 1. Jefferson,, N.C.: McFarland &, 2006.

¹⁴ MLB Stadiums: Sun Trust Park, Georgia (2017 – NOT COMPLETED), Marlins Park, Florida (2012), Target Field, Minnesota (2010), Yankee Stadium, New York (2009), Citi Field, New York (2009), and National's Park, D.C. (2008) MILB Stadiums: First Tennessee Park, Tennessee (2015), PNC Field II, Pennsylvania (2013), Thomas Stadium, Tennessee (2012), and Provident Bank Park, New York (2011)

¹⁵ HOK, formerly: Hellmuth, Obata + Kassabaum

¹⁶ Pastier, John. *Ballparks: Yesterday and Today*. 1st ed. Vol. 1. Edison,, New Jersey: Chartwell Books, 2007. 8-66.

¹⁷ IMG stands for International Management Group

¹⁸ "Private School Program." IMG Academy. December 21, 2012. Accessed April 2, 2015.

¹⁹ "Private School Program." IMG Academy. December 21, 2012. Accessed April 2, 2015.

²⁰ Glier, Ray. "MLB Takes Notice as Percentage of Black Players in Baseball Remains Low | Al Jazeera America." *MLB Takes Notice as Percentage of Black Players in Baseball Remains Low | Al Jazeera America*. March 28, 2014. Accessed March 18, 2015.

²¹ "About Page." Cal Ripken Sr. Foundation. Accessed March 10, 2015.

²² This park is designed to look like Orioles Park at Camden Yards, where (Father) Cal Ripken Sr., (Sons) Cal Ripken Jr. and Billy Ripken played and coached during their MLB Careers.

²³ Ripken Stadium is the home of the Aberdeen IronBirds, a Short Season A classification (MILB) affiliate of the Baltimore Orioles.

²⁴ The Badges for Baseball program was created by the U.S. Department of Justice as a juvenile crime prevention initiative. The program pairs local law enforcement with children in underserving communities to play baseball together and learn about teamwork, communication, respect, and leadership.

²⁵ "About." Cal Ripken Sr. Foundation. Accessed March 10, 2015.

²⁶ Hill, Paul T., and Mary Beth Celio. "Creating Reforms That Can Work." In *Fixing Urban Schools*, 4-5 and 62-75. 1st ed. Vol. 1.

Washington, D.C.: Brookings Institution Press, 1998.

BIBLIOGRAPHY

Figure 1. © "Children in NYC: 100 Years in Photos." The Bird Feed Nyc. November 18, 2012. Accessed June 20, 2015.

Figure 2. © Photo by Author, May 14th, 2015.

Figure 3. © Kelley, Bruce, and Carl Carchia. "'Hey, Data Data -- swing!'" ESPN. July 11, 2013. Accessed March 18, 2015.

Figure 4. © Diagram and Camden Yards photo taken and created by Author: Inner Harbor Photo by "The Ritz-Carlton Residences, Inner Harbor, Baltimore - RXR Realty." The Ritz-Carlton Residences, Inner Harbor, Baltimore - RXR Realty. Accessed June 20, 2015.

Figure 5. © "IMG Baseball Academy." Tandem Construction. August 30, 2014. Accessed August 24, 2015.

Figure 6. © Diagram by Author, July 15th, 2015

Addendum

JOHN-EDWARD PORTER
Miami University

WRITTEN THESIS TO DESIGN TRANSITION

In the written portion of my thesis, I attempted to reveal two major issues in today's society; the way baseball stadiums are underutilized and the financial hardship that schools across the country deal with. The main possibility being explored was combining a school with baseball stadium to offer architectural efficiency and a hub for the community. The school would offer disenfranchised students a vehicle for them to succeed in life through the practice and skill learning activity of baseball. After writing the paper portion of the thesis project, the major decision to make was should this proposed building be in a current Minor League Baseball stadium or should it be a model for other stadiums in the future to use? After some contemplation, a new stadium would be better suited for the goals of my written thesis. With that in mind, I explored site options in Alexandria, Virginia, Shreveport, Louisiana and Columbus, Georgia. Of all of these sites Columbus, Georgia offered the best possible space based on the site research, need by the community, overall site attractiveness, and site context.

DESIGN REVIEW REFLECTION

Several topics and comments were brought up during my final thesis review. Some of the main comments of design dealt with the orientation of the field according to the Chattahoochee River. However, to have this particular stadium facing the river would be historically nontraditional and incorrect. It would be in the wrong orientation according to sun studies and would have a negative effect on the student athletes and MILB players on

the field. Also if the stadium would have rotated towards the water then I could have potentially had a better plan for the school portion because then I could have designed the building to have an east-west axis with south facing windows into the classrooms for the best possible lighting solution.

Another concern was one of security between the two major spaces and how could these two spaces be better integrated or be understood more clearly as to how they would be used. On the question of security, during the actual presentation, I proposed that at the ticket offices or main entrances people would be required to sign in and be checked just as they would be during a sporting outing to make sure they are bringing in a safe mindset into the civic space. I also proposed that the two spaces could be closed off with security locked doors. I truly believe that these two methods would allow for the spaces to be used in a safe manner for all the represented parties. Looking back on the presentation and the design of the spaces, I wish that I would have presented a series of renders that was the same spaces but rendered in the two different narratives of what the spaces could actually be used like. This could have been crude drawings with multiple spaces shown on the television screen like a video. Also, I considered making a walkthrough video of the spaces but I did not have the programs needed to complete this in a way that I would have liked.

The reviewers also asked, how could the concourse space be used in a more efficient manner for the school? This issue becomes a problem of presentation style again I believe. In the renders I showed the concourse pretty open besides people, cornhole games, and some sales tents. I think that if I showed a render of students using it as a track system or

in some other fashion the question wouldn't have arisen.

One of the guests stated that he thinks the whole design could have used another major element of space within it to make it more accessible for the community. Earlier within the process work, it can be seen that I actually considered very strongly the implementation of other elements like housing for the students and hotel. However, after space planning studies these spaces were eliminated from the design. After speaking with a member of Miami's faculty, he recommended that it should have been a space such as a library. Given the opportunity to go back and change the design, I believe that a library could have been a great space to add to the design scheme. The new space could then allow for the community to have other meeting space, learning area for students and people in the community, and a general space for learning and gathering to take place. When considering this aspect, libraries are a changing model in terms of how they are designed. One of the more contemporary architects working in the field of libraries, Will Bruder Architects has designed the Agave Library, Billings Public Library, along with others. I personally have been able to experience the Agave Library and the space is designed in a way that makes learning fun. There are bright colors, new materials that have never been used traditionally in libraries in previous precedents, and multiple interactive building features. These new models of libraries could have easily influenced and made an influence on my overall design.

In terms of presentation, they felt like baseball dominated the presentation and took over the identity of the school, rather they wanted me to explore how I could design it in a way that the school has a field attached to it. This problem was one that I struggled with a lot during the whole thesis process. If I had an opportunity to go back and fix my design through my process work, I would have designed a stadium first to the best of its needs and then I would have designed a school to its best requirements. Through this I would have been able to try multiple overlays of what the building could have potentially created

through the overlapping components. I think this would have allowed a better all-inclusive design where the school didn't feel as much as an afterthought in the presentation.

They would have liked to have seen more process work and precedent studies presented rather than just hung up on the side panel. This is my fault completely in just the way that I presented everything. If I would have presented it in a better way I would have started it with process work and how I came about my design in a better way. However, they did said that I presented everything very nicely in terms of graphics and that everything was clear though out in its order. They appreciated that I actually had a good site model during my presentation.

CONCLUSION

During my whole thesis process, I felt like I have become much more mature in my design process than I was before. In previous projects, due to time constraints or other limitations I usually considered one or two designs before I would come up with a final product. However, during this process, I was able to explore multiple avenues of design through different iterations, forms, plans, sections, and orientation. I also learned a lot about how to create diagrams that convey my design in a way that should allow the design to speak for itself at times. This was also the first time that I was able to define what parameters that I would give to the project such as square footage, program of spaces and quantity. In general though, this whole process allowed me to explore a design for more than one semester like traditional studio courses which is great practice to prepare for the working world because it trains one's mind to keep motivated to create the best possible solution to a problem.

In conclusion, I feel as if I had a better understanding of my own design process and where I want to take it now because of the written portion of my project to the point of the final design proposal. I am much more comfortable with the integration of new design principles and practices into my previous

design process. Through this whole thesis process I now feel like I am much more willing to step outside my comfort zone than I was previously through the persistence of my mentorship of other students and my professors who have helped me along the way. I do have a great feeling of relief now that I have gotten this far in my designer career but I still feel the need and desire to continue this design with other experiments and explorations. This whole thesis exploration confirms through the conversations that there is a problem in today's stadium designs in our contemporary society.

PROCESS WORK

POSTER #1

Soirre and Symposium Poster

THE SYMBIOTIC REALATIONSHIP BETWEEN BASEBALL, EDUCATION, AND THE COMMUNITY

Due to a lack of funding, sports are forfeited from The United States education system, failing the young generation. However, professional baseball, is one of the most affluent sports in America, could offer the financial and community support needed.



PICTURES OF PRESENTATIONS

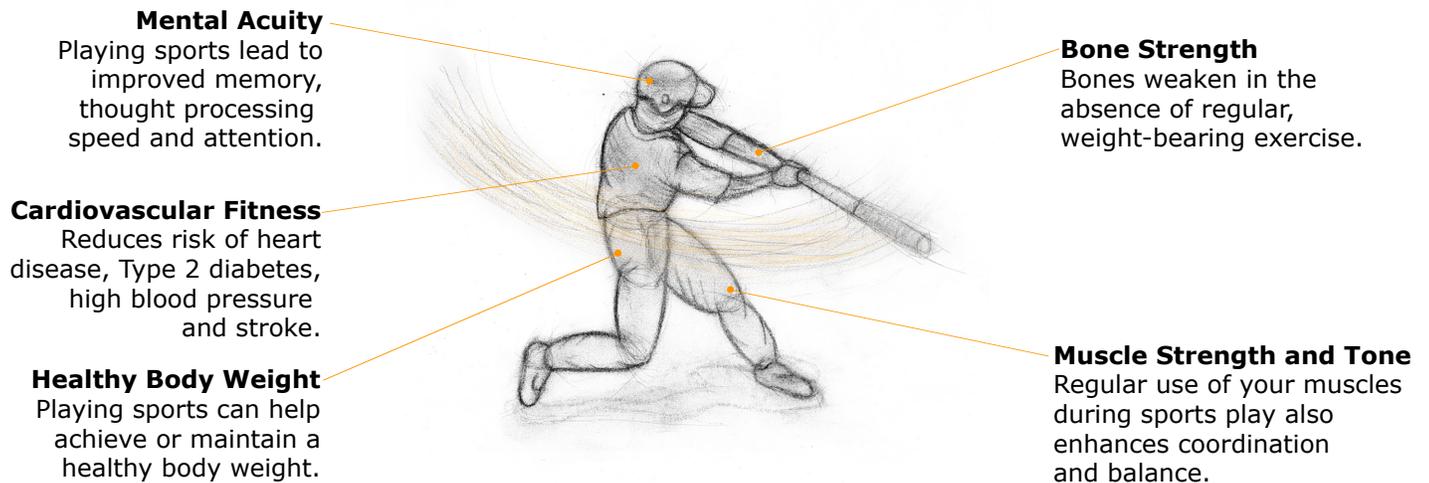
Symposium Presentation



THESIS MOTIVATION

Impact of Sports

Physically



Thesis Statement

Due to a lack of funding, sports are being forfeited from The United States education system, failing the young generation. However, Professional Baseball, one of the most affluent sports in America, could offer the financial and community support that is needed.

Thesis Manifesto

I am for an architecture that attempts to help elevate today's social issues within the urban context. While architecture is simply a space that we inhabit, I believe that Architecture is too much in our lives that it alters people's life styles and habits for it not to help today's social issues.

I am for an architecture that is multifunction in its purposes. Since the suburban sprawl architecture in the urban area has since become unused and decayed. causing large buildings to go to waste.

I am for a stadium design that changes the negative notion of stadiums and could actually become a space of need that is used all day for other purposes than just sports causing the large amount of money (tax payers, city, and privately funded) to be used in a more efficient manner.

I am for an education that all students need to have a fighting chance to succeed. Not all children are alike, no one learns in the same fashion. Because of this, we as designers need to consider educational architecture in a way that allows everyone to learn.

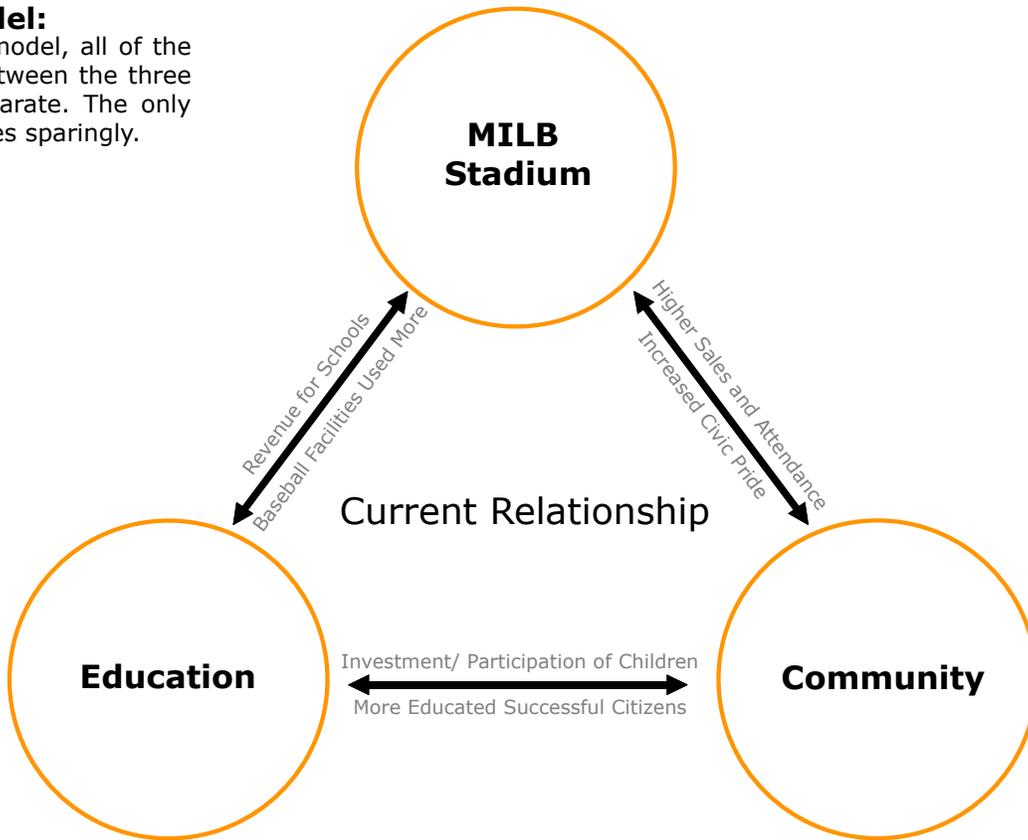
I am for an objects, idea, concept, etc... that allows people an opportunity to have a vehicle for success. Just as people don't learn the same way, not everyone can succeed in the same way or do the same thing. Allowing people to develop the skills early on in their life will allow them to potentially become more advanced within the field of choice.

I am for a society that provides education the proper funds needed to sustain, maintain, and properly pay the teachers who educate the students. The students are this world's future and if education is not invested in, then society as a whole will decay.

THESIS SCHOOL/ STADIUM FORMAT

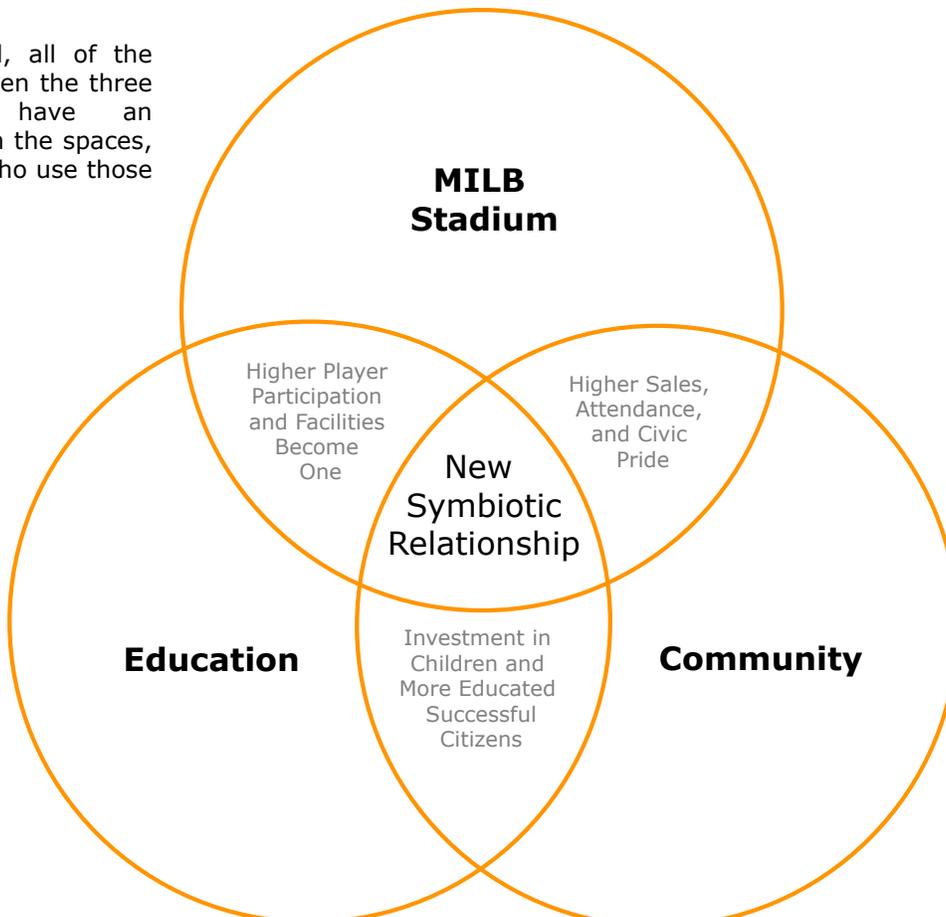
Current Model:

In the current model, all of the relationships between the three entities are separate. The only interaction comes sparingly.



New Model

In the new model, all of the relationships between the three entities would have an interaction between the spaces, uses, and people who use those spaces.



INITIAL SITE RESEARCH

Historical Golden Park: Columbus, Georgia



Pros:

- Adaptive reuse of a stadium.
- Near other professional teams.

Cons:

- Strictly residential around stadium.
- The previous team failed and moved to Kentucky.

Facts: The second of two sites in Columbus that I looked at, offers a higher need for this proposal than in Alexandria. Golden Park, has been home to 5 other MILB teams since its opening in 1951, the last being in 2008 until they moved to Bowling Green, Kentucky. This stadium would offer a chance to reuse a stadium that is adjacent to professional sports team in Columbus.

NOTE: This site was not selected.

Figure Ground



INITIAL SITE RESEARCH

Jones Point Park: Alexandria, Virginia



Pros:

- Strong History
- Underused Park

Cons:

- Less of true need.
- Destroying the park, in a community that already lacks green spaces.

Facts:

Jones Point Park was one of the largest centers for shipping, manufacturing, and transportation in the nation. This site could potentially work, however, Alexandria doesn't have much green space around it and taking this land to build a stadium could do more harm than good.

NOTE: This site was not selected.

Figure Ground

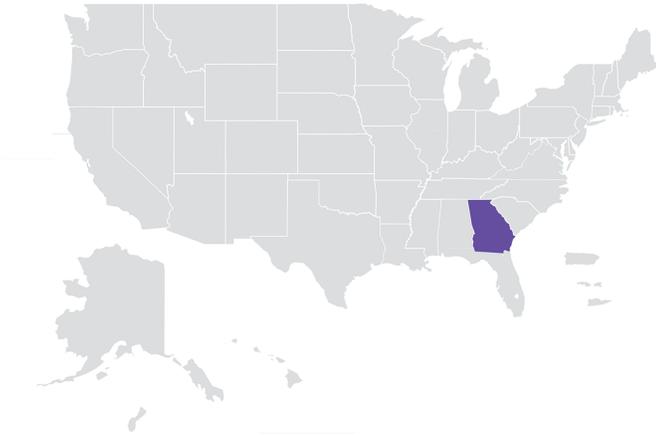


LOCATION - Columbus, Georgia

World Location



United States Location



Muscogee County - Columbus, Ga



City History

Founded in 1828 and situated on the Chattahoochee River, Columbus had a history in the Native American frontier, the Civil war, and southern industrial development. After the removal of the Creek Indians in 1836, Columbus grew commercially by using the river to connect to plantations and the international cotton market in New Orleans.

The city expanded even more with the arrival of the rail road in the 1850's, allowing the boom of textile mills that made Columbus an important industrial center in the south. During the Civil war, these industries expanded their production causing them to be important to the Confederacy. Reconstruction was immediate due to the success of factories such as Eagle and Phenix Mills, and the Springer Opera House. This rapid modernization created a training camp for soldiers that would later become the present day Fort Benning.

From 1960's -1980's, Columbus struggled with problems such as white flight and urban blight, leading to a decline in the area. Today, Columbus State University, some large industries, restoration projects such as the Chattahoochee River Walk, and the establishment of historic districts have brought revitalization to the area. Columbus is considered modern and progressive and is a center for fine and performing arts; the River Center for the Performing Arts adds to the rich cultural history of the city.

