Marywood University
School of Architecture

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (165 credits)

The National Architectural Accrediting Board
12 November 2014

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

I.   Summary of Team Findings

1.   Team Comments & Visit Summary
The Marywood University School of Architecture is an exciting learning environment. It is housed in a dynamic building, with vibrant students and faculty. It is situated in a faith-based institution that encourages and challenges its graduates to impact the physical, social and spiritual world around them.

The School of Architecture is evolving in an organic process, from its founding by its beloved Dean Gregory Hunt, through its recruitment of faculty and students willing to be part of a new and growing architectural program. This program has successfully reached beyond the stage of vision and creation and is now challenged with "fleshing out" the school with the full rigor, depth and breadth required to continue its success to the next level, without losing the unique identity it has already established.

2.   Conditions Not Met[1] or Not Yet Met[2]

Not Met

- A.4   Technical Documentation
- A.9   Historical Traditions and Global Culture
- A.10   Cultural Diversity
- B.6   Comprehensive Design
- B.8   Environmental Systems
- II.2.3 Curriculum Review and Development
- II.4.2 Access to NAAB Conditions and Procedures
- II.4.3 Access to Career Development Information

Not Yet Met

- I.1.2 Learning Culture and Social Equity
- I.1.4 Long-Range Planning
- I.1.5 Self-Assessment Procedures
- I.3.1 Statistical Reports
- B.2   Accessibility
- B.5   Life Safety
- B.7   Financial Considerations
- C.5   Practice Management

Not Applicable
- II.4.5 ARE Pass Rates

3.   Causes of Concern

A.   Accreditation timing.
Subject to the NAAB Board's final recommendation, the visiting team has a concern over graduates receiving degrees from Marywood University who graduation dates may fall outside the two-year, NCARB rule for new programs receiving accreditation.

B.   Marywood University's enrollment.
Although the School of Architecture at Marywood University has maintained its student recruitment numbers, the university as a whole has seen a sizeable drop in its population of first-year students in the fall of 2014-2015. This has caused a financial concerns across the university resulting in budget cuts to all units, including the School of Architecture. The team is concerned about the long-term effect of these cuts on the architecture program.

---

[1] Not Met = program presented materials or student work, but the team determined the evidence was insufficient or otherwise indicated a deficiency.
[2] Not Yet Met = program did not present evidence or otherwise demonstrated that the Condition or SPC was still under development.

C.   Hiring of a new Dean
The difficulties implicit in the transition to a new dean during the early phase of developing a new is a concern of the visiting team.

D.   Team Room Condition
The conditions of the team room for any future visit should ensure security and acoustical separation.

4.   **Progress Since the Previous Site Visit (2012)**

2009 Condition I.1.2., Learning Culture and Social Equity: *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

Previous Team Report (2012): The School of Architecture has a highly supportive and dedicated faculty coupled with an administration who has energetically cultivated a rich curriculum while serving as mentors to the students in this nascent program. Their policies regarding academic integrity are clearly and consistently visible in the course syllabi. Nonetheless, the team found no documentation of efforts to establish and maintain a mutually accountable learning community. The completion, implementation, and continued revision of a Studio Culture Policy that is accessible to all members of the School of Architecture is needed. The team was also unable to find evidence of a plan to increase the diversity of the School of Architecture, particularly the faculty.

2014 Team Assessment: This condition remains **not yet met**. Evidence of a supportive learning culture is seen in guideline documents describing expectations of staff, students and faculty in personal and professional interactions.

The learning culture is based on the belief that architectural education must seek, generate, examine, and transfer knowledge with breadth and imagination. They believe that the design studios remain the fulcrum of an architect's education. It is the place of individual and group exploration, research, discovery, testing of ideas, theories, and concepts. The design studio is positioned to test the quilted knowledge concept and to be

a center of holistic learning. They stress the importance of craft in whatever the student undertakes. They also have the woodshop, metal shop and computer labs that support the learning culture in the discovery exploration and presentation. Central to this learning culture is the innovative nature of the facility that houses the architectural program, The Center for Architectural Studies. The facility demonstrates the advantages of adaptive use rather than a new facility. It is a LEED Gold building that has a highly versatile learning environment for students, faculty and staff.

Evidence does not exist in the architecture program in reference to a clear policy on diversity that is communicated to current and prospective faculty, students and staff that is reflected in the distribution of the program's human, physical, financial resources. There is also no plan in place to maintain or increase the diversity of its staff and students.

The School of Architecture has not formulated a Strategic Plan to guide the School's overall growth and development of diversity related issues concerning student admission, and faculty/staff hiring.

2009 Condition I.1.4., Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2012): As the only stand-alone professional school on campus, a long-range plan needs to be developed to provide the strategic next steps for the program as it relates to the five perspectives.

> **2014 Team Assessment:** This condition remains **not yet met**. The APR states that a draft of the school's strategic plan would be developed during the summer of 2014. Therefore no plan was included in the APR. The team asked for the plan as part of its preparation for the visit, and was informed upon arrival that, "With the addition of two new faculty for fall 2014, we felt that we should postpone the development of the school's first strategic plan." Currently in the sixth year of admitting students, this plan will become critical to the school's future development**.**

2009 Condition I.1.5., Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*
- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

Previous Team Report (2012):   Need to develop self-assessment procedures as a part of long-range planning document.

> **2014 Team Assessment:** This condition remains **not yet met**. Without the long-range plan, self-assessment is difficult to accommodate. The school has not yet demonstrated a formal self-assessment process.