Columbus, GA Distances

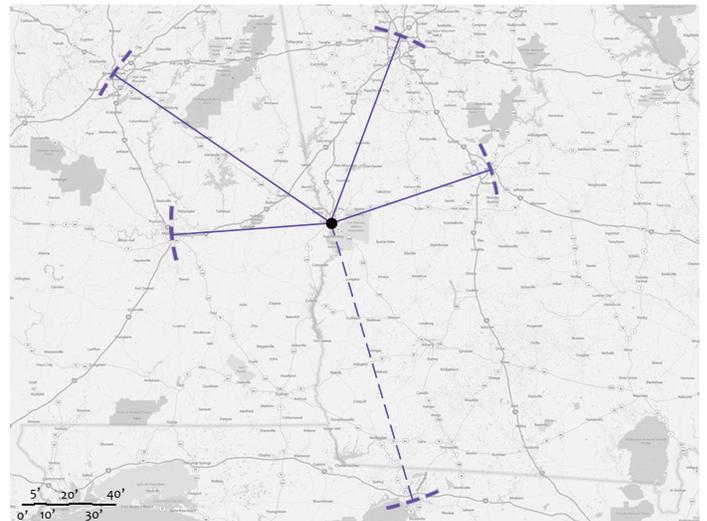
Atlanta, Georgia: 107.5 Miles --- 1 Hour 40 Minutes

Montgomery, Alabama: 82.3 Miles --- 1 Hour 20 Minutes

Birmingham, Alabama: 142 Miles --- 1 Hour 40 Minutes

Macon, Georgia: 102 Miles --- 1 Hour 50 Minutes

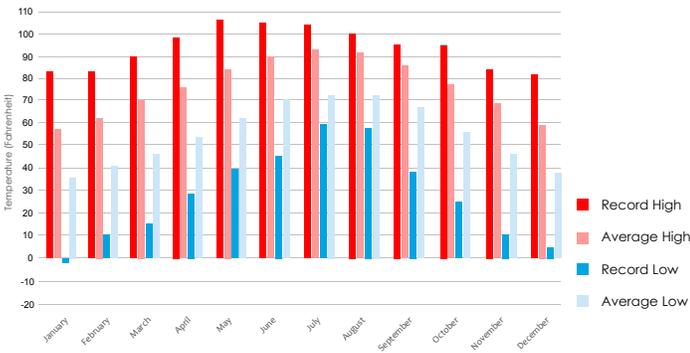
Tallahassee, FL: 168 Miles --- 3 Hours



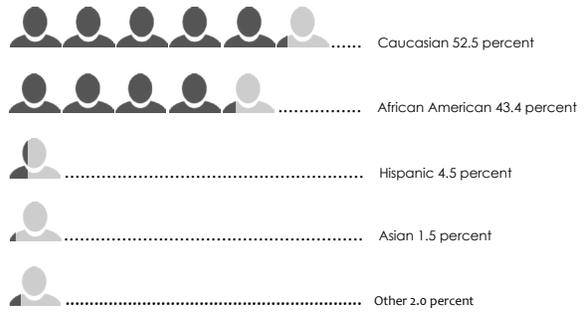
EXISTING CONDITIONS

Analysis of Columbus

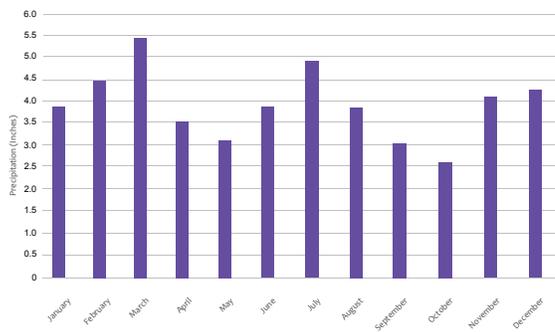
Temperature Rates



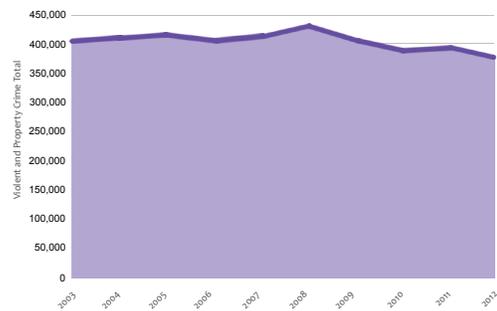
Race Percentages - 202,824 total pop.



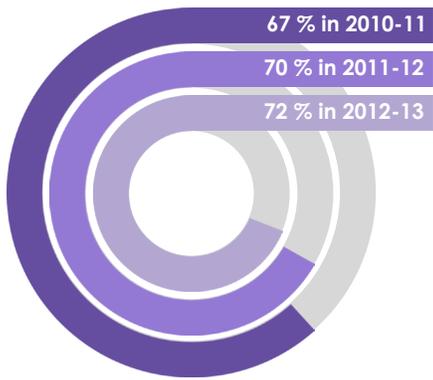
Precipitation Rates For Each City



Crime Rates: 10 Year Average = 407,155



Grad Rates

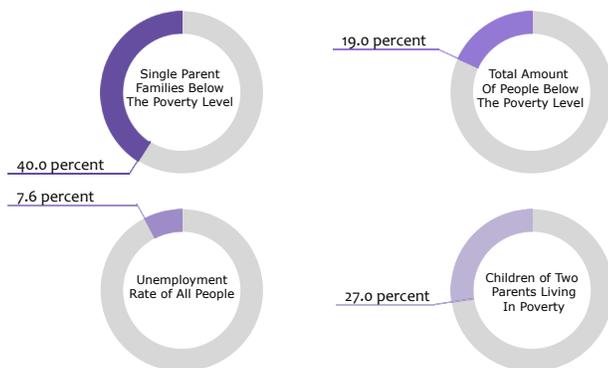


- Types of Schools**
- Public:**
Early College Academy
- Charter:**
NONE
- Magnet:**
Columbus High School
Jordan Vocational High
Kendrick High School
Spencer High School
Carver High School
Hardaway High School
Northside High School

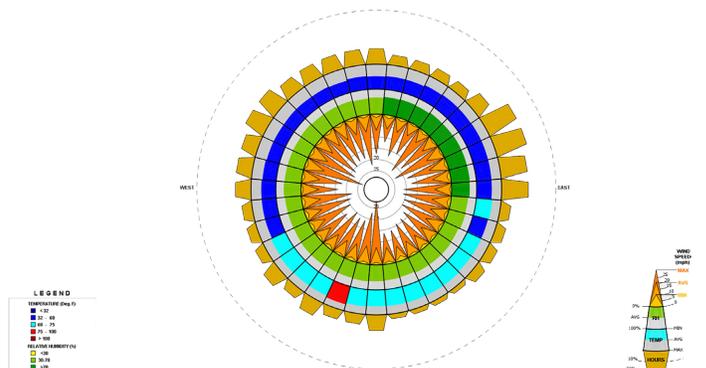
Income Percentage



Poverty Rates



Wind Conditions



SITE PHOTOGRAPHS



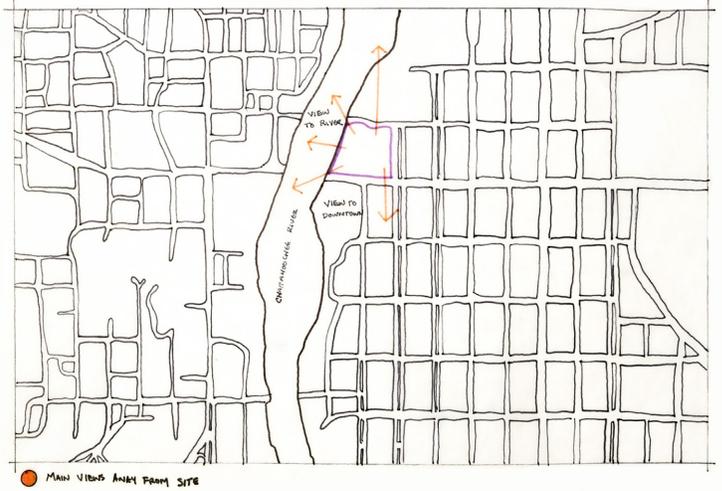
EXISTING CONDITIONS

Site Analysis of Columbus

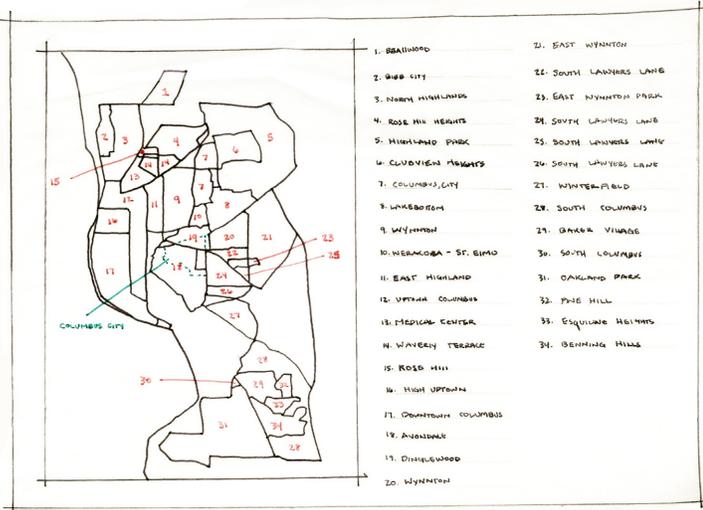
Parking Lots and Garages



Views From the Site



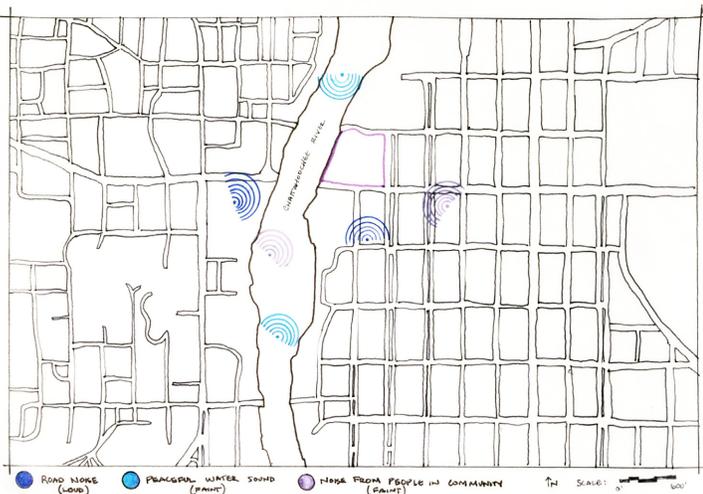
Columbus Neighborhoods



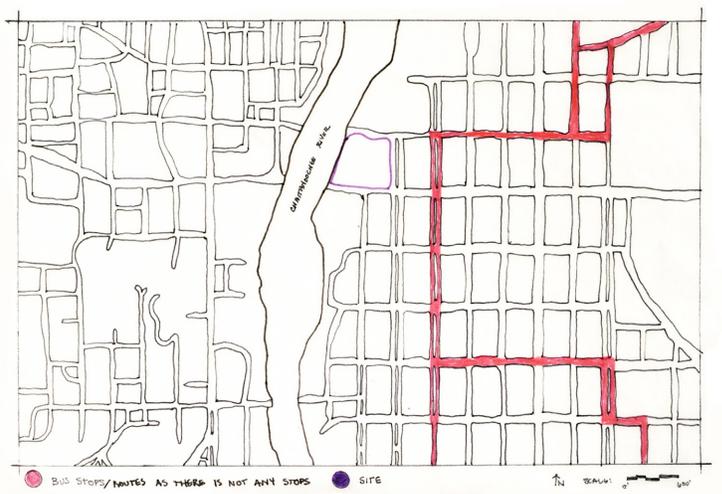
Main and Secondary Roads



Sounds Around Site



Bus Routes



PROGRAMMING

Model Schedule

Current Model:

Standard School Day

7:30 am to 3:00 pm

180 days x 6.64 Hours per day = 1195.2 Total Hours in School

Holidays:

Students are off for Federal Holidays and for Summer Breaks

Class Schedule:

7:30 to 8:00 Homeroom

8:00 to 9:30 Period 1

9:30 to 11:00 Period 2

11:00 to 1:00 Period 3 (Lunch)

1:00 to 2:30 Period 4

2:30 to 3:00 Leaving Period

After School Sports and Activities:

3:00 to 10:00 (Usually only the gym is used or the outdoor fields)

Guideline for Students to Attend:

- Boys and Girls will be able to attend the school.
- Parents and children must be in a state of distress and not of means. (At or Below the Poverty Line).
- Students of all Race, Heritage, and culture will be able to attend.
- Students will only be allowed to attend the school if they are located in Muscogee, Harris, Talbot, Marion, and Chattahoochee Counties. However, students from Columbus will have first priority upon being accepted.
- Students must have an interest in baseball and must be able to perform at a certain level before they can be allowed to play.
- Students will be accepted on a year to year basis and will have to re-apply each year.

Amount of Students in School:

- Students will be allowed to attend the school if they are in 6th grade up to 12th.
- The Average baseball team for Little League is 12 to 15 players.

New Model:

Standard School Day

7:30 am to 4:00 pm

227 x 5 Hours per Day = 1135 Total hours in School

Holidays:

260 days - 33 days(Holidays and Breaks) = 227. Students would still be off for all Federal Holiday, However the number of days they are in school over the summer has now changed.

Class Schedule:

7:30 to 8:30 Period 1

8:30 to 9:30 Period 2

9:30 to 10:30 Period 3

10:30 to 11:30 Period 4

11:30 to 12:00 Study Period

12:30 to 1:00 (Lunch)

1:00 to 4:00 (Practice)

After School Sports and Activities:

4:00 to 10:00 the MILB team will come and use the stadium. Days when the team is not playing then the stadium can be used for other local baseball or sports league, community activities, or other events.

7 grades x 2 classes of each x 20 student athletes = 280 total students.

PROGRAMMING

Overlapping of Spaces

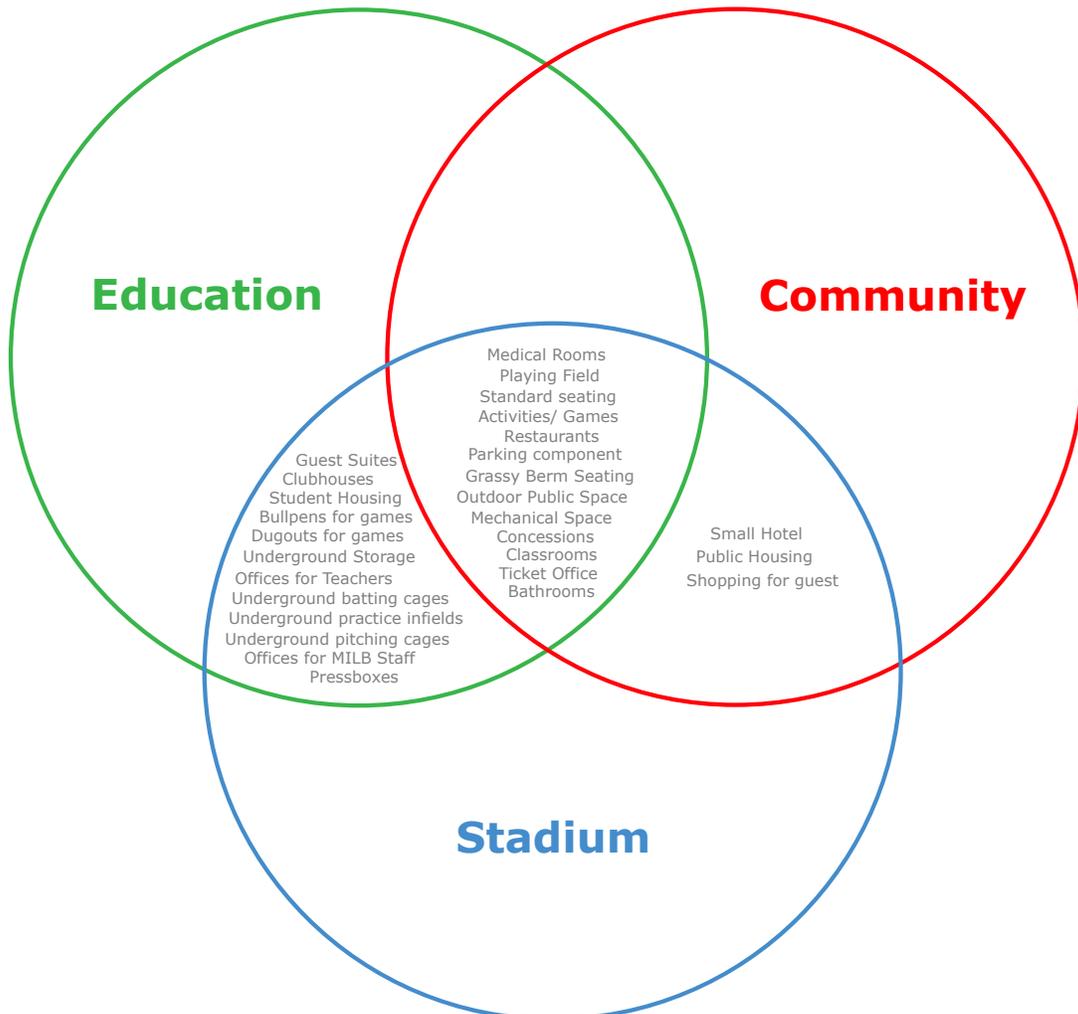
Early Programing:

Research shows that smaller schools and smaller classrooms work better for students and teachers. If classrooms and teams were divided on how many students were needed to fill a team that would work the best. If a team from one grade could play another grade on the same day it makes sense to have 12th grade down 6th grade offering an alternate team to play or travel to other towns. 15 student athletes x 7 teams = 100 to 110 students.

Standard Features to Stadium Needed:

Stadium, School, and Community:

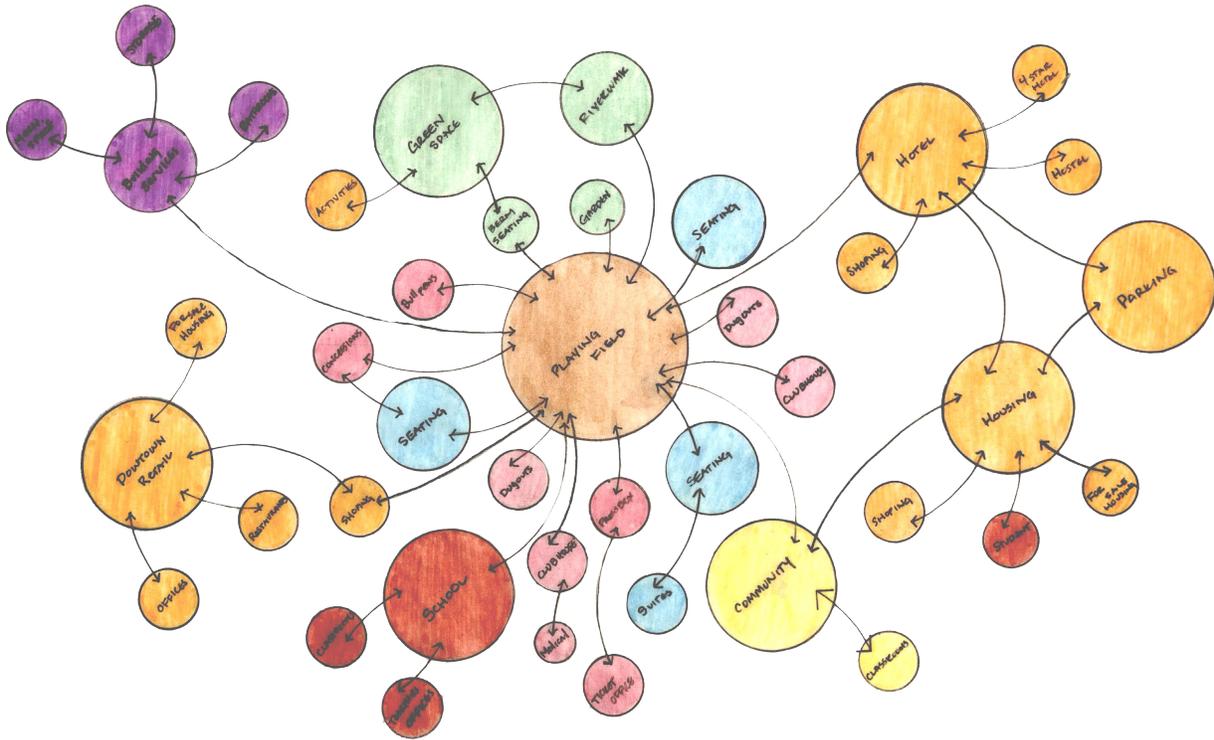
- | | |
|--------------------------------------|--|
| Ticket Offices | 2 pressboxes |
| Playing Field | Guest Suites |
| 2 bullpens for games | Underground Storage/ Loading and Coolers |
| 2 dugouts for games | Mechanical Space |
| 2 clubhouses | Outdoor Public Space |
| Medical rooms | Public Housing |
| 4 to 6 underground pitching cages | Student Housing |
| 4 to 6 underground batting cages | Small Hotel |
| 1 to 2 underground practice infields | Bathrooms |
| Standard seating | Activities/ Games for children to play |
| Grassy Berm Seating | Parking component |
| Shopping for guest | Restaurants |
| Concessions | Offices for Teachers |
| 8 to 10 classrooms | Offices for MILB Staff |



PROCESS WORK: PROGRAM OF SPACES

Adjacencies and Matrix

Adjacent Spaces



Criteria Matrix

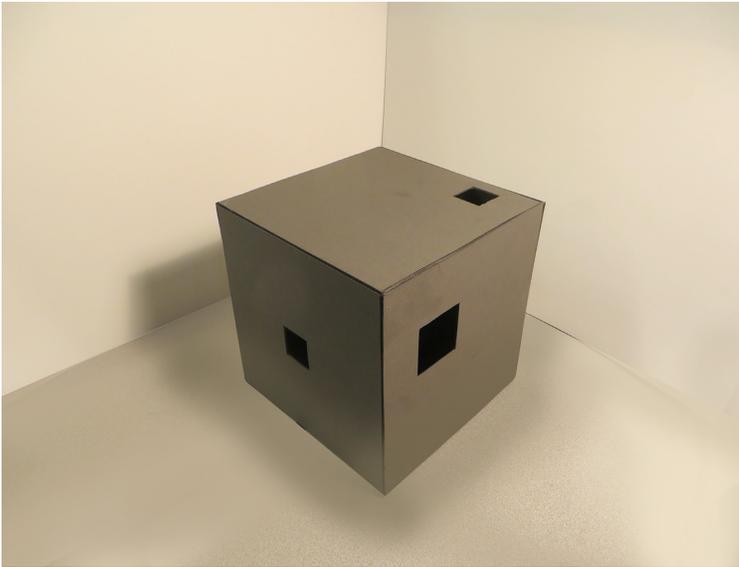
LEGEND:

- H = High
- M = Medium
- L = Low
- Y = Yes
- N = No
- I = Important but not required
- Immediately Adjacent (Orange)
- Reasonably Convenient (Green)
- Unimportant (Red)
- Remote (Yellow)

COLUMBUS BASEBALL STADIUM/ SCHOOL			Public Access	Light/ Views	Privacy	Plumbing	Special Equipment	Special Consideration
	Sq. Ft. Needed	Quantity						
Ticket Office	14000	1	H	Y	N	N	Y	
Playing Field	130000	1	M	Y	N	Y	Y	
Bullpens for games	1100	1	M	Y	N	Y	Y	
Dugouts for games	800	2	M	Y	M	Y	Y	
Clubhouses	4800	2	L	N	H	Y	N	
Medical Rooms	1000	2	L	N	M	Y	Y	Could become doctors space for community.
Underground pitching cages	1100	4	M	N	L	N	Y	
Underground batting cages	1100	4	M	N	L	N	Y	
Underground practice infields	22500	2	M	N	L	N	Y	
Standard seating	9	6,500	H	Y	N	N	N	Seats could rotate or flip to create a classroom setting.
Grassy Berm Seating	15	1,500	H	Y	N	N	N	
Shopping for guest	4500	3	H	I	N	N	N	Stores for the game and for small companies.
Concessions	1000	4	H	I	N	Y	Y	Also used for a Cafeteria for the school component
Classrooms	600	21	H	Y	M	N	Y	Same as seating and need separate rooms.
Press, Media, Scoring, PA,	1000	4	L	I	H	N	Y	
Guest Suites	500	24	H	I	M	Y	Y	Could be classrooms.
Underground Storage	?	?	L	N	M	N	N	
Mechanical Space	?	?	L	N	M	Y	Y	
Outdoor Public Space	?	?	H	Y	N	Y	N	
Public Housing	400 - 1100	?	H	Y	M	Y	N	
Student Housing	250	?	H	Y	M	Y	N	
Small Hotel	400	?	H	Y	M	Y	N	Could be hotel and hostel for cheaper stay.
Bathrooms for Seating	1000	8	H	I	M	Y	N	
Activities/ Games	?	?	H	Y	N	Y	Y	Underground and use of other nearby lots or garages
Parking component	0	0	H	N	N	N	N	
Restaurants	5000	4	H	Y	L	Y	Y	In use for games and everyday
Offices for Teachers	100	21	M	Y	L	N	N	
Offices for MILB Staff	100	10	M	Y	L	N	N	

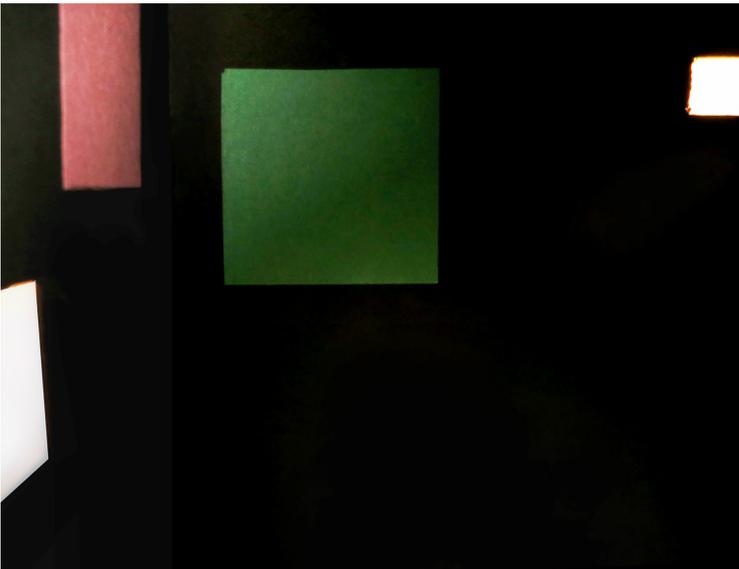
CONCEPTUAL MODEL DESIGN

Film and Mixed Media Project



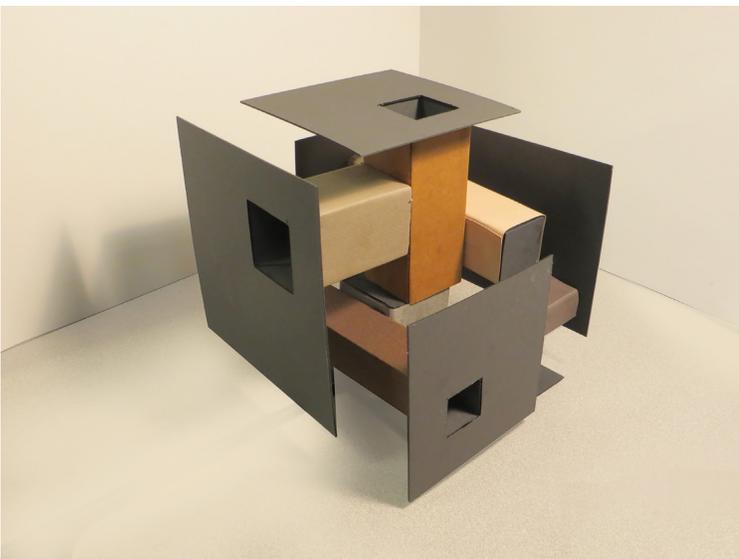
Concept Model of Current Relationship

The purpose of this model was to show the introvertness of my personality for my Film and Mixed Media class. This introvertness concept is the same that the baseball stadiums have today. As the user is around the stadium they can see into the bits of the stadium but they can't see every part of what is behind the walls blocking the field of play or what happens behind the scenes.



Interior of Model

This is the interior of the "box" model pictured above. When the user looks inside the box they can see more as they get closer. The picture here shows only the max of what you can see however there are 4 other colors that are projected from their holes on the face of the box.



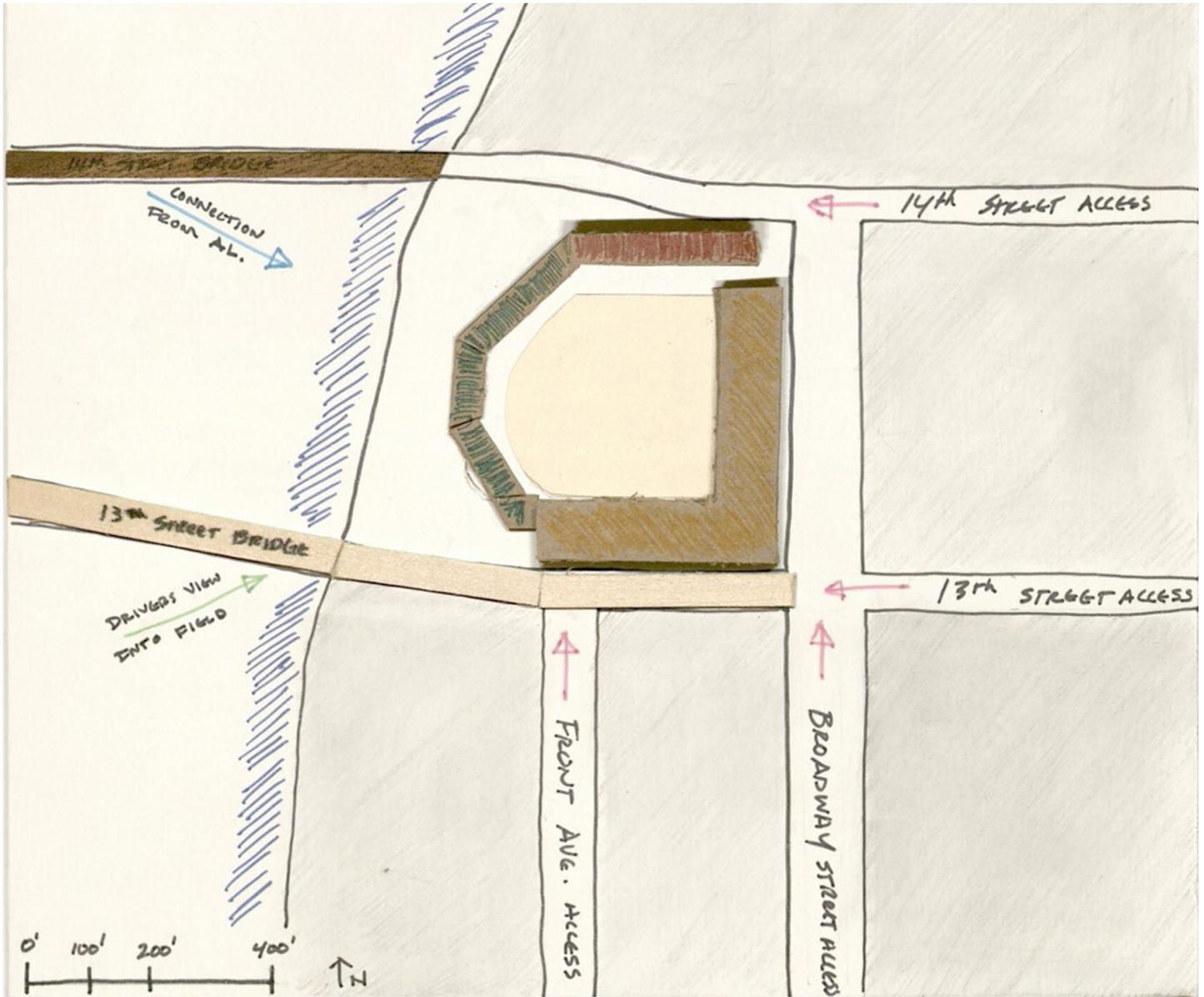
Concept Model of New Relationship

This new model presents the concept of what I want my stadium proposal to offer. This form still keeps the look of a traditional box that has been abstracted, however one can still see the formation of the planes creating the box. The pieces that construct the box now become more "transparent" in terms of how the spaces were created and what space is.

PROCESS WORK: STUDY MODELS #2

Form, Paths, and Context

Study Model 1: Context Study



Study Model 2: Shape Studies



Study Model 3: Shape Studies



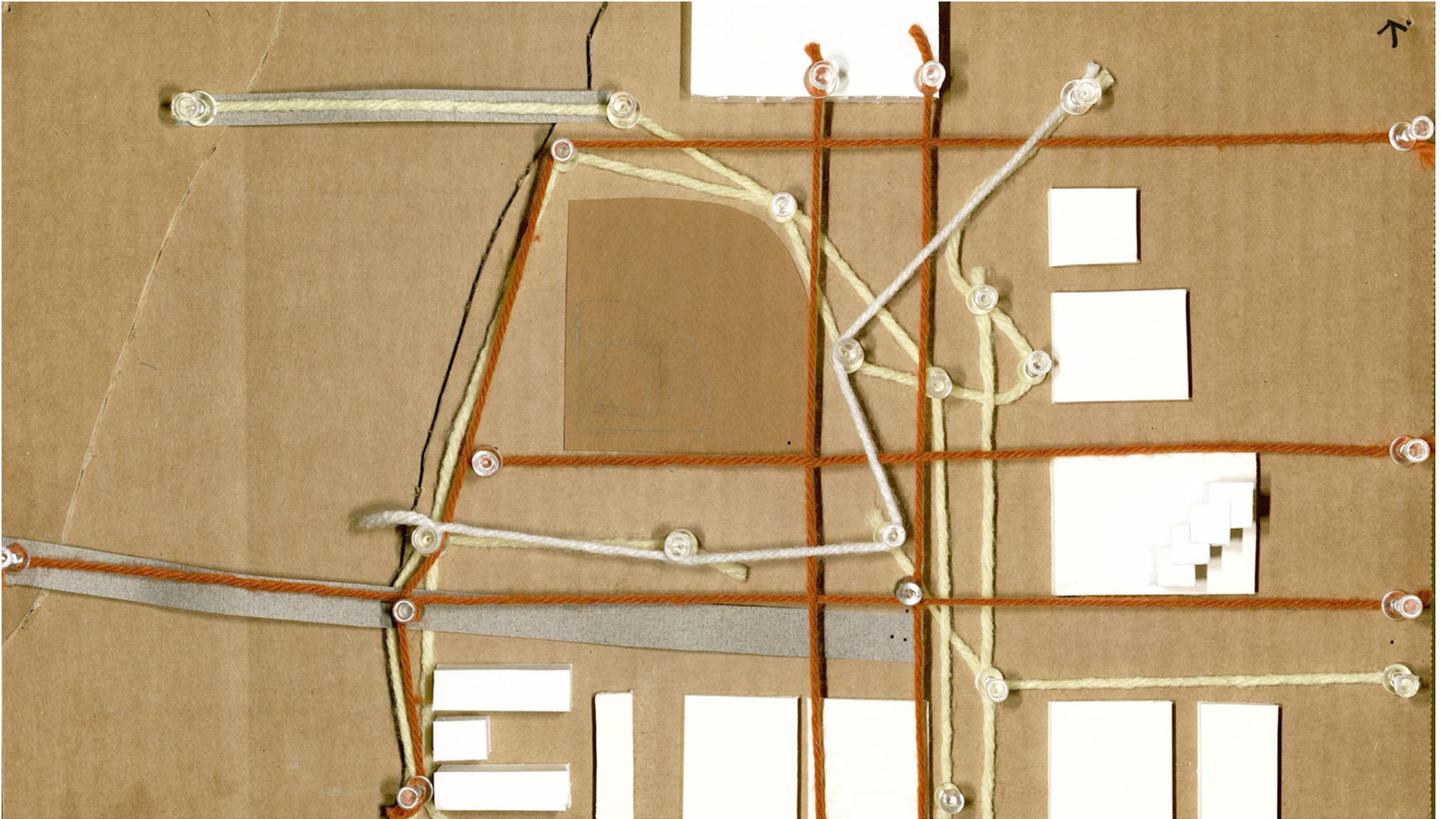
Study Model 4: Shape Studies



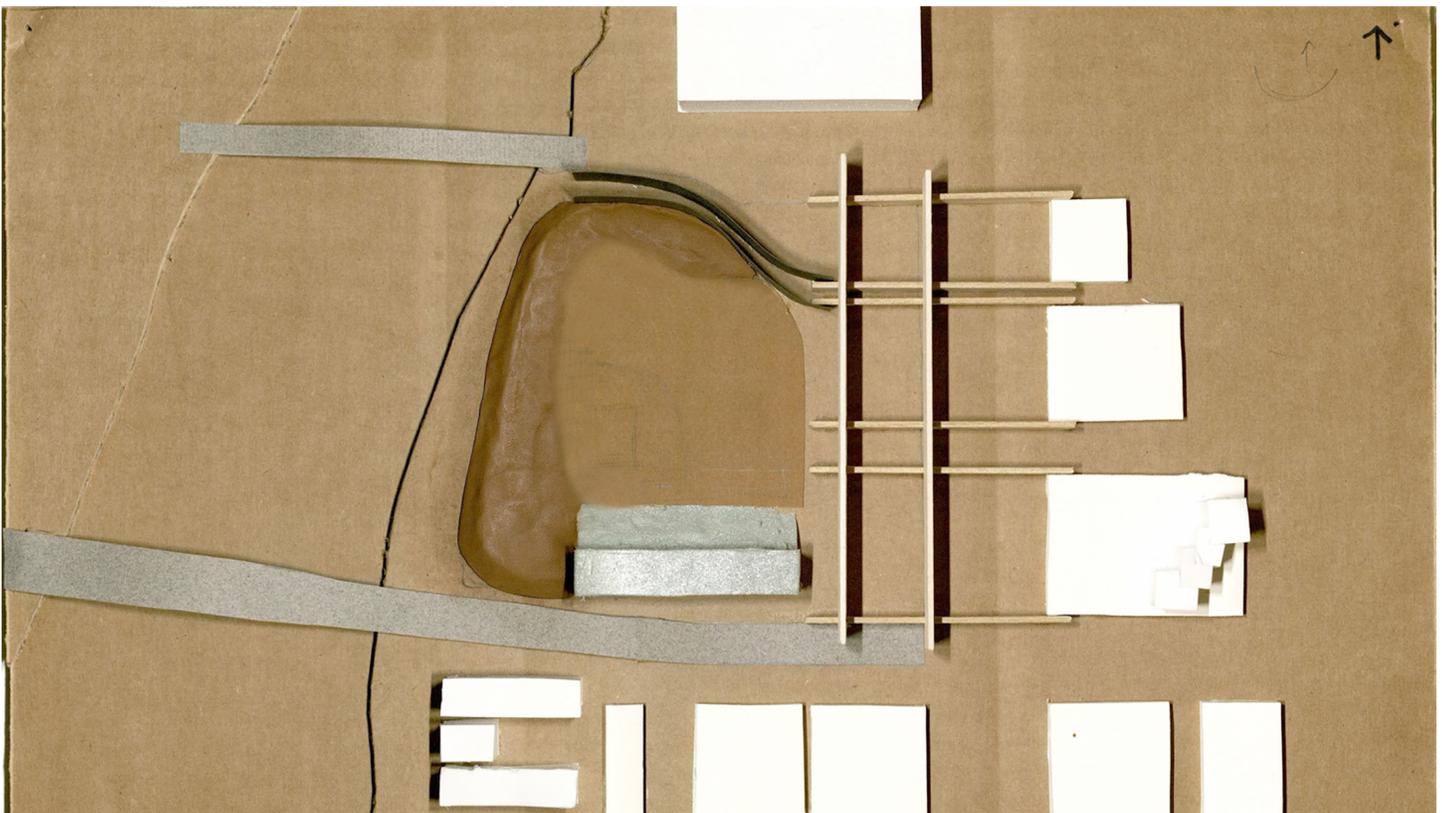
PROCESS WORK: STUDY MODELS

Form, Paths, and Context

Study Model: Paths On and Around the Site



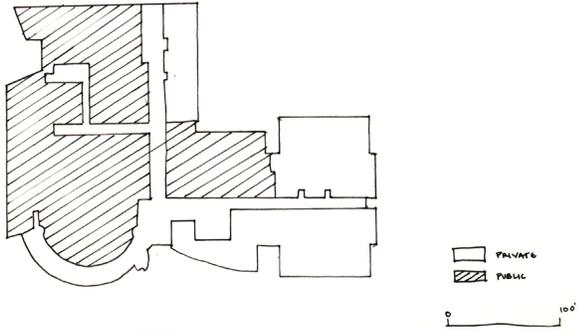
Study Model: Hard Lines Defining Building Design



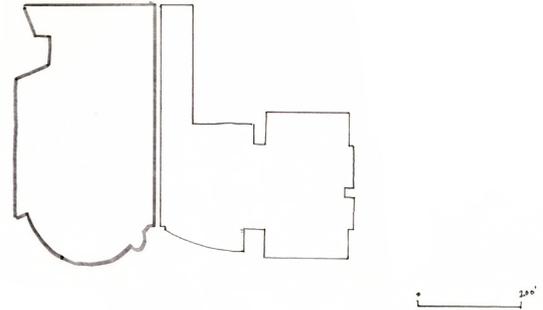
PROCESS WORK: CASE STUDY

Erich Kunzel Center Diagrams of Space

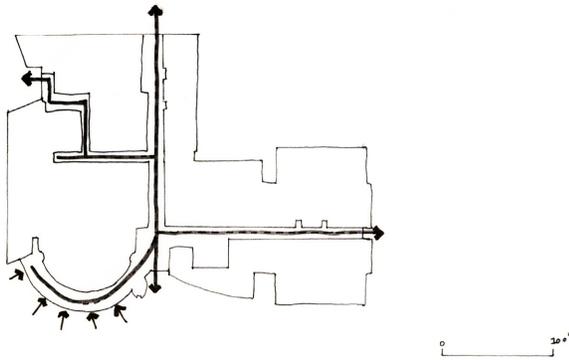
Public and Private



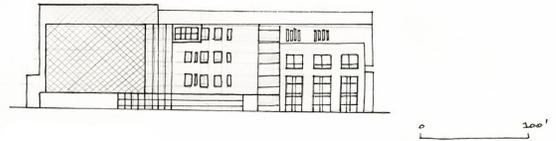
Part to the Whole



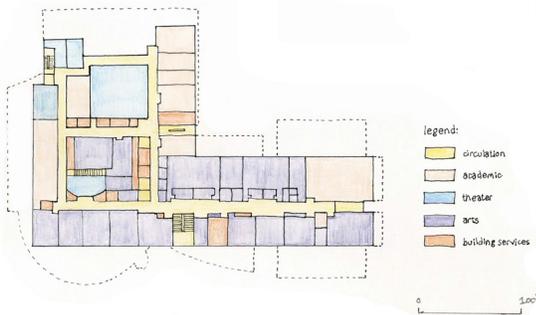
Circulation



Front Elevation



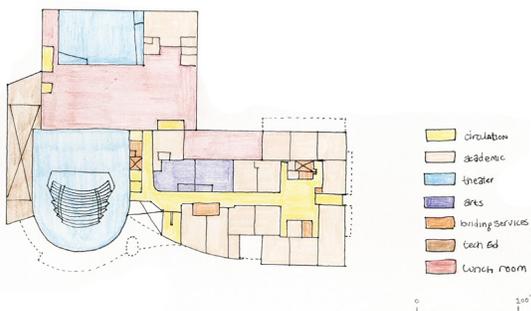
Lower Level



First Floor



Second Floor



Third Floor



REVENUE OPPORTUNITIES

Proposed for Stadium

OFFICE LEASES

Spec Offices: The open buildings across from the projected stadium could be used for new offices that start because of the stadium.

Valued at 150 to 200 dollars a square foot.

RETAIL

Restaurants and Shopping: Many of the commercial spaces near the projected stadium are open for lease, if the stadium owners would purchase or team up with the current owners. Revenue could come from the new business.

Valued at owners opinion.

BASEBALL

Baseball Camps: The MILB team or coaches could provide camps to learn the game and practice their skills.

Valued at 1,000 dollars per week per child.

National Showcases and Tournaments: There are plenty of tournaments for athletes to play in to showcase their skills on the national level such as perfect game, Little League, etc...

Valued at 600 to 1000 dollars per showcase or tournament plus the cost to stay at the hotel on site.

Minor League Baseball Team: The MILB team would occupy the stadium when the school wasn't. This MILB team would be one of the largest if not the largest forms of revenue that the proposed school would have. The team would collect money from food, ticket sales, and merchandise.

Valued at 10 to 30 million dollars with 2 to 7 million dollars in revenue a year depending on the size of the team.

HOUSING

On-site Housing/ Lofts: The stadium will have a housing component so that it could be rented or sold in some cases.

Valued at 160,000 to 530,000 dollars for 900 sq. ft. to 2,000 sq.ft.

Partnering Hotel Company: The stadium will have a Hotel Company occupy part of the space in the proposal.

Valued at 130 to 200 dollars a night per room.

Low Income Hostel: The stadium will need a space for people of lower income to stay.

Valued at 30 to 50 dollars per night.

Student Housing: The children that go to the school, will have the opportunity to stay there or go to their homes.

Valued at 7,000 to 9,000 per year per student.

PARKING

TSYS Parking Garage and Lot to North: The revenue could be decided by the city and by TSYS. The cities portion could go towards the school and its expenses.

Valued at 5 to 10 dollars a spot per game. Split in some fashion.

Carmike Cinemas Parking Garage to East: The revenue could be decided by the city and by Carmike Cinemas. The cities portion could go towards the school and its expenses.

Valued at 5 to 10 dollars a spot per game. Split in some fashion.

City Parking: Currently the city does not charge for the parking around the proposed stadium spaces. While small it still offers some money for the school.

Valued at 25 cents per hour parked at meter.

Underground and/ or On-site Parking: The stadium could be designed with parking underneath. There is also a small amount of room on site for surface parking.

Valued at 10 to 15 dollars a spot per game.

RENTALS/ ADS

Other Sporting Events: The stadium could be designed so that other sports such as soccer and football could be played there for professionals and high school students.

Valued at cost to use the space determined by owner.

Billboards On The Outfield Wall: The outfield walls of the stadium are always lined with advertisements of the local companies around the city.

Valued at 25,000 to 50,000 dollars a depending on the size of the advertisement for the year.

Naming Rights to Field: The revenue from a large company could name the stadium and have its rights on the property.