2009 Condition II.2.3., Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

Previous Team Report (2012): The APR (page 60) briefly describes the iterative process for curriculum development, based upon an initial consultant's report that was used to gain State Board of Regents approval. However, processes for evaluating and modifying the program are not yet in evidence.

> **2014 Team Assessment:** This condition **remains not yet met**. Curricular modifications are processed through organic, but not structured faculty discussions. Through faculty consensus the modification is approved. This was demonstrated through the changes to ARCH 422 becoming ARCH 313 Building Assemblies in order to adjust the sequencing of courses.
>
> Inclusion of any required steps at the university level have not been described for course and curriculum approvals.

2009 Condition II.4.2., Access to NAAB Conditions and Procedures: *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*
  The 2009 NAAB Conditions for Accreditation
  The NAAB Procedures for Accreditation (edition currently in effect)

Previous Team Report (2012): The program web site clearly explains who the NAAB is and why accreditation is important to the profession of architecture. However, under the "NAAB Professional Accreditation" tab of the department web site, the link to the NAAB documents page is not active.

> **2014 Team Assessment:** This condition remains **not yet met**. While the School of Architecture website does provide a link to the NAAB homepage, the direct links to the 2009 NAAB Conditions for Accreditation and the current NAAB Procedures for Accreditation are not found.

2009 Condition I.2.1 Human Resources & Human Resource Development:

Previous Team Report (2012): There is an immediate need for additional permanent faculty; advising loads need to be decreased; and permanent faculty diversity needs to be increased.

The School of Architecture offers a highly beneficial study abroad opportunity to students through the Florence Program; however, the school needs to address the financial burden of the program on students so that it may be an open opportunity to all enrolled in the professional degree.

The faculty advisor overloads and student to full-time faculty ratios are higher than the university's. The university's information web page (accessed 9 October 2012) indicates a faculty-student ratio of 1:13. The ratio for the architecture program is approximately 1:32.5 (2011–12 academic year), and the ratio for the new freshman class is 1:35 (2012–13 academic year).

> **2014 Team Assessment:** This condition is now met. The University has consistently added faculty to the program on an annual basis. Currently there are six tenure-track faculty, augmented by six additional full-time annual-hires (full time non-tenure-track). Adjunct faculty members are utilized to fill specific areas of expertise. As part of the hiring process the diversity of the faculty has been expanded through international hires. In addition, the last person added to the tenure-track faculty is an experienced, associate professor; this augments the generational diversity.
>
> The faculty advising ratio has been reduced to 1:15 as a result of increasing the number of faculty members performing those services.
>
> Both the dean and the university provide funding to assist faculty in attending and presenting at conferences, symposiums and ACSA events.

2009 Condition I.2.2, Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

Previous Team Report (2012): Currently students lack a formal mechanism to be involved in program governance.

> **2014 Team Assessment:** This condition is now met. The School of Architecture is a stand-alone school with its own dean. Within the school, the program director has responsibilities pertaining to governance, assisting the dean with the formation of school committees, and long range plan and policies, accreditation, outcomes assessment, catalog updates, instruction, course scheduling, program evaluations, laptop requirements, architecture kits, transfer credits, faculty affairs, faculty appointments, faculty recruiting, student retention, advising, external communications, and program equipment needs.
>
> The director of the architecture program and the director of the interior architecture program receive one course release per semester. Faculty meetings are held on a monthly basis; but, if any critical issues need immediate attention, faculty meetings can occur on short notice.

2009 Condition I.2.5, Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

Previous Team Report (2012):   The library currently has 858 books in the stacks, 57 reference books, 70 VHS tapes, 22 DVDs, access to 100 online journals (Architecture, Arts, Applied Arts titles) and a JSTOR III level subscription as of 10 October 2012. While the collection is sufficient to support basic instruction, there are concerns over several aspects of it:

- There is currently no long-range acquisition plan; books are added via one-off requests.

- There are no "at-hand" reference books available to the students in the center for architecture studies.

- Transitional type texts (i.e., e-books, scanned out-of-print books) are not available.

- No strategic plan pertaining to curriculum interaction of information resources and course syllabi.

> **2014 Team Assessment:** This condition is met. The university is constructing a new learning commons on campus scheduled to open on September 8, 2015 to celebrate the 100th anniversary of the founding of Marywood University. The existing library adjacent to the Center for Architectural Studies is scheduled for demolition. Students have adequate access to this library, library staff, and the shared collections of a 70-institution higher education consortium. The centrally located browsing library within the Center for Architectural Studies is a self-service collection.

2009 Condition I.3.1, Statistical Reports: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*
- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
    - *Program faculty characteristics*

- o *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
  - ▪ *Demographics compared to those recorded at the time of the previous visit.*
  - ▪ *Demographics compared to those of the full-time instructional faculty at the institution overall.*
- o *Number of faculty promoted each year since last visit.*
  - ▪ *Compare to number of faculty promoted each year across the institution during the same period.*
- o *Number of faculty receiving tenure each year since last visit.*
  - ▪ *Compare to number of faculty receiving tenure at the institution during the same period.*
- o *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

Previous Team Report (2012): Only one chart was provided that covered minimal information.

2014 Team Assessment: This condition remains **not yet met**. No reports were provided.

2009 Condition II.4.1.,Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the* 2009 NAAB Conditions for Accreditation, *Appendix 5.*

Previous Team Report (2012): The web site and all printed materials should include the statement on *NAAB- Accredited Degrees and Candidacy Programs.* Required NAAB candidacy status statements were not current per 2009 Conditions of Accreditation approved July 10, 2009, appendix 5: Required Text for Catalogs and Promotional Materials (pages 38–40).

2014 Team Assessment: This condition is met. Language describing the current Candidacy status of the school is found on the School of Architecture website.

2009 Criterion A.4, Technical Documentation: *Ability* **to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.**

Previous Team Report (2012): ARCH 420: Design Studio VIII (Comprehensive) and ARCH 422: Building Assemblies have not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. Course catalogue descriptions/syllabi have been development and are in progress.

2014 Team Assessment: This criterion is **not met**. Evidence of student ability in Technical Documentation was not found primarily in ARCH 313 Building Assemblies and ARCH 420 Design Studio VIII; outline specifications are missing from student work.

2009 Criterion A.5, Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Previous Team Report (2012): ARCH 310: Design Studio V provides limited documentation of the ability for students to gather, assess, record, and apply relevant research in this course.

ARCH 420: Design Studio VIII (Comprehensive) has been identified as the second course to meet this criterion, but the course has not been taught yet (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence of student ability in investigative skills is found primarily in the spatial exploration sketches & models of the design projects of ARCH 310 Design Studio V and ARCH 420 Design Studio VIII (Comprehensive).

2009 Criterion A.7, Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Previous Team Report (2012): ARCH 450: Design Studio IX (A) has not been offered yet in the curriculum (will be taught for the first time fall semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

The team notes the strength in the way students are exposed to the research and writing about precedents in the first year course of ARCH 110 Foundation Design I & ARCH 120 Foundation Design II. This course seems like it will provide a good opportunity for students to apply precedent knowledge to design studio projects.

> **2014 Team Assessment:** This criterion is now met. Evidence of student ability in the Use of Precedents is found primarily on the drawings of the design projects of ARCH 450 Design Studio IX.

2009 Criterion B.2, Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2012): In ARCH 310 Design Studio V & ARCH 320 Design Studio VI the team found evidence of the ability to design spaces sensitive to those with different sensory capabilities but the team did not find evidence of the ability to design sites, facilities, or systems in relation to physical disabilities.

ARCH 460: Design Studio X (A) Course has not been offered yet in the curriculum (will be taught for the first time spring semester 2014). A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion remains **not yet met**. **S**tudent work indicates that this performance criterion is addressed in the curriculum, however, there is no evidence that the ability is prevalent in the studio projects beyond an occasional turning radius for a wheelchair or entry ramp into a building. Disabled parking spaces are not delineated. Demonstration of height requirements, grab bars, knee room, or devices associated with sight, hearing or cognitive disabilities are not evident.

2009 Criterion B.3, Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Previous Team Report (2012): ARCH 310 Design Studio V shows evidence of sustainable research material; however, there was no evidence of the ability to fully implement the design of sustainable systems or environments in a project. The course where these skills might be demonstrated, ARCH 411 Environmental Systems, is currently in progress.

> **2014 Team Assessment:** This criterion is now met. There is an understanding of environmental stewardship present in the student design work and systems courses as evidenced in ARCH 310 Design Studio V and ARCH 411 Environmental Systems I.

2009 Criterion B.5, Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2012): ARCH 420: Design Studio VIII (Comprehensive) has not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is **not met**. This criterion was attempted to be addressed in ARCH 420 Design Studio (Comprehensive) by including some life safety diagrams in the comprehensive project. Although diagrams are included these diagrams indicate that the basic principles are not understood and the students are not able to apply the knowledge.

2009 Criterion B.6, Comprehensive Design: Comprehensive Design: *Ability* **to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9.Structural Systems**
B.5. Life Safety	

Previous Team Report (2012): ARCH 420: Design Studio VIII (Comprehensive) has not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is **not met**. Projects in ARCH 420 Design Studio (Comprehensive) failed to address in any significant way:
> A.4 Technical Documentation

A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
B.2 Accessibility
B.5 Life Safety
B.7 Environmental Systems

2009 Criterion B.7, Financial Considerations: *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

Previous Team Report (2012): ARCH 451: Art & Craft of Building has not yet been taught (will be taught for the first time fall semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion remains **not yet met**. Evidence of the understanding of acquisition costs, project financing and funding, financial feasibility, operational costs and construction estimating, beyond that of schematic square foot estimates, could not be found in student work.

2009 Criterion B.8, Environmental Systems: *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

Previous Team Report (2012): ARCH 410 Design Studio VII and ARCH 411 Environmental Systems are currently being taught this fall semester; ARCH 420 Design Studio VIII and ARCH 421 Environmental Systems II have not been taught yet (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. Course catalogue descriptions have been developed, and syllabi development is in progress.

> **2014 Team Assessment:** This criterion is **not met**. ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II address much of the material, but evidence of students' understanding of active heating and cooling sources and when they are most appropriate, embodied energy, air quality, and acoustics are missing from the documentation.

2014 Criterion B.10, Building Envelope Systems: *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

Previous Team Report (2012): ARCH 410: Design Studio VII is currently in progress, so no student work is available to meet this criterion.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in ARCH 420 Design Studio VIII (Comprehensive).

2009 Criterion B.11, Building Service Systems Integration: *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

Previous Team Report (2012):   Environmental Systems II has not been taught yet (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in ARCH 421 Environmental Systems II.

2009 Criterion B.12, Building Materials and Assemblies Integration: *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse**

Previous Team Report (2012): Design Studio VII is being taught this fall 2012 semester. The course syllabus meets the requirements of this criterion, but student work outcomes will not be available until the end of the semester. ARCH 422: Building Assemblies has not been taught yet (will be taught for the first time spring 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in ARCH 313 Building Assemblies, formerly ARCH 422.