Valued at 1 to 4 million dollars depending on the size of the team.

Rental Events: The revenue from a large event such as prom, weddings, concerts, and graduation could bring in a large amount of money.

Valued at 1,000 to 25,000 depending on the size of the event.

PROPOSED LOGO DESIGN FOR MILB TEAM

New and Old Logos and Teams

Old Team Logos and Names:

Columbus Indians 1991

Columbus Red Stixx 1992 - 2002

Lake County Captains 2003 - Present

The name "RedStixx" refers to the Red Sticks, a faction of Creek Indians of the area. In sports today, anything Indian has been tried to be pushed out and changed into some other name.



New Team Logo and Name:

Columbus Red Foxes 2015 - Present

The name comes from one of the previous teams and their use of the fox in their logo. While the most logical name would be derived from an Indian name due to the large history there, sports teams are changing their names due to disrespect to their culture. Also the Red Fox is one of the major animals that lives in Georgia.



SEATING CALCULATIONS

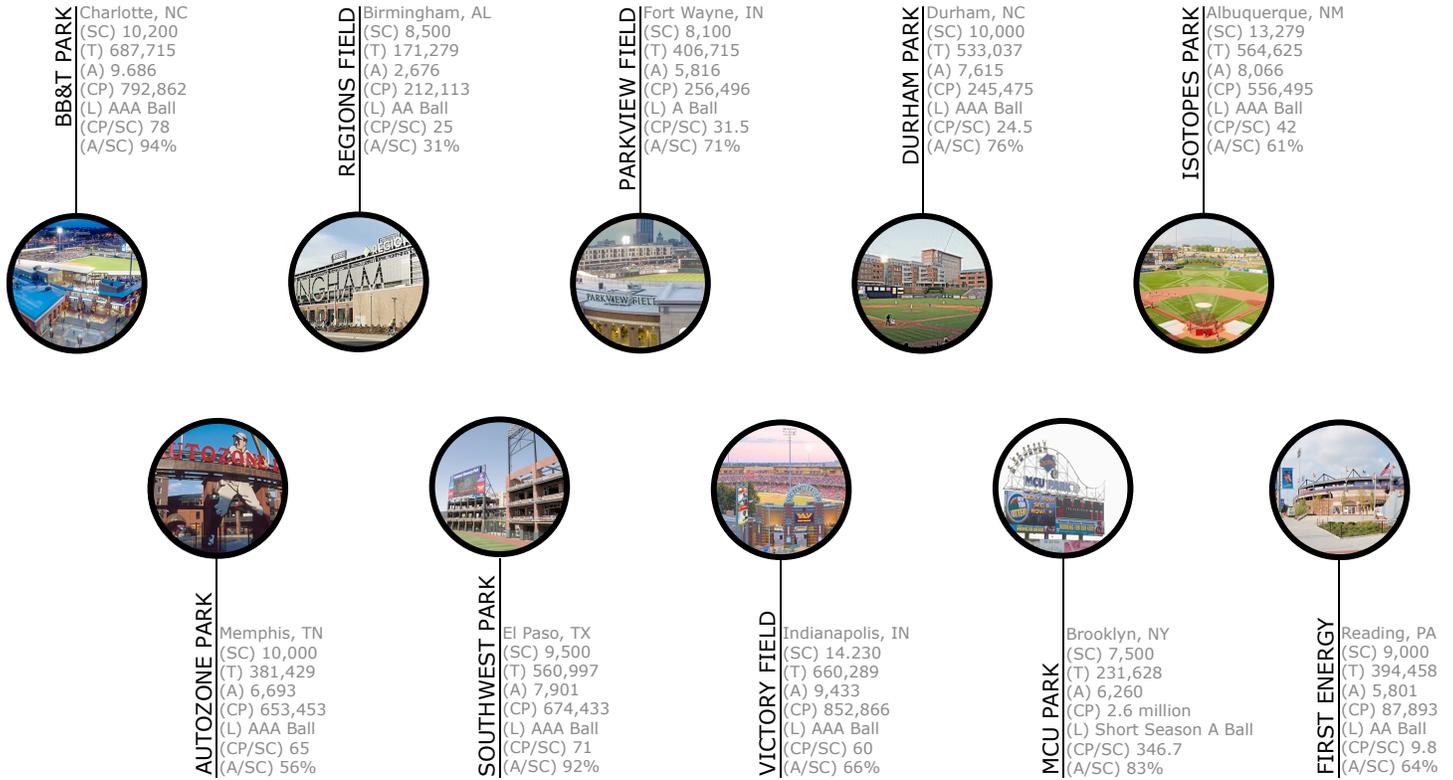
MILB Top 10 Stadiums:

Source: Baseball America

Key:
(SC) Seating Capacity
(T) Total Annual Attendance

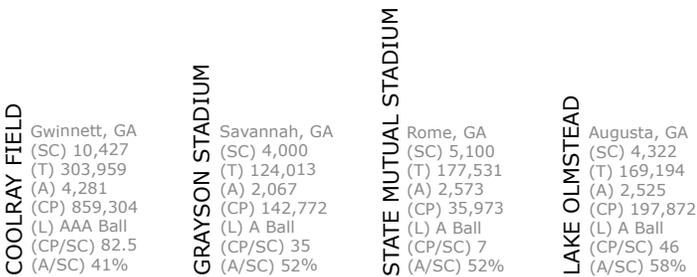
(A) Average Annual Attendance
(CP) City Population
(L) League Level

(CP/SC) City Population/ Seating Capacity
(A/SC) Average Annual Atten./ Seating Cap.



MILB Stadiums in Georgia:

Source: Baseballpilgrimages.com



Level A Ball Stadium Capacities:

Source: Baseballpilgrimages.com

Max A Ball Seating:
Steinrenner Field, Tampa FL 11,076

Min A Ball Seating:
Rawhide Ballpark, Visalia, CA 2,468

Average A Ball Capacity:
60 A Ball MILB Stadiums = 344,090 Total Capacity

344,090/ 60 Stadiums = 5,734.83 Average Capacity each

Recommendations for Stadium Sizes:

- AAA Ball Stadium: 10,000 min.
- AA Ball Stadium: 6,000 min.
- A Ball Stadium: 5,000 min.
- A Ball Short Season Stadium: <5,000

Supporting Data:

- Larger stadiums will have the capacity to generate more revenue but will have a higher cost to maintain.
- Smaller stadiums will cost less overall but they leave money on the table from forgone ticket sales for potential fans.
- From 2006-2010 about 20 percent of teams sold out a single game during the year, but this also depends on the social impact of the area and the teams quality.

Thesis Design Based on Supporting Data:

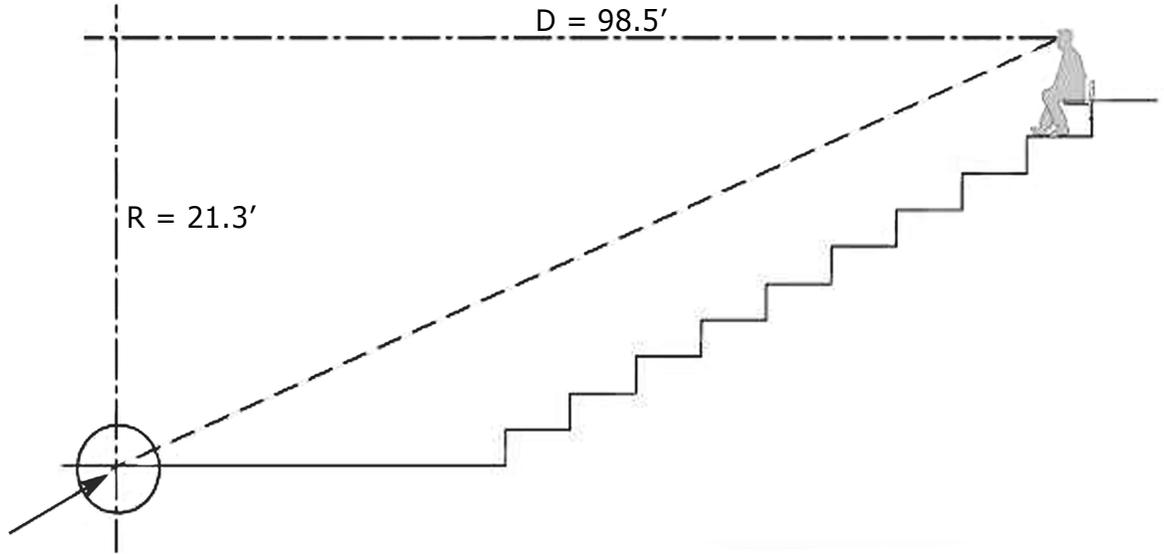
- Columbus Community Park:
 - Want an average attendance of 60-75 percent per game.
 - Should have about Total Population/ Seating Capacity = 20-25
 - Total Population - 202,824/ 25 = 8112.96
 - Have around 5,000 seats with an overflow up to 8,100

Design Has:
Standard Seats - 5,675
Bar Seating - 175
Grass Seating - 360
Total = 6,210

SIGHT LINES FOR STADIUM DESIGN

Key:

- C = The 'C' value
- D = The horizontal distance from the eye to the point of focus
- N = The riser height
- R = The vertical height to the point of focus
- T = The seating row depth



Point of Focus:

- Typically the nearest line or boundary of area with activity

To Calculate N:

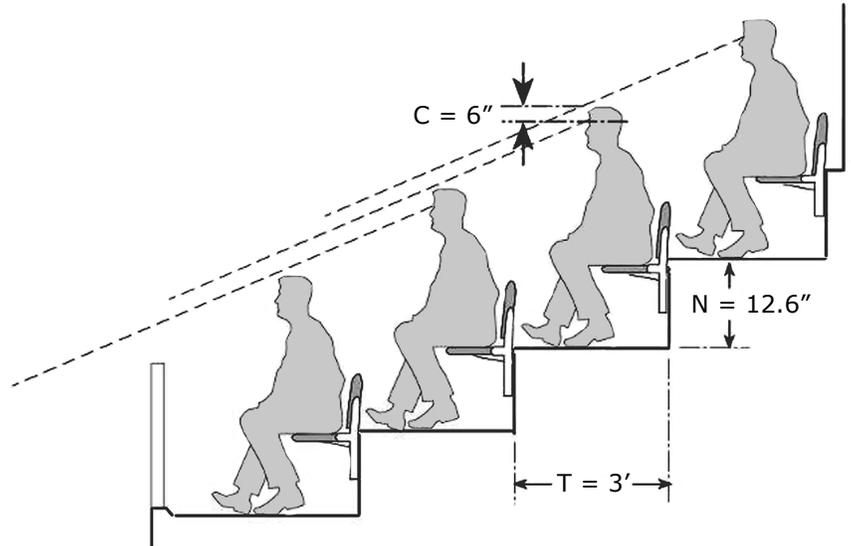
$$N = \frac{(R+C)(D+T)}{D} - R$$

$$N = \frac{(21.3' + .39')(98.5' + 3')}{98.5'} - 21.3'$$

$$N = \frac{(21.69')(101.5')}{98.5'} - 21.3'$$

$$N = (22.35') - (21.3)$$

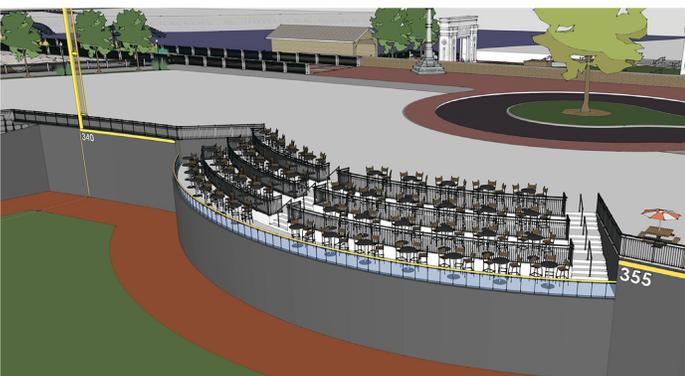
$$N = 1.05' \text{ or } 12.6''$$



- Baseball Stadium with 10,000 seats or less should have 10-15 rows before a break is needed.
- Direct Access comes from above with this amount of seating.
- Support Facilities above or below as needed.
- Max optimum viewing distance to edge of field = 30 meters or 98 feet.

SEMESTER PIN UP REVIEWS

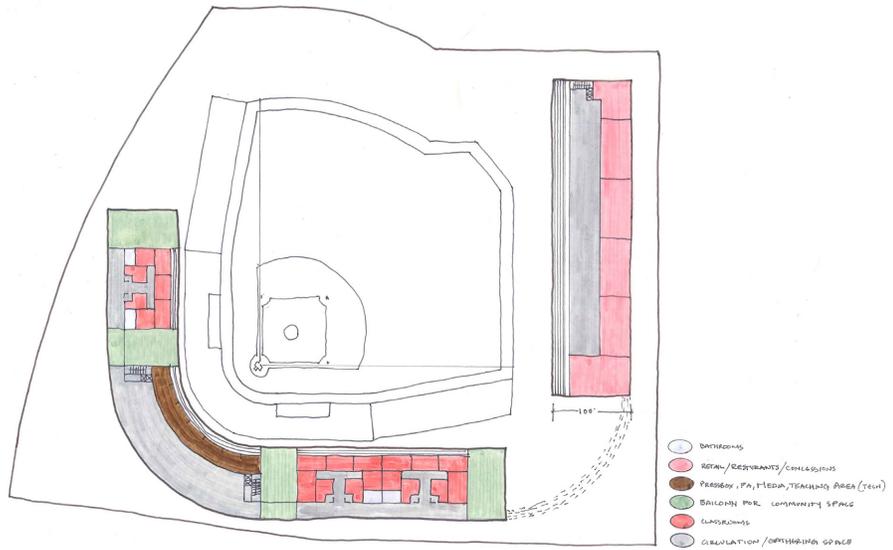
Review 1.25.2016



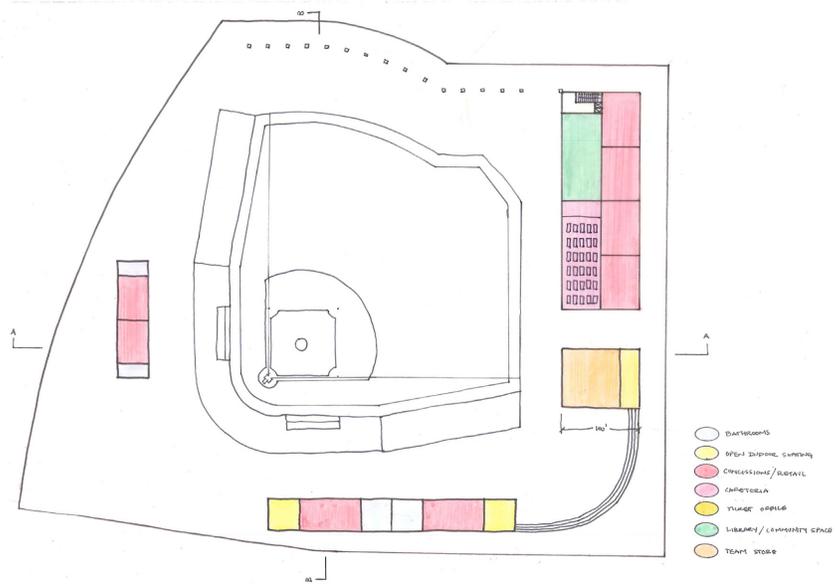
DESIGN SCHEMES

Planning of Spaces #1

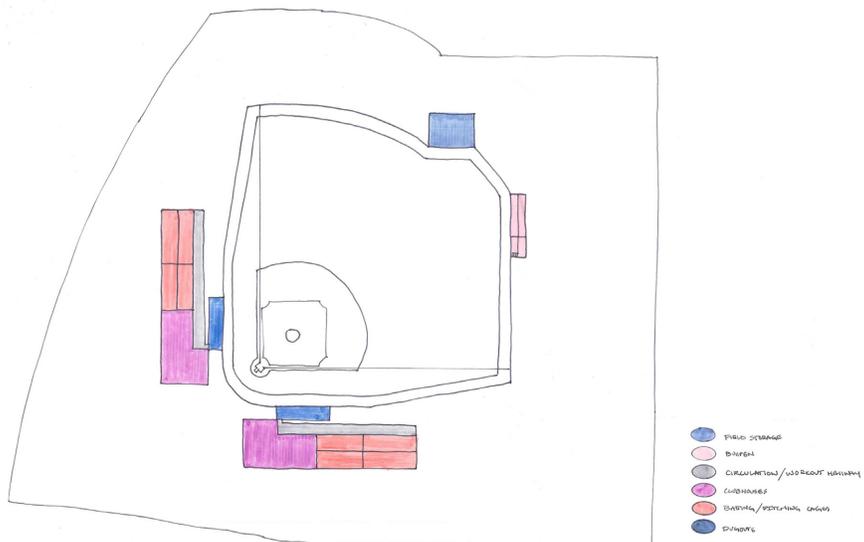
2nd Floor



Ground Floor



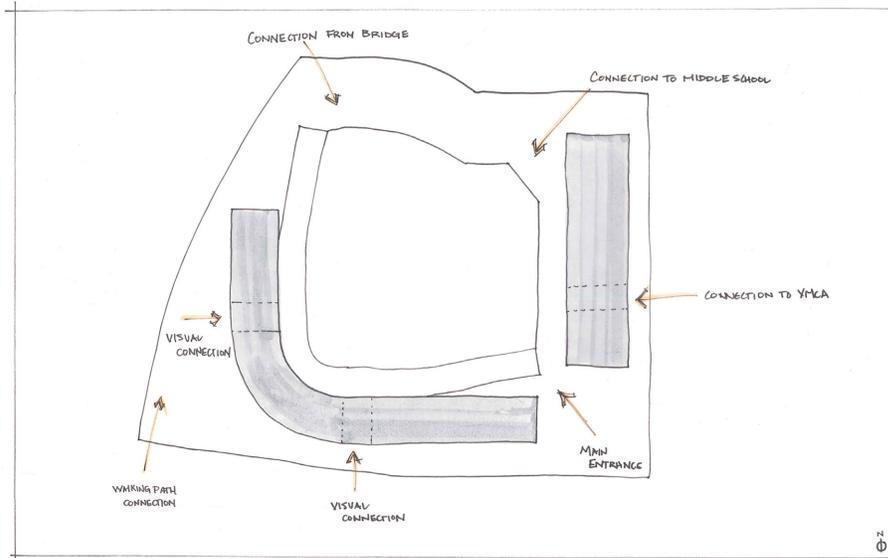
Basement Floor



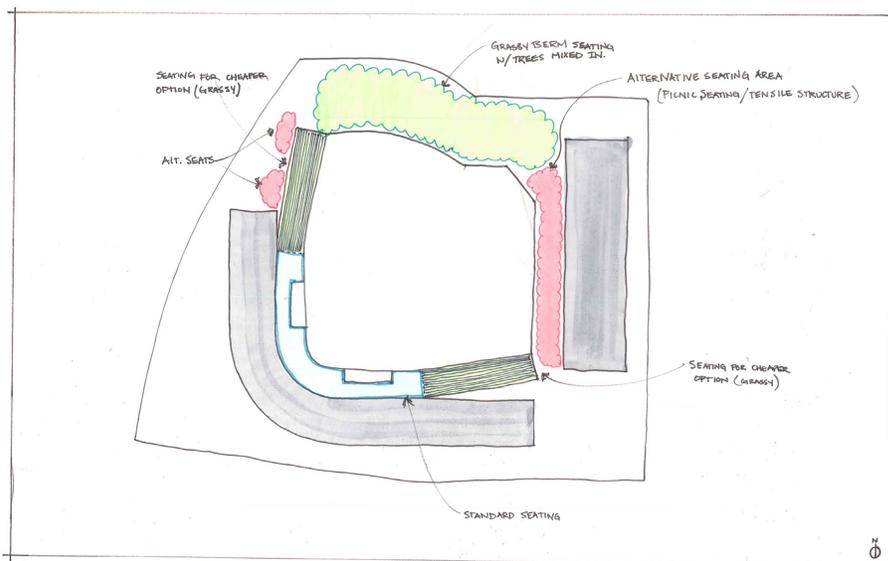
DESIGN SCHEMES

Planning of Spaces #2

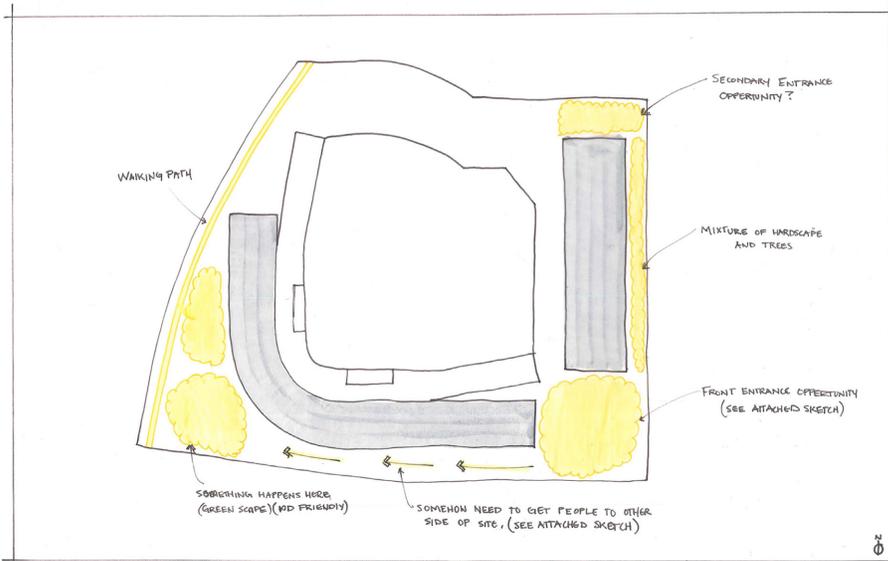
Site Connections



Seating Diagrams



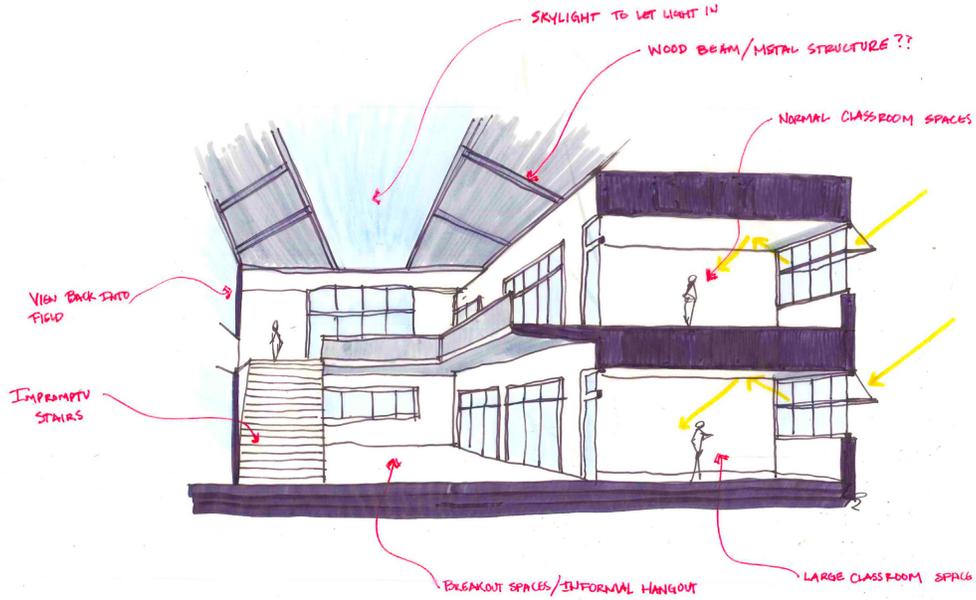
Site Organization



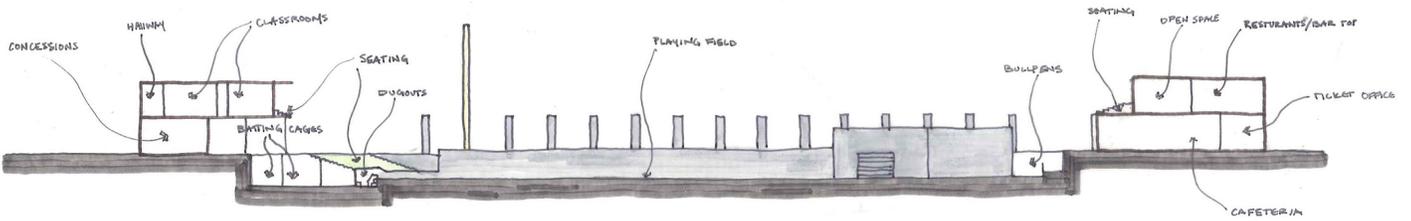
DESIGN SCHEMES

Sections of Spaces

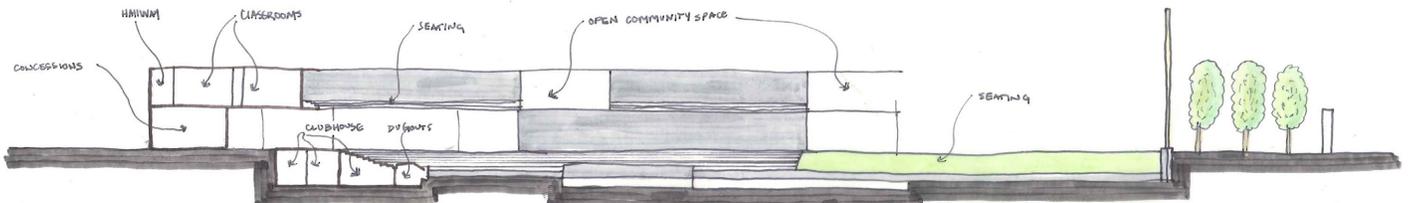
Building Section



Site Section B-B

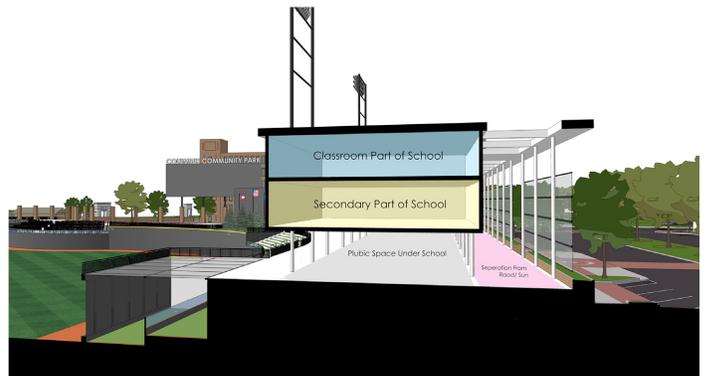


Site Section A-A



SEMESTER PIN UP REVIEWS

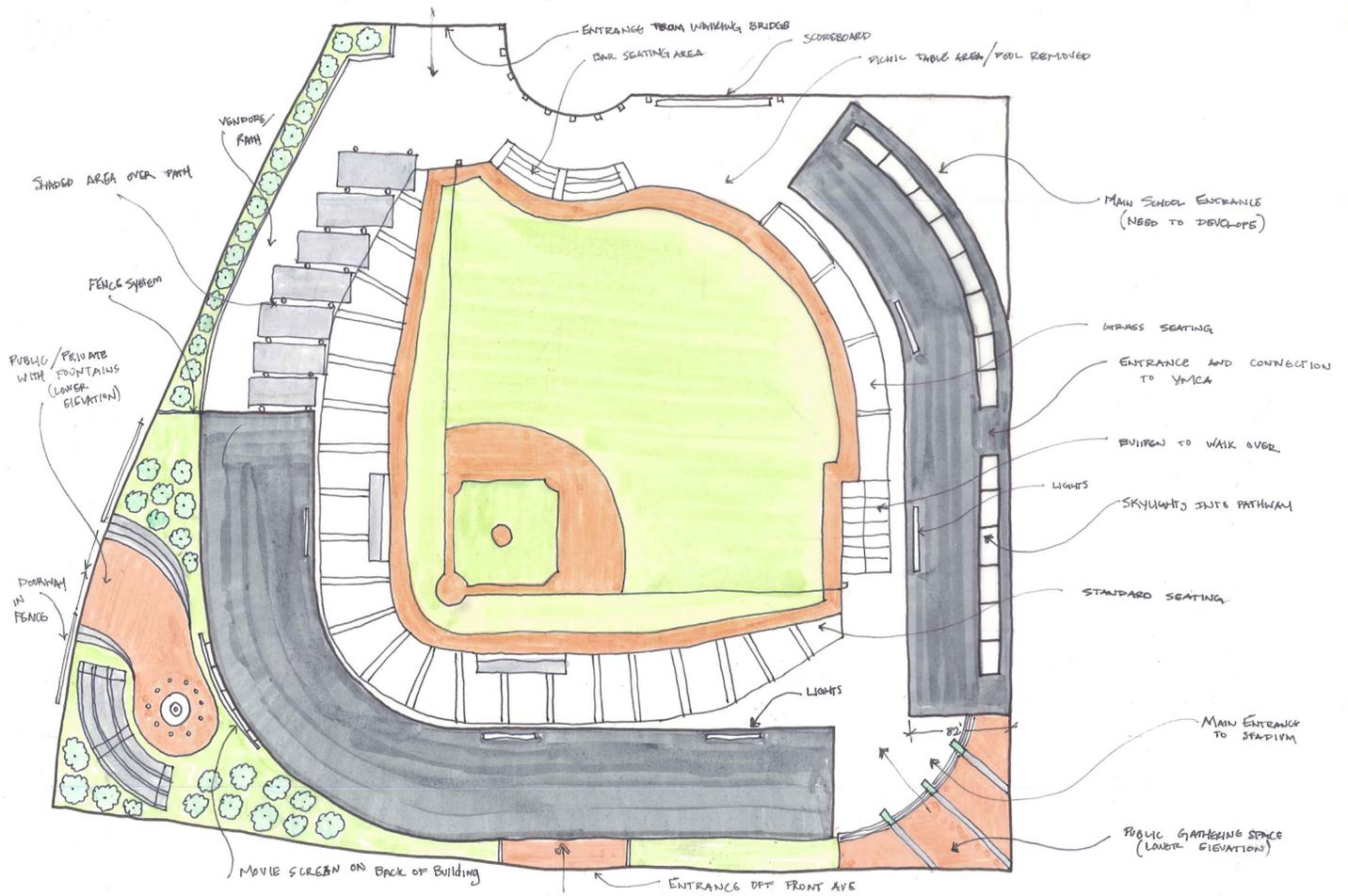
Review 2.5.2016



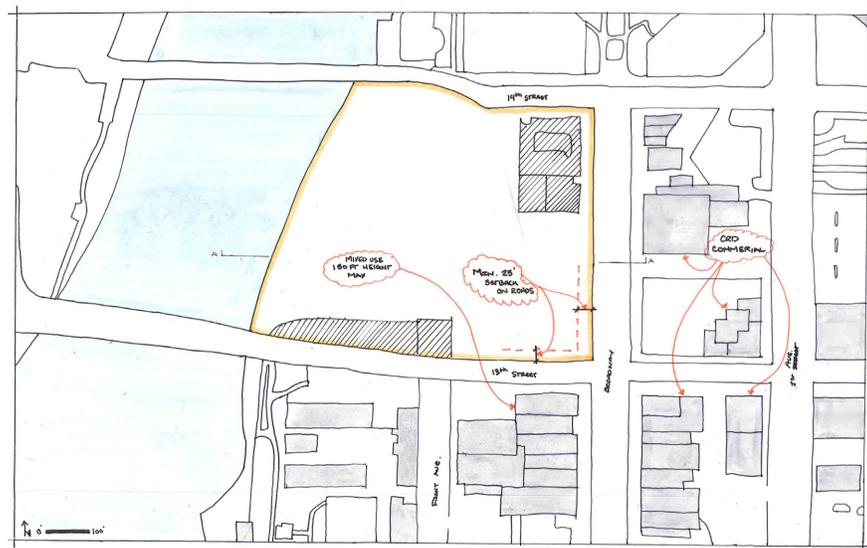
DESIGN SCHEMES

Planning of Spaces #4

Site Plan Design

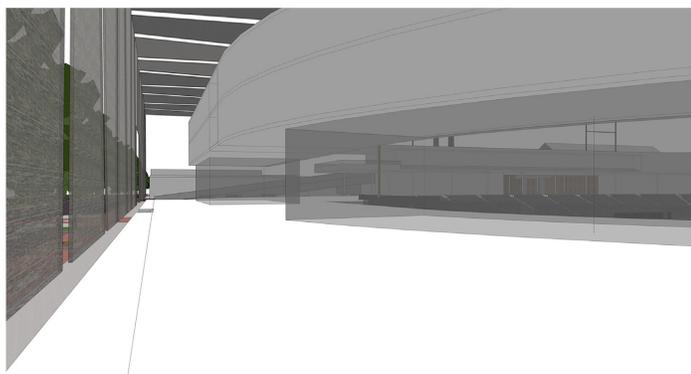
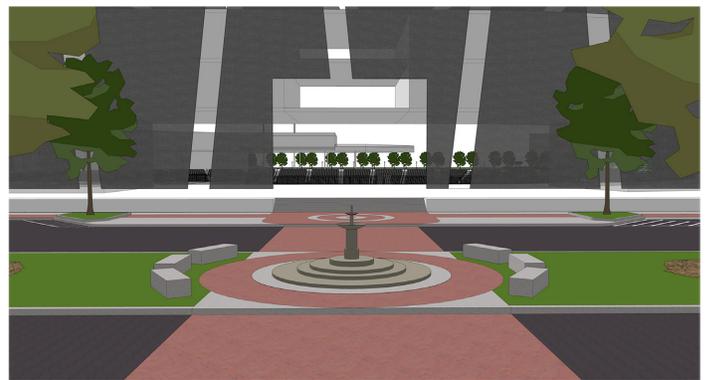
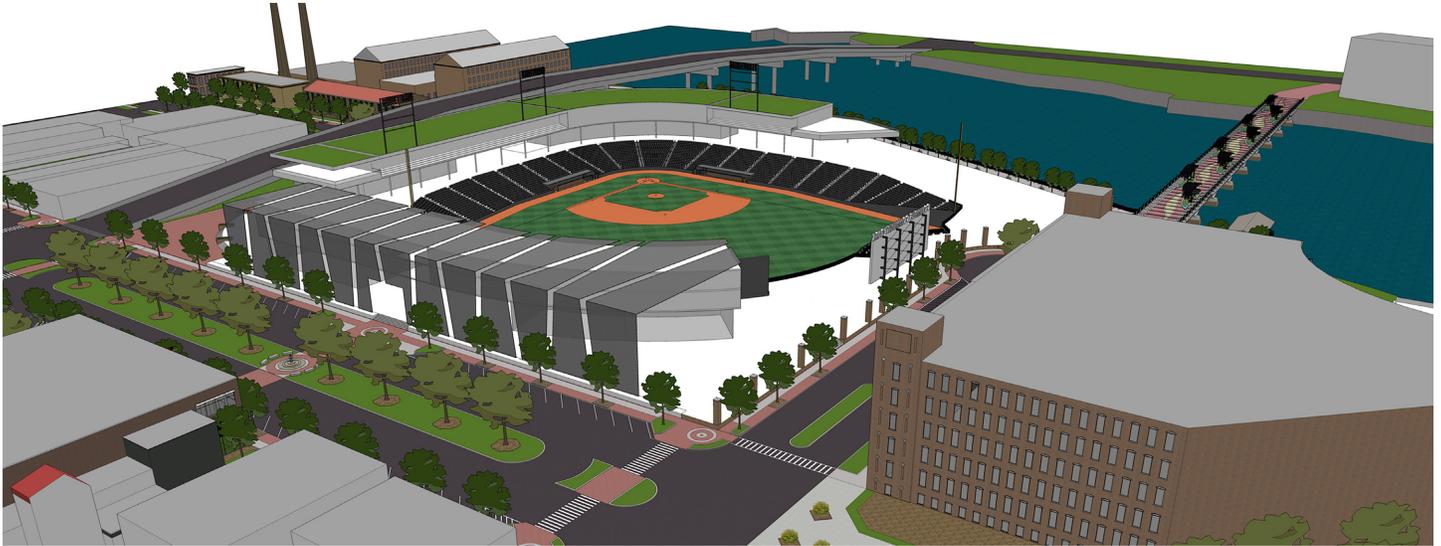