2009 Criterion C.2, Human Behavior: *Understanding* **of the relationship between human behavior, the natural environment and the design of the built environment.**

Previous Team Report (2012): ARCH 421: Environmental Systems I has not been offered yet in the curriculum (will be taught for the first time spring semester 2013), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in ARCH 122 Design Thinking.

2009 Criterion C.4, Project Management: *Understanding* **of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

Previous Team Report (2012): ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in ARCH 462 Professional Practice.

2009 Criterion C.5, Practice Management: *Understanding* **of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

Previous Team Report (2012): ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion remains **not yet met**. No evidence of students' understanding of practice management was found. All items in the SPC still need to be incorporated into the course work.

2009 Criterion C.7, Legal Responsibilities: *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

Previous Team Report (2012): ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in the collaborative design-build project ARCH 310 Design Studio V, the multiple areas of student leadership within the School of Architecture, within Marywood University and in numerous service ministries within the Scranton area.

2009 Criterion C.8, Ethics and Professional Judgment: *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

Previous Team Report (2012): ARCH 462: Professional Practice has not been taught yet (will be taught for the first time spring 2014), so no evidence is available to meet this criterion. A course catalogue description has been developed, and syllabus development is in progress.

> **2014 Team Assessment:** This criterion is now met. Evidence is found in ARCH 462 Professional Practice.

II.   Compliance with the 2009 Conditions for Accreditation

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2014 Team Assessment: This condition has been met. The APR describes, and the visiting team observed students faculty and administration living out the expressed mission to serve the community and each other in a faith-infused architectural environment**.**

I.1.2 Learning Culture and Social Equity:
- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

   Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

   Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has not yet demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2014 Team Assessment: This condition is not yet met, as both elements are not in the affirmative. Evidence of a supportive learning culture is seen in guideline documents describing expectations of staff, students and faculty in personal and professional interactions.

The learning culture is also based on the belief that architectural education must seek, generate, examine, and transfer knowledge with breadth and imagination. They believe that the design studios remain the fulcrum of an architect's education. It is the place of individual and group exploration, research, discovery, testing of ideas, theories, and concepts. The design studio is positioned to test the quilted knowledge concept and to be a center of holistic learning. They stress the importance of craft in whatever the student undertakes. They also have the woodshop, metal shop and computer labs that support the learning culture in the discovery exploration and presentation. Central to this learning culture is the innovative nature of the facility that houses the architectural program, The Center for Architectural Studies. The facility demonstrates the advantages of adaptive use rather than a new facility. It is a LEED Gold building that has a highly versatile learning environment for students, faculty and staff.

Evidence does not exist in the architecture program in reference to a clear policy on diversity that is communicated to current and prospective faculty, students and staff that is reflected in the distribution of the program's human, physical, financial resources. There is also no plan in place to maintain or increase the diversity of its staff and students.

Because the program is so new the School of Architecture has not formulated a strategic plan to guide the school's overall growth and development of diversity-related issues concerning student admission and hiring.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[3] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

   [X] The program is responsive to this perspective.

   2014 Team Assessment: Evidence indicates that the faculty, staff and students make unique contributions to Marywood University in the areas of scholarship, community engagement, service, and teaching by following the AAUP belief that membership in the academic profession carries with it special responsibilities. Marywood's *Faculty Handbook* includes a statement of professional ethics setting forth standards assumed by members of the teaching profession. The statement covers a range of subjects, including encouraging the free pursuit of learning in their students; maintaining high standards of scholarly and ethical discipline; practicing intellectual honesty; avoiding discrimination against, or harassment of colleagues or students; maintaining

---

[3] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

critical self-discipline; fostering honest academic conduct; and serving students as intellectual guides and counselors. Each full-time tenure track member of the architecture faculty is expected to engage in teaching, scholarship and service.

B. **Architectural Education and Students**. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2014 Team Assessment: The program reflects the mission of Marywood University (MU), which is based on providing a values-based, liberal arts education, recognizing the pluralistic nature of contemporary society, in preparation for socially responsible leadership. The curriculum, the project selection, and the service projects of the School support such a mission. The dean, the faculty and the students all discuss their commitment to service in the community and in the world. Support of Habitat for Humanity begins to establish a value system based on "living responsibly in a diverse and interdependent world." This leads to other opportunities which have included assistance in local conceptual designs, urban adaptive use projects and an understanding of environmental and societal stewardship.

There is an enthusiasm for learning that permeates the student body as evidenced in the student meetings, but also expressed individually. Study Abroad is offered in Florence. The desire to learn from other cultures is evident in precedent studies and projects.

As a new school within a few hours of several major metropolises, expanding experiences through studio travels and by visiting lecturers to MU exposes students to professional inquiry.

Since the advising system is primarily through faculty, students are able to discuss one-on-one the opportunities available to them and the choices possible within the profession.

C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2014 Team Assessment: IDP information is noted on the school website and discussed with students on a frequent basis. The school's IDP Coordinator is active and available.

D. **Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2014 Team Assessment: The student studio and lecture classes include many adjunct faculty with broad and diverse backgrounds and professional experiences. A large number of faculty are registered architects, interior designers or professional engineers. Studio collaboration and environmental stewardship is evident in project work and discussion.