City Codes



SEMESTER PIN UP REVIEWS

Review 2.24.2016



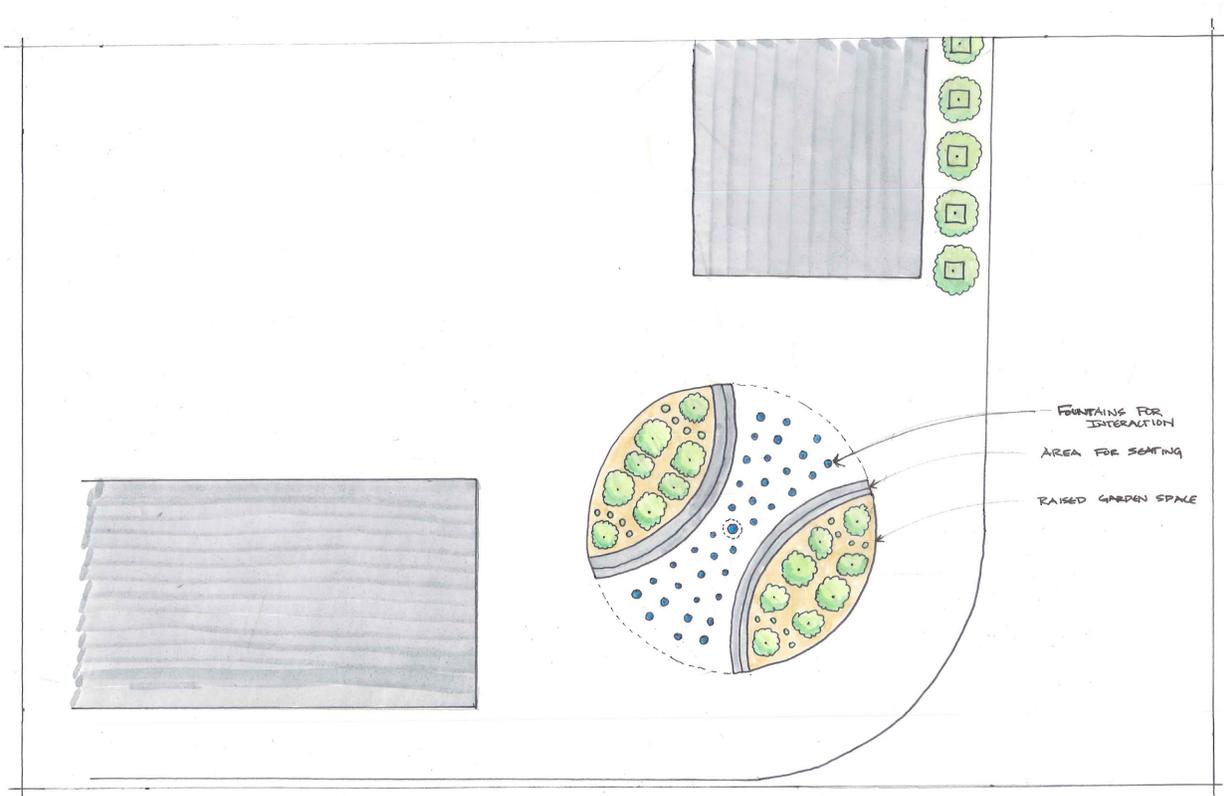
DESIGN SCHEMES

Front Entrance Ideas

Front Facade Sketch



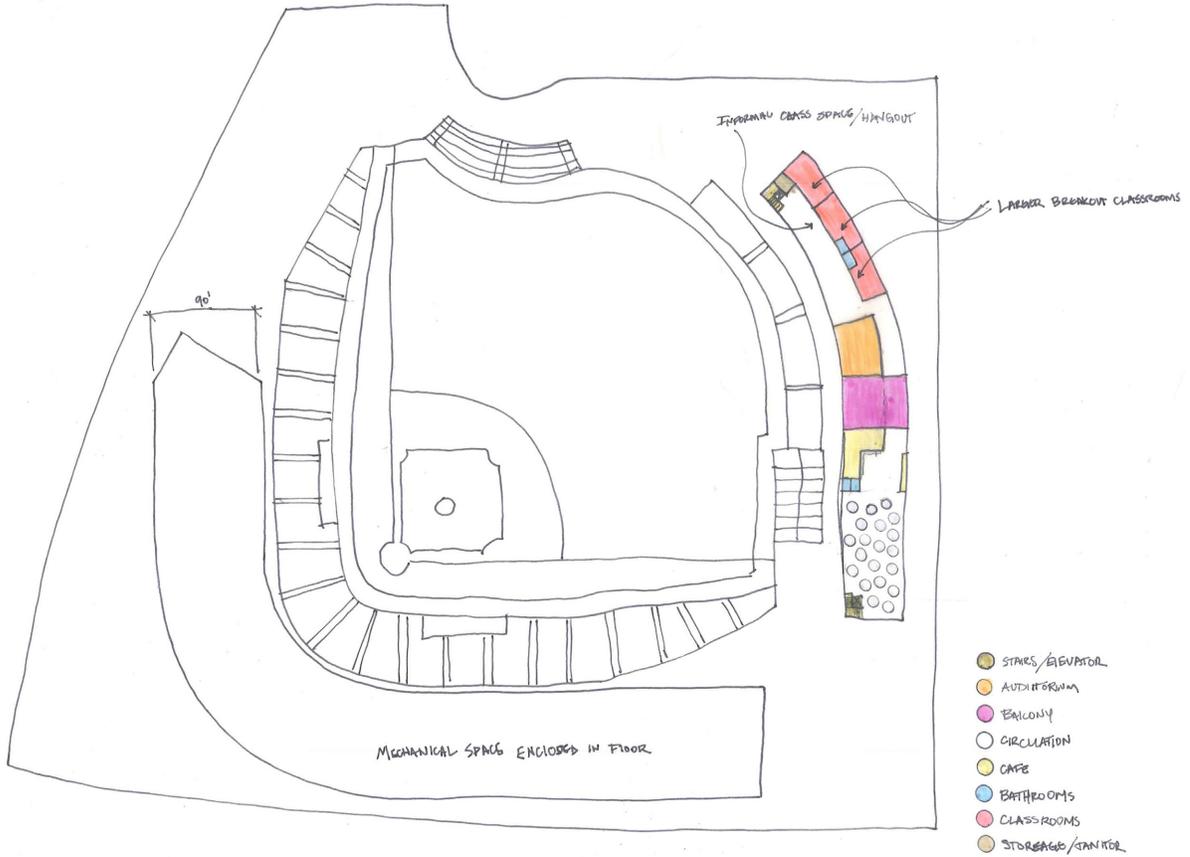
Front Entrance Sketch



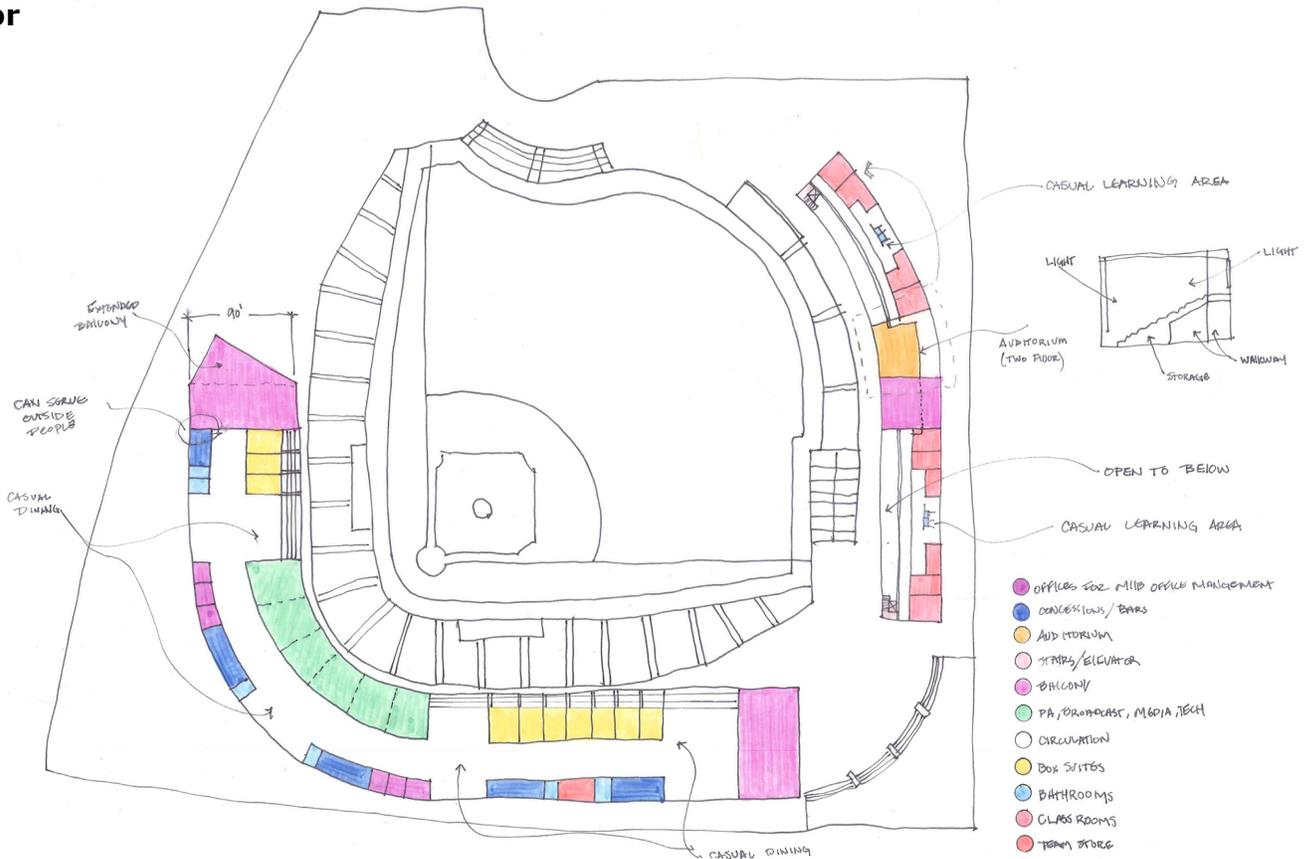
DESIGN SCHEMES

Final Sketches of Plan

3rd Floor



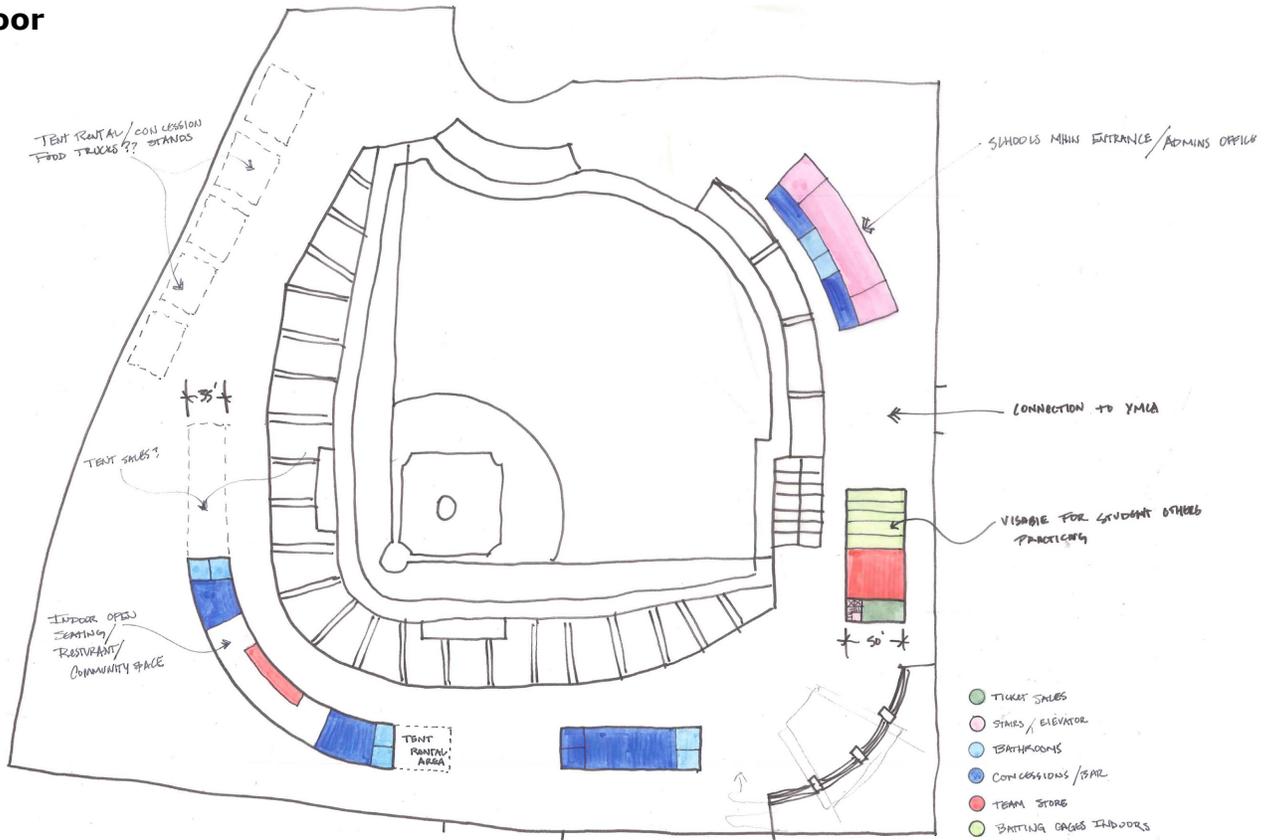
2nd Floor



DESIGN SCHEMES

Final Sketches of Plan

Ground Floor



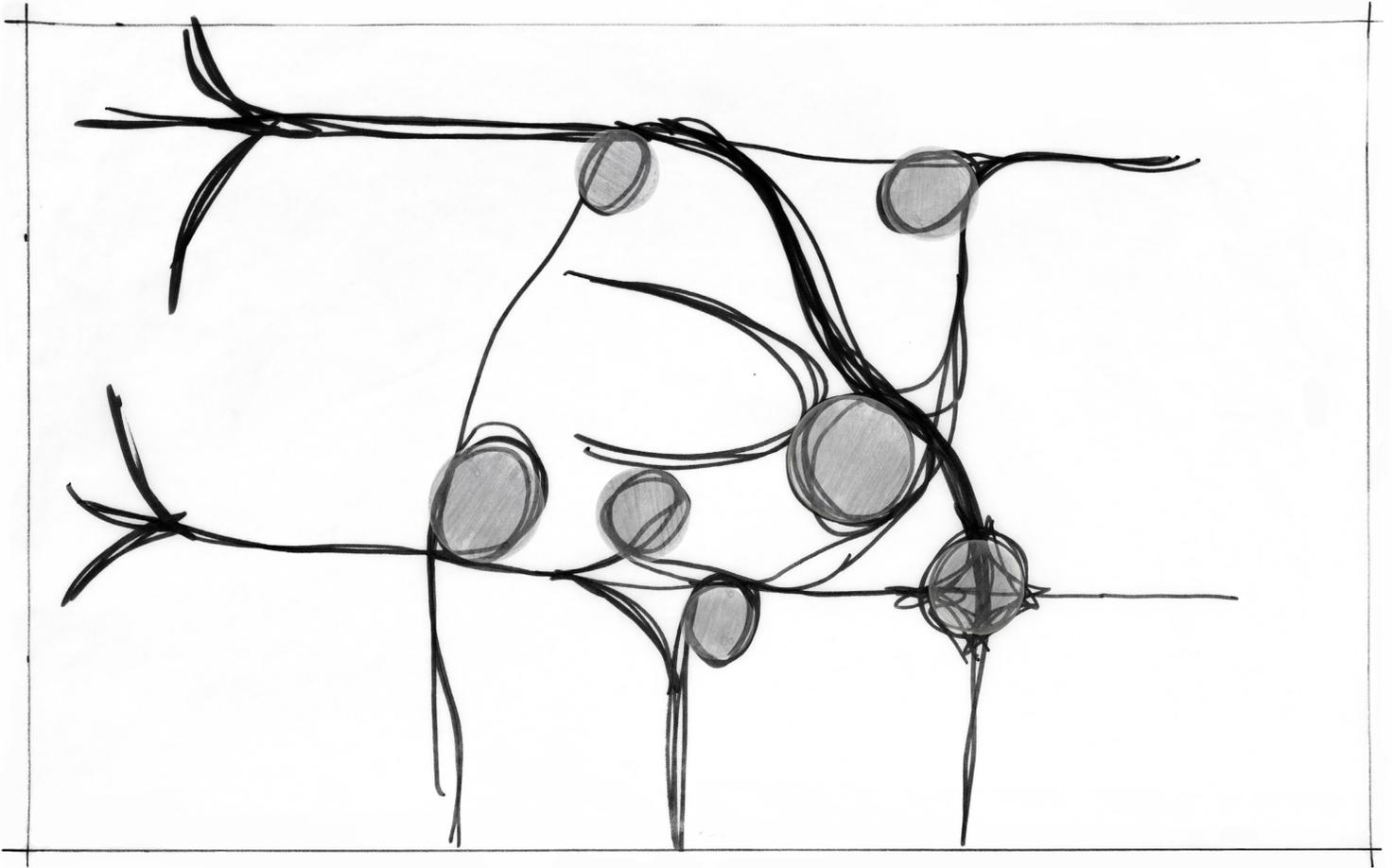
Basement Floor



EXISTING CONDITIONS

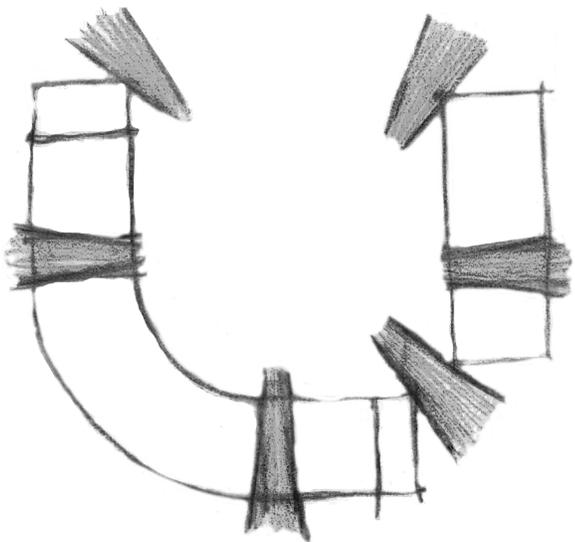
Site Analysis and Parti Development

Collection Points on and Around Site



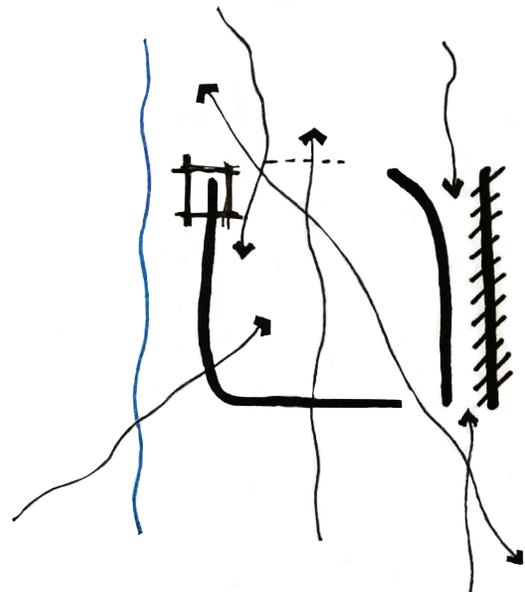
Parti Design Development

First Design



Parti Design Development

Final Design



FINAL DESIGN

POSTER #2

Final Presentation Poster

The Symbiotic Relationship Between Baseball, Education, and the Community.



Thesis Statement

Due to a lack of funding, sports are being forfeited from The United States education system, failing the young generation. However, Professional Baseball, one of the most affluent sports in America, could offer the financial and community support that is needed.

PICTURES OF PRESENTATIONS

Final Thesis Presentation



RENDERS OF FINAL DESIGN

South Side: Main Entrance



North Side: Main Entrance



Looking Towards School



RENDERS OF FINAL DESIGN

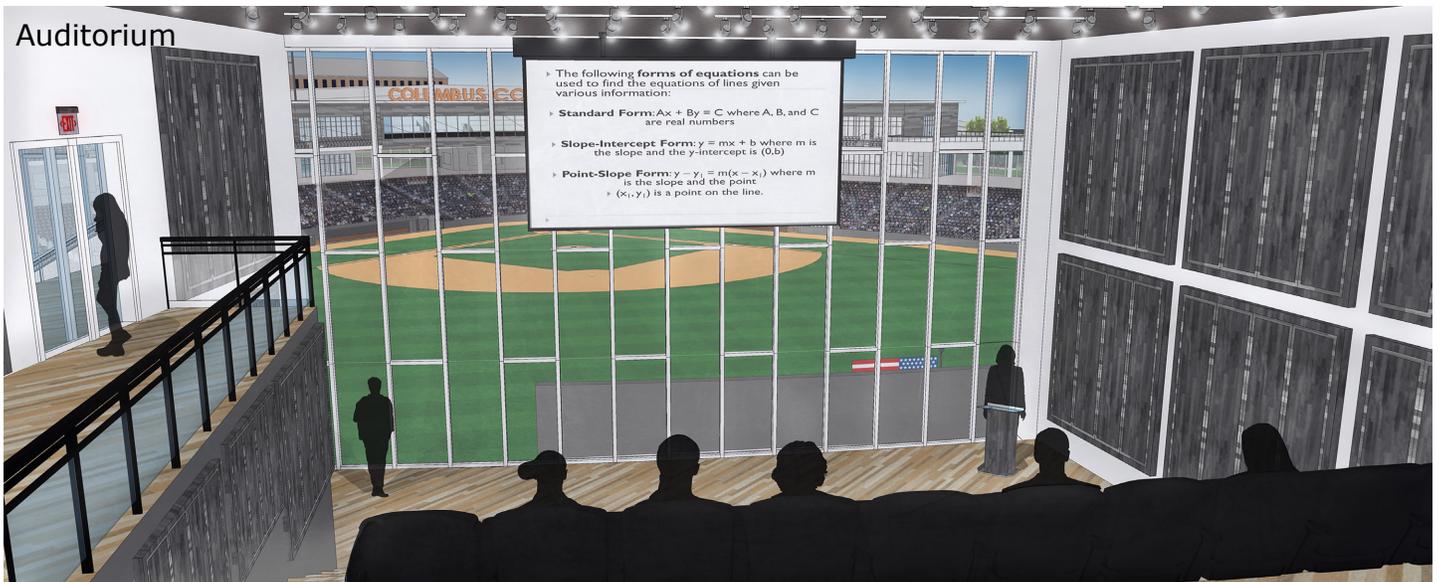
Classroom Space



Guest Suites and Community Room



Auditorium



RENDERS OF FINAL DESIGN

Overall View



Overall View

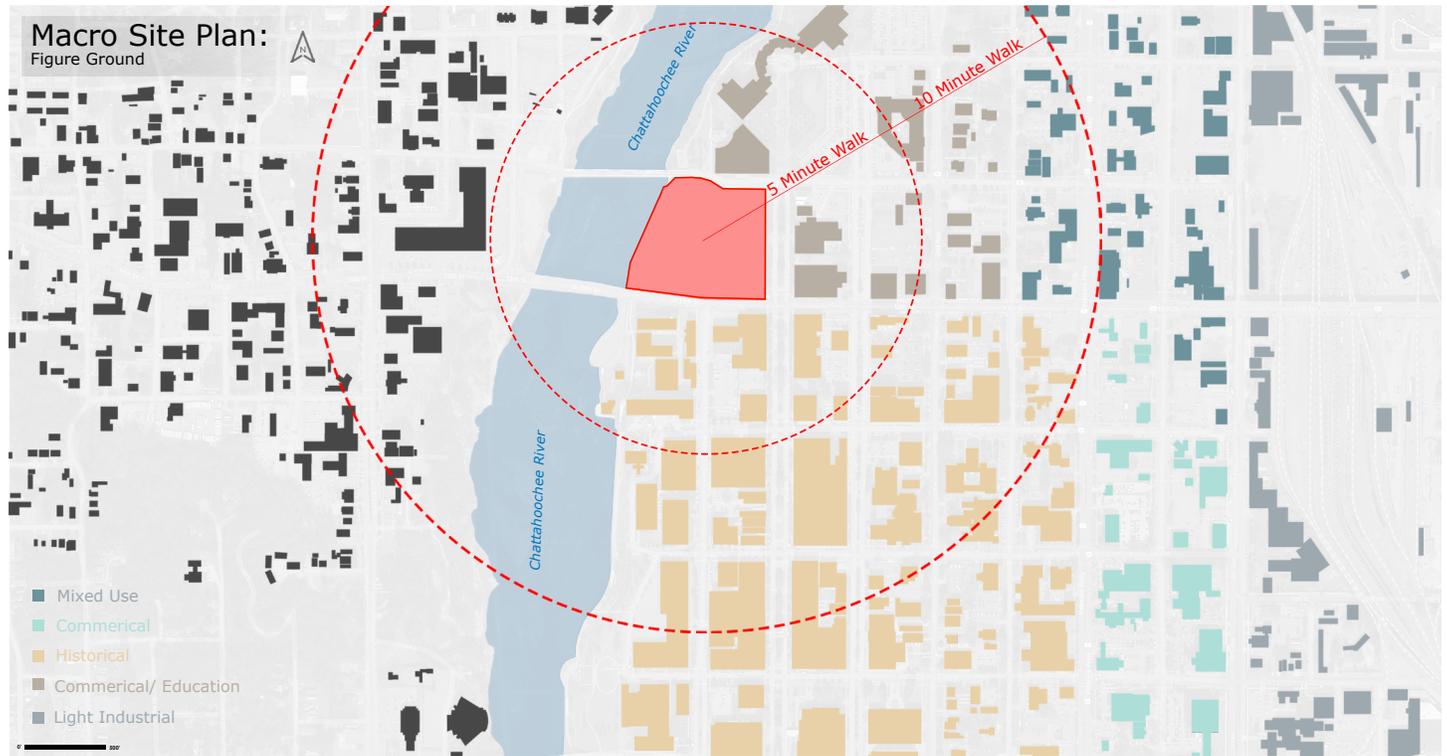


Outdoor Theater



SITE PLANS

Macro and Micro

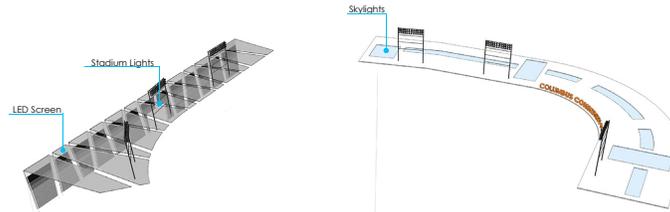


EXPLODED AXONOMETRIC

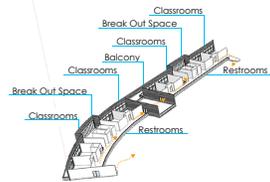
Circulation and Program of Spaces

- Circulation into Building
- Labels
- Circulation in Space

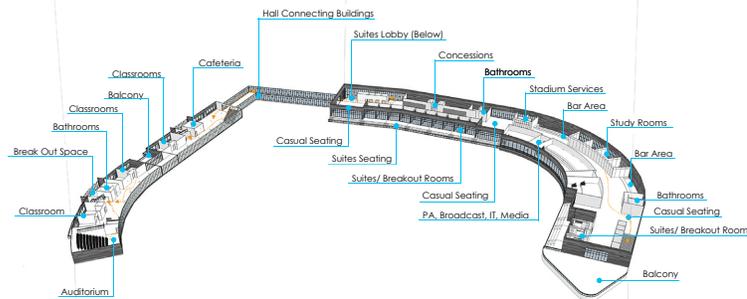
Roof Level



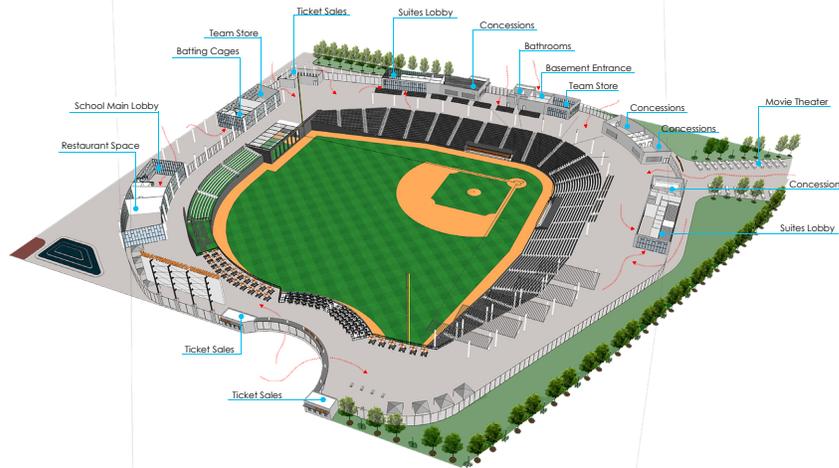
3rd Floor



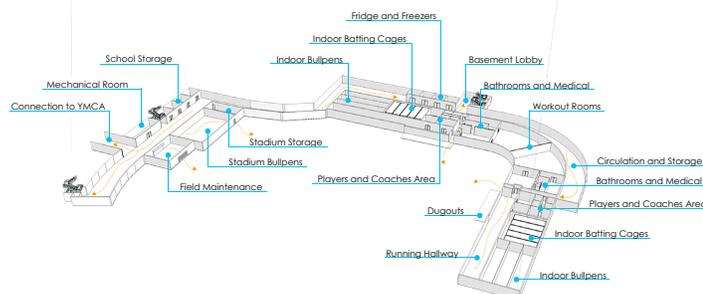
2nd Floor



Ground Level



Basement Level



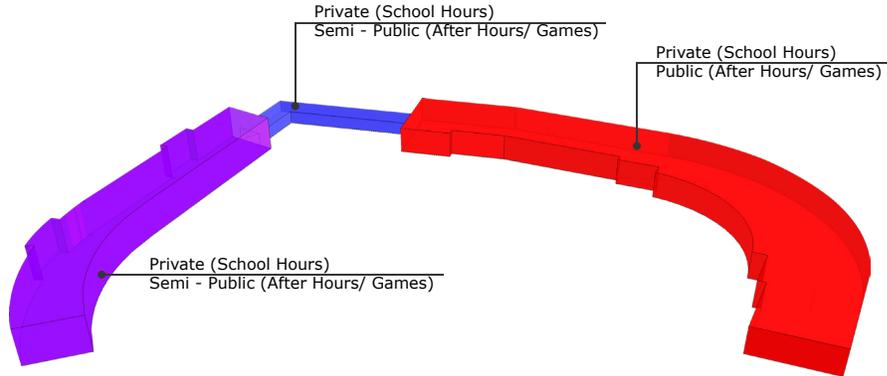
EXPLODED BUILDING FORM AND MASSING

General Form of Program

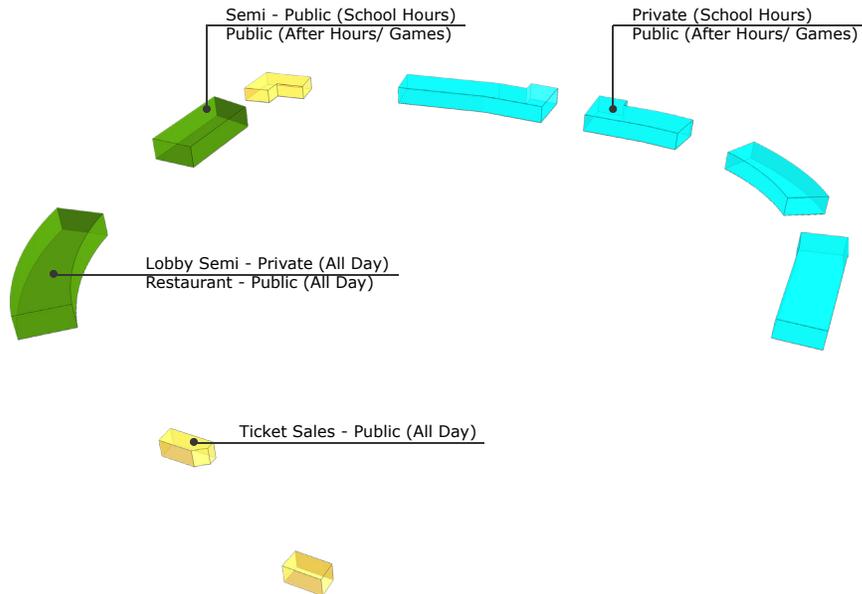
Key:

- School Space
- Stadium Suites
- Bridge
- Restaurant/ Circulation into Building
- Ticket Sales
- Bathrooms and Concessions
- Stadium Storage
- Player and Coaches Space

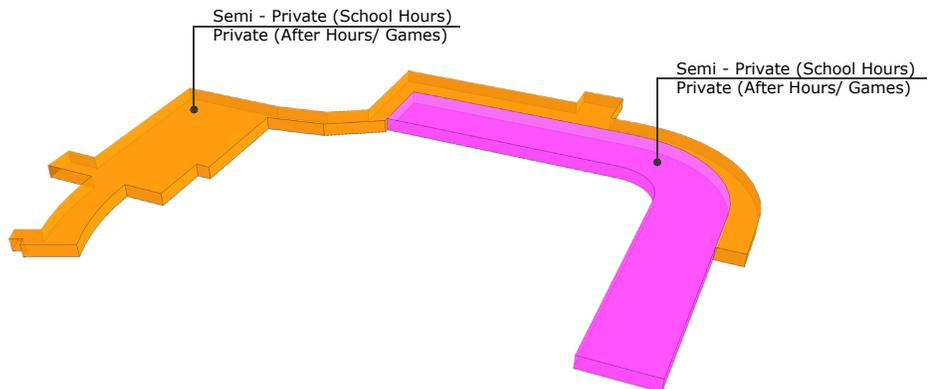
3rd Floor/
2nd Floor
N.T.S.