E. **Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.
[X] The program is responsive to this perspective.

2014 Team Assessment: Marywood University is a faith-based institution founded on engaging the world for the betterment of mankind. The School of Architecture is no different. The stated goals for student learning include "Pursue a values-based, holistic curriculum" and "Foster commitment to the principle of environmental stewardship."

The dean, faculty, staff and students exhibit such a value system. An environmental commitment has been established in the facilities of the school. The adaptive reuse of the physical education building into a LEED Gold facility to house the school represents such a commitment.

Service in the world is achieved through actions as well as theory. Students participate in Habitat for Humanity projects, and Scranton First Friday Events. Assistance with park designs, adaptive reuse of city buildings, and work with the Heritage Trail Association has been undertaken. Student projects installed for Scranton Festivals have enhanced the activities of families, utilizing design/construct studio projects. Studies of urban spaces and involvement in Farmitecture (rural animal care) express the possibilities for service.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes do not yet meet the standards as set by the NAAB.

2014 Team Assessment: This condition is not yet met. The APR states that a draft of the school's strategic plan would be developed during the summer of 2014. Therefore no plan was included in the APR. The team asked for the plan as part of its preparation for the visit, and was informed upon arrival that, "With the addition of two new faculty for fall, 2014, we felt that we should postpone the development of the school's first strategic plan." Currently in the sixth year of admitting students, this plan will become critical to the school's future development**.**

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
▪ *How the program is progressing towards its mission.*
▪ *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
▪ *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*

- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes do yet not meet the standards as set by the NAAB.

2014 Team Assessment: This condition is not yet met. Without the long range plan, self-assessment is difficult to accommodate. The school has not yet demonstrated a formal self-assessment process.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
- *Faculty & Staff:*
  o *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[4].*
  o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2014 Team Assessment: This condition is met. The university has consistently added faculty to the program on an annual basis. Currently there are six tenure-track faculty, augmented by six additional full-time annual-hires (full time, non-tenure-track). Adjunct faculty members are utilized to fill specific areas of expertise. As part of the hiring process the diversity of the faculty has been expanded through international hires. In addition, the last person added to the tenure-track faculty is an experienced, associate professor whose presence augments the generational diversity

The faculty advising ratio has been reduced to 1:15 as a result of increasing the number of faculty members performing those services.

Both the dean and the university provide funding to assist faculty in attending and presenting at conferences, symposiums and ACSA events.

- *Students:*
  o *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  o *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2014 Team Assessment: This condition is met. Admissions are approved through the university admissions office, with review by the school. Standards for admission include a high school GPA of

---

[4] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

3.0 and SAT score of 1000. NAAB statistical reports indicate 25th and 75th percentile scores of 460 to 580 (1040); ACT 25th and 75the percentile scores of 20 and 24.

The students encountered during the visit were motivated, passionate and committed to the program.

Transfer admissions are handled by comparing transferring program course descriptions with Marywood University course equivalencies. The record keeping is sound. For design courses a portfolio of projects is required prior to establishing any equivalencies.

Care for the student is evident when observing the faculty approach and the discussions in studios and classes. The University fosters such an approach through its culture.

I.2.2 Administrative Structure & Governance:

- ***Administrative Structure:*** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative Structure is adequate for the program

2014 Team Assessment: This condition is met. As stated in meetings and the APR, the dean of the School of Architecture reports directly to the vice president of academic affairs of the university. The dean has budget and hiring control for the school, develops and submits an annual budget, and reviews on a yearly basis with the vice president of academic affairs.

The dean also serves as a member of the Academic Council chaired by the vice president of academic affairs who holds semi- monthly meetings. This offers an additional opportunity for communication and discussion of academic matters of mutual concern with the vice president of academic affairs.

The dean of the school has two program directors, one for the architecture program (the B.E.D.A., B.Arch., and post- professional tracks) and one for the interior architecture/design programs (B.F.A. and M.A./I.A. degree tracks). Full and part-time faculty are assigned to one of the two programs, although there are currently some cross-over at multiple studio levels.

Program directors in the School of Architecture work directly with the dean, assuming many of the administrative duties of a chair. The dean of the school as with the dean of the other four colleges report directly to the university's vice president of academic affairs.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2014 Team Assessment: This condition is met. The School of Architecture is a stand-alone school with its own dean. Within the school, the program director has responsibilities pertaining to governance, assisting the dean with the formation of school committees, long range plan and policies, accreditation, outcomes assessment, catalog updates, instruction, course scheduling, program evaluations, laptop requirements, architecture kits, transfer credits, faculty affairs, faculty appointments, faculty recruiting, student retention, advising, external communications, and program equipment needs.

The director of the architecture program and the director of the interior architecture program receive one course release per semester. Faculty meetings are held on a monthly basis; but, if any critical issues need immediate attention, faculty meetings can occur on short notice.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2014 Team Assessment: This condition is met, with distinction. The phase 1 and phase 2 renovations of the facility have transformed a previously underutilized recreational building into a LEED-Gold, Center for Architectural Studies. The building is a living example of the school's mission regarding environmental stewardship and collaborative learning. The studio, office, workshop and critique spaces provide an abundance of variety for student & faculty interaction. Students, administrators and faculty from other University areas frequently visit this building for the joy and inspiration it provides.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2014 Team Assessment: This condition is met. Expenditures for 2013-2014 were as follow:

Expenditures for fiscal year 2013-2014 without depreciation and utilities were approximately $9,100 per student.

Faculty salaries are consistent with those of faculty in other colleges within the university, and actually slightly higher than the university average.

A proposed, mandatory reduction for non-personnel expenses provided by the vice president for academic affairs will reduce expenditures for 2014-2015. This is a reduction of approximately 5% of non-personnel/non facility expenses, or a reduction of 2% of total expenditures.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information Resources are adequate for the program

2014 Team Assessment: This condition is met. The university is constructing a new learning commons on campus scheduled to open on September 8, 2015 to celebrate the 100th anniversary of the founding of Marywood University. The existing library adjacent to the Center for Architectural Studies is scheduled for

demolition. Students have adequate access to this library, library staff, and the shared collections of a 70-institution higher education consortium. The centrally located browsing library within the Center for Architectural Studies is a self-service collection.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports[5]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were not yet provided

2014 Team Assessment: This condition is not yet met. No reports were provided.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses *to the annual reports.*

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused

---

[5] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report *and* Focused Evaluation Team Report*, including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: This condition is met. The NAAB required reports were provided in the team room.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[6] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2014 Team Assessment: This condition is met. Faculty members are adequately prepared and demonstrate a range of knowledge and experience appropriate to promote student achievement. Each tenure–track faculty member was hired after a national search and brings specific expertise and skill sets to the program ranging from publication to conference presentations, architectural practice to teaching experience. These individuals have varying research interests and philosophies of pedagogy. As witnessed in meetings and one-on one-interviews, collectively they share the fundamental credos of the school, the importance of materiality and making, and the benefits of hybrid presentations media among them. The matrix of faculty credentials was found in appendix D and faculty resumes were found in appendix E of the APR.

---

[6] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room did not meet the requirements of Appendix 3

2014 Team Assessment: This condition is not met. The policy documents noted in Appendix 3 were not provided in hard copy form within the team room for the NAAB visiting team members.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE
CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the
relationships between individual criteria.

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based
on research and analysis of multiple theoretical, social, political, economic, cultural and environmental
contexts. This ability includes facility with the wider range of media used to think about architecture
including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations
include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1.   **Communication Skills: *Ability to* read, write, speak and listen effectively.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 120 Foundational Design
and ARCH 122 Design Thinking.

A. 2.   **Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract
              ideas to interpret information, consider diverse points of view, reach well-reasoned
              conclusions, and test alternative outcomes against relevant criteria and standards.**

[X] Met

2014 Team Assessment: This criterion is met with distinction. Evidence is found in studios ARCH 210
Design Studio III and ARCH 310 Design Studio V.

A. 3.   **Visual Communication Skills: *Ability to* use appropriate representational media,
              such as traditional graphic and digital technology skills, to convey essential formal
              elements at each stage of the programming and design process.**

[X] Met

2014 Team Assessment: This criterion is met, with distinction. Evidence is found in studios ARCH
110 Foundation Design I and ARCH 210 Foundation Design II and carried forward into upper level
studios. The school exhibits traditional models and drawings, a fine sense of craft-making in 2-
dimensional and 3-dimensional drawings, studies and project presentations.

A.4.   **Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.**

[X] Not Met

2014 Team Assessment: This criterion is not met. Evidence of student ability in Technical Documentation was not found in work prepared for ARCH 313 Building Assemblies and ARCH 420 Design Studio VIII: outline specifications are missing from student work.

A.5.   **Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence of student ability in Investigative skills is found primarily in the spatial exploration sketches & models of the design projects of ARCH 310 Design Studio V and ARCH 420 Design Studio VIII (Comprehensive).

A. 6.   **Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.**

[X] Met

2014 Team Assessment: This criterion is met**.** Evidence of student ability in fundamental design skills is found primarily in the drawings and models of the fold projects, lens projects, precedent studies and shadow boxes of ARCH 110 Foundation Design I and ARCH 120 Foundation Design II.

A. 7.   **Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence of student ability in the Use of Precedents is found primarily on the drawings of the design projects of ARCH 450 Design Studio IX.

A. 8.   **Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Med

2014 Team Assessment: This criterion is met with distinction. Evidence of student understanding of Ordering Systems Skills is found primarily in the drawings and models of the fold projects, lens projects, and shadow boxes of ARCH 110 Foundation Design I and ARCH 120 Foundation Design II.

A. 9.   **Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Not Met

2014 Team Assessment: This criterion is not met. Evidence of student understanding of Historical Traditions and Global Culture was not found I work prepared for ARCH 113 History of Architecture I, ARCH 123 History of Architecture II, ARCH 420 Design Studio VIII (Comprehensive), ARCH 450 Design Studio IX or ARCH 453 History & Theory of Urban Form.

A. 10. **Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Not Yet Met

2014 Team Assessment: This criterion is not met. Evidence of student understanding of Cultural Diversity is not found where referenced in ARCH 113 History of Arch. I, ARCH 224 Theories of Architecture, ARCH 450 Design Studio IX, and ARCH 453 History & Theory of Urban Form.

A.11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence of student understanding of Applied Research is found in the writings, and research papers of ARCH 122 Design Thinking, ARCH 210 Design Studio III, ARCH 224 Theories of Architecture and ARCH 453 History & Theory of Urban Form.

Realm A. General Team Commentary: Thought, theory, conceptualization and communication performance criteria can be classified as strong.

There is a general lack of understanding demonstrated by the students of the cultural richness and diversity of architectural education and of the architectural environment. Narratives and artifacts that demonstrate this understanding are missing in student work although they are taught by the faculty.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. **Pre-Design:** *Ability* **to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence of ability in Pre-design is found in the drawings and diagrams of ARCH 320 Design Studio VI.