1st Floor
N.T.S.



Basement
N.T.S.

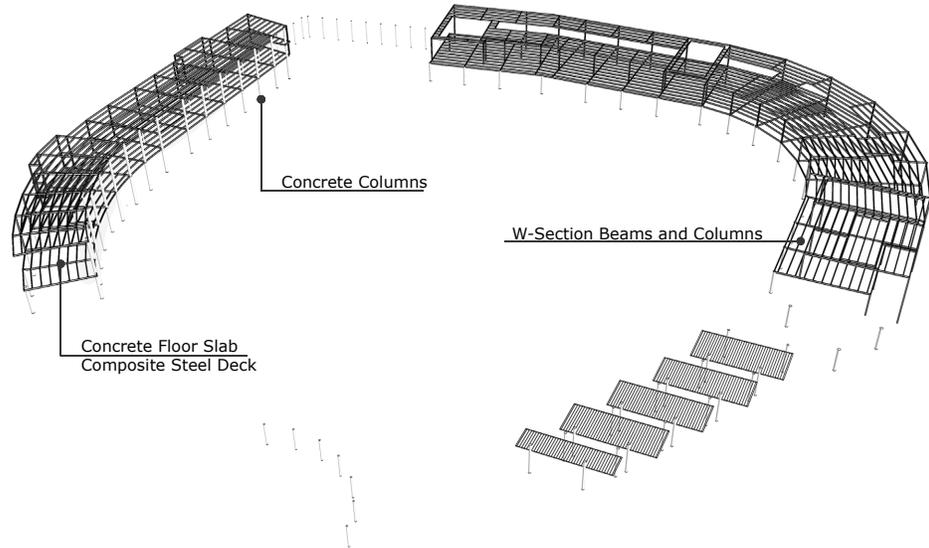


STRUCTURAL FORM

Axon and Elevations

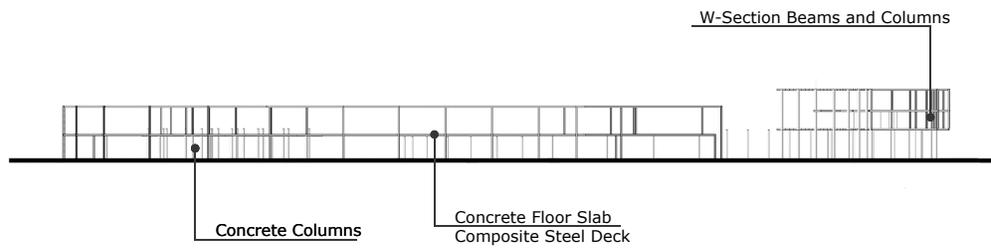
Structure: Axon

N.T.S.



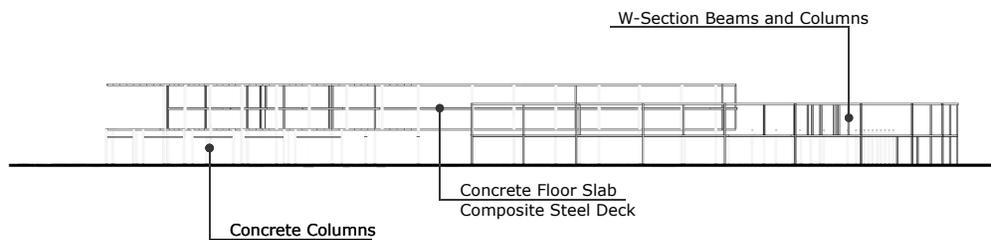
Structure: South Elevation

N.T.S.



Structure: East Elevation

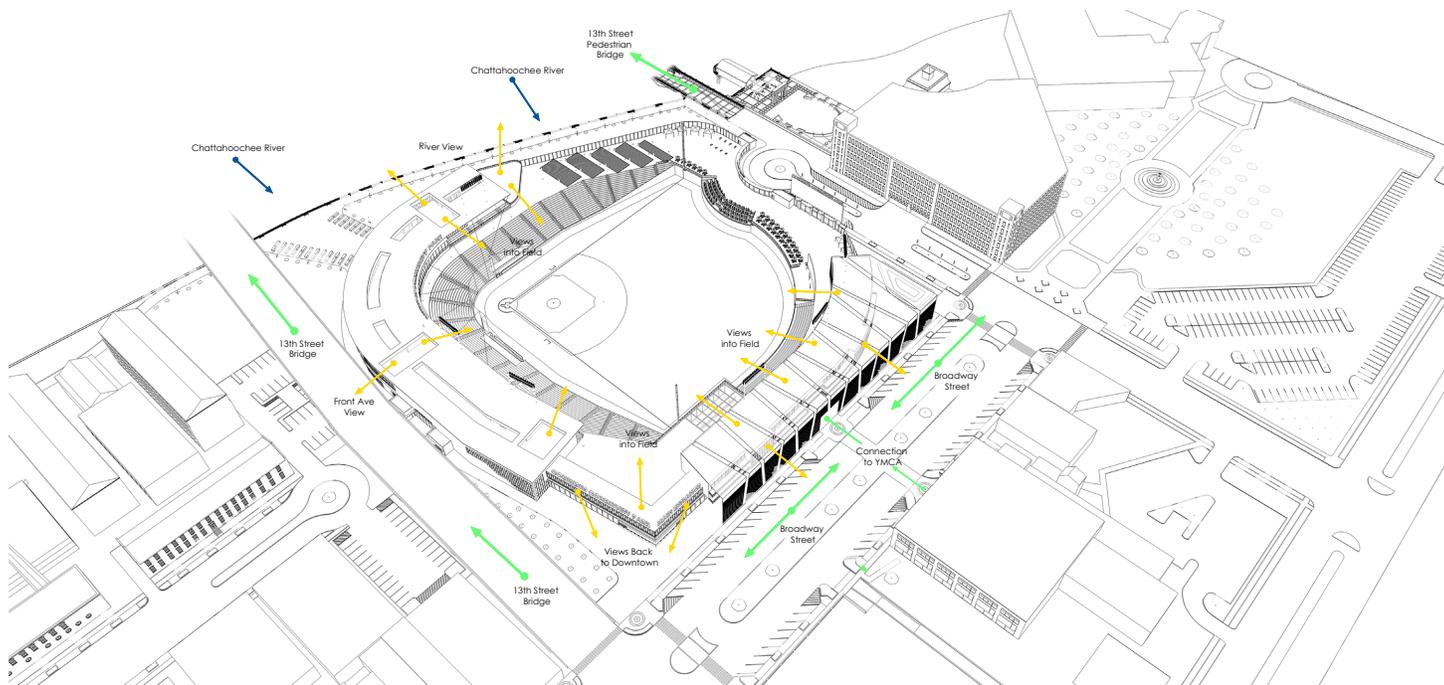
N.T.S.



SITE DIAGRAMS

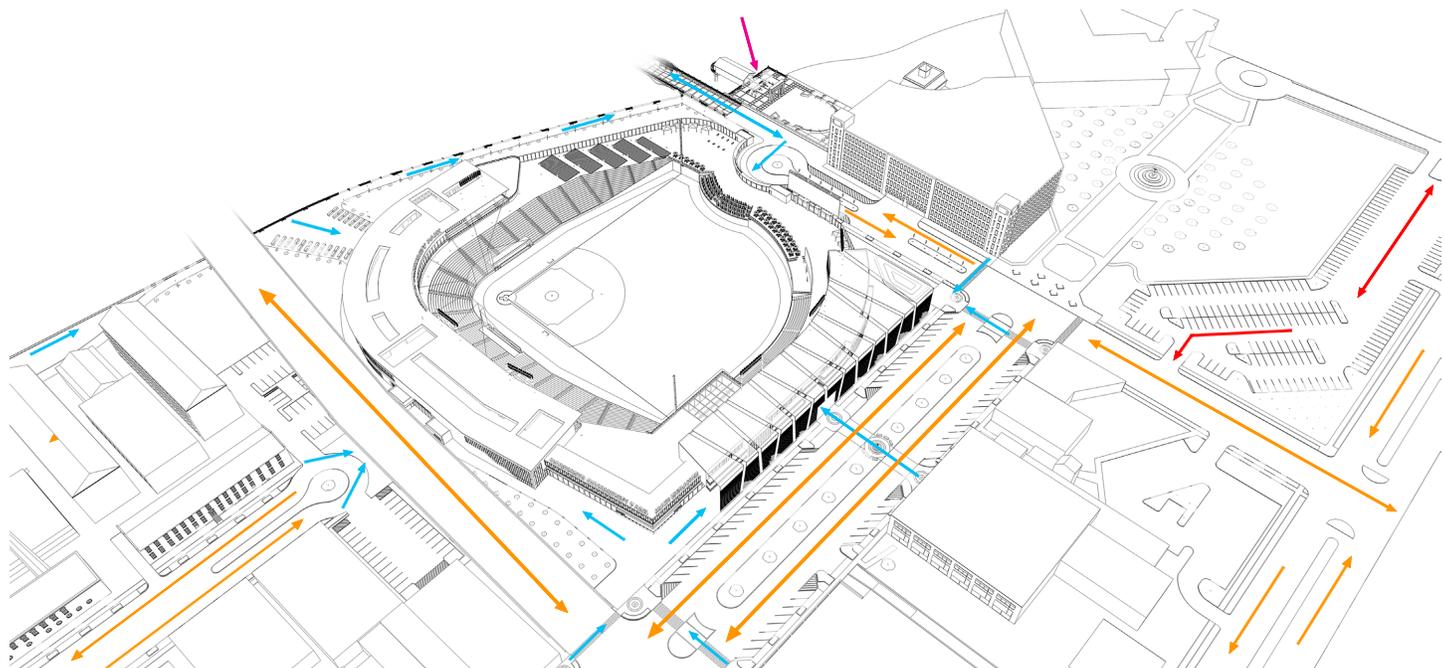
Site Issues, Forces, and Views

- Views
- Forces
- River



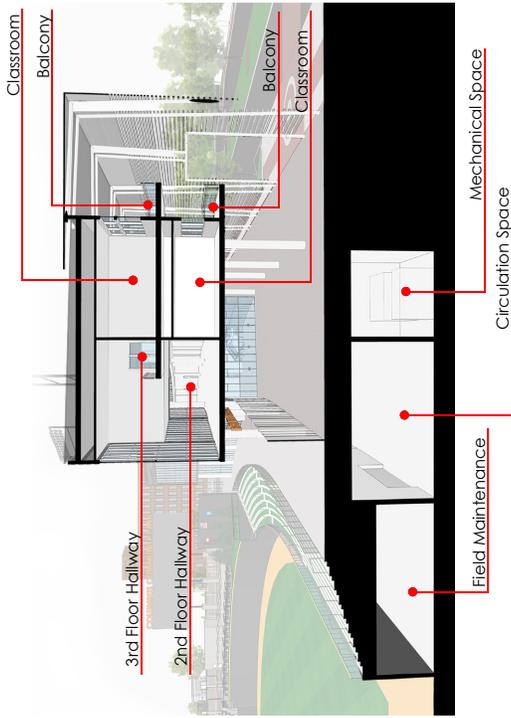
Site Access and Circulation

- Vehicular
- Pedestrian
- River
- School/ Game Bus

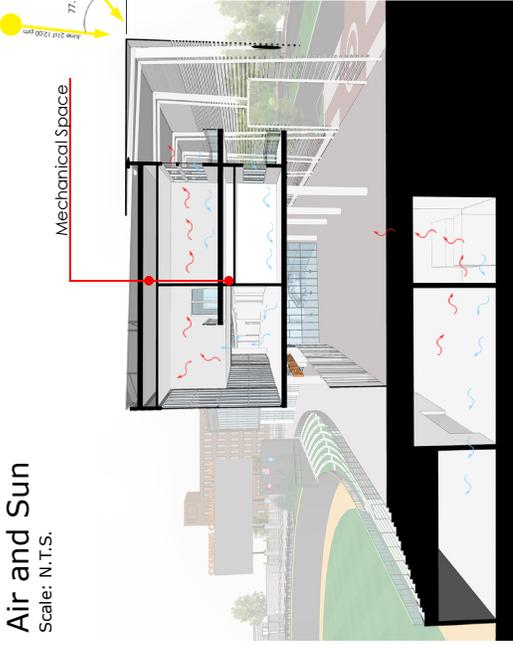


SECTIONS

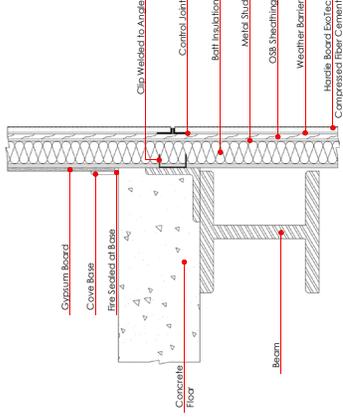
Section C-C
Scale: N.T.S.



Air and Sun
Scale: N.T.S.



Typical Section
Scale: N.T.S.



North South Section A-A
Scale: N.T.S.



East West Section B-B
Scale: N.T.S.

ELEVATIONS

Scale: N.T.S.



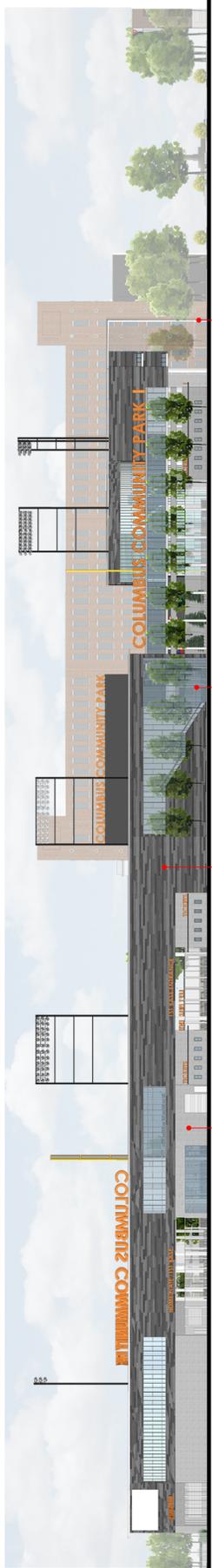
North Elevation

Concrete Masonry Units

Storefront Glazing

Compressed Fiber Cement Panels - Exotech Hardie Board

Imagic Weave - Transparent Media Facade



South Elevation

Concrete Masonry Units

Compressed Fiber Cement Panels - Exotech Hardie Board

Storefront Glazing

Imagic Weave - Transparent Media Facade



East Elevation

Concrete Masonry Units

Imagic Weave - Transparent Media Facade

Compressed Fiber Cement Panels - Exotech Hardie Board

Storefront Glazing



West Elevation

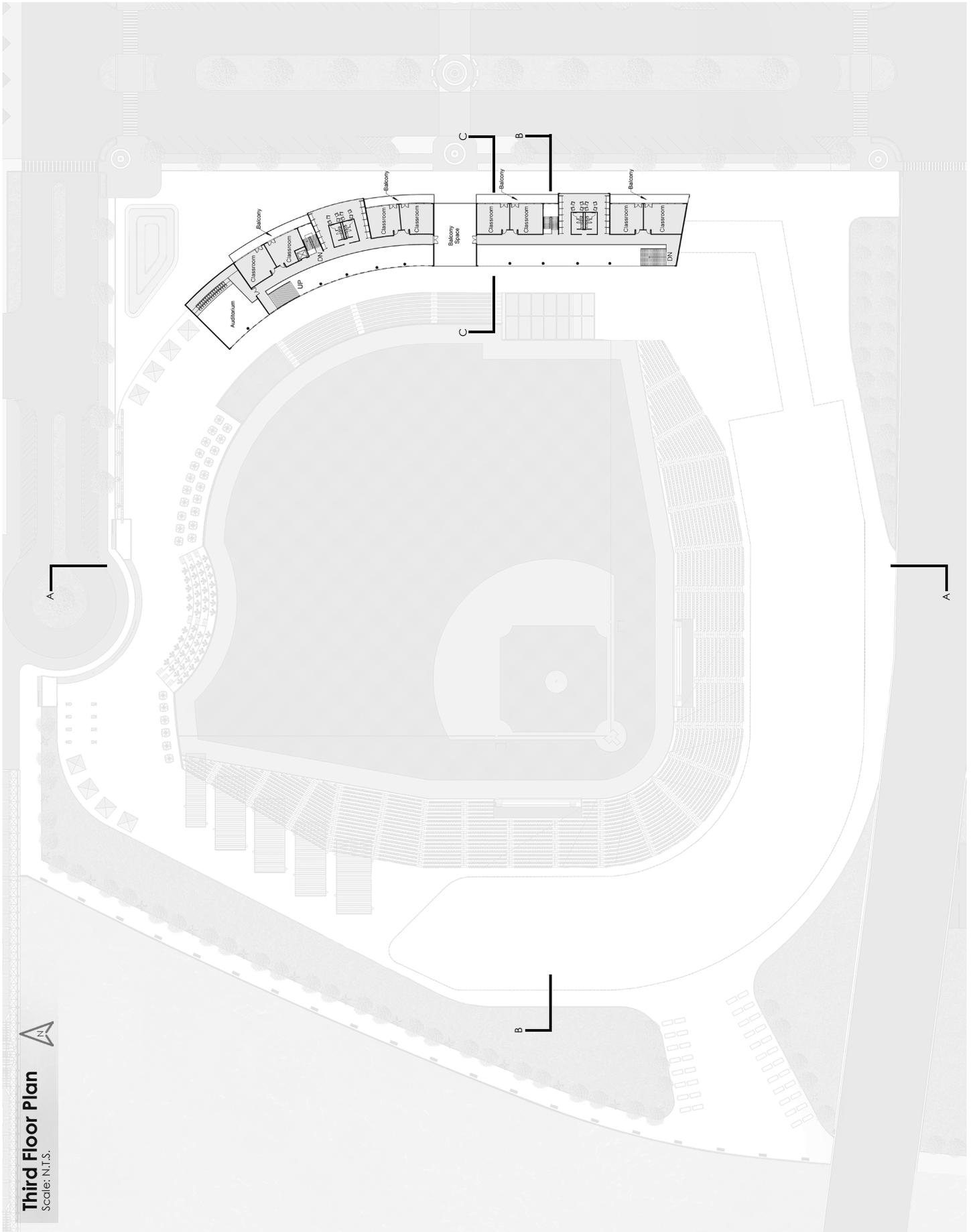
Concrete Masonry Units

Storefront Glazing

Compressed Fiber Cement Panels - Exotech Hardie Board

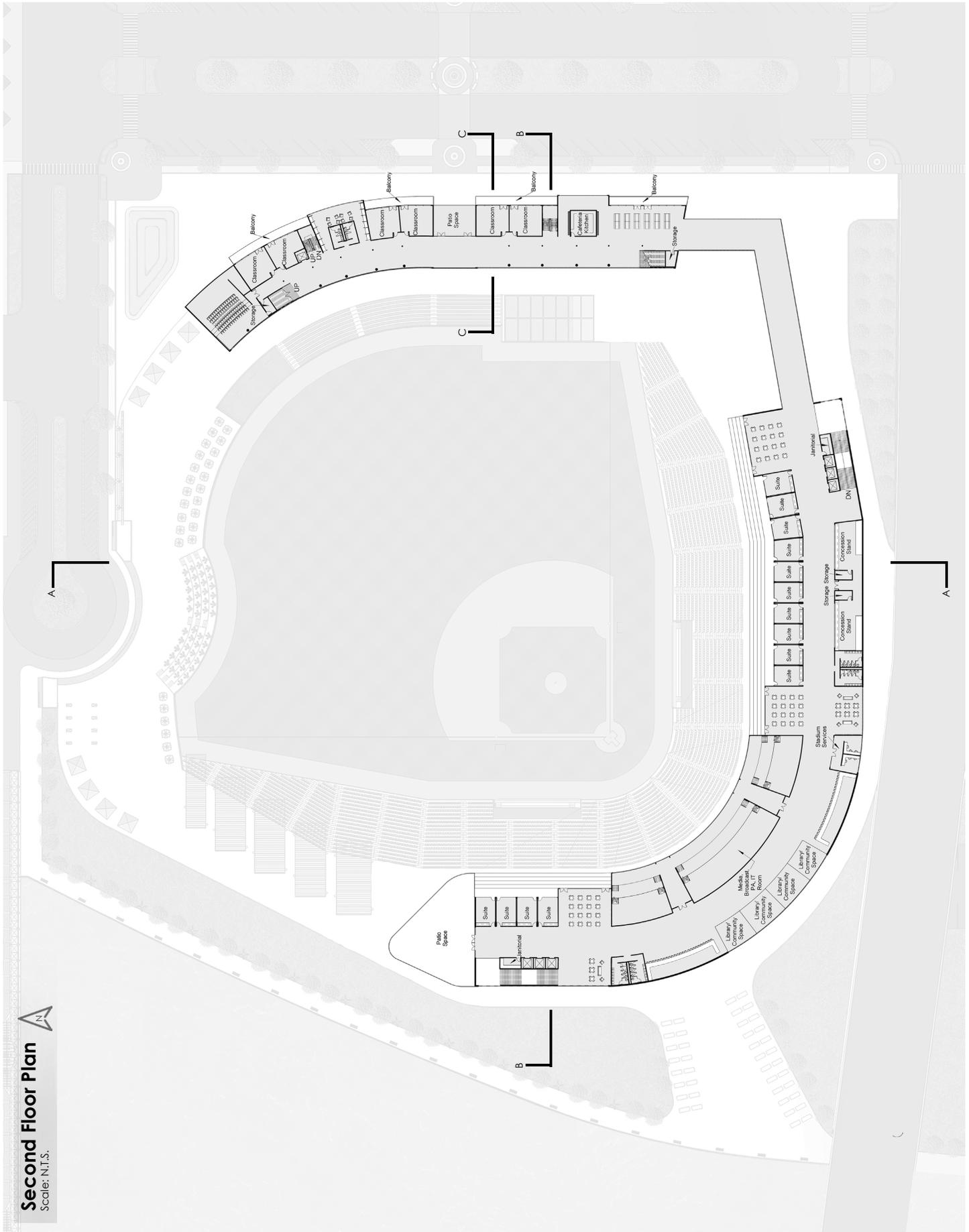
Concrete Masonry Units

THIRD FLOOR PLAN



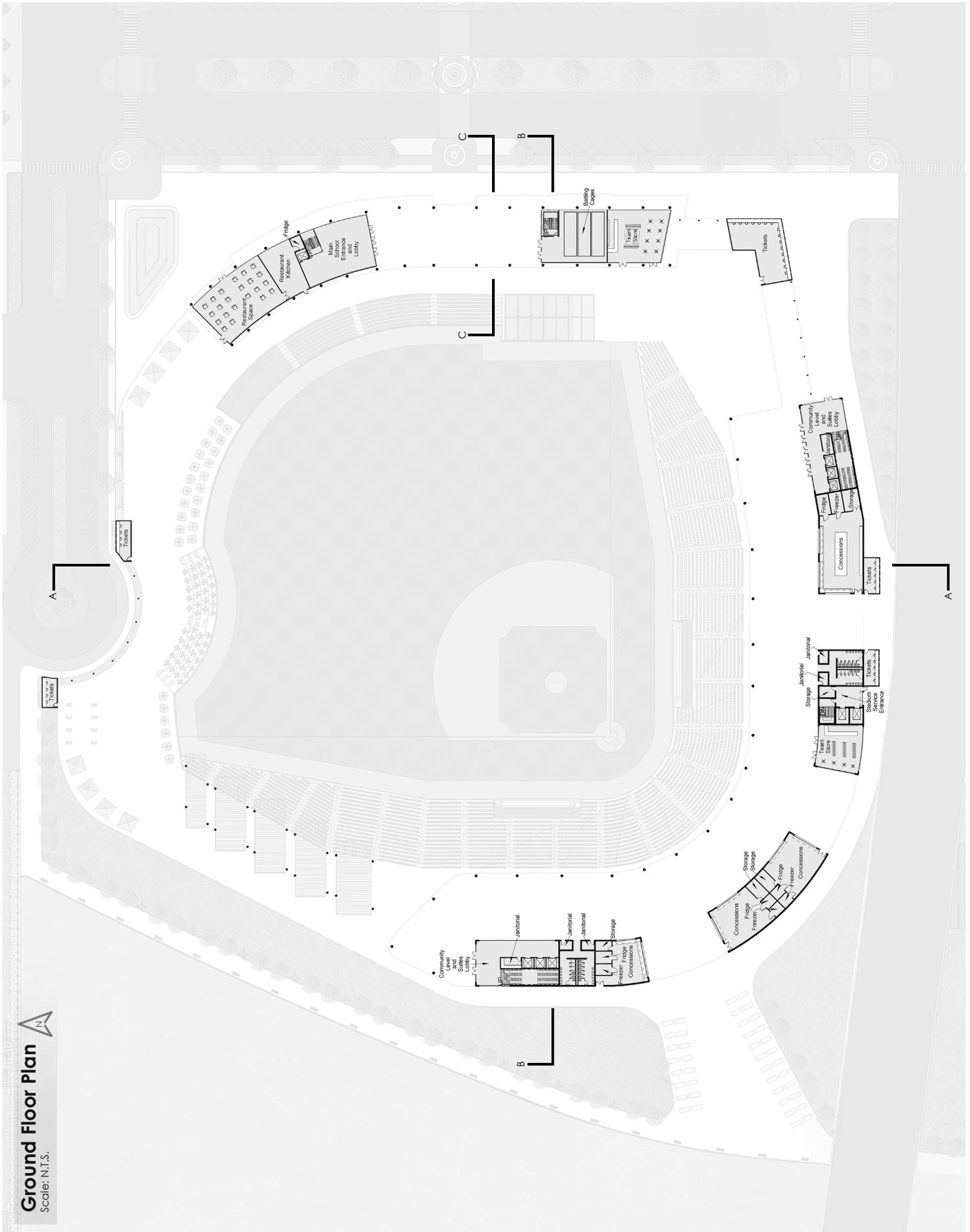
Third Floor Plan
Scale: N.T.S.

SECOND FLOOR PLAN



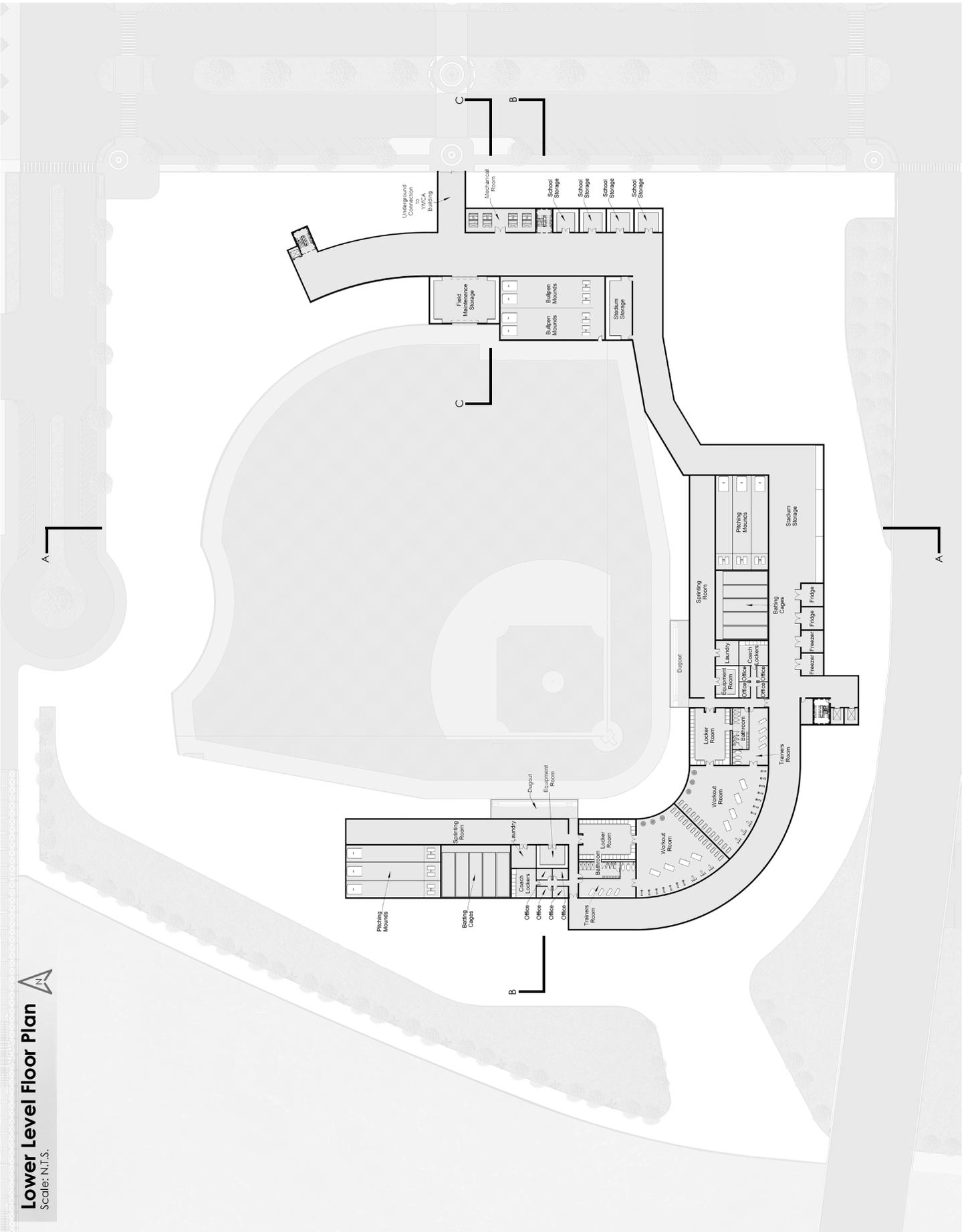
Second Floor Plan
Scale: N.T.S.

GROUND FLOOR PLAN



Ground Floor Plan
Scale: N.T.S.

LOWER LEVEL FLOOR PLAN



Lower Level Floor Plan
Scale: N.T.S.



DESIGN PROPERTIES

Program of Spaces and Square Footage

Total Building Program Square Footage:

3rd Floor - 15,785 sq ft
2nd Floor - 74,455 sq ft
1st Floor - 29,245 sq ft
Basement - 77,660 sq ft

Total Building: 197,145 sq ft

3rd Floor Program Square Footage:

Auditorium - 2,230 sq ft
Circulation - 3,480 sq ft
Bathrooms (2) - 690 sq ft
Breakout Area (2) - 1,900 sq ft
Balcony - 1,650 sq ft
Classrooms (8) - 605 sq ft average
- 4845 sq ft total

Floor Total: 15,785 sq ft

2nd Floor Program Square Footage:

Suite Side:

Patio - 3,985 sq ft
Circulation, Bars, and Seating - 24,340 sq ft
PA, Announcers, IT, Media - 8,260 sq ft
Stadium Services - 635 sq ft
South Bathroom - 595 sq ft
South Concessions - 2,165 sq ft
South Lobby - 1,540 sq ft
Suites/ Breakout Rooms (14) - 350 sq ft avg.
- 4,760 sq ft total
Community Rooms (4) - 585 sq ft average
- 2,340 sq ft total

Total: 50,615 sq ft

School Side:

Circulation - 6,690 sq ft
Bridge - 5,045 sq ft
Bathroom - 355 sq ft
Cafeteria - 4,750 sq ft
Breakout Space - 985 sq ft
Classrooms (6) - 585 sq ft average
- 3,515 sq ft total
Balcony (5) - 500 sq ft average
- 2,500 sq ft total

Total: 23,840 sq ft

Floor Total: 74,455 sq ft

First Floor Program Square Footage:

Resturant - 2,565 sq ft
Kitchen - 1,105 sq ft
School Lobby - 2,380 sq ft
Batting Cages - 2,130 sq ft
Southeast Team Store - 1,910 sq ft
Southeast Ticket Sales - 1,665 sq ft
South Concessions - 2,700 sq ft
South Ticket Booth (2) - 680 sq ft
South Bathroom - 940 sq ft
Basement Entrance - 1,015 sq ft
South Team Store - 1,215 sq ft
Homeplate Concessions (2) - 3,430 sq ft
3rd Base Concessions - 1,340 sq ft
3rd Base Bathroom - 955 sq ft
3rd Base Lobby - 2,270 sq ft
Northeast Ticket Booth - 335 sq ft
Northwest Ticket Booth - 265 sq ft

Floor Total: 29,245 sq ft

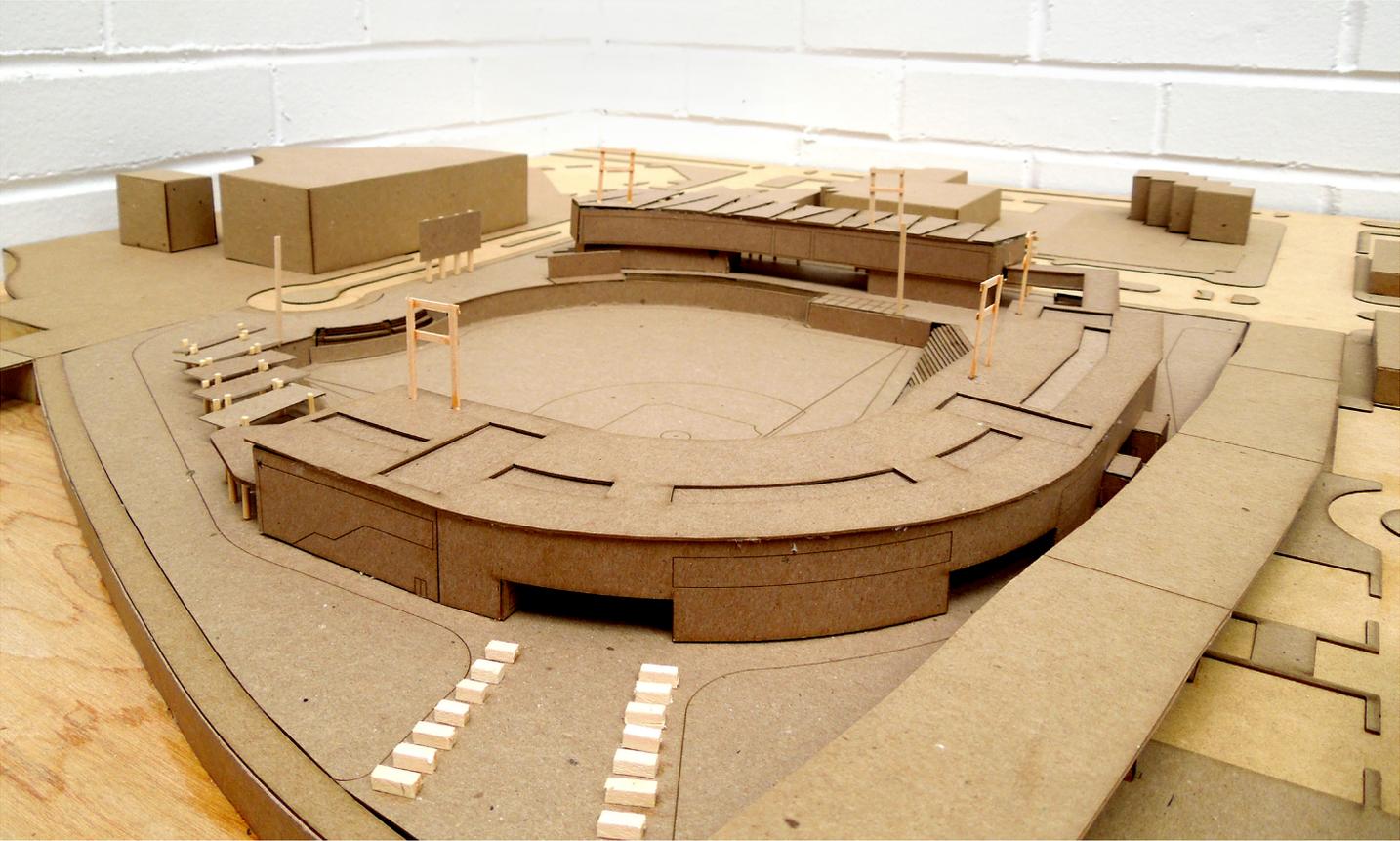
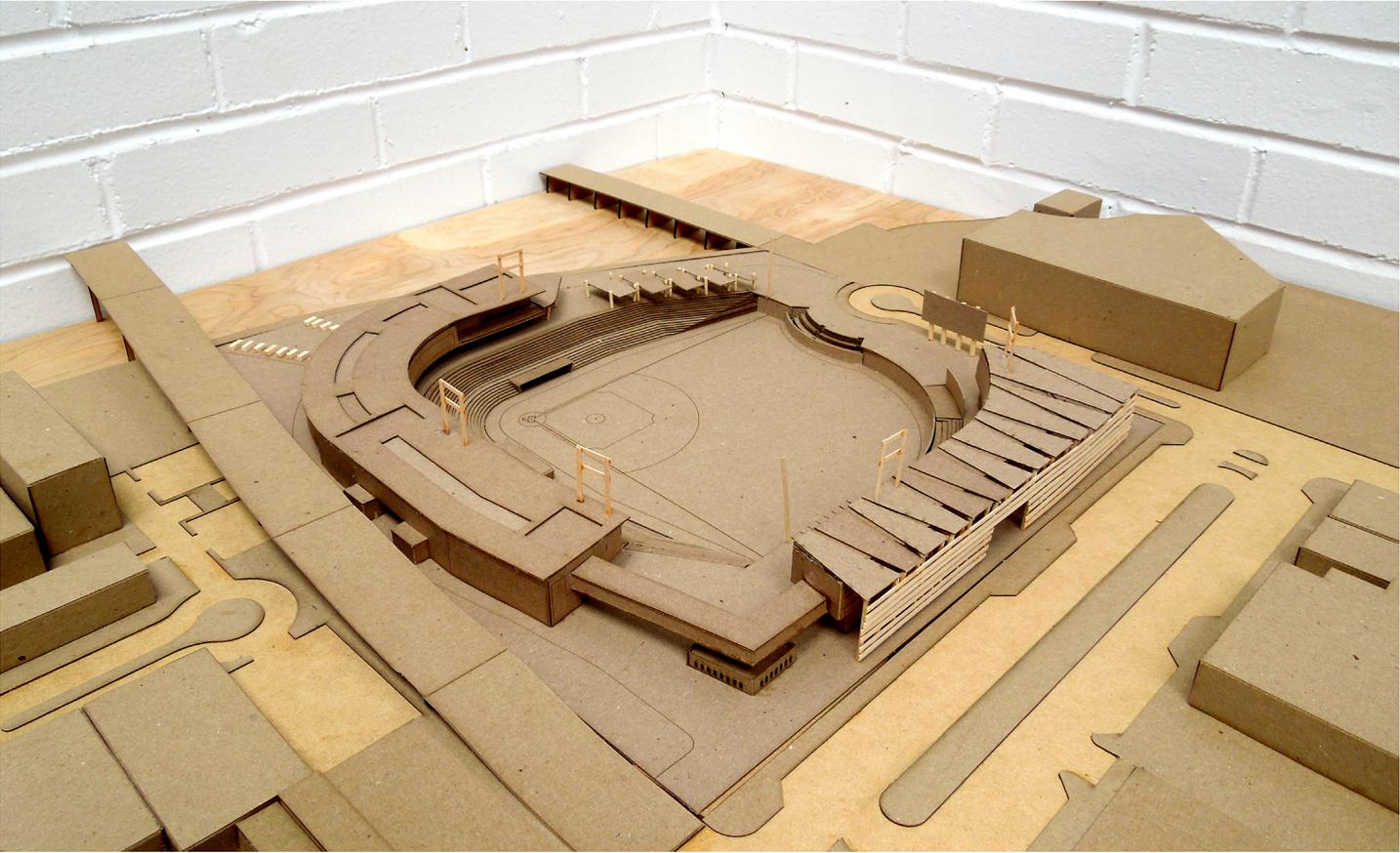
Basement Level Program Square Footage:

Indoor Pitchers Mounds (2) - 6,070 sq ft
Indoor Batting Cages (2) - 4,400 sq ft
Indoor Spring Hallway (2) - 6,780 sq ft
Dugouts (2) - 2,020 sq ft
Coaches Offices (8) - 840 sq ft total
Coaches Locker Room (2) - 870 sq ft
Laundry (2) - 690 sq ft
Equipment Room (2) - 880 sq ft
Basement Lobby - 1,680 sq ft
Field Bullpen Mounds (2) - 4,060 sq ft
Trainers Room (2) - 1,600 sq ft
Bathrooms (2) - 820 sq ft
Locker Rooms (2) - 2,790 sq ft
Workout Rooms (2) - 6,930 sq ft
Stadium Storage/ Circulation 30,455 sq ft
Fridge and Freezers (4) - 1,175 sq ft
School Storage (4) - 1,505 sq ft
Stadium Storage - 1,015 sq ft
Field Maintenance - 1,995 sq ft
Mechanical Room - 4,065 sq ft

Floor Total: 77,660 sq ft

FINAL MODEL DESIGN

Chipboard, MDF, and Plywood



My Story and A Note of Thanks to Everyone Who Has Helped Me Along the Way

JOHN-EDWARD PORTER

On April 19th, 2016 I presented my final architectural thesis at Miami University. This presentation was one of the last, if not my last, at the collegiate level. However, I could not have gotten to this point in my life without the help of many people along the way.

It has been a long six years of college, but a very rewarding six years. Before beginning college at Fairmont State University, I attended school in Maryland where, to me, school was an afterthought. Sports dominated my mindset and I had no intention to attend a top rated college never the less attend a highly ranked University like Miami. After I graduated from high school I committed to play football at Catholic University, however mid-way through the summer I backed out after realizing playing football at the collegiate level was not for me. With my parents help, I quickly transferred to Fairmont State University in West Virginia. Fairmont provided me a way to mature and start to really understand what architecture is about. I quickly realized what it took to become a really good student. At the start, I was a mediocre student, until two really great professors, Kirk Morphew and Philip Freeman took me under their wings and helped to become the best student that I could be. I was also able to get involved in AIAS where I was elected Sophomore Representative, Vice President, and President. I was even part of the financial board on the national AIAS.

Looking back on the decision to forgo playing football at Catholic University, it was one of the best decisions of my life. Mr. Morphew and Mr. Freeman gave me the skills to become the best student and potential architect that I could ever be. With their help I applied and was accepted some really good graduate schools and I selected Miami University.

During my time at Miami, I was very grateful to have such a great and helpful committee to guide me in my endeavor of designing a school with a baseball stadium supporting the financials of the program. My committee, consisting of Diane Fellows, Craig Hinrichs, Mary Ben Bonham, and John Humphries all helped me with great patience and supported me at the best and worst of times throughout the process. Without their help I know I could not have been one step closer to reaching my life long goal of becoming an architect. With graduation quickly looming the time to thank everyone who has helped me to get to this point in my life seems long overdue.

I would like to acknowledge everyone who has assisted me throughout my collegiate career and life so far. I would first like to thank all of my professors who guided me, answered my questions, and treated me with the highest respect possible and not just like another student. A very special thanks is also due to my friends who have made me feel welcomed and loved by my peers and who have listened and given me suggestions on all of my designs.

Thank you to my father Alexander and mother Nancy Porter who without them I would not have been able to attend school at all. Also for their encouragement and continued support over the years and their enthusiasm as I neared my goal.

Finally, I wish to thank my fiancé and soon to be wife Kitty Rae Dixon for her patience, assistance, support, and faith in me.

Thank you!