B. 2. **Accessibility:** *Ability* **to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities**.

[X] Not Yet Met

2014 Team Assessment: This criterion is not yet met. Some student work indicates that this performance criteria is addressed in the curriculum, however, there is no evidence that the ability is prevalent in the studio projects beyond an occasional turning radius for a wheelchair or entry ramp into a building. Disabled parking spaces are not delineated. Demonstration of height requirements, grab bars, knee room, or devices associated with sight, hearing or cognitive disabilities are not evident.

B. 3. **Sustainability:** *Ability* **to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

2014 Team Assessment: This criterion is met. There is an understanding of environmental stewardship present in the student design work and systems courses as evidenced in ARCH 310 Design Studio V and ARCH 411 Environmental Systems I.

B. 4. **Site Design:** *Ability* **to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence of ability is found in the modular bridge, YMCA vest pocket park and building in landscape projects of ARCH 220 Design Studio IV and ARCH 310 Design Studio V.

B. 5. **Life Safety:** *Ability* **to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Not Met

2014 Team Assessment: This criterion is not met. This criterion was attempted to be addressed in ARCH 420 Design Studio VIII (Comprehensive) by including life safety diagrams in the comprehensive

project. Although diagrams are included, these diagrams indicate that the basic principles are not understood and the students are not able to apply the knowledge.

B. 6.   **Comprehensive Design:** *Ability* **to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.5. Life Safety**
A.9. Historical Traditions and Global Culture	**B.7. Environmental Systems**
	B.9.Structural Systems

[X] Not Met

2014 Team Assessment: This criterion is not met. Projects in ARCH 420 Design Studio VIII (Comprehensive) failed to address in any significant way:

> A.4 Technical Documentation
>
> A.5 Investigative Skills
>
> A.9 Historical Traditions and Global Culture
>
> B.2 Accessibility
>
> B.5 Life Safety
>
> B.7 Environmental Systems

B. 7   **Financial Considerations:** *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Not Yet Met

2014 Team Assessment: This criterion is not met. Evidence of acquisition costs, project financing and funding, financial feasibility, operational costs and construction estimating, beyond that of schematic square foot estimates, could not be found.

B. 8.   **Environmental Systems:** *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Not Met

2014 Team Assessment: This criterion is not met. ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II address much of the material, but evidence of understanding of active heating and cooling sources and when they are most appropriate, embodied energy, air quality, and acoustics are missing from the documentation.

B. 9. **Structural Systems:** *Understanding* **of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II.

B. 10. **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 420 Design Studio VIII (Comprehensive).

B. 11. **Building Service Systems Integration:** *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 421 Environmental Systems II.

B. 12. **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse**.

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 313 Building Assemblies, formerly ARCH 422.

Realm B. General Team Commentary: Realm B contains several technically-oriented SPC that are either not met or have not yet been met including Comprehensive Design.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities

- Comprehending the business of building.

- Collaborating and negotiating with clients and consultants in the design process.

- Discerning the diverse roles of architects and those in related disciplines.

- Integrating community service into the practice of architecture.

C. 1.   **Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

[X] Met

2014 Team Assessment: This criterion is met in several courses, but most evident in ARCH 122 Design Thinking and ARCH 420 Design Studio VIII (Comprehensive).

C. 2.   **Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 122 Design Thinking.

C. 3   **Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 462 Professional Practice.

C. 4.   **Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 462 Professional Practice.

C. 5.   **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Not Yet Met

2014 Team Assessment: This criterion is not yet met. Evidence regarding the thorough study of topics noted in this SPC were not found where referenced. All items from this SPC remain missing from course work.

C. 6.   **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities**.

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in the collaborative design-build project ARCH 310 Design Studio V, the multiple areas of student leadership within the School of Architecture, student leadership within Marywood University, and in numerous service ministries within the Scranton area.

C. 7.   **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 420 Design Studio VIII (Comprehensive) and ARCH 462 Professional Practice.

C. 8.   **Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2014 Team Assessment: This criterion is met. Evidence is found in ARCH 462 Professional Practice.

C. 9.   **Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2014 Team Assessment: This criterion is met with distinction. Evidence is found in ARCH 453 History & Theory of Urban Form. Additional evidence is exhibited by the number, scale, and variety of social service projects and ministries that involve the students of the School of Architecture. Many are student led. Many are guided by faculty with significant student involvement and leadership.

Realm C. General Team Commentary: The criteria of this realm play a significant role in the life of the program. The one criterion not met is Practice Management.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2014 Team Assessment: The University is accredited by the Middle States Association of Colleges and Schools. See Appendix H in the APR for the document.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch, M. Arch, and/or D. Arch are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2014 Team Assessment: Marywood University awards the Bachelor of Architecture (B. Arch)   degree. The curriculum is composed of 165 semester credit hours broken into the following   categories:

Architecture Requirements	108 Credit Hours
General Studies	45 Credit Hours
Electives	12 Credit Hours

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Not Yet Met

2014 Team Assessment: This condition is not yet met. Curricular modifications are processed through organic but not structured faculty discussions. Through faculty consensus the modification is approved.

Inclusion of any required steps at the university level have not been described for course and curriculum approvals.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2014 Team Assessment: The vast majority of students that enter the Bachelor of Architecture program complete coursework at Marywood University and graduate with the B. Arch.

Students who transfer from within the university or from another institution into the B. Arch program are evaluated by the program director by using the Transferring Program Courses with Marywood University Course Equivalency. This comparison is made with a consistent format and documented in the student file.

In addition to the course comparison, a portfolio is required for any transfer student in order enable course equivalency evaluations to be made of all design/studio projects.

The procedures reviewed by the team were consistent from student to student.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2014 Team Assessment: This condition is met. Language describing the current Candidacy status of the school is found on the School of Architecture website.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

> *The 2009 NAAB Conditions for Accreditation*

> *The NAAB Procedures for Accreditation (edition currently in effect)*

[X] Not Met

2014 Team Assessment: This condition is not met. While the School of Architecture website does provide a link to the NAAB homepage, the direct links to the 2009 NAAB Conditions for Accreditation and the current NAAB Procedures for Accreditation are not found.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

> *www.ARCHCareers.org*

> *The NCARB Handbook for Interns and Architects*

> *Toward an Evolution of Studio Culture*

> *The Emerging Professional's Companion*

> *www.NCARB.org*

> *www.aia.org*

> *www.aias.org*

> *www.acsa-arch.org*

[X] Not Met

2014 Team Assessment: This condition is not met. The School of Architecture website provides a link to the NCARB homepage. Other resources are not linked. Career guidance in architecture is provided as part of the Marywood University career counseling, and informally through student's faculty advisor.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

> *All Annual Reports, including the narrative*

> *All NAAB responses to the Annual Report*

> *The final decision letter from the NAAB*

> *The most recent APR*

> *The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2014 Team Assessment: This condition is met. Previous APRs and VTRs are available in the Deans office.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Applicable.

2014 Team Assessment: This remains not applicable to the program at this time.

III.   Appendices:

1.   Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

     A.   History and Mission of the Institution (I.1.1)

         Reference Marywood University *APR,* pp. 3-6

     B.   History and Mission of the Program (I.1.1)

         Reference Marywood University, APR, pp. 6-20

     C.   Long-Range Planning (I.1.4)

         Reference Marywood University, APR, pp. 30-32

     D.   Self-Assessment (I.1.5)

         Reference Marywood University, APR, pp. 32-34

2.   **Conditions Met with Distinction**

- **I.2.3   Physical Resources:**   The facility that houses the Architectural School is a gem. The phase 1 and phase 2 renovations of the facility have transformed a previously underutilized recreational building into a LEED-Gold Center for Architectural Studies. The building is a living example of the school's mission regarding environmental stewardship and collaborative learning. The studio, office, workshop and critique spaces provide an abundance of variety for student & faculty interaction. Students, administrators and faculty from other University areas frequently visit this building for the joy and inspiration it provides.

- **A.2   Design Thinking:** The visiting team felt this represented the heart and soul of the School. Specific team room **e**vidence is found in studios ARCH 210 Design Studio III and ARCH 310 Design Studio V, as well as throughout the studio sequence.

- **A.3   Visual Communication Skills:** The public spaces and studio areas within the Center for Architectural Studies were organized as an exhibition of evidence highlighting this skill among the students, and faculty. Specific team room evidence was found in studios ARCH 110 Foundation Design I and ARCH 210 Foundation Design II and carried forward into upper level studios. The school exhibits traditional models and drawings, a fine sense of craft-making in 2-dimensional and 3-dimensional drawings, studies and project presentations.

- **A.8   Ordering Systems Skills:** The visiting team was very impressed with the understanding of these principles from the initial studio work of the program. Evidence of student understanding of Ordering Systems Skills is found primarily in the drawings and models of the fold projects, lens projects, and shadow boxes of ARCH 110 Foundation Design I and ARCH 120 Foundation Design II.

- **C.9   Community and Social Responsibility:** The student work and student attitudes exhibited both an exceptional understanding and active participation of this criterion. Team room evidence is found in ARCH 453 History & Theory of Urban Form. A greater and more noble evidence is exhibited by the large and variety of social service projects and ministries which involve the students of the School of Architecture. Many are student led. Many are guided by faculty with significant student involvement and leadership.
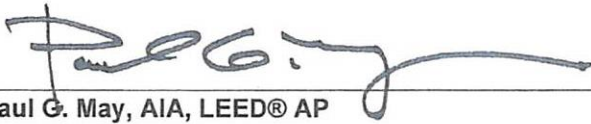
3.   The Visiting Team

Team Chair, Representing the Profession
Paul G. May, AIA, LEED® AP
Associate Principal
Miller Dunwiddie Architecture
123 North Third Street
Suite 104
Minneapolis, MN 55401
(612) 278-7712
(612) 337-0031 fax
pmay@millerdunwiddie.com

Representing the Academy
Curtis J. Sartor, Ph.D., NOMA, Assoc. AIA
Dean and Professor
Judson University
1151 North State Street
Elgin, IL 60123-1498
(847) 628-1017
(847) 695-3353 fax
csartor@judsonu.edu

Representing the NAAB
Douglas L Steidl, FAIA, Dean
College of Architecture & Environmental Design
Kent State University
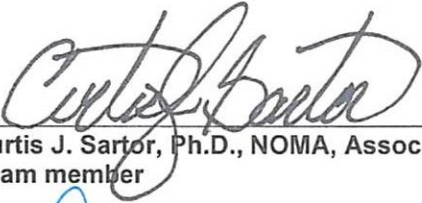201 Taylor Hall
Kent, OH 44242
(330) 672-2917
dsteidl@kent.edu

IV.   Report Signatures

Respectfully Submitted,

Paul G. May, AIA, LEED® AP   Representing the Profession
Team Chair

Curtis J. Sartor, Ph.D., NOMA, Assoc. AIA   Representing the Academy
Team member

Douglas L Steidl, FAIA   Representing the NAAB
Team member